

Skills Block Focus Sheet for Lessons 106–110

Photocopy this sheet
each week for each group.

DATE: _____ CLASS: _____

		Lesson 106	Lesson 107	Lesson 108	Lesson 109	Lesson 110	
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>saw, find, now</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>sh /sh➡/ (shoe)</i>	13—SAY THE SOUNDS Letter-Sound Cumulative Review	11—NEW SOUND <i>y /y➡/ (yarn)</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	18—LOOK AND SAY WORDS High-Frequency Words Cumulative Review	15—SOUND AND SAY WORDS Word Analysis		
			16—SOUND AND SPELL Word Analysis	16—SOUND AND SPELL Word Analysis	16—SOUND AND SPELL Word Analysis		
				Benchmark Instruction			14—LABEL THE PICTURE Invented Spelling
				16—SOUND AND SPELL Word Analysis			19—BUILD A SENTENCE Application
				Routines and activities as needed			Routines and activities as needed
		Whole Group/ Partner Practice	10 Minutes	6—WHAT WORD? (B)	11—NEW SOUND	7—SAY IT SLOWLY	11—NEW SOUND
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	19—BUILD A SENTENCE	

Students' Names

GROUP		Intensive Intervention <input type="checkbox"/>	Strategic Instruction <input type="checkbox"/>	Benchmark Instruction <input type="checkbox"/>									
Differentiated Instruction—Small Groups: Assessment	Objective	Routine	Skill Level										
	Orally blend 3–5 phonemes into a word	6—WHAT WORD? (B)	Practice										
	Orally segment words with 3–5 phonemes into individual phonemes	7—SAY IT SLOWLY	Practice										
	say the most common sound for <i>sh /sh➡/, y /y➡/</i>	11—NEW SOUND	Introduce										
	Fluently say the most common sound for taught letters and letter patterns	13—SAY THE SOUNDS	Practice										
	Write words with 3–4 phonemes, representing each phoneme with a letter or letters, applying taught letter-sounds	14—LABEL THE PICTURE	Practice										
	Pronounce short vowel words in which each letter represents its most common sound, including CCVC patterns and single-syllable open syllable type words	15—SOUND AND SAY WORDS	Practice										
	Demonstrate understanding of letter-sound correspondences by writing words that are made up of taught letter sounds and patterns	16—SOUND AND SPELL	Practice										
	Pronounce the sight words <i>saw, find, now</i>	17—NEW LOOK AND SAY WORDS	Introduce										
	Fluently pronounce taught sight words	18—LOOK AND SAY WORDS	Practice										
	Using word cards made up of taught patterns and syllable types, put words together to make a phrase or sentence	19—BUILD A SENTENCE	Practice										
Read a story with taught sight words and word patterns; apply flexible strategy to determine pronunciation of unknown words	20—READ THE STORY	Practice											

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

OBJECTIVES: Pronounce the words *saw, find, now*; 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: *saw, find, now, good, into, your, there, was, who*

REMINDER Provide scaffolding by mixing up and flashing the new words. Then mix in the review words and flash all words.

Use ROUTINE 14—Label the Picture

Phonics: Invented Spelling

MATERIALS

- Teacher Picture Cards: *dress, frog, glove, jet*
- Blackline Master 1 (optional)

Use ROUTINE 19—Build a Sentence

Word Recognition: Application

MATERIALS

- Teacher and Student Look and Say Word Cards: *the, play, are, they, down, happy, want, to, we*
- Teacher and Student Sound and Say Word Cards: *jump, and, up, Jack, Jill, went, hill, on, jog*
- Blackline Master 1

SENTENCE BANK Possible Sentences
Jack and Jill went up a hill.
Jack and Jill want to play.
Jack and Jill jog down the hill.
They play on the hill.
They play and jump.
We play on the hill.

REMINDER Scaffold by mixing up words from a simple sentence. Ask students to build a sentence by putting the words in order.

Whole Group/Partner Practice



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

WORD BANK
hand, /h/ /a/ /n/ /d/
bench, /b/ /e/ /n/ /ch/
kind, /k/ /i/ /n/ /d/
friend, /f/ /r/ /e/ /n/ /d/

MATERIALS

- Park Poster Scene

CLOSURE

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

STUDENTS: *saw, find, now*

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 *sh*, /sh→/; 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

climb, /k/ /l/ /ī/ /m/
sand, /s/ /a/ /n/ /d/
stand, /s/ /t/ /a/ /n/ /d/
grass, /g/ /r/ /a/ /s/

Use ROUTINE 11—New Sound

Phonics: Introducing New Sound

MATERIALS

- Teacher Letter Card: *sh*
- Teacher Key Word Card: *sh/shoe* and all cards for review
- Teacher Picture Cards: *shoe, shell, gate, dish*
- Chart 49

Use ROUTINE 13—Say the Sounds

Phonics: Letter-Sound Cumulative Review

MATERIAL

- Chart 49

Whole Group/Partner Practice



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

TEACHER TIP

For students needing additional support, you may want to preview a sentence from the Partner Practice Book page during small group time.

Use ROUTINE 15—Sound and Say Words

Phonics: Word Analysis

MATERIAL

- Chart 49

REMINDER

Provide corrective feedback by saying the correct sound. Ask students to repeat the sound and say the word again. Then repeat the row.

Use ROUTINE 16—Sound and Spell

Phonics: Word Analysis

MATERIAL

- Teacher and Student Letter Cards: *f, i, o, p, s, sh, t, w*

WORD BANK

wish	fish	ship
shop	stop	spot

MATERIAL

- Partner Practice Book page 53

CLOSURE

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

STUDENTS: *shoe*

TEACHER: *What sound?* (Point to the letters *sh* on the Chart.)

STUDENTS: /sh→/

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

OBJECTIVE: Cumulative Review

Differentiated Instruction



Intensive Intervention

TEACHER TIP

You may want to teach *go* before students complete **Read the Story** with their partners. This pattern has not yet been covered. You may also want to preteach *no* and *so*.

Use ROUTINE 7—Say It Slowly

Phonemic Awareness: Segmenting Words Into Phonemes

MATERIALS

- Park Poster Scene

WORD BANK

smile, /s➡/ /m➡/ /ī➡/ /l➡/
grass, /g/ /r➡/ /a➡/ /s➡/
push, /p/ /oo/ /sh➡/
stand, /s➡/ /t/ /a➡/ /n➡/ /d/

Use ROUTINE 13—Say the Sounds

Phonics: Letter-Sound Cumulative Review

MATERIAL

- Chart 49

Use ROUTINE 15—Sound and Say Words

Phonics: Word Analysis

MATERIAL

- Chart 49

Use ROUTINE 18—Look and Say Words

Word Recognition: High-Frequency Words

Cumulative Review

MATERIAL

- Chart 49

Use ROUTINE 16—Sound and Spell

Phonics: Word Analysis

MATERIALS

- Teacher and Student Letter Cards: *a, e, m, n, p, t*

WORD BANK

pet	pen	men
ten	tan	man

TEACHER TIP

The nasal sound of /n➡/ changes the /e➡/ sound that precedes it. In other words, the /e➡/ in *pet* does not sound exactly the same as the /e➡/ in *pen*.

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
picks	

Whole Group/Partner Practice



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

MATERIAL

- Partner Practice Book page 53

CLOSURE

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

STUDENTS: shoe

TEACHER: What sound? (Point to the letters sh on the Chart.)

STUDENTS: /sh➡/

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

OBJECTIVES: Say the sound for Yy, /y→/; 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

leash, /l→/ /ē→/ /sh→/
kind, /k/ /ī→/ /n→/ /d/
friend, /f→/ /r→/ /e→/ /n→/ /d/
climb, /k/ /l→/ /ī→/ /m→/

TEACHER TIP

If students do this Routine easily, stop connecting continuous sounds and pause briefly between sounds. However, if students still have difficulty, continue to connect continuous sounds.

Use ROUTINE 11—New Sound

Phonics: Introducing New Sound

MATERIALS

- Teacher Letter Cards: Yy
- Teacher Key Word Cards: y/yarn and all cards for review
- Teacher Picture Cards: yo-yo, web, well
- Chart 50

TEACHER TIP

You may also want to practice orally with the words *yes* and *yellow*.

Use ROUTINE 13—Say the Sounds

Phonics: Letter-Sound Cumulative Review

MATERIAL

- Chart 50

REMINDER

Students say the sound when you tap or hold your finger over the letter. Tap stop sounds quickly and hold continuous sounds for two seconds.

Use ROUTINE 15—Sound and Say Words

Phonics: Word Analysis

MATERIAL

- Chart 50

REMINDER

Students sound each word and then say each word.

Use ROUTINE 16—Sound and Spell

Phonics: Word Analysis

MATERIALS

- Teacher and Student Letter Cards: a, e, m, p, s, t, y

WORD BANK

yam	yams	yes
yet	pet	pets

Whole Group/Partner Practice



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 54

CLOSURE

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

STUDENTS: yarn

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

STUDENTS: /y→/

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

OBJECTIVE: Cumulative Review

Differentiated Instruction



Intensive Intervention **or** Strategic Instruction

REMINDER Add other Routines as needed.

Use ROUTINE 14—Label the Picture

Phonics: Invented Spelling

MATERIALS

- Teacher Key Word Cards: *yarn, shoe*
- Teacher Picture Cards: *yo-yo, dish*
- Blackline Master 1 (optional)

Use ROUTINE 14—Label the Picture

Phonics: Invented Spelling

MATERIALS

- Teacher Key Word Cards: *shoe, fish, yarn*
- Teacher Picture Cards: *yo-yo, shell, well*
- Blackline Master 1 (optional)

TEACHER TIP

Point out to advanced students that when the /l/ sound follows a short vowel, it is often spelled double *l*. Students should only be responsible for writing correct sound spellings that they've been taught.

Use ROUTINE 19—Build a Sentence

Word Recognition: Application

MATERIAL

- Teacher and Student Look and Say Word Cards: *the, play, are, they, down, happy, want, to, we*
- Teacher and Student Sound and Say Word Cards: *jump, and, up, Jack, Jill, went, hill, on, jog*
- Blackline Master 1

SENTENCE BANK	
Possible Sentences	
Jack and Jill went up a hill.	Jack and Jill are happy.
Jack and Jill want to play.	Jack and Jill jog down the hill.
They play on the hill.	We play on the hill.
They play and jump.	

Whole Group/Partner Practice



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

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

MATERIALS

- Partner Practice Book page 54
- Park Poster Scene
- Chart 50

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

CLOSURE

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

STUDENTS: shoe

TEACHER: What sound? (Point to the letters sh on the Chart.)

STUDENTS: /sh/

TEACHER: (Model reading a word with sh from the chart.)