

Skills Block Focus Sheet for Lessons 111–115

Photocopy this sheet
each week for each group.

DATE: _____ CLASS: _____

		Lesson 111	Lesson 112	Lesson 113	Lesson 114	Lesson 115
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>our, as, her</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>qu /kw/ (queen)</i>	13—SAY THE SOUNDS Letter-Sound Cumulative Review	11—NEW SOUND <i>x /ks/ (X-ray)</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
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 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>qu /kw/, x /ks/</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>our, as, her</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

New Look and Say Words: *our, as, her*

OBJECTIVES: Pronounce the words *our, as, her*; 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: *our, as, her, saw, find, now, good, into, your*

Use ROUTINE 14—Label the Picture

Phonics: Invented Spelling

MATERIALS

- Teacher Key Word Card: *fish*
- Teacher Picture Cards: *jet, shell, dish*
- Blackline Master 1 (optional)

REMINDER As students say the sounds, ask, *What letter makes that sound?* Encourage them to write the sounds down. You may want to tell students that *shell* ends in double *l*, or simply accept the spelling *shel*.

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 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
cloud, /k/ /l/ /ow/ /d/
splash, /s/ /p/ /l/ /a/ /sh/
float, /f/ /l/ /o/ /t/
sheep, /sh/ /e/ /p/

MATERIAL

- Park Poster Scene

CLOSURE

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

STUDENTS: *our, as, her*

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

Differentiated Instruction



Intensive Intervention and Strategic Instruction

Use ROUTINE 6—What Word? (B)

Phonemic Awareness: Blending Phonemes

MATERIALS

- Beach Poster Scene

WORD BANK

taste, /t/ /ā→/ /s→/ /t/
spray, /s→/ /p/ /r→/ /ā→/
crab, /k/ /r→/ /a→/ /b/
wind, /w→/ /i→/ /n→/ /d/

Use ROUTINE 11—New Sound

Phonics: Introducing New Sound

MATERIALS

- Teacher Letter Cards: *Qu qu*
- Teacher Key Word Cards: *qu/queen* and all cards for review
- Teacher Picture Cards: *quilt, fan, corn*
- Chart 51

TEACHER TIP

You may also want to practice orally with the words *quiet* and *question*.

Use ROUTINE 13—Say the Sounds

Phonics: Letter-Sound Cumulative Review

MATERIAL

- Chart 51

REMINDER

During Chart work, conduct some individual checks, but spend the majority of instructional time on unison responses.

Use ROUTINE 15—Sound and Say Words

Phonics: Word Analysis

MATERIAL

- Chart 51

Use ROUTINE 16—Sound and Spell

Phonics: Word Analysis

MATERIAL

- Teacher and Student Letter Cards: *a, c, i, k, qu, s, t*

WORD BANK

quit	quick	quack
stack	stick	kick

Whole Group/Partner Practice



TEACHER TIP

Use Partner Practice time to monitor student progress. Occasionally you may want to take a minute or less with one student to have him or her read a few items or a row to you.

MATERIAL

- Partner Practice Book page 55

CLOSURE

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

STUDENTS: *queen*

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

STUDENTS: /kw/

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

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

OBJECTIVES: Say the sound for Xx, /ks/; Cumulative Review

Differentiated Instruction



Intensive Intervention and Strategic Instruction

TEACHER TIP

You may want to teach *she* before students complete **Read the Story** with their partners. Compare with the sight words *we* and *he*, which have already been taught.

Use ROUTINE 6—What Word? (B)

Phonemic Awareness: Blending Phonemes

MATERIALS

- Beach Poster Scene

WORD BANK

spray, /s/ /p/ /r/ /ā/
crab, /k/ /r/ /a/ /b/
wind, /w/ /i/ /n/ /d/
taste, /t/ /ā/ /s/ /t/

Use ROUTINE 11—New Sound

Phonics: Introducing New Sound

MATERIALS

- Teacher Letter Cards: Xx
- Teacher Key Word Cards: *x/X-ray* and all cards for review
- Teacher Picture Cards: *six, fox, dress*
- Chart 52

TEACHER TIP

Note that the second sound in *X-ray* is the /ks/ sound. The first sound is /e/.

Whole Group/Partner Practice



TEACHER TIP

During Partner Practice time, reinforce desired behaviors by placing a special mark, sticker, or stamp on the Partner Practice Book pages.

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

Use ROUTINE 13—Say the Sounds

Phonics: Letter-Sound Cumulative Review

MATERIAL

- Chart 52

Use ROUTINE 15—Sound and Say Words

Phonics: Word Analysis

MATERIAL

- Chart 52

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, b, f, i, m, o, s, x*

WORD BANK

ax	six	mix
fix	fox	box

CLOSURE

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

STUDENTS: *X-ray*

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

STUDENTS: */ks/*

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

Cumulative Review

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 Card: *queen*
- Teacher Picture Cards: *fox, quilt, six*
- Blackline Master 1 (optional)

Benchmark Instruction

REMINDER Add other Routines as needed.

Use ROUTINE 14—Label the Picture

Phonics: Invented Spelling

Whole Group/Partner Practice



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

WORD BANK
crab, /k/ /r/ /a/ /b/
spray, /s/ /p/ /r/ /ā/
taste, /t/ /ā/ /s/ /t/
wind, /w/ /i/ /n/ /d/

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

- Teacher Key Word Cards: *X-ray, queen*
- Teacher Picture Cards: *fox, quilt, six, dish*
- 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 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.	

MATERIALS

- Partner Practice Book page 56
- Beach Poster Scene
- Chart 52

CLOSURE

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

STUDENTS: *queen*

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

STUDENTS: /kw/

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

STUDENTS: *X-ray*

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

STUDENTS: /ks/

TEACHER: (Model reading words with qu and x from the Chart.)