

# Skills Block Focus Sheet for Lessons 66–70

Photocopy this sheet each week for each group.

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

		Lesson 66	Lesson 67	Lesson 68	Lesson 69	Lesson 70
Differentiated Instruction/Small Groups	2 Groups—10 Minutes Each	<b>Intensive Intervention and Strategic Instruction</b>	<b>Intensive Intervention and Strategic Instruction</b>	<b>Intensive Intervention</b>	<b>Intensive Intervention and Strategic Instruction</b>	<b>Intensive Intervention or Strategic Instruction</b>
		<b>17—NEW LOOK AND SAY WORDS</b> High-Frequency Words <i>put, you, come</i>	<b>8—NEW LETTER NAME</b> Xx	<b>7—SAY IT SLOWLY</b> Segmenting Words Into Phonemes	<b>8—NEW LETTER NAME</b> Zz	<b>14—LABEL THE PICTURE</b> Invented Spelling
		<b>14—LABEL THE PICTURE</b> Invented Spelling	<b>9—SAY THE NAMES</b> Letter Names Cumulative Review	<b>13—SAY THE SOUNDS</b> Letter-Sound Cumulative Review	<b>9—SAY THE NAMES</b> Letter Names Cumulative Review	Routines and activities as needed
		<b>19—BUILD A SENTENCE</b> Application	<b>6—WHAT WORD? (B)</b> Blending Phonemes	<b>15—SOUND AND SAY WORDS</b> Word Analysis	<b>6—WHAT WORD? (B)</b> Blending Phonemes	<b>Benchmark Instruction</b>
			<b>13—SAY THE SOUNDS</b> Letter-Sound Cumulative Review	<b>18—LOOK AND SAY WORDS</b> High-Frequency Words Cumulative Review	<b>13—SAY THE SOUNDS</b> Letter-Sound Cumulative Review	
<b>15—SOUND AND SAY WORDS</b> Word Analysis	<b>16—SOUND AND SPELL</b> Word Analysis		<b>15—SOUND AND SAY WORDS</b> Word Analysis	<b>19—BUILD A SENTENCE</b> Application		
Whole Group/ Partner Practice	10 Minutes	<b>6—WHAT WORD? (B)</b>	<b>8—NEW LETTER NAME</b>	<b>7—SAY IT SLOWLY</b>	<b>8—NEW LETTER NAME</b>	<b>6—WHAT WORD? (B)</b>
		<b>7—SAY IT SLOWLY</b>	<b>9—SAY THE NAMES</b>	<b>15—SOUND AND SAY WORDS</b>	<b>9—SAY THE NAMES</b>	<b>15—SOUND AND SAY WORDS</b>
		<b>17—NEW LOOK AND SAY WORDS</b>	<b>13—SAY THE SOUNDS</b>	<b>18—LOOK AND SAY WORDS</b>	<b>13—SAY THE SOUNDS</b>	<b>18—LOOK AND SAY WORDS</b>
		<b>19—BUILD A SENTENCE</b>	<b>15—SOUND AND SAY WORDS</b>	<b>20—READ THE SENTENCES</b>	<b>15—SOUND AND SAY WORDS</b>	<b>20—READ THE SENTENCES</b>
			<b>18—LOOK AND SAY WORDS</b>	<b>16—SOUND AND SPELL</b> Word Analysis Routines and activities as needed	<b>16—SOUND AND SPELL</b> Word Analysis	<b>18—LOOK AND SAY WORDS</b>

## Students' Names

GROUP Intensive Intervention  Strategic Instruction  Benchmark Instruction

Differentiated Instruction—Small Groups: Assessment	Objective	Routine	Skill Level						
	Orally blend 2–4 phonemes into a word	<b>6—WHAT WORD? (B)</b>	Practice						
Orally segment words with 2–4 phonemes into individual phonemes	<b>7—SAY IT SLOWLY</b>	Practice							
Say the names of the following letters: Xx, Zz	<b>8—NEW LETTER NAME</b>	Introduce							
Fluently say the names of the printed letters in a random order	<b>9—SAY THE NAMES</b>	Practice							
Fluently say the most common sound for taught letters and letter patterns	<b>13—SAY THE SOUNDS</b>	Practice							
Write one or more letters that correctly correspond to one or more phonemes in a given word	<b>14—LABEL THE PICTURE</b>	Practice							
Pronounce short vowel words in which each letter represents its most common sound, including CVC patterns	<b>15—SOUND AND SAY WORDS</b>	Practice							
Demonstrate understanding of letter-sound correspondences by writing words that are made up of taught letter sounds and patterns	<b>16—SOUND AND SPELL</b>	Practice							
Pronounce the sight words <i>put, you, come</i>	<b>17—NEW LOOK AND SAY WORDS</b>	Introduce							
Fluently Pronounce taught sight words	<b>18—LOOK AND SAY WORDS</b>	Practice							
Using word cards made up of taught patterns and syllable types, put words together to make a phrase or sentence	<b>19—BUILD A SENTENCE</b>	Practice							
Read sentences with taught sight words and word patterns; apply flexible strategy to determine pronunciation of unknown words	<b>20—READ THE SENTENCES</b>	Practice							

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

# New Look and Say Words: *put, you, come*

**OBJECTIVES:** Pronounce the words *put, you, come*; 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: *here, this, can, like, are, to, put, you, come*

#### Use ROUTINE 14—Label the Picture

**Phonics: Invented Spelling**

**MATERIALS**

- Teacher Picture Cards: *pig, hat, bat, soap*
- 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: *can, a, look, the, is, on, cat, big, I*
- Teacher and Student Sound and Say Word Cards: *pan, in, Tim, an, Pam, nap, sit, man, it*
- Blackline Master 1

SENTENCE BANK		
Possible Sentences		
Look at the ant.	I can look at Pam.	The cat can nap.
Look at the big pan.	The man can look at the cat.	Tim is a big cat.

**REMINDER** Students read the Word Cards, build a sentence, and then write the sentence. Accept any reasonable sentence using the Word Cards.

**TEACHER TIP**

The same set of 18 words is used for **Build a Sentence** during Lessons 66–75.

## Whole Group/Partner Practice



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

WORD BANK
climb, /k/ /l/ /i/ /m/
catch, /k/ /a/ /ch/
smile, /s/ /m/ /i/ /l/
wave, /w/ /ā/ /v/

**MATERIAL**

- Park Poster Scene

### CLOSURE

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

**STUDENTS:** *put, you, come*

### 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:** Name the letter Xx; 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: Xx, all previously taught Letter Cards (Sets 1, 2, 3, and 4, Yy)
- Chart 33

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

#### Use ROUTINE 9—Say the Names

Letter Recognition: Letter Names Cumulative Review

**MATERIAL**

- Chart 33

**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
dad, /d/ /a→/ /d/
catch, /k/ /a→/ /ch/
play, /p/ /l→/ /ā→/
grass, /g/ /r→/ /a→/ /s→/



## 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**

**REMINDER** Provide corrective feedback, as needed.

#### Use ROUTINE 13—Say the Sounds

Phonics: Letter-Sound Cumulative Review

**MATERIAL**

- Chart 33

**REMINDER** Students say the sound in unison 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 33

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

#### 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		
fins	fans	pans
pins	mat	mats

**MATERIAL**

- Partner Practice Book page 37

### CLOSURE

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

**STUDENTS:** x

# Cumulative Review

**OBJECTIVE:** Cumulative Review

## Differentiated Instruction



### Intensive Intervention

**REMINDER** Repeat *Say the Names* Chart from previous Lesson, 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/
top, /t/ /o/ /p/
hand, /h/ /a/ /n/ /d/
fast, /f/ /a/ /s/ /t/

**REMINDER** Provide corrective feedback by repeating the word slowly. Then ask the students to repeat it slowly.

### Use ROUTINE 13—Say the Sounds

Phonics: Letter-Sound Cumulative Review

**MATERIAL**

- Chart 33

### Use ROUTINE 15—Sound and Say Words

Phonics: Word Analysis

**MATERIAL**

- Chart 33

## 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

### Use ROUTINE 18—Look and Say Words

Word Recognition: High-Frequency Words  
Cumulative Review

**MATERIAL**

- Chart 33

### 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*

WORD BANK		
ants	pants	pins
pats	past	stamp

**MATERIAL**

- Partner Practice Book page 37

## 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 Zz; 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: all previously taught Letter Cards (Sets 1–5)
- Chart 34

#### Use ROUTINE 9—Say the Names

Letter Recognition: Letter Names Cumulative Review

**MATERIAL**

- Chart 34

#### Use ROUTINE 6—What Word? (B)

Phonological Awareness: Blending Phonemes

**MATERIALS**

- Park Poster Scene

WORD BANK
leash, /l/ /ē/ /sh/
grass, /g/ /r/ /a/ /s/
catch, /k/ /a/ /ch/
smile, /s/ /m/ /ī/ /l/

#### Use ROUTINE 13—Say the Sounds

Phonics: Letter-Sound Cumulative Review

**MATERIAL**

- Chart 34

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

Phonics: Word Analysis

**MATERIAL**

- Chart 34

#### Use ROUTINE 16—Sound and Spell

Phonics: Word Analysis

**MATERIALS**

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

WORD BANK		
fit	fits	pits
pit	pat	past

## 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 38

### CLOSURE

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

**STUDENTS:** *z*

# LESSON 70

## 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 Picture Cards: *hat, mop*
- Teacher Key Word Cards: *cat, toes*
- Blackline Master 1 (optional)

#### Benchmark Instruction

**REMINDER** Add other Routines as needed.

#### Use ROUTINE 14—Label the Picture

**Phonics: Invented Spelling**

##### MATERIALS

- Teacher Picture Cards: *hat, six*
- Teacher Key Word Cards: *insect, fish*
- Blackline Master 1 (optional)

#### TEACHER TIP

Use your judgment to decide when to accept invented spellings and when to teach more advanced patterns. Some patterns, like /sh➡/, spelled *sh*, are easy to teach.

#### Use ROUTINE 19—Build a Sentence

**Word Recognition: Application**

##### MATERIALS

- Teacher and Student Look and Say Word Cards: *can, a, look, the, is, on, cat, big, I*
- Teacher and Student Sound and Say Word Cards: *pan, in, Tim, an, Pam, nap, sit, man, it*
- Blackline Master 1

##### SENTENCE BANK

###### Possible Sentences

Look at the ant.	I can look at Pam.	The cat can nap.
Look at the big pan.	The man can look at the cat.	Tim is a big cat.

#### TEACHER TIP

The same 18 words are used for **Build a Sentence** in Lessons 66–75.

### Whole Group/Partner Practice



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

WORD BANK
hand, /h/ /a➡/ /n➡/ /d/
slide, /s➡/ /l➡/ /i➡/ /d/
wave, /w➡/ /ā➡/ /v➡/
jump, /j/ /u➡/ /m➡/ /p/

##### MATERIALS

- Partner Practice Book page 38
- Park Poster Scene
- Chart 34

#### 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 Whole Group/

**Partner Practice**

#### Use ROUTINE 19—Build a Sentence Partner Practice

### 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.)