

Skills Block Focus Sheet for Lessons 86–90

Photocopy this sheet
each week for each group.

DATE: _____ CLASS: _____

		Lesson 86	Lesson 87	Lesson 88	Lesson 89	Lesson 90
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>they, has, were</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 <i>b /b/(bell)</i>	13—SAY THE SOUNDS Letter-Sound Cumulative Review (if needed)	12—NEW VOWEL SOUND <i>u /u/►/(umbrella)</i>	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)	12—NEW VOWEL SOUND	7—SAY IT SLOWLY	12—NEW VOWEL SOUND	6—WHAT WORD? (B)
		7—SAY IT SLOWLY	13—SAY THE SOUNDS	15—SOUND AND SAY WORDS	13—SAY THE SOUNDS	15—SOUND AND SAY WORDS
		17—NEW LOOK AND SAY WORDS	15—SOUND AND SAY WORDS	18—LOOK AND SAY WORDS	15—SOUND AND SAY WORDS	18—LOOK AND SAY WORDS
		19—BUILD A SENTENCE	18—LOOK AND SAY WORDS	20—READ THE STORY	18—LOOK AND SAY WORDS	20—READ THE STORY 19—BUILD A SENTENCE

Students' Names

GROUP		Intensive Intervention <input type="checkbox"/>	Strategic Instruction <input type="checkbox"/>	Benchmark Instruction <input type="checkbox"/>							
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 (optional)	Practice								
	Say the most common sound for <i>b /b/</i>	11—NEW SOUND	Introduce								
	Say the short vowel sound for <i>u /u/►/</i>	12—NEW VOWEL SOUND	Introduce								
	Fluently say the most common sound for taught letters and letter patterns	13—SAY THE SOUNDS	Practice								
	Write words with 3–4 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 CVCC 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>they, has, were</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 (or story) with taught sight words and word patterns; apply flexible strategy to determine pronunciation of unknown words	20—READ THE SENTENCES/READ THE STORY	Practice									

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

OBJECTIVES: Pronounce the words *they, has, were*; 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: *they, has, were, have, of, been, down, said, play*

REMINDER

Provide scaffolding by showing students all the words and asking them to repeat the new words in order.

Use ROUTINE 14—Label the Picture

Phonics: Invented Spelling

MATERIALS

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

Whole Group/Partner Practice



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

WORD BANK
rope, /r/ /o/ /p/
sky, /s/ /k/ /i/
leaves, /l/ /e/ /v/ /z/
paint, /p/ /a/ /n/ /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

Use ROUTINE 19—Build a Sentence

Word Recognition: Application

MATERIALS

- Teacher and Student Look and Say Word Cards: *down, have, been, little, to, my, the, is, I*
- Teacher and Student Sound and Say Word Cards: *hat, lost, Ed, ran, hill, doll, fell, pond*
- Blackline Master 1

SENTENCE BANK	
Possible Sentences	
I lost my little doll.	Ed ran down the hill.
I have been to the pond.	Ed lost the hat.
I have the hat.	Ed fell down.

TEACHER TIP

The same set of 18 words is used for **Build a Sentence** in Lessons 86–95.

MATERIAL

- Farm Poster Scene

CLOSURE

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

STUDENTS: *they, has, were*

OBJECTIVES: Say the sound for letter *Bb*, /b/; Cumulative Review

Differentiated Instruction



Intensive Intervention and Strategic Instruction

Use ROUTINE 6—What Word? (B)

Phonological Awareness: Blending Phonemes

MATERIALS

- Farm Poster Scene

WORD BANK

dirt, /d/ /er/ /t/
milk, /m/ /i/ /l/ /k/
horse, /h/ /or/ /s/
gray, /g/ /r/ /ā/

Use ROUTINE 11—New Sound

Phonics: Introducing New Sound

MATERIALS

- Teacher Letter Cards: *Bb*
- Teacher Key Word Card: *b/bell* and all cards for review
- Teacher Picture Cards: *bat, book, bed, corn, crab, web*
- Chart 41

REMINDER

Provide corrective feedback by holding up a finger as you slowly say each sound. Ask if it is the new sound.

Use ROUTINE 13—Say the Sounds

Phonics: Letter-Sound Cumulative Review

MATERIAL

- Chart 41

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 41

Use ROUTINE 16—Sound and Spell

Phonics: Word Analysis

MATERIALS

- Teacher and Student Letter Cards: *t, s, i, n, o, e, b*

WORD BANK

bit	bet	best
nest	net	not

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 12—New Vowel 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 45

CLOSURE

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

STUDENTS: *bell*

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

STUDENTS: */b/*

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

OBJECTIVE: Cumulative Review

Differentiated Instruction



Intensive Intervention

Use ROUTINE 7—Say It Slowly

Phonological Awareness: Segmenting Words Into Phonemes

MATERIALS

- Farm Poster Scene

WORD BANK
ride, /r/ → /ī/ → /d/
sheep, /sh/ → /ē/ → /p/
chick, /ch/ /i/ → /k/
cluck, /k/ /l/ → /u/ → /k/

Use ROUTINE 13—Say the Sounds

Phonics: Letter-Sound Cumulative Review

MATERIAL

- Chart 41

Use ROUTINE 15—Sound and Say Words

Phonics: Word Analysis

MATERIAL

- Chart 41

Use ROUTINE 18—Look and Say Words

Word Recognition: High-Frequency Words Cumulative Review

MATERIAL

- Chart 41

Whole Group/Partner Practice



Use ROUTINE 7—Say It Slowly **Whole Group**

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 **Whole Group/Partner Practice**

Use ROUTINE 16—Sound and Spell

Phonics: Word Analysis

MATERIALS

- Teacher and Student Letter Cards: a, t, i, d, l, r, e, b

WORD BANK

bad	bed	red
led	let	lit

Benchmark Instruction

REMINDER Add other Routines as needed.

Use ROUTINE 16—Sound and Spell

Phonics: Word Analysis

MATERIALS

- Teacher and Student Letter Cards: t, s, p, i, l, r, h, e, b, l

WORD BANK

best	rest	spill
split	help	hill

TEACHER TIP

You may prefer to have students write the words rather than use the Letter Cards.

MATERIAL

- Partner Practice Book page 45

CLOSURE

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

STUDENTS: Ed saw an elephant.

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

STUDENTS: /e/

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

OBJECTIVES: Say the short vowel sound for Uu, /u→/; Cumulative Review

Differentiated Instruction



Intensive Intervention and Strategic Instruction

Use ROUTINE 6—What Word? (B)

Phonological Awareness: Blending Phonemes

MATERIALS

- Farm Poster Scene

WORD BANK

fence, /f→/ /e→/ /n→/ /s→/
red, /r→/ /e→/ /d/
grass, /g/ /r→/ /a→/ /s→/
leaves, /l→/ /ē→/ /v→/ /z→/

Use ROUTINE 12—New Vowel Sound

Phonics: Introducing New Vowel Sound

MATERIALS

- Teacher Key Word Cards: *u/umbrella* and all cards for review
- Teacher Letter Cards: *Uu*
- Chart 42

REMINDER The Sound Sentence for *Uu* is *Uncle Umberto saw an umbrella.*

Use ROUTINE 13—Say the Sounds

Phonics: Letter-Sound Cumulative Review

MATERIAL

- Chart 42

Whole Group/Partner Practice



Use ROUTINE 12—New Vowel 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**

Use ROUTINE 15—Sound and Say Words

Phonics: Word Analysis

MATERIAL

- Chart 42

Use ROUTINE 16—Sound and Spell

Phonics: Word Analysis

MATERIALS

- Teacher and Student Letter Cards: *s, f, i, n, r, b, u*

WORD BANK

fun	fin	bin
bun	buns	runs

MATERIAL

- Partner Practice Book page 46

CLOSURE

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

STUDENTS: *Uncle Umberto saw an umbrella.*

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

STUDENTS: /u→/

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

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: *bed, sun*
- Teacher Key Word Cards: *bell, dog*
- 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: *jet, bed, web, popcorn*
- Teacher Key Word Cards: *hose, umbrella*
- Blackline Master 1 (optional)

Whole Group/Partner Practice



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

WORD BANK
neigh, /n→/ /ā→/
horse, /h/ /or/ /s→/
bent, /b/ /e→/ /n→/ /t/
smile, /s→/ /m→/ /ī→/ /l→/

Use ROUTINE 15—Sound and Say Words

Whole Group/Partner Practice

(See *What Word?* above. Use words in a different order.)

Use ROUTINE 18—Look and Say Words

Whole Group/Partner Practice

Use ROUTINE 20—Read the Story Whole Group/Partner Practice

Use ROUTINE 19—Build a Sentence Partner Practice

TEACHER TIP

Challenge students to write other words with letter-sounds recently practiced, such as /h/ and /b/.

Use ROUTINE 19—Build a Sentence

Word Recognition: Application

MATERIALS

- Teacher and Student Look and Say Word Cards: *down, have, been, little, to, my, the, is, I*
- Teacher and Student Sound and Say Word Cards: *hat, lost, Ed, ran, hill, doll, fell, pond*
- Blackline Master 1

SENTENCE BANK		
Possible Sentences		
I lost my little doll.	Ed ran down the hill.	I have been to the pond.
Ed lost the hat.	I have the hat.	Ed fell down.

MATERIALS

- Partner Practice Book page 46
- Farm Poster Scene
- Chart 42

CLOSURE

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

STUDENTS: *Uncle Umberto saw an umbrella.*

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

STUDENTS: /u→/

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