DATE: _____   CLASS: _____

Differentiated Instruction/Small Groups — 2 Groups—10 Minutes Each

Lesson 126	Lesson 127	Lesson 128	Lesson 129	Lesson 130
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: *two, funny, some*	**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** *a_e* /ā➡/ (cake)	**15—SOUND AND SAY WORDS** Word Analysis	**11—NEW SOUND** *ai* /ā➡/(train) *ay* /ā➡/(tray)	Routines and activities as needed
19—BUILD A SENTENCE Application	**15—SOUND AND SAY WORDS** Word Analysis	**18—LOOK AND SAY WORDS** High-Frequency Words Cumulative Review	**15—SOUND AND SAY WORDS** Word Analysis	**Benchmark Instruction**
	16—SOUND AND SPELL Word Analysis	**16—SOUND AND SPELL** Word Analysis	**16—SOUND AND SPELL** Word Analysis	**14—LABEL THE PICTURE** Invented Spelling
		Benchmark Instruction		**19—BUILD A SENTENCE** Application
		16—SOUND AND SPELL Word Analysis		Routines and activities as needed
		Routines and activities as needed		

Whole Group/Partner Practice — 10 Minutes

Lesson 126	Lesson 127	Lesson 128	Lesson 129	Lesson 130
6—WHAT WORD? (B)	**11—NEW SOUND**	**7—SAY IT SLOWLY**	**11—NEW SOUND**	**6—WHAT WORD? (B)**
7—SAY IT SLOWLY	**15—SOUND AND SAY WORDS**	**15—SOUND AND SAY WORDS**	**15—SOUND AND SAY WORDS**	**15—SOUND AND SAY WORDS**
17—NEW LOOK AND SAY WORDS	**18—LOOK AND SAY WORDS**	**18—LOOK AND SAY WORDS**	**18—LOOK AND SAY WORDS**	**18—LOOK AND SAY WORDS**
19—BUILD A SENTENCE		**20—READ THE STORY**		**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 long vowel sound for the letter patterns *a_e, ai, ay* /ā➡/	**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 *sh, th,* and *ch*	**15—SOUND AND SAY WORDS**	Practice								
Pronounce words made up of taught long vowel patterns	**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 *two, funny, some*	**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

126

New Look and Say Words: *two, funny, some*

OBJECTIVES: Pronounce the words *two, funny, some*; Cumulative Review

Differentiated Instruction
20 Minutes

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: *two, funny, some, one, yellow, about, many, under, his*

> **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 Key Word Cards: *chair, peach, fish*
- Teacher Picture Card: *zipper*
- Blackline Master 1 (optional)

Use ROUTINE 19—Build a Sentence

Word Recognition: Application

MATERIALS

- Teacher and Student Look and Say Word Cards: *very, the, yellow, a, his, is, see, I*
- Teacher and Student Sound and Say Word Cards: *hat, Chad, jogs, at, fast, and, chimp, yells, jumps*
- Blackline Master 1

SENTENCE BANK	
Possible Sentences	
Chad jogs very fast.	His hat is yellow.
Chad saw the fast chimp.	The chimp jumps and yells.
Chad yells at the chimp.	I see a chimp.

Whole Group/Partner Practice
10 Minutes

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

WORD BANK
cluck, /k/ /l➡/ /u➡/ /k/
stripe, /s➡/ /t/ /r➡/ /ī➡/ /p/
leaves, /l➡/ /ē➡/ /v➡/ /z➡/
fence, /f➡/ /e➡/ /n➡/ /s➡/

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

MATERIAL

- Farm Poster Scene

CLOSURE

> **TEACHER:** *What* **New Look and Say Words** *did we practice today?*
>
> **STUDENTS:** *two, funny, some*

New Sound *a_e*

OBJECTIVES: Say the sound for *a_e*, /ā➡/; Cumulative Review

Differentiated Instruction *20 Minutes*

Intensive Intervention *and* Strategic Instruction

Use ROUTINE 6—What Word? (B)

Phonemic Awareness: Blending Phonemes

MATERIALS
• Farm Poster Scene

WORD BANK
stump, /s➡/ /t/ /u➡/ /m➡/ /p/
sky, /s➡/ /k/ /ī➡/
soft, /s➡/ /o➡/ /f➡/ /t/
quack, /k/ /w➡/ /a➡/ /k/

REMINDER If students have difficulty, model blending using *soft*. Because its first three sounds are continuous, you can stretch and connect them.

Use ROUTINE 11—New Sound

Phonics: Introducing New Sound

MATERIALS
• Teacher Letter Cards: *a, e*
• Teacher Key Word Cards: *a_e/cake* and all cards for review
• Teacher Picture Cards: *gate, fan, hat*
• Chart 57

TEACHER TIP
Practice sorting the following additional words orally: *rake, same, stamp.*

REMINDER Routine 12, **New Vowel Sound**, is used for short vowels only.

Use ROUTINE 15—Sound and Say Words

Phonics: Word Analysis

MATERIAL
• Chart 57

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, c, d, e, k, m, n, p, t*

WORD BANK		
tap	tape	can
cake	mad	made

TEACHER TIP
These same letters and words are used in the next Lesson.

Whole Group/Partner Practice *10 Minutes*

Use ROUTINE 11—New Sound 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 61

CLOSURE

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

STUDENTS: *cake*

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

STUDENTS: /ā➡/

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

Cumulative Review

OBJECTIVE: Cumulative Review

Differentiated Instruction

20 Minutes

Intensive Intervention

Use ROUTINE 7—Say It Slowly

Phonemic Awareness: Segmenting Words Into Phonemes

MATERIALS
• Farm Poster Scene

WORD BANK
skunk, /s➡/ /k/ /u➡/ /ng/ /k/
cluck, /k/ /l➡/ /u➡/ /k/
paint, /p/ /ā➡/ /n➡/ /t/
stripe, /s➡/ /t/ /r➡/ /ī➡/ /p/

TEACHER TIP
The same words repeat frequently. You may prefer to replace or supplement them with other words from storybooks. Words should be 3–5 phonemes long.

Use ROUTINE 15—Sound and Say Words

Phonics: Word Analysis

MATERIAL
• Chart 57

Use ROUTINE 18—Look and Say Words

Word Recognition: High-Frequency Words
Cumulative Review

MATERIAL
• Chart 57

Use ROUTINE 16—Sound and Spell

Phonics: Word Analysis

MATERIALS
• Teacher and Student Letter Cards: *a, c, d, e, m, n, p, t*

WORD BANK		
tap	tape	can
cane	mad	made

Benchmark Instruction

REMINDER Add other Routines as needed.

Use ROUTINE 16—Sound and Spell

Phonics: Word Analysis

MATERIALS
• Teacher and Student Letter Cards: *a, c, e, l, n, p, r, s*

WORD BANK	
plan	plane
place	space
spare	pare
lace	clap

Whole Group/Partner Practice

10 Minutes

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

MATERIAL
• Partner Practice Book page 61

CLOSURE

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

STUDENTS: *cake*

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

STUDENTS: /ā➡/

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

New Sound *ai/ay*

OBJECTIVES: Say the sound for *ai, ay*, /ā➡/; Cumulative Review

Differentiated Instruction
20 Minutes

Intensive Intervention **and** Strategic Instruction

Use ROUTINE 6—What Word? (B)

Phonemic Awareness: Blending Phonemes

MATERIALS
• Farm Poster Scene

WORD BANK
cluck, /k/ /l➡/ /u➡/ /k/
quack, /k/ /w➡/ /a➡/ /k/
stump, /s➡/ /t/ /u➡/ /m➡/ /p/
leaves, /l➡/ /ē➡/ /v➡/ /s➡/

Use ROUTINE 11—New Sound

Phonics: Introducing New Sound

MATERIALS
• Teacher Letter Cards: *ai, ay*
• Teacher Key Word Cards: *ai/train, ay/tray* and all cards for review
• Teacher Picture Cards: *nail, crab*
• Chart 58

> **TEACHER TIP**
> Practice sorting the following additional words orally: *play, stand, paid.*

Use ROUTINE 15—Sound and Say Words

Phonics: Word Analysis

MATERIAL
• Chart 58

Use ROUTINE 16—Sound and Spell

Phonics: Word Analysis

MATERIALS
• Teacher and Student Letter Cards: *a, ch, i, l, s, t, m, r, y*

WORD BANK		
tray	chair	say
sail	may	mail

Whole Group/Partner Practice
10 Minutes

Use ROUTINE 11—New Sound 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 62

> **CLOSURE**
>
> **TEACHER:** *What is our Key Word for the pattern* ai*?* (Point to the letters *ai* on the Chart.)
>
> **STUDENTS:** *train*
>
> **TEACHER:** *What sound?* (Point to the letters *ai* on the Chart.)
>
> **STUDENTS:** /ā➡/
>
> **TEACHER:** *What is our Key Word for the pattern* ay*?* (Point to the letters *ay* on the Chart.)
>
> **STUDENTS:** *tray*
>
> **TEACHER:** *What sound?* (Point to the letters *ay* on the Chart.)
>
> **STUDENTS:** /ā➡/
>
> **TEACHER:** (Model reading words with *ai* and *ay* from the Chart.)

Cumulative Review

OBJECTIVE: Cumulative Review

Differentiated Instruction
20 Minutes

Intensive Intervention or Strategic Instruction

TEACHER TIP
For students needing additional support, you may want to have them reread sentences from the Partner Practice Book pages.

Use ROUTINE 14—Label the Picture

Phonics: Invented Spelling

MATERIALS
• Teacher Key Word Cards: *cake, train, tray*
• Teacher Picture Card: *gate*
• Blackline Master 1 (optional)

TEACHER TIP
Accept any spelling of the long *a* sound /ā➡/, or assist student in selecting the correct long *a* spelling.

Benchmark Instruction

REMINDER Add other Routines as needed.

Use ROUTINE 14—Label the Picture

Phonics: Invented Spelling

MATERIALS
• Teacher Key Word Cards: *cake, train, tray, peach*
• Teacher Picture Cards: *gate, nail*
• Blackline Master 1 (optional)

TEACHER TIP
You may prefer to have students write a sentence or a story about one or more pictures.

Use ROUTINE 19—Build a Sentence

Word Recognition: Application

MATERIALS
• Teacher and Student Look and Say Word Cards: *very, the, yellow, a, his, is, see, I*
• Teacher and Student Sound and Say Word Cards: *hat, Chad, jogs, at, fast, and, chimp, yells, jumps*
• Blackline Master 1

SENTENCE BANK	
Possible Sentences	
Chad jogs very fast.	His hat is yellow.
Chad saw the fast chimp.	The chimp jumps and yells.
Chad yells at the chimp.	I see a chimp.

Whole Group/Partner Practice
10 Minutes

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

WORD BANK
skunk, /s➡/ /k/ /u➡/ /ng/ /k➡/
stump, /s➡/ /t/ /u➡/ /m➡/ /p/
quack, /k/ /w➡/ /a➡/ /k/
cluck, /k/ /l➡/ /u➡/ /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 Partner Practice

Use ROUTINE 19—Build a Sentence Partner Practice

MATERIALS
• Partner Practice Book page 62
• Farm Poster Scene
• Chart 58

CLOSURE

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

STUDENTS: *train*

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

STUDENTS: /ā➡/