

Skills Block Focus Sheet for Lessons 101–105

Photocopy this sheet
each week for each group.

DATE: _____ CLASS: _____

		Lesson 101	Lesson 102	Lesson 103	Lesson 104	Lesson 105		
Differentiated Instruction/Small Groups	2 Groups—10 Minutes Each	Intensive Intervention and Strategic Instruction	Intensive Intervention and Strategic Instruction	Intensive Intervention	Intensive Intervention and Strategic Instruction	Intensive Intervention or Strategic Instruction		
		17—NEW LOOK AND SAY WORDS High-Frequency Words: <i>good, into, your</i>	6—WHAT WORD? (B) Blending Phonemes	7—SAY IT SLOWLY Segmenting Words Into Phonemes	6—WHAT WORD? (B) Blending Phonemes	14—LABEL THE PICTURE Invented Spelling		
		14—LABEL THE PICTURE Invented Spelling	11—NEW SOUND <i>k /k/(key)</i>	13—SAY THE SOUNDS Letter-Sound Cumulative Review (if needed)	11—NEW SOUND <i>w /w ➔/(watch)</i>	Routines and activities as needed		
		19—BUILD A SENTENCE Application	13—SAY THE SOUNDS Letter-Sound Cumulative Review	15—SOUND AND SAY WORDS Word Analysis	13—SAY THE SOUNDS Letter-Sound Cumulative Review	Benchmark Instruction		
			15—SOUND AND SAY WORDS Word Analysis				14—LABEL THE PICTURE Invented Spelling	
			16—SOUND AND SPELL Word Analysis					19—BUILD A SENTENCE Application
			Benchmark Instruction			Routines and activities as needed		
			16—SOUND AND SPELL Word Analysis					
		Whole Group/ Partner Practice	10 Minutes	6—WHAT WORD? (B)	11—NEW SOUND	7—SAY IT SLOWLY	11—NEW SOUND	6—WHAT WORD? (B)
				7—SAY IT SLOWLY	13—SAY THE SOUNDS	15—SOUND AND SAY WORDS	13—SAY THE SOUNDS	15—SOUND AND SAY WORDS
17—NEW LOOK AND SAY WORDS	15—SOUND AND SAY WORDS			18—LOOK AND SAY WORDS	15—SOUND AND SAY WORDS	18—LOOK AND SAY WORDS		
19—BUILD A SENTENCE	18—LOOK AND SAY WORDS			20—READ THE STORY	18—LOOK AND SAY WORDS	20—READ THE STORY		
					19—BUILD A SENTENCE			

Students' Names

GROUP Intensive Intervention Strategic Instruction Benchmark Instruction

Differentiated Instruction—Small Groups: Assessment	Objective	Routine	Skill Level						
	Orally blend 2–4 phonemes into a word	1—WHAT WORD?	Introduce						
	Orally segment words with 2–4 phonemes into individual phonemes	2—SAY IT SLOWLY	Introduce						
	Fluently say the names of printed letters in Set 1 (<i>a, t, m, s, f, p</i>) in random order	3—SAY THE NAMES	Practice						
	Say the most common sound for featured letters <i>k /k ➔/, w /w ➔/</i>	4—NEW SOUND	Introduce						
	Pronounce short vowel words in which each letter represents its most common sound, including VC/CVC/CVCC patterns and beginning with continuous sounds	7—SOUND AND SAY WORDS	Introduce						
	Demonstrate understanding of letter-sound correspondence by writing words with taught letter sounds and patterns	8—SOUND AND SPELL SORT	Practice						
	Pronounce featured sight words <i>good, into, your</i>	9—NEW LOOK AND SAY WORDS	Introduce						
	Fluently pronounce taught sight words	10—LOOK AND SAY WORDS	Practice						
	Pronounce words made up of taught spelling patterns and syllable types	13—READ CAREFULLY	Practice						

Assessment Key: S = Struggling P = Practicing M = Mastered

OBJECTIVES: Pronounce the words *good, into, your*; Cumulative Review

Differentiated Instruction



Intensive Intervention and Strategic Instruction

Use ROUTINE 17—New Look and Say Words

Word Recognition: Introducing High-Frequency Words

MATERIALS

- Teacher and Student Look and Say Word Cards: *good, into, your, there, was, who, from, does, any*

Use ROUTINE 14—Label the Picture

Phonics: Invented Spelling

MATERIALS

- Teacher Word Card: *moon*
- Teacher Picture Cards: *crab, glove, five*
- Blackline Master 1 (optional)

REMINDER Students should say words slowly, one sound at a time, and match each sound to its letter.

Use ROUTINE 19—Build a Sentence

Word Recognition: Application

MATERIALS

- Teacher and Student Look and Say Word Cards: *they, to, the, happy, are, play, you, is, we*
- Teacher and Student Sound and Say Word Cards: *Gus, sit, band, dog, digs, on, mud, bus, in*
- Blackline Master 1

SENTENCE BANK	
Possible Sentences	
Gus is on the bus.	We are happy on the bus.
The dog digs in the mud.	The dog is happy in the mud.
We play in the band.	They are in the band.

Whole Group/Partner Practice



Use ROUTINE 6—What Word? (B) Whole Group

WORD BANK
play, /p/ /l/ /ā/
stand, /s/ /t/ /a/ /n/ /d/
laugh, /l/ /a/ /f/
friend, /f/ /r/ /e/ /n/ /d/

MATERIALS

- Park Poster Scene

CLOSURE

TEACHER: *What New Look and Say Words did we practice today?*

STUDENTS: *good, into, your*

Use ROUTINE 7—Say It Slowly Whole Group

(See *What Word?* above. Use words in a different order.)

Use ROUTINE 17—New Look and Say Words

Whole Group/Partner Practice

Use ROUTINE 19—Build a Sentence Partner Practice

OBJECTIVES: Say the sound for Kk, /k/; Cumulative Review

Differentiated Instruction



Intensive Intervention and Strategic Instruction

Use ROUTINE 6—What Word? (B)

Phonemic Awareness: Blending Phonemes

MATERIALS

- Park Poster Scene

WORD BANK

grass, /g/ /r/ /a/ /s/
climb, /k/ /l/ /i/ /m/
stand, /s/ /t/ /a/ /n/ /d/
smile, /s/ /m/ /i/ /l/

TEACHER TIP

If students consistently respond correctly, skip this Routine in some Lessons. Provide a periodic review to maintain the skill.

Use ROUTINE 11—New Sound

Phonics: Introducing New Sound

MATERIALS

- Teacher Letter Cards: Kk
- Teacher Key Word Cards: k/key and all cards for review
- Teacher Picture Cards: kite, book, turtle
- Chart 47

TEACHER TIP

You may want to provide additional practice using the Key Word Cards *cake*, *bike*, and *fork*.

Use ROUTINE 13—Say the Sounds

Phonics: Letter-Sound Cumulative Review

MATERIAL

- Chart 47

REMINDER

Provide corrective feedback by saying the correct sound. Ask students to repeat the sound and then repeat the row.

Use ROUTINE 15—Sound and Say Words

Phonics: Word Analysis

MATERIAL

- Chart 47

Use ROUTINE 16—Sound and Spell

Phonics: Word Analysis

MATERIALS

- Teacher and Student Letter Cards: c, ck, d, i, k, l, s, t

WORD BANK

kid	kit	kick
lick	sick	stick

REMINDER

It is important for students to say the sound of each Letter Card and then say each word after they have spelled it. This ensures that students are relating phonemic awareness to print.

Whole Group/Partner Practice



REMINDER

Monitor students carefully, encouraging them to provide each other with 3–4 seconds of thinking time before offering help.

MATERIAL

- Partner Practice Book page 51

Use ROUTINE 11—New Sound Whole Group

Use ROUTINE 13—Say the Sounds Whole Group

Use ROUTINE 15—Sound and Say Words

Whole Group/Partner Practice

Use ROUTINE 18—Look and Say Words

Whole Group/Partner Practice

CLOSURE

TEACHER: What is our Key Word for the letter k? (Point to the letter k on the Chart.)

STUDENTS: key

TEACHER: What sound? (Point to the letter k on the Chart.)

STUDENTS: /k/

TEACHER: (Model reading a word with k from the Chart.)

OBJECTIVE: Cumulative Review

Differentiated Instruction



Intensive Intervention

Use ROUTINE 7—Say It Slowly

Phonemic Awareness: Segmenting Words Into Phonemes

MATERIALS

- Park Poster Scene

WORD BANK

throw, /th/ /r/ /o/
friend, /f/ /r/ /e/ /n/ /d/
slide, /s/ /l/ /i/ /d/
grass, /g/ /r/ /a/ /s/

REMINDER Having students respond in unison is an important way to increase active engagement.

Use ROUTINE 13—Say the Sounds

Phonics: Letter-Sound Cumulative Review

MATERIAL

- Chart 47

REMINDER For Chart work, maintain as quick a pace as possible while providing enough thinking time for all students.

Use ROUTINE 15—Sound and Say Words

Phonics: Word Analysis

MATERIAL

- Chart 47

Whole Group/Partner Practice



REMINDER Encourage students to assist one another. When needed, model how to provide assistance.

TEACHER TIP

You may want to teach *grass* before students complete *Read the Story* with their partners. Students may have difficulty with the initial blend.

Use ROUTINE 7—Say It Slowly Whole Group

(See *Say It Slowly* above. Use words in a different order.)

Use ROUTINE 15—Sound and Say Words

Whole Group/Partner Practice

Use ROUTINE 18—Look and Say Words

Whole Group/Partner Practice

Use ROUTINE 20—Read the Story Whole Group/Partner Practice

Use ROUTINE 18—Look and Say Words

Word Recognition: High-Frequency Words
Cumulative Review

MATERIAL

- Chart 47

Use ROUTINE 16—Sound and Spell

Phonics: Word Analysis

MATERIALS

- Teacher and Student Letter Cards: *e, n, o, p, s, t, w*

WORD BANK

step	stop	wet
went	west	pots

Benchmark Instruction

Use ROUTINE 16—Sound and Spell

Phonics: Word Analysis

MATERIALS

- Teacher and Student Letter Cards: *ck, i, j, k, m, p, s, t, u*

WORD BANK

just	jump
kick	stick
stuck	stump

REMINDER If there is not enough time to spell all the words, be sure to practice words with recently introduced sounds, such as /j/ and /k/.

MATERIAL

- Partner Practice Book page 51

CLOSURE

TEACHER: *What is our Key Word for the letter k?* (Point to the letter *k* on the Chart.)

STUDENTS: *key*

TEACHER: *What sound?* (Point to the letter *k* on the Chart.)

STUDENTS: /k/

TEACHER: (Model reading a word with *k* from the Chart.)

OBJECTIVES: Say the sound for *Ww*, /w/; Cumulative Review

Differentiated Instruction



Intensive Intervention and Strategic Instruction

Use ROUTINE 6—What Word? (B)

Phonemic Awareness: Blending Phonemes

MATERIALS

- Park Poster Scene

WORD BANK

smile, /s/ /m/ /ī/ /l/
climb, /k/ /l/ /ī/ /m/
stand, /s/ /t/ /a/ /n/ /d/
friend, /f/ /r/ /e/ /n/ /d/

Use ROUTINE 11—New Sound

Phonics: Introducing New Sound

MATERIALS

- Teacher Letter Cards: *Ww*
- Teacher Key Word Cards: *w/watch* and all cards for review
- Teacher Picture Cards: *web, yo-yo, well*
- Chart 48

REMINDER Use the Key Word Card to model the new sound. Have students practice all previously taught Key Words.

Use ROUTINE 13—Say the Sounds

Phonics: Letter-Sound Cumulative Review

MATERIAL

- Chart 48

REMINDER Provide corrective feedback immediately by saying the correct response and then repeating the row.

Use ROUTINE 15—Sound and Say Words

Phonics: Word Analysis

MATERIAL

- Chart 48

Use ROUTINE 16—Sound and Spell

Phonics: Word Analysis

MATERIALS

- Teacher and Student Letter Cards: *d, e, i, l, n, s, t, w*

WORD BANK

will	win	wind
wet	went	west

Whole Group/Partner Practice



REMINDER Partner Practice time is most effective when you monitor, provide corrective feedback, and reinforce desired behaviors.

Use ROUTINE 11—New Sound Whole Group

Use ROUTINE 13—Say the Sounds Whole Group

Use ROUTINE 15—Sound and Say Words

Whole Group/Partner Practice

Use ROUTINE 18—Look and Say Words

Whole Group/Partner Practice

MATERIAL

- Partner Practice Book page 52

CLOSURE

TEACHER: *What is our Key Word for the letter w? (Point to the letter w on the Chart.)*

STUDENTS: *watch*

TEACHER: *What sound? (Point to the letter w on the Chart.)*

STUDENTS: */w/*

TEACHER: (Model reading a word with *w* from the Chart.)

Differentiated Instruction



Intensive Intervention or Strategic Instruction

REMINDER Add other Routines as needed.

TEACHER TIP

Consider ways for students who need extra help to consistently spend time practicing previous Charts and Partner Practice Book pages. Older students, peers, volunteers, and family members are possible resources.

Use ROUTINE 14—Label the Picture

Phonics: Invented Spelling

MATERIALS

- Teacher Key Word Card: *clock*
- Teacher Picture Cards: *kite, web, dress*
- Blackline Master 1 (optional)

Benchmark Instruction

REMINDER Add other Routines as needed.

Use ROUTINE 14—Label the Picture

Phonics: Invented Spelling

MATERIALS

- Teacher Key Word Cards: *clock, watch, nest, key*
- Teacher Picture Cards: *turtle, kite*
- Blackline Master 1 (optional)

REMINDER Complete as many words as time allows.

Use ROUTINE 19—Build a Sentence

Word Recognition: Application

MATERIALS

- Teacher and Student Look and Say Word Cards: *they, to, the, happy, are, play, you, is, we*
- Teacher and Student Sound and Say Word Cards: *Gus, sit, band, dog, digs, on, mud, bus, in*
- Blackline Master 1

SENTENCE BANK

Possible Sentences

Gus is on the bus.	We are happy on the bus.
The dog digs in the mud.	The dog is happy in the mud.
We play in the band.	They are in the band.

Whole Group/Partner Practice



Use ROUTINE 6—What Word? (B) Whole Group

WORD BANK

grass, /g/ /r/ /a/ /s/
stand, /s/ /t/ /a/ /n/ /d/
friend, /f/ /r/ /e/ /n/ /d/
climb, /k/ /l/ /i/ /m/

Use ROUTINE 15—Sound and Say Words

Whole Group/Partner Practice

Use ROUTINE 18—Look and Say Words

Whole Group/Partner Practice

Use ROUTINE 20—Read the Story Partner Practice

Use ROUTINE 19—Build a Sentence Partner Practice

MATERIALS

- Partner Practice Book page 52
- Park Poster Scene
- Chart 48

CLOSURE

TEACHER: *What is our Key Word for the letter k?* (Point to the letter *k* on the Chart.)

STUDENTS: *key*

TEACHER: *What sound?* (Point to the letter *k* on the Chart.)

STUDENTS: /k/

TEACHER: (Model reading a word with *k* from the Chart.)