

Skills Block Focus Sheet for Lessons 121–125

Photocopy this sheet each week for each group.

DATE: _____ CLASS: _____

		Lesson 121	Lesson 122	Lesson 123	Lesson 124	Lesson 125
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>one, yellow, about</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>ch/ch/ (chair)</i>	13—SAY THE SOUNDS Letter-Sound Cumulative Review (if needed)	13—SAY THE SOUNDS Letter-Sound Cumulative Review	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	15—SOUND AND SAY WORDS Word Analysis	Benchmark Instruction
			15—SOUND AND SAY WORDS Word Analysis	18—LOOK AND SAY WORDS High-Frequency Words Cumulative Review		
			16—SOUND AND SPELL Word Analysis	16—SOUND AND SPELL Word Analysis		
			Benchmark Instruction			
				16—SOUND AND SPELL Word Analysis	16—SOUND AND SPELL Word Analysis	14—LABEL THE PICTURE Invented Spelling
				Routines and activities as needed		19—BUILD A SENTENCE Application
						Routines and activities as needed
Whole Group/ Partner Practice	10 Minutes	6—WHAT WORD? (B)	11—NEW SOUND	7—SAY IT SLOWLY	13—SAY THE SOUNDS	6—WHAT WORD? (B)
		7—SAY IT SLOWLY	13—SAY THE SOUNDS	15—SOUND AND SAY WORDS	15—SOUND AND SAY WORDS	15—SOUND AND SAY WORDS
		17—NEW LOOK AND SAY WORDS	15—SOUND AND SAY WORDS	18—LOOK AND SAY WORDS	18—LOOK AND SAY WORDS	18—LOOK AND SAY WORDS
		19—BUILD A SENTENCE	18—LOOK AND SAY WORDS	20—READ THE STORY		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"/>	Students' Names								
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>ch/ch/</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 3–5 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 digraphs <i>sh, th, and ch</i>	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>one, yellow, about</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 *one, yellow, about*; 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: *one, yellow, about, many, under, his, our, as, her*

Use ROUTINE 14—Label the Picture

Phonics: Invented Spelling

MATERIALS

- Teacher Key Word Cards: *fish, thumb*
- Teacher Picture Cards: *dress, dish*
- Blackline Master 1 (optional)

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?	We saw the ship.
Come to the ship.	Rex the duck is happy.
The little duck said quack.	The duck is quick.

REMINDER Students read the Word Cards, build a sentence, and then write the sentence.

Whole Group/Partner Practice



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

WORD BANK
grass, /g/ /r/ /a/ /s/
skunk, /s/ /k/ /u/ /ng/ /k/
smile, /s/ /m/ /ī/ /l/
paint, /p/ /ā/ /n/ /t/

MATERIAL

- Farm Poster Scene

CLOSURE

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

STUDENTS: *one, yellow, about*

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 *ch*, /ch/; Cumulative Review

Differentiated Instruction



Intensive Intervention and Strategic Instruction

Use ROUTINE 6—What Word? (B)

Phonemic Awareness: Blending Phonemes

MATERIALS

- Farm Poster Scene

WORD BANK

stripe, /s/ /t/ /r/ /ī/ /p/
milk, /m/ /i/ /l/ /k/
skunk, /s/ /k/ /u/ /ng/ /k/
quack, /k/ /w/ /a/ /k/

Use ROUTINE 11—New Sound

Phonics: Introducing New Sound

MATERIALS

- Teacher Letter Card: *ch*
- Teacher Key Word Cards: *ch/chair* and all cards for review
- Chart 55

TEACHER TIP

Practice sorting the following words orally:
peach, watch, apple, chimp, throw, catch.

Use ROUTINE 13—Say the Sounds

Phonics: Letter-Sound Cumulative Review

Whole Group/Partner Practice



REMINDER Monitor students carefully, encouraging them to provide each other with three to four seconds of thinking time before offering help.

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

- Chart 55

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 55

Use ROUTINE 16—Sound and Spell

Phonics: Word Analysis

MATERIALS

- Teacher and Student Letter Cards: *a, ch, i, n, p, r, s, u*

WORD BANK

chin	chip	chap
rich	such	inch

TEACHER TIP

You may need to use the words in a sentence. These same letters and words are used in the next Lesson.

REMINDER Provide corrective feedback and scaffolding by repeating the word slowly, emphasizing each sound.

MATERIAL

- Partner Practice Book page 59

CLOSURE

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

STUDENTS: *chair*

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

STUDENTS: /ch/

TEACHER: (Model reading words with *ch* from the the Chart.)

OBJECTIVE: Cumulative Review

Differentiated Instruction



Intensive Intervention

TEACHER TIP

For students who require extra practice, consider teaching or having them practice items from the Chart prior to small groups.

USE ROUTINE 7—Say It Slowly

Phonemic Awareness: Segmenting Words Into Phonemes

MATERIALS

- Farm Poster Scene

WORD BANK

quack, /k/ /w/ /a/ /k/
stripe, /s/ /t/ /r/ /ī/ /p/
paint, /p/ /ā/ /n/ /t/
leaves, /l/ /ē/ /v/ /z/

TEACHER TIP

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

Use ROUTINE 13—Say the Sounds

Phonics: Letter-Sound Cumulative Review

MATERIAL

- Chart 55

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

Whole Group/Partner Practice



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

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 15—Sound and Say Words

Phonics: Word Analysis

MATERIAL

- Chart 55

Use ROUTINE 18—Look and Say Words

Word Recognition: High-Frequency Words

Cumulative Review

MATERIAL

- Chart 55

Use ROUTINE 16—Sound and Spell

Phonics: Word Analysis

MATERIALS

- Teacher and Student Letter Cards: *a, ch, i, n, p, r, s, u*

WORD BANK

chin	chip	chap
rich	such	inch

Benchmark Instruction

REMINDER Add other Routines as needed.

Use ROUTINE 16—Sound and Spell

Phonics: Word Analysis

MATERIALS

- Teacher and Student Letter Cards: *e, ch, i, m, n, p, s, t, u*

WORD BANK

chin	chimp	chest
much	punch	chum

CLOSURE

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

STUDENTS: *chair*

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

STUDENTS: /*ch*/

TEACHER: (Model reading words with *ch* from the Chart.)

OBJECTIVE: Cumulative Review

Differentiated Instruction



Intensive Intervention and Strategic Instruction

Use ROUTINE 6—What Word? (B)

Phonemic Awareness: Blending Phonemes

MATERIALS

- Farm Poster Scene

WORD BANK

skunk, /s/ /k/ /u/ /ng/ /k/
quack, /k/ /w/ /a/ /k/
cluck, /c/ /l/ /u/ /k/
stream, /s/ /t/ /r/ /ē/ /m/

Use ROUTINE 13—Say the Sounds

Phonics: Letter-Sound Cumulative Review

MATERIAL

- Teacher Chart 56

REMINDER

Because it may be difficult to monitor student progress during unison responses, conduct occasional individual checks. Be sure to point to letters or words in a random order.

Whole Group/Partner Practice



REMINDER

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

MATERIAL

- Partner Practice Book page 60

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 15—Sound and Say Words

Phonics: Word Analysis

MATERIAL

- Chart 56

Use ROUTINE 16—Sound and Spell

Phonics: Word Analysis

MATERIALS

- Teacher and Student Letter Cards: *a, b, ch, m, n, sh, th, u*

WORD BANK

math	much	mash
bath	bash	bunch

CLOSURE

TEACHER: Tell your partner a sentence about the Farm Poster Scene.

OBJECTIVE: Cumulative Review

Differentiated Instruction



Intensive Intervention **or** Strategic Instruction

TEACHER TIP

You may want to teach *rabbit* before students complete **Read the Story** with their partners. Teach by having students sound each syllable before putting them together.

Use ROUTINE 14—Label the Picture

Phonics: Invented Spelling

MATERIALS

- Teacher Key Word Cards: *chair, watch, peach*
- Teacher Picture Card: *frog*
- Blackline Master 1 (optional)

TEACHER TIP

It is appropriate to accept students' spelling of *watch* without the *t*.

Benchmark Instruction

REMINDER Add other Routines as needed.

Use ROUTINE 14—Label the Picture

Phonics: Invented Spelling

Whole Group/Partner Practice



REMINDER Use Partner Practice time to provide corrective feedback to students.

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

WORD BANK
stream, /s/ /t/ /r/ /ē/ /m/
quack, /k/ /w/ /a/ /k/
stripe, /s/ /t/ /r/ /ī/ /p/
milk, /m/ /i/ /l/ /k/

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

MATERIALS

- Teacher Key Word Cards: *chair, watch, peach*
- Teacher Picture Cards: *zipper, lion, giraffe*
- Blackline Master 1 (optional)

TEACHER TIP

You may prefer to teach your advanced students patterns such as *_tch* and *er*.

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?	We saw the ship.
Come to the ship.	Rex the duck is happy.
The little duck said quack.	The duck is quick.

MATERIALS

- Partner Practice Book page 60
- Farm Poster Scene
- Chart 56

CLOSURE

TEACHER: Tell your partner a sentence about the Farm Poster Scene.