

# Skills Block Focus Sheet for Lessons 61–65

Photocopy this sheet  
each week for each group.

DATE: \_\_\_\_\_ CLASS: \_\_\_\_\_

		Lesson 61	Lesson 62	Lesson 63	Lesson 64	Lesson 65	
Differentiated Instruction/Small Groups	2 Groups—10 Minutes Each	<b>Intensive Intervention and Strategic Instruction</b> 17—NEW LOOK AND SAY WORDS High-Frequency Words: <i>like, are, to</i>	<b>Intensive Intervention and Strategic Instruction</b> 8—NEW LETTER NAME <i>Yy</i>	<b>Intensive Intervention</b> 7—SAY IT SLOWLY Segmenting Words Into Phonemes	<b>Intensive Intervention and Strategic Instruction</b> 8—NEW LETTER NAME <i>Qq</i>	<b>Intensive Intervention and Strategic Instruction</b> 14—LABEL THE PICTURE Invented Spelling	
		14—LABEL THE PICTURE Invented Spelling	9—SAY THE NAMES Letter Names Cumulative Review	13—SAY THE SOUNDS Letter-Sound Cumulative Review	9—SAY THE NAMES Letter Names Cumulative Review	Routines and activities as needed	
		19—BUILD A SENTENCE Application	6—WHAT WORD? (B) Blending Phonemes	15—SOUND AND SAY WORDS Word Analysis	6—WHAT WORD? (B) Blending Phonemes	<b>Benchmark Instruction</b>	
			13—SAY THE SOUNDS Letter-Sound Cumulative Review	18—LOOK AND SAY WORDS High-Frequency Words Cumulative Review	13—SAY THE SOUNDS Letter-Sound Cumulative Review	14—LABEL THE PICTURE Invented Spelling	
			15—SOUND AND SAY WORDS Word Analysis	16—SOUND AND SPELL Word Analysis	15—SOUND AND SAY WORDS Word Analysis	19—BUILD A SENTENCE Application	
			16—SOUND AND SPELL Word Analysis	<b>Benchmark Instruction</b> 16—SOUND AND SPELL Word Analysis Routines and activities as needed	16—SOUND AND SPELL Word Analysis	Routines and activities as needed	
			6—WHAT WORD? (B)	8—NEW LETTER NAME	7—SAY IT SLOWLY	8—NEW LETTER NAME	6—WHAT WORD?
			7—SAY IT SLOWLY	9—SAY THE NAMES	15—SOUND AND SAY WORDS	9—SAY THE NAMES	15—SOUND AND SAY WORDS
			17—NEW LOOK AND SAY WORDS	13—SAY THE SOUNDS	18—LOOK AND SAY WORDS	13—SAY THE SOUNDS	18—LOOK AND SAY WORDS
			19—BUILD A SENTENCE	15—SOUND AND SAY WORDS	20—READ THE SENTENCES	15—SOUND AND SAY WORDS	20—READ THE SENTENCES
Whole Group/Partner Practice	10 Minutes	18—LOOK AND SAY WORDS	18—LOOK AND SAY WORDS	18—LOOK AND SAY WORDS	19—BUILD A SENTENCE		

## Students' Names

GROUP Intensive Intervention  Strategic Instruction  Benchmark Instruction

Differentiated Instruction—Small Groups: Assessment	Objective	Routine	Skill Level	Students' Names					
	Orally blend 2–4 phonemes into a word	6—WHAT WORD? (B)	Practice						
	Orally segment words with 2–4 phonemes into individual phonemes	7—SAY IT SLOWLY	Practice						
	Say the names of the following letters: <i>Yy, Qq</i>	8—NEW LETTER NAME	Introduce						
	Fluently say the names of the printed letters in a random order	9—SAY THE NAMES	Practice						
	Fluently say the most common sound for taught letters and letter patterns	13—SAY THE SOUNDS	Practice						
	Write one or more letters that correctly correspond to one or more phonemes in a given word	14—LABEL THE PICTURE	Introduce						
	Pronounce short vowel words in which each letter represents its most common sound, including CVC 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 <i>like, are, to</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 sentences with taught sight words and word patterns; apply flexible strategy to determine pronunciation of unknown words	20—READ THE SENTENCES	Practice							

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

LESSON  
**61**

**New Look and Say Words: *like, are, to***

**OBJECTIVES:** Pronounce the words *like, are, to*; 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: *like, are, to, here, this, can, look, and, very*

**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: *fan, can*
- Blackline Master 1 (optional)

**REMINDER** Students write the names of the Picture Cards on their papers.

**REMINDER** Provide corrective feedback by saying, *First say the word slowly. Then write the letters that go with the sounds.*

**Use ROUTINE 19—Build a Sentence**

**Word Recognition: Application**

**MATERIALS**

- Teacher and Student Look and Say Word Cards: *cat, my, see, the, a, I, on, happy, is*
- Teacher and Student Sound and Say Word Cards: *at, am, mat, Sam, sat, fat, fast, mats, map*
- Blackline Master 1

SENTENCE BANK		
Possible Sentences		
I am happy.	I see the fat cat.	My cat is fast.
My cat is happy.	I see Sam.	I see a fast cat.

**REMINDER** Provide corrective feedback and scaffolding by prompting students with questions that will help them choose appropriate words for a sentence.

**Whole Group/Partner Practice**



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

WORD BANK
climb, /k/ /l/ /i/ /m/
help, /h/ /e/ /l/ /p/
bench, /b/ /e/ /n/ /ch/
sit, /s/ /i/ /t/

**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**

- Park Poster Scene

**CLOSURE**

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

**STUDENTS:** *like, are, to*

**OBJECTIVES:** Name the letter Yy; Cumulative Review

## Differentiated Instruction



### Intensive Intervention and Strategic Instruction

#### Use ROUTINE 8—New Letter Name

**Letter Recognition: Letter Naming**

**MATERIALS**

- Teacher and Student Letter Cards: y, all previously taught Letter Cards (Sets 1, 2, 3, and 4)
- Chart 31

**REMINDER** Use the Chart and Teacher Letter Cards to teach Yy. Then ask students to find their Yy Letter Cards.

#### Use ROUTINE 9—Say the Names

**Letter Recognition: Letter Names Cumulative Review**

**MATERIAL**

- Chart 31

**REMINDER** When an error occurs, stop and say the correct letter. Ask students to repeat the letter and then the row.

#### Use ROUTINE 6—What Word? (B)

**Phonemic Awareness: Blending Phonemes**

**MATERIALS**

- Park Poster Scene

WORD BANK
play, /p/ /l/ /ā/
sit, /s/ /i/ /t/
dog, /d/ /o/ /g/
grass, /g/ /r/ /a/ /s/

**REMINDER** Beginning in this Lesson, the Word Bank will include words that begin with blends, which are more difficult for students to blend and segment.

#### Use ROUTINE 13—Say the Sounds

**Phonics: Letter-Sound Cumulative Review**

**MATERIAL**

- Chart 31

**REMINDER** Students say the sound when you tap a letter. Tap stop sounds quickly and hold continuous sounds for two seconds.

#### Use ROUTINE 15—Sound and Say Words

**Phonics: Word Analysis**

**MATERIAL**

- Chart 31

#### Use ROUTINE 16—Sound and Spell

**Phonics: Word Analysis**

**MATERIALS**

- Teacher and Student Letter Cards: a, t, m, s, f, p, i, n

WORD BANK		
pit	sit	sat
fat	mat	man

## Whole Group/Partner Practice



Use ROUTINE 8—New Letter Name **Whole Group**

Use ROUTINE 9—Say the Names **Whole Group/Partner Practice**

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 35

### CLOSURE

**TEACHER:** *What New Letter Name did we practice today? (Point to the letter y on the Chart.)*

**STUDENTS:** y

**OBJECTIVE:** Cumulative Review

## Differentiated Instruction



### Intensive Intervention

**REMINDER** Repeat *Say the Names* Chart from previous day, if needed.

### Use ROUTINE 7—Say It Slowly

Phonemic Awareness: Segmenting Words Into Phonemes

**MATERIALS**

- Park Poster Scene

**WORD BANK**

climb, /k/ /l/ /i/ /m/
help, /h/ /e/ /l/ /p/
laugh, /l/ /a/ /f/
smile, /s/ /m/ /i/ /l/

**REMINDER** After you say a word, students say its phonemes one at a time.

### Use ROUTINE 13—Say the Sounds

Phonics: Letter-Sound Cumulative Review

**MATERIAL**

- Chart 31

**TEACHER TIP**

If students are fluent with the letter-sounds taught so far, skip this Routine until a new sound is taught (Lesson 72).

### Use ROUTINE 15—Sound and Say Words

Phonics: Word Analysis

## 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 Sentences **Partner Practice**

**MATERIAL**

- Chart 31

### Use ROUTINE 18—Look and Say Words

Word Recognition: High-Frequency Words  
Cumulative Review

**MATERIAL**

- Chart 31

**REMINDER** Provide corrective feedback by saying the correct word and asking students to repeat the row.

### Use ROUTINE 16—Sound and Spell

Phonics: Word Analysis

**MATERIALS**

- Teacher and Student Letter Cards: *a, f, p, i, n*

**WORD BANK**

in	an	fan
fin	pin	pan

## Benchmark Instruction

**REMINDER** Add other Routines as needed.

### Use ROUTINE 16—Sound and Spell

Phonics: Word Analysis

**MATERIALS**

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

**WORD BANK**

pits	mint	spin
stamp	fins	spins

**MATERIAL**

- Partner Practice Book page 35

## CLOSURE

**TEACHER:** *We've been practicing words with the letter i in them. Let's say the Sound Sentence for i together.*

**STUDENTS:** *Izzy saw an insect.*

**TEACHER:** *Say the sound.* (Point to the letter *i* on the Chart.)

**STUDENTS:** /i/

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

**OBJECTIVES:** Name the letter Qq; Cumulative Review

## Differentiated Instruction



### Intensive Intervention and Strategic Instruction

#### Use ROUTINE 8—New Letter Name

Letter Recognition: Letter Name Introduction

**MATERIALS**

- Teacher and Student Letter Cards: Qq, all previously taught Letter Cards (Sets 1, 2, 3, and 4, Yy)
- Chart 32

#### Use ROUTINE 9—Say the Names

Letter Recognition: Letter Names Cumulative Review

**MATERIAL**

- Chart 32

#### Use ROUTINE 6—What Word? (B)

Phonological Awareness: Blending Phonemes

**MATERIALS**

- Park Poster Scene

WORD BANK
mom, /m/ /o/ /m/
tag, /t/ /a/ /g/
sand, /s/ /a/ /n/ /d/
slide, /s/ /l/ /i/ /d/

#### Use ROUTINE 13—Say the Sounds

Phonics: Letter-Sound Cumulative Review

**MATERIAL**

- Chart 32

#### Use ROUTINE 15—Sound and Say Words

Phonics: Word Analysis

**MATERIAL**

- Chart 32

#### Use ROUTINE 16—Sound and Spell

Phonics: Word Analysis

**MATERIALS**

- Teacher and Student Letter Cards: a, t, m, s, f, p, i, n

WORD BANK		
fans	fin	fit
fat	mat	map

## Whole Group/Partner Practice



Use ROUTINE 8—New Letter Name Whole Group

Use ROUTINE 9—Say the Names Whole Group/Partner Practice

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 36

### CLOSURE

**TEACHER:** *What New Letter Name did we practice today? (Point to the letter q on the Chart.)*

**STUDENTS:** q



**Differentiated Instruction**



**Intensive Intervention or Strategic Instruction**

**REMINDER** Add other Routines as needed.

**Use ROUTINE 14—Label the Picture**

**Phonics: Invented Spelling**

**MATERIALS**

- Teacher Picture Cards: *hat, jet, fan, kite*
- Blackline Master 1 (optional)

**TEACHER TIP**

Use this space for sticky notes and reminders for specific Routines.

**Benchmark Instruction**

**REMINDER** Add other Routines as needed.

**Use ROUTINE 14—Label the Picture**

**Phonics: Invented Spelling**

**MATERIALS**

- Teacher Picture Cards: *spoon, turtle, five, frog, slide*
- Blackline Master 1 (optional)

**TEACHER TIP**

Challenge students by teaching more advanced spelling patterns as in *spoon* or *slide*. Use your judgment to decide when to accept invented spellings.

**Use ROUTINE 19—Build a Sentence**

**Word Recognition: Application**

**MATERIALS**

- Teacher and Student Look and Say Word Cards: *cat, my, see, the, a, I, on, happy, is*
- Teacher and Student Sound and Say Word Cards: *at, am, mat, Sam, sat, fat, fast, mats, map*
- Blackline Master 1

SENTENCE BANK		
Possible Sentences		
I am happy.	I see the fat cat.	My cat is fast.
My cat is happy.	I see Sam.	I see a fast cat.

**Whole Group/Partner Practice**



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

WORD BANK
bench, /b/ /e/ /n/ /ch/
tag, /t/ /a/ /g/
laugh, /l/ /a/ /f/
smile, /s/ /m/ /i/ /l/

**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 Sentences Partner Practice**

**Use ROUTINE 19—Build a Sentence Whole Group/Partner Practice**

**MATERIALS**

- Partner Practice Book page 36
- Park Poster Scene
- Chart 32

**CLOSURE**

**TEACHER:** We've been practicing words with the letter *i* in them. Let's say the Sound Sentence for *i* together.

**STUDENTS:** *Izzy saw an insect.*

**TEACHER:** Say the sound. (Point to the letter *i* on the Chart.)

**STUDENTS:** /i/

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