

Skills Block Focus Sheet for Lessons 116–120

Photocopy this sheet
each week for each group.

DATE: _____ CLASS: _____

		Lesson 116	Lesson 117	Lesson 118	Lesson 119	Lesson 120
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>many, under, his</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>th /th➔/ (thumb)</i>	13—SAY THE SOUNDS Letter-Sound Cumulative Review (if needed)	11—NEW SOUND <i>z /z➔/ (zebra)</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 <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>th /th➔/</i> (voiced and unvoiced), <i>z /z➔/</i>	11—NEW SOUND	Introduce							
	Fluently say the most common sound for taught letters and letter patterns	13—SAY THE SOUNDS	Mastery							
	Write words with 3–4 phonemes, representing each phoneme with a letter or letters, applying taught letter-sounds	14—LABEL THE PICTURE	Mastery							
	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	Mastery							
	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>many, under, his</i>	17—NEW LOOK AND SAY WORDS	Introduce							
	Fluently pronounce taught sight words	18—LOOK AND SAY WORDS	Mastery							
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	Mastery								

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

OBJECTIVES: Pronounce the words *many, under, his*; 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: *many, under, his, our, as, her, saw, find, now*

REMINDER Provide corrective feedback and scaffolding by repeating the word until the student is able to say the word correctly.

Use ROUTINE 14—Label the Picture

Phonics: Invented Spelling

MATERIALS

- Teacher Key Word Cards: *X-ray, queen*
- Teacher Picture Cards: *web, six*
- Blackline Master 1 (optional)

REMINDER The objective of this Routine is for students to match letters to the sounds they hear in spoken words. They are achieving the objective if they represent each sound with a letter or letters that go with the sound.

Use ROUTINE 19—Build a Sentence

Word Recognition: Application

MATERIALS

- Teacher and Student Look and Say Word Cards: *the, saw, we, come, is, said, little, to, happy*
- Teacher and Student Sound and Say Word Cards: *quack, when, duck, will, on, ship, quick, in, Rex*
- Blackline Master 1

SENTENCE BANK	
Possible Sentences	
When will the ship come in?	Rex the duck is happy.
We saw the ship.	The little duck said quack.
Come to the ship.	The duck is quick.

Whole Group/Partner Practice



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

WORD BANK
sleep, /s/ /l/ /ē/ /p/
splash, /s/ /p/ /l/ /a/ /sh/
stripes, /s/ /t/ /r/ /ī/ /p/ /s/
cloud, /k/ /l/ /ow/ /d/

MATERIALS

- Beach Poster Scene

CLOSURE
TEACHER: *What New Look and Say Words did we learn today?*
STUDENTS: *many, under, his*

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

REMINDER Encourage students to compliment and praise one another. Model this behavior for students.



Differentiated Instruction

Intensive Intervention and Strategic Instruction

Use ROUTINE 6—What Word? (B)

Phonemic Awareness: Blending Phonemes

MATERIALS

- Beach Poster Scene

WORD BANK	
crab, /k/ /r→/ /a→/ /b/	
stripes, /s→/ /t/ /r→/ /ī→/ /p/ /s→/	
swim, /s→/ /w→/ /i→/ /m→/	
splash, /s→/ /p/ /l→/ /a→/ /sh→/	

Use ROUTINE 11—New Sound

Phonics: Introducing New Sound

MATERIALS

- Teacher Letter Card: *th*
- Teacher Key Word Cards: *th/thumb* and all cards for review
- Chart 53

TEACHER TIP

You may want to practice orally with the following words: *this, with, dish, there, that, man, tooth*. You may want to point out to students that there are two sounds for *th*. Sometimes it tickles your tongue (voiced) and sometimes it doesn't (unvoiced).

Use ROUTINE 13—Say the Sounds

Phonics: Letter-Sound Cumulative Review

MATERIAL

- Chart 53

REMINDER

Provide corrective feedback by saying the correct sound. Ask students to repeat the sound and then repeat the row. Say the name of the Key Word for the sound missed.

Use ROUTINE 15—Sound and Say Words

Phonics: Word Analysis

MATERIAL

- Chart 53

Use ROUTINE 16—Sound and Spell

Phonics: Word Analysis

MATERIALS

- Teacher and Student Letter Cards: *a, f, i, l, m, n, s, th, t*

WORD BANK		
this	thin	than
that	flat	math

TEACHER TIP

The letters *th* represent two similar sounds: a voiced sound, as in *this* or *that*, and an unvoiced sound, as in *thumb* or *math*.



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 57

CLOSURE

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

STUDENTS: *thumb*

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

STUDENTS: /th→/

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

Cumulative Review

OBJECTIVE: Cumulative Review

Differentiated Instruction



Intensive Intervention

Use ROUTINE 7—Say It Slowly

Phonological Awareness: Segmenting Words Into Phonemes

MATERIALS

- Beach Poster Scene

WORD BANK	
splash, /s/ /p/ /l/ /a/ /sh/	
sleep, /s/ /l/ /ē/ /p/	
spray, /s/ /p/ /r/ /ā/	
swim, /s/ /w/ /i/ /m/	

Use ROUTINE 13—Say the Sounds

Phonics: Letter-Sound Cumulative Review

MATERIAL

- Chart 53

REMINDER Conduct individual checks, pointing to a few items in a random order.

Use ROUTINE 15—Sound and Say Words

Phonics: Word Analysis

MATERIAL

- Chart 53

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 **Partner Practice**

Use ROUTINE 18—Look and Say Words

High-Frequency Words Cumulative Review

MATERIAL

- Chart 53

Use ROUTINE 16—Sound and Spell

Phonics: Word Analysis

MATERIALS

- Teacher and Student Letter
Cards: *a, e, n, t, th, x*

WORD BANK		
next	ten	then
than	tan	that

Benchmark Instruction

REMINDER Add other Routines as needed.

Use ROUTINE 16—Sound and Spell

Phonics: Word Analysis

MATERIALS

- Teacher and Student Letter
Cards: *a, i, g, k, n, s, t, th*

WORD BANK			
this	that	thin	than
thing	think	thank	stink

MATERIAL

- Partner Practice Book page 57

CLOSURE

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

STUDENTS: thumb

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

STUDENTS: /th/

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

OBJECTIVES: Say the sound for Zz, /z→/; Cumulative Review

Differentiated Instruction



Intensive Intervention and Strategic Instruction

REMINDER Students should answer in unison so that all students have the opportunity to practice. This way, they won't simply be repeating the answers of other students.

Use ROUTINE 6—What Word? (B)

Phonemic Awareness: Blending Phonemes

MATERIALS

- Beach Poster Scene

WORD BANK

spray, /s→/ /p/ /r→/ /ā→/
taste, /t/ /ā→/ /s→/ /t/
splash, /s→/ /p/ /l→/ /a→/ /sh→/
stripes, /s→/ /t/ /r→/ /ī→/ /p/ /s→/

Use ROUTINE 11—New Sound

Phonics: Introducing New Sound

MATERIALS

- Teacher Letter Cards: Zz
- Teacher Key Word Cards: z/zebra and all cards for review
- Teacher Picture Cards: zipper, soap
- Chart 54

TEACHER TIP

You may want to practice orally with the words *quiz* and *prize*.

Use ROUTINE 13—Say the Sounds

Phonics: Letter-Sound Cumulative Review

MATERIAL

- Chart 54

REMINDER If students make frequent errors on review items, consider repeating Routines or entire Lessons.

Use ROUTINE 15—Sound and Say Words

Phonics: Word Analysis

MATERIAL

- Chart 54

REMINDER If students have difficulty blending, scaffold by saying the word slowly, stretching and connecting sounds.

Use ROUTINE 16—Sound and Spell

Phonics: Word Analysis

MATERIALS

- Teacher and Student Letter Cards: a, g, i, p, th, w, z

WORD BANK

zip	zap	zig
zag	path	with

Whole Group/Partner Practice



REMINDER During Partner Practice time, provide assistance to students, but generally don't spend more than a minute with any student or pair.

MATERIAL

- Partner Practice Book page 58

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 z? (Point to the letter z on the Chart.)

STUDENTS: zebra

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

STUDENTS: /z→/

TEACHER: (Model reading a word with z 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: *zebra, thumb, queen*
- Teacher Picture Card: *zipper*
- Blackline Master 1 (optional)

Benchmark Instruction

REMINDER Add other Routines as needed.

Use ROUTINE 14—Label the Picture

Phonics: Invented Spelling

MATERIAL

- Teacher Key Word Cards: *zebra, thumb, queen, clock*
- Teacher Picture Cards: *zipper, glove*
- Blackline Master 1 (optional)

REMINDER You may prefer to teach more advanced students new letter sounds or patterns during this Routine. But do not hold students accountable for letters and letter patterns that have not been taught.

Use ROUTINE 19—Build a Sentence

Word Recognition: Application

MATERIAL

- Teacher and Student Look and Say Word Cards: *the, saw, we, come, is, said, little, to, happy*
- Teacher and Student Sound and Say Word Cards: *quack, when, duck, will, on, ship, quick, in, Rex*
- Blackline Master 1

SENTENCE BANK	
Possible Sentences	
When will the ship come in?	Rex the duck is happy.
We saw the ship.	The little duck said quack.
Come to the ship.	The duck is quick.

Whole Group/Partner Practice



TEACHER TIP

Partner Practice time is a good time to jot down brief notes about student progress.

MATERIALS

- Partner Practice Book page 58
- Beach Poster Scene
- Chart 54

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

WORD BANK
splash, /s➡/ /p/ /l➡/ /a➡/ /sh➡/
spray, /s➡/ /p/ /r➡/ /a➡/
swim, /s➡/ /w➡/ /i➡/ /m➡/
mast, /m➡/ /a➡/ /s➡/ /t/

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 19—Build a Sentence Partner Practice

CLOSURE

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

STUDENTS: *zebra*

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

STUDENTS: /z➡/

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