

# Skills Block Focus Sheet for Lessons 71–75

Photocopy this sheet  
each week for each group.

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

		Lesson 71	Lesson 72	Lesson 73	Lesson 74	Lesson 75
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>want, do, with</i>	<b>6—WHAT WORD? (B)</b> Blending Phonemes	<b>7—SAY IT SLOWLY</b> Segmenting Words Into Phonemes	<b>6—WHAT WORD? (B)</b> Blending Phonemes	<b>14—LABEL THE PICTURE</b> Invented Spelling
		<b>14—LABEL THE PICTURE</b> Invented Spelling	<b>11—NEW SOUND</b> <i>d/d/(dog)</i>	<b>13—SAY THE SOUNDS</b> Letter-Sound Cumulative Review (if needed)	<b>12—NEW VOWEL SOUND</b> <i>o/o►/(octopus)</i>	Routines and activities as needed
		<b>19—BUILD A SENTENCE</b> Application	<b>13—SAY THE SOUNDS</b> Letter-Sound Cumulative Review	<b>15—SOUND AND SAY WORDS</b> Word Analysis	<b>13—SAY THE SOUNDS</b> Letter-Sound Cumulative Review	<b>Benchmark Instruction</b>
Whole Group/ Partner Practice	10 Minutes	<b>6—WHAT WORD? (B)</b>	<b>9—SAY THE NAMES</b>	<b>7—SAY IT SLOWLY</b>	<b>9—SAY THE NAMES</b>	<b>6—WHAT WORD? (B)</b>
		<b>7—SAY IT SLOWLY</b>	<b>11—NEW SOUND</b>	<b>15—SOUND AND SAY WORDS</b>	<b>11—NEW SOUND</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 <b>Benchmark Instruction</b>	<b>16—SOUND AND SPELL</b> Word Analysis	<b>14—LABEL THE PICTURE</b> Invented Spelling	<b>19—BUILD A SENTENCE</b> Application Routines and activities as needed
			<b>16—SOUND AND SPELL</b> Word Analysis Routines and activities as needed	<b>18—LOOK AND SAY WORDS</b> High-Frequency Words Cumulative Review	<b>15—SOUND AND SAY WORDS</b> Word Analysis	

## 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							
Fluently say the names of the printed letters in a random order	<b>9—SAY THE NAMES</b>	Practice							
Say the sound for <i>d/d/</i>	<b>11—NEW SOUND</b>	Introduce							
Say the short vowel sound for <i>o/o►/</i>	<b>12—NEW VOWEL SOUND</b>	Introduce							
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>want, do, with</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

# LESSON 71

## New Look and Say Words: *want, do, with*

**OBJECTIVES:** Pronounce the words *want, do, with*; 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: *want, do, with, the, put, you, come, like, are, to*

**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, hat*
- Teacher Key Word Cards: *bell, socks*
- Blackline Master 1 (optional)

#### 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 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
pail, /p/ /ā→/ /l→/
taste, /t/ /ā→/ /s→/ /t/
cup, /k/ /u→/ /p/
lunch, /l→/ /u→/ /n→/ /ch/

#### 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

- Beach Poster Scene

### CLOSURE

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

**STUDENTS:** *want, do, with*

**OBJECTIVES:** Say the sound for *Dd*, /d/; Cumulative Review



**Differentiated Instruction**

**Intensive Intervention**

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

**Use ROUTINE 6—What Word? (B)**

**Phonemic Awareness: Blending Phonemes**

**MATERIALS**

- Beach Poster Scene

**WORD BANK**

net, /n→/ /e→/ /t/
sail, /s→/ /ā→/ /l→/
crab, /c/ /r→/ /a→/ /b/
wind, /w/ /i→/ /n→/ /d/

**REMINDER** After students say the word, ask them to say a sentence that uses the word. Use the Poster Scene to support language.

**Use ROUTINE 11—New Sound**

**Phonics: Introducing New Sound**

**MATERIALS**

- Teacher Letter Cards: *Dd*
- Teacher Key Word Cards: *d/dog* and all cards for review
- Teacher Picture Cards: *bed, dish, crab, slide*
- Chart 35

**REMINDER** Use the Key Word Card to model the new sound. Have students practice all previously taught Key Words and then sort Picture Cards.

**Use ROUTINE 13—Say the Sounds**

**Phonics: Letter-Sound Cumulative Review**

**MATERIAL**

- Chart 35

**REMINDER** Provide corrective feedback by saying the correct sound. Ask students to repeat the sound and then repeat the row.

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

**Phonics: Word Analysis**

**MATERIAL**

- Chart 35

**Use ROUTINE 16—Sound and Spell**

**Phonics: Word Analysis**

**MATERIALS**

- Teacher and Student Letter Cards: *a, s, p, i, d, d, m*

**WORD BANK**

mad	sad	dad
did	dip	dips

**REMINDER** Students spell the word by pushing each Letter Card as they say its sound. Then they say the word.

**TEACHER TIP**

For students needing additional support, you may want to preview a sentence from the Partner Practice Book page during small group time.



**Whole Group/Partner Practice**

**Use ROUTINE 9—Say the Names** 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 39

**CLOSURE**

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

**STUDENTS:** *dog*

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

**STUDENTS:** /d/

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

**OBJECTIVE:** Cumulative Review

**Differentiated Instruction**



**Intensive Intervention**

**Use ROUTINE 7—Say It Slowly**

Phonemic Awareness: Segmenting Words Into Phonemes

**MATERIALS**

- Beach Poster Scene

WORD BANK
sail, /s/ /ā/ /l/
wave, /w/ /ā/ /v/
crab, /c/ /r/ /ā/ /b/
swim, /s/ /w/ /i/ /m/

**Use ROUTINE 13—Say the Sounds**

Phonics: Letter-Sound Cumulative Review

**MATERIAL**

- Chart 35

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

Phonics: Word Analysis

**MATERIAL**

- Chart 35

**Use ROUTINE 18—Look and Say Words**

Word Recognition: High-Frequency Words  
Cumulative Review

**MATERIAL**

- Chart 35

**Use ROUTINE 16—Sound and Spell**

Phonics: Word Analysis

**MATERIALS**

- Teacher and Student Letter  
Cards: a, t, s, p, n, d

WORD BANK		
sad	sand	and
ant	ants	pants

**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, p, i, n, d

WORD BANK		
and	stand	mist
pins	dips	spin

**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** Whole Group/

Partner Practice

**MATERIAL**

- Partner Practice Book page 39

**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:** Say the most common sound for *Oo*, /o➡/; Cumulative Review

## Differentiated Instruction



### Intensive Intervention and Strategic Instruction

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

### Use ROUTINE 6—What Word? (B)

Phonological Awareness: Blending Phonemes

**MATERIALS**

- Beach Poster Scene

**WORD BANK**

read, /r➡/ /ē➡/ /d/
sun, /s➡/ /u➡/ /n➡/
float, /f➡/ /l➡/ /ō➡/ /t/
cold, /c/ /ō➡/ /l➡/ /d/

### Use ROUTINE 12—New Vowel Sound

Phonics: Introducing New Vowel Sound

**MATERIALS**

- Teacher Key Word Cards: *o/octopus* and all cards for review
- Teacher and Student Letter Cards: *Oo*
- Chart 36

**REMINDER** Correct errors as soon as they occur by saying the correct response and asking students to repeat it.

**REMINDER** The Sound Sentence for *Oo* is *Oscar saw an octopus*.

### Use ROUTINE 13—Say the Sounds

Phonics: Letter-Sound Cumulative Review

**MATERIAL**

- Chart 36

### Use ROUTINE 15—Sound and Say Words

Phonics: Word Analysis

**MATERIAL**

- Chart 36

**REMINDER** If students say an incorrect sound, scaffold by saying the Key Word or Sound Sentence.

### Use ROUTINE 16—Sound and Spell

Phonics: Word Analysis

**MATERIALS**

- Teacher and Student Letter Cards: *a, t, m, s, p, i, d, o*

**WORD BANK**

mop	top	tap
tip	sip	dip

## Whole Group/Partner Practice



Use ROUTINE 9—Say the Names 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 40

### CLOSURE

**TEACHER:** What is our Sound Sentence for the letter *o*?

**STUDENTS:** *Oscar saw an octopus.*

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

**STUDENTS:** /o➡/

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



LESSON  
**75**

# 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: *mop, frog, fan*
- 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: *mop, frog, socks, slide, dress*
- Blackline Master 1 (optional)

### TEACHER TIP

Assess students' knowledge of letter patterns and letter pattern sounds while you observe them in the Routine.

### 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.

## Whole Group/Partner Practice



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

WORD BANK
sail, /s➡/ /ā➡/ /l➡/
crab, /k/ /r➡/ /a➡/ /b/
read, /r➡/ /ē➡/ /d/
swim, /s➡/ /w➡/ /i➡/ /m➡/

**MATERIALS**

- Partner Practice Book page 40
- Beach Poster Scene
- Chart 36

### 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 Partner Practice

### CLOSURE

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

**STUDENTS:** *Oscar saw an octopus.*

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

**STUDENTS:** /o➡/

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