

Skills Block Focus Sheet for Lessons 76–80

Photocopy this sheet
each week for each group.

DATE: _____ CLASS: _____

		Lesson 76	Lesson 77	Lesson 78	Lesson 79	Lesson 80
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>down, said, play</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 /l/➡/(leaf)	13—SAY THE SOUNDS Letter-Sound Cumulative Review (if needed)	11—NEW SOUND r/r➡/(rake)	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	13—SAY THE SOUNDS Letter-Sound Cumulative Review	Benchmark Instruction
Whole Group/ Partner Practice	10 Minutes	6—WHAT WORD? (B)	9—SAY THE NAMES	7—SAY IT SLOWLY	9—SAY THE NAMES	6—WHAT WORD? (B)
		7—SAY IT SLOWLY	11—NEW SOUND	15—SOUND AND SAY WORDS	11—NEW SOUND	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
		18—LOOK AND SAY WORDS	16—SOUND AND SPELL Word Analysis Benchmark Instruction 16—SOUND AND SPELL Word Analysis Routines and activities as needed	16—SOUND AND SPELL Word Analysis	14—LABEL THE PICTURE Invented Spelling	19—BUILD A SENTENCE Application Routines and activities as needed

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	6—WHAT WORD? (B)	Practice					
Orally segment words with 2–4 phonemes into individual phonemes	7—SAY IT SLOWLY	Practice						
Fluently say the names of the printed letters in a random order	9—SAY THE NAMES	Mastery						
Say the most common sound for /l/➡/ r/r➡/	11—NEW SOUND	Introduce						
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	Practice						
Pronounce short vowel words in which each letter represents its most common sound, including CVC patterns	15—SOUND AND SAY WORDS	Mastery						
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>down, said, play</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

New Look and Say Words: *down, said, play*

OBJECTIVES: Recognize and pronounce new words: *down, said, play*; 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: *down, said, play, want, do, with, put, you, come*

Use ROUTINE 14—Label the Picture

Phonics: Invented Spelling

MATERIALS

- Teacher Picture Cards: *soap, dish, fan, mop*
- Blackline Master 1 (optional)

REMINDER Students slowly say words one sound at a time and match each sound to its letter.

Use ROUTINE 19—Build a Sentence

Word Recognition: Application

MATERIALS

- Teacher and Student Look and Say Word Cards: *come, with, we, want, to, you, the, is, I*
- Teacher and Student Sound and Say Word Cards: *sand, did, soft, not, on, in, Tom, sit, sits*
- Blackline Master 1

SENTENCE BANK	
Possible Sentences	
We want to sit in the sand.	Tom sits in the sand.
Come sit in the soft sand.	We sit in the sand.
We did not sit in the sand.	The sand is soft.

TEACHER TIP

The same set of 18 words is used for **Build a Sentence** in Lessons 76–85.

Whole Group/Partner Practice



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

WORD BANK
cloud, /k/ /l/ /ow/ /d/
kite, /k/ /i/ /t/
post, /p/ /o/ /s/ /t/
crab, /k/ /r/ /a/ /b/

MATERIAL

- Beach Poster Scene

CLOSURE

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

STUDENTS: *down, said, play*

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 *l*/*l*→/; Cumulative Review

Differentiated Instruction



Intensive Intervention and Strategic Instruction

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

tan, /t/ /a→/ /n→/
boat, /b/ /ō→/ /t/
sleep, /s→/ /l→/ /ē→/ /p/
mast, /m→/ /a→/ /s→/ /t/

Use ROUTINE 11—New Sound

Phonics: Introducing New Sound

MATERIALS

- Teacher Letter Cards: *l*
- Teacher Key Word Cards: *leaf* and all cards for review
- Teacher Picture Cards: *lion, nail, spoon, well, turtle*
- Chart 37

Use ROUTINE 13—Say the Sounds

Phonics: Letter-Sound Cumulative Review

MATERIAL

- Chart 37

Use ROUTINE 15—Sound and Say Words

Phonics: Word Analysis

MATERIAL

- Chart 37

Use ROUTINE 16—Sound and Spell

Phonics: Word Analysis

MATERIALS

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

WORD BANK

lip	lap	tap
dot	lot	pot

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 41

CLOSURE

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

STUDENTS: *leaf*

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

STUDENTS: /*l*→/

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

Cumulative Review

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
sky, /s/ /k/ /ī/
play, /p/ /l/ /ā/
sand, /s/ /a/ /n/ /d/
float, /f/ /l/ /ō/ /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 37

Use ROUTINE 15—Sound and Say Words

Phonics: Word Analysis

MATERIAL

- Chart 37

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 37

Use ROUTINE 16—Sound and Spell

Phonics: Word Analysis

MATERIALS

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

WORD BANK		
dot	lot	pot
pat	tap	taps

Benchmark Instruction

REMINDER Add other Routines as needed.

Use ROUTINE 16—Sound and Spell

Phonics: Word Analysis

MATERIALS

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

WORD BANK		
stop	tops	list
dots	slim	slid

MATERIAL

- Partner Practice Book page 41

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.)

OBJECTIVES: Say the sound for Rr, /r/; Cumulative Review

Differentiated Instruction



Intensive Intervention and Strategic Instruction

TEACHER TIP

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

Use ROUTINE 6—What Word?

Phonemic Awareness: Blending Phonemes

MATERIALS

- Beach Poster Scene

WORD BANK

shell, /sh/ /e/ /l/
cloud, /k/ /l/ /ow/ /d/
spray, /s/ /p/ /r/ /ā/
wave, /w/ /ā/ /v/

Use ROUTINE 11—New Sound

Phonics: Introducing New Sound

MATERIALS

- Teacher Letter Cards: Rr
- Teacher Key Word Cards: r/rake and all cards for review
- Teacher Picture Cards: rose, giraffe, frog, dish
- Chart 38

Use ROUTINE 13—Say the Sounds

Phonics: Letter-Sound Cumulative Review

MATERIAL

- Chart 38

Use ROUTINE 15—Sound and Say Words

Phonics: Word Analysis

MATERIAL

- Chart 38

Use ROUTINE 16—Sound and Spell

Phonics: Word Analysis

MATERIALS

- Teacher and Student Letter Cards:
a, t, s, p, i, d, o, l, r

WORD BANK

rap	rip
rips	tap
dips	lot
lots	

REMINDER

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

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 42

CLOSURE

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

STUDENTS: rake

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

STUDENTS: /r/

TEACHER: Model reading a word with r from the Chart.

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: *frog, jet, bat, 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: *lion, slide, crab, giraffe*
- Teacher Key Word Cards: *zebra, rake*
- Blackline Master 1 (optional)

REMINDER The purpose of this Routine is to help students apply phonemic awareness to print, not to learn exact spellings.

Use ROUTINE 19—Build a Sentence

Word Recognition: Application

MATERIALS

- Teacher and Student Look and Say Word Cards: *come, with, we, want, to, you, the, is, I*
- Teacher and Student Sound and Say Word Cards: *sand, did, soft, not, on, in, Tom, sit, sits*
- Blackline Master 1

SENTENCE BANK	
Possible Sentences	
We want to sit in the sand.	Tom sits in the sand.
Come sit in the soft sand.	We sit in the sand.
We did not sit in the sand.	The sand is soft.

Whole Group/Partner Practice



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

WORD BANK
suit, /s→/ /ū→/ /t/
blue, /b/ /l→/ /ū→/
build, /b/ /i→/ /l→/ /d/
swim, /s→/ /w→/ /i→/ /m→/

MATERIALS

- Partner Practice Book page 42
- Beach Poster Scene
- Chart 38

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.)