

Skills Block Focus Sheet for Lessons 91–95

Photocopy this sheet
each week for each group.

DATE: _____ CLASS: _____

		Lesson 91	Lesson 92	Lesson 93	Lesson 94	Lesson 95
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>from, does, any</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>g/g/(goat)</i>	13—SAY THE SOUNDS Letter-Sound Cumulative Review (if needed)	11—NEW SOUND <i>c/k/(cat); _ck/k/(clock)</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)	11—NEW SOUND	7—SAY IT SLOWLY	11—NEW 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)	Mastery						
	Orally segment words with 2–4 phonemes into individual phonemes	7—SAY IT SLOWLY	Mastery						
	Fluently say the names of the printed letters in a random order	9—SAY THE NAMES	Mastery						
	Say the most common sound for <i>g/g/, c/k/, _ck/k/</i>	11—NEW SOUND	Introduce						
	Fluently say the most common sound for taught letters and letter patterns	13—SAY THE SOUNDS	Mastery						
	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	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>from, does, any</i>	17—NEW LOOK AND SAY WORDS	Introduce						
Fluently pronounce taught sight words	18—LOOK AND SAY WORDS	Mastery							
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 a story with taught sight words and word patterns; apply flexible strategy to determine pronunciation of unknown words	20—READ THE STORY	Mastery							

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

New Look and Say Words: *from, does, any*

OBJECTIVES: Pronounce the words *from, does, any*; 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: *from, does, any, they, has, were, have, of, been*

Use ROUTINE 14—Label the Picture

Phonics: Invented Spelling

MATERIALS

- Teacher Picture Cards: *hat, crab, bed, sun*
- Blackline Master 1 (optional)

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: *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.

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
sled, /s/ /l/ /e/ /d/
fast, /f/ /a/ /s/ /t/
bench, /b/ /e/ /n/ /ch/
fruit, /f/ /r/ /ū/ /t/

MATERIAL

- City Poster Scene

CLOSURE

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

STUDENTS: *from, does, any*

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 letter *Gg*, /g/; Cumulative Review

Differentiated Instruction



Intensive Intervention and Strategic Instruction

Use ROUTINE 6—What Word? (B)

Phonological Awareness: Blending Phonemes

MATERIALS

- City Poster Scene

WORD BANK
dog, /d/ /o/ /g/
run, /r/ /u/ /n/
snow, /s/ /n/ /o/
glove, /g/ /l/ /u/ /v/

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: *Gg*
- Teacher Key Word Cards: *g/goat* and all cards for review
- Picture Cards: *gate, quilt, glove, frog, pig*
- Chart 43

Use ROUTINE 13—Say the Sounds

Phonics: Letter-Sound Cumulative Review

MATERIAL

- Chart 43

Use ROUTINE 15—Sound and Say Words

Phonics: Word Analysis

MATERIAL

- Chart 43

Use ROUTINE 16—Sound and Spell

Phonics: Word Analysis

MATERIALS

- Teacher and Student Letter Cards: *m, i, d, e, b, u, g*

WORD BANK		
gum	mug	bug
beg	big	dig

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 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 47

CLOSURE

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

STUDENTS: *goat*

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

STUDENTS: /g/

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

Cumulative Review

OBJECTIVE: Cumulative Review

Differentiated Instruction



Intensive Intervention

Use ROUTINE 7—Say It Slowly

Phonological Awareness: Segmenting Words Into Phonemes

MATERIALS

- City Poster Scene

WORD BANK
flag, /f/ /l/ /a/ /g/
stop, /s/ /t/ /o/ /p/
light, /l/ /i/ /t/
taste, /t/ /ā/ /s/ /t/

REMINDER Provide corrective feedback by saying the word slowly. Then ask students to say the word slowly again.

Use ROUTINE 13—Say the Sounds

Phonics: Letter-Sound Cumulative Review

MATERIAL

- Chart 43

Use ROUTINE 15—Sound and Say Words

Phonics: Word Analysis

MATERIAL

- Chart 43

Use ROUTINE 18—Look and Say Words

Word Recognition: High-Frequency Words Cumulative Review

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 **Partner Practice**

MATERIAL

- Chart 43

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: *t, s, n, r, b, u, g*

WORD BANK		
run	runs	rust
rugs	bugs	bus

Benchmark Instruction

REMINDER Add other Routines as needed.

Use ROUTINE 16—Sound and Spell

Phonics: Word Analysis

MATERIALS

- Teacher and Student Letter
Cards: *a, s, n, f, o, l, r, g*

WORD BANK		
grass	glass	gloss
rags	flags	logs

TEACHER TIP

Point out to students that /s/ at the end of a short vowel word is spelled *ss*.

MATERIAL

- Partner Practice Book page 47

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.)

OBJECTIVES: Say the sound for Cc, _ck, /k/; Cumulative review

Differentiated Instruction



Intensive Intervention and Strategic Instruction

Use ROUTINE 6—What Word? (B)

Phonological Awareness: Blending Phonemes

MATERIALS

- City Poster Scene

WORD BANK

fresh, /f→/ /r→/ /e→/ /sh→/
cap, /k/ /a→/ /p/
sign, /s→/ /ī→/ /n→/
scarf, /s→/ /k/ /ar/ /f→/

Use ROUTINE 11—New Sound

Phonics: Introducing New Sound

MATERIALS

- Teacher Letter Cards: Cc, k
- Teacher Key Word Cards: c/cat, _ck/clock and all cards for review
- Teacher Picture Cards: can, nail, corn, popcorn
- Chart 44

Use ROUTINE 13—Say the Sounds

Phonics: Letter-Sound Cumulative Review

MATERIAL

- Chart 44

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

Use ROUTINE 15—Sound and Say Words

Phonics: Word Analysis

MATERIAL

- Chart 44

REMINDER If students have difficulty blending, scaffold by stretching and connecting sounds.

Use ROUTINE 16—Sound and Spell

Phonics: Word Analysis

MATERIALS

- Teacher and Student Letter Cards: a, c, i, k, l, o, p, s, u

WORD BANK

sack	sick	lick
cap	cup	cob

REMINDER Point out to students that the /k/ sound is spelled with a c at the beginning of these words and a _ck at the end.

REMINDER You may need to use the words in sentences.

MATERIAL

- Partner Practice Book page 48

CLOSURE

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

STUDENTS: cat

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

STUDENTS: /k/

TEACHER: (Model reading a word with c 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: *can, corn*
- Teacher Key Word Cards: *cat, goat*
- 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: *cat, kite, corn, key, popcorn*
- Blackline Master 1 (optional)

Whole Group/Partner Practice



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

WORD BANK
fruit, /f/ → /r/ → /ū/ → /t/
bread, /b/ → /r/ → /e/ → /d/
cold, /k/ → /ō/ → /l/ → /d/
shop, /sh/ → /o/ → /p/

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

Guide students who are ready to discover that /k/ is spelled with a *c* when it is followed by an *a*, *o*, or *u*. It is spelled with a *k* when it is followed by an *e* or *i*. For example, *cop, cap, cup, keep, kit*.

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 48
- City Poster Scene
- Chart 44

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.)