

Skills Block Focus Sheet for Lessons 101–105

Photocopy this sheet each week for each group.

DATE: _____ CLASS: _____

| | | Lesson 101 | Lesson 102 | Lesson 103 | Lesson 104 | Lesson 105 |
|---|--|---|---|---|---|--|
| 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 |
| | | 9—NEW LOOK AND SAY WORDS High-Frequency Words: <i>once, walk, love</i> | 4—NEW SOUND <i>ew /ū→/ (stew)</i> | 7—SOUND AND SAY WORDS Word Analysis | 4—NEW SOUND <i>oo /oo→/ (spoon)</i> | 8—SOUND AND SPELL SORT Word Analysis |
| | | 6—WRITE THE ENDING Invented Spelling | 7—SOUND AND SAY WORDS Word Analysis | 10—LOOK AND SAY WORDS High-Frequency Words Cumulative Review | 7—SOUND AND SAY WORDS Word Analysis | Benchmark Instruction |
| | | | 17—SOUND, READ, AND CHECK Strategic Reading | 12—READ THE PARTS Syllable Types | 17—SOUND, READ, AND CHECK Strategic Reading | 8—SOUND AND SPELL SORT Word Analysis |
| | | | 10—LOOK AND SAY WORDS High-Frequency Words Cumulative Review | 8—SOUND AND SPELL SORT Word Analysis | 10—LOOK AND SAY WORDS High-Frequency Words Cumulative Review | 17—SOUND, READ, AND CHECK Strategic Reading |
| | 12—READ THE PARTS Syllable Types | Benchmark Instruction | 12—READ THE PARTS Syllable Types | Routines and activities as needed | | |
| | | 6—WRITE THE ENDING Invented Spelling Routines and activities as needed | | | | |
| Whole Group/ Partner Practice | 10 Minutes | 9—NEW LOOK AND SAY WORDS | 4—NEW SOUND | 7—SOUND AND SAY WORDS | 7—SOUND AND SAY WORDS | 7—SOUND AND SAY WORDS |
| | | 5—THINK AND WRITE | 7—SOUND AND SAY WORDS | 10—LOOK AND SAY WORDS | 10—LOOK AND SAY WORDS | 10—LOOK AND SAY WORDS |
| | | | 10—LOOK AND SAY WORDS | 12—READ THE PARTS | 12—READ THE PARTS | 12—READ THE PARTS |
| | | | 12—READ THE PARTS | 13—READ CAREFULLY | 13—READ CAREFULLY | 13—READ CAREFULLY |
| | | | 13—READ CAREFULLY | 16—READ THE STORY | 16—READ THE STORY | 16—READ THE STORY |
| | | | 16—READ THE STORY | | | |

Students' Names

| GROUP | Intensive Intervention <input type="checkbox"/> Strategic Instruction <input type="checkbox"/> Benchmark Instruction <input type="checkbox"/> | | | Students' Names | | | | | |
|--|---|---------------------------------|-------------|-----------------|--|--|--|--|--|
| | Objective | Routine | Skill Level | | | | | | |
| Differentiated Instruction—Small Groups: Assessment | Say the most common sound for featured letter patterns <i>ew, /ū→/ oo /oo→/</i> | 4—NEW SOUND | Introduce | | | | | | |
| | Write words or sentences in which each phoneme is represented by a grapheme that makes that sound, applying all taught graphemes | 5—THINK AND WRITE | Practice | | | | | | |
| | Write sentences or phrases that relate to a “story starter” and include words in which each phoneme is spelled with a grapheme that makes that sound, applying all taught graphemes | 6—WRITE THE ENDING | Practice | | | | | | |
| | Pronounce words made up of letter patterns taught in <i>New Sound</i> | 7—SOUND AND SAY WORDS | Practice | | | | | | |
| | Demonstrate understanding of letter-sound correspondence by writing words with taught letter sounds and patterns | 8—SOUND AND SPELL SORT | Practice | | | | | | |
| | Pronounce featured sight words <i>once, walk, love</i> | 9—NEW LOOK AND SAY WORDS | Introduce | | | | | | |
| | Fluently pronounce taught sight words | 10—LOOK AND SAY WORDS | Practice | | | | | | |
| | Pronounce multisyllabic words made up of the following patterns and syllable types: CVC-vc and CVC-CVC | 12—READ THE PARTS | Mastery | | | | | | |
| | Pronounce words made up of taught spelling patterns and syllable types | 13—READ CAREFULLY | Practice | | | | | | |
| | Read a story, applying flexible strategy to determine pronunciation of unknown words; orally read an end-of-grade-level passage with appropriate prosody at least 60 words per minute by end of Grade 1 | 16—READ THE STORY | Practice | | | | | | |
| Apply flexible strategy for determining the pronunciation of unknown multisyllabic words | 17—SOUND, READ, AND CHECK | Practice | | | | | | | |

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

OBJECTIVES: Pronounce the words *once, walk, love*; Cumulative Review

Differentiated Instruction



Intensive Intervention and Strategic Instruction

Use ROUTINE 9—New Look and Say Words

Word Recognition: Introducing High-Frequency Words

MATERIALS

- Teacher and Student Look and Say Word Cards: *once, walk, love, people, family, thought, more, only, color*

Use ROUTINE 6—Write the Ending

Phonics: Invented Spelling

MATERIALS

- Partner Practice Book page 52, 53, 54, or 55
- Blackline Master 1 (optional)

REMINDER Remind students to first say a word slowly and then to write the letters that go with the sounds.

Whole Group/Partner Practice



Use ROUTINE 9—New Look and Say Words

Whole Group/Partner Practice

Use ROUTINE 5—Think and Write Partner Practice

REMINDER Students use Look and Say Words as prompts to write sentences. Use other words as needed.

MATERIALS

- Teacher-selected pictures or prompts
- Teacher-created prompting questions

CLOSURE

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

STUDENTS: *once, walk, love*

OBJECTIVES: Say the sound for *ew*, /ū→/; Cumulative Review



Differentiated Instruction

Intensive Intervention and Strategic Instruction

Use ROUTINE 4—New Sound

Phonics: Introducing New Sound

MATERIALS

- Teacher Key Word Cards: *ew/stew* and all cards for review
- Teacher and Student Letter Cards: *ew, ch, d, f, n*

| WORD BANK | |
|-----------|-----|
| new | few |
| chew | dew |

Use ROUTINE 7—Sound and Say Words

Phonics: Word Analysis

MATERIAL

- Chart 52

Use ROUTINE 17—Sound, Read, and Check

Word Recognition: Strategic Reading

MATERIALS

- Chart 52
- Chart 76 (optional)
- Bookmark (optional)



Whole Group/Partner Practice

Use ROUTINE 4—New Sound **Whole Group**

Use ROUTINE 7—Sound and Say Words **Whole Group**

Use ROUTINE 10—Look and Say Words **Whole Group**

Use ROUTINE 12—Read the Parts **Whole Group**

Use ROUTINE 13—Read Carefully **Partner Practice**

Use ROUTINE 16—Read the Story **Partner Practice**

Use ROUTINE 10—Look and Say Words

Word Recognition: High-Frequency Words
Cumulative Review

MATERIAL

- Chart 52

Use ROUTINE 12—Read the Parts

Word Recognition: Syllable Types

MATERIAL

- Chart 52

REMINDER Students say the underlined parts and then the word.

MATERIAL

- Partner Practice Book page 56

CLOSURE

TEACHER: *What is our Key Word for the sound of ew? (Point to the letters ew on the Chart.)*

STUDENTS: *stew*

TEACHER: *What sound? (Point to the letters ew on the Chart.)*

STUDENTS: /ū→/

TEACHER: (Model reading words with ew from the Chart.)

OBJECTIVE: Cumulative Review

Differentiated Instruction



Intensive Intervention

Use ROUTINE 7—Sound and Say Words

Phonics: Word Analysis

MATERIAL

- Chart 52

REMINDER Because it may be difficult to monitor student progress during unison responses, conduct occasional individual checks. Be sure to point to words in a random order.

Use ROUTINE 10—Look and Say Words

**Word Recognition: High-Frequency Words
Cumulative Review**

MATERIAL

- Chart 52

Use ROUTINE 12—Read the Parts

Word Recognition: Structural Analysis

MATERIAL

- Chart 52

REMINDER Provide corrective feedback by saying the correct word and then repeating the row.

Whole Group/Partner Practice



Use ROUTINE 7—Sound and Say Words **Whole Group**

Use ROUTINE 10—Look and Say Words **Whole Group**

Use ROUTINE 12—Read the Parts **Whole Group**

Use ROUTINE 13—Read Carefully **Partner Practice**

Use ROUTINE 16—Read the Story **Partner Practice**

Use ROUTINE 8—Sound and Spell Sort

Phonics: Word Analysis

MATERIALS

- Teacher and Student Letter Cards: *ew, oi, b, c, ch, d, f, j, l, n, r*
- Blackline Master 2

WORD BANK

| |
|--|
| words with <i>oi</i> : coil, join, broil |
| words with <i>ew</i> : dew, few, chew |

REMINDER If needed, repeat the featured word and then repeat the current word, emphasizing the sounds they share.

Benchmark Instruction

REMINDER Add other Routines as needed.

Use ROUTINE 6—Write the Ending

Phonics: Invented Spelling

MATERIALS

- Partner Practice Book page 56
- Blackline Master 1 (optional)

REMINDER If time allows, have students read their endings aloud.

MATERIAL

- Partner Practice Book page 56

CLOSURE

TEACHER: What is our Key Word for the sound of *ew*? (Point to the letters *ew* on the Chart.)

STUDENTS: *stew*

TEACHER: What sound? (Point to the letters *ew* on the Chart.)

STUDENTS: /ū→/

TEACHER: (Model reading words with *ew* from the Chart.)

OBJECTIVES: Say the sound for oo, /oo→/; Cumulative Review



Differentiated Instruction

Intensive Intervention and Strategic Instruction

Use ROUTINE 4—New Sound

Phonics: Introducing New Sound

MATERIALS

- Teacher Key Word Cards: oo/spoon and all cards for review
- Teacher and Student Letter Cards: oo, b, l, m, n, p, s, t

| WORD BANK | |
|-----------|-------|
| moon | spoon |
| boot | tool |

REMINDER Provide corrective feedback by modeling the correct sound. As students build words, say each word slowly and emphasize each sound.

Use ROUTINE 7—Sound and Say Words

Phonics: Word Analysis

MATERIAL

- Chart 53

Use ROUTINE 17—Sound, Read, and Check

Word Recognition: Strategic Reading

MATERIALS

- Chart 53
- Chart 76 (optional)
- Bookmark (optional)

Use ROUTINE 10—Look and Say Words

Word Recognition: High-Frequency Words

Cumulative Review

MATERIAL

- Chart 53

REMINDER Students look at the word when you point to it and say the word in unison when you tap it.

Use ROUTINE 12—Read the Parts

Word Recognition: Syllable Types

MATERIAL

- Chart 53

Whole Group/Partner Practice



TEACHER TIP

During partner time, reinforce desired behaviors. You may want to use a special pen or marker to write on their Partner Practice Book pages.

Use ROUTINE 4—New Sound Words Whole Group

Use ROUTINE 7—Sound and Say Words Whole Group

Use ROUTINE 10—Look and Say Whole Group

Use ROUTINE 12—Read the Parts Whole Group

Use ROUTINE 13—Read Carefully Partner Practice

Use ROUTINE 16—Read the Story Partner Practice

MATERIAL

- Partner Practice Book page 57

CLOSURE

TEACHER: What is our Key Word for the sound of oo? (Point to letters oo on the Chart.)

STUDENTS: spoon

TEACHER: What sound? (Point to letters oo on the Chart.)

STUDENTS: /oo→/

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

Differentiated Instruction



Intensive Intervention or Strategic Instruction

REMINDER Add other Routines as needed.

Use ROUTINE 8—Sound and Spell Sort

Phonics: Word Analysis

MATERIALS

- Teacher and Student Letter Cards: *oo, ol, c, d, g, m, n, p, s, sh, t*
- Blackline Master 2

WORD BANK

| |
|---|
| words with <i>oo</i> : spoon, moon, shoot |
| words with <i>ol</i> : gold, told, colt |

Benchmark Instruction

REMINDER Add other Routines as needed.

Use ROUTINE 8—Sound and Spell Sort

Phonics: Word Analysis

MATERIALS

- Teacher and Student Letter Cards: *oo, a, b, c, ch, f, h, k, l, l, n, s, sh, w*
- Blackline Master 2

WORD BANK

| |
|--|
| words with <i>oo</i> like <i>spoon</i> : balloon, school, fool |
| words with <i>oo</i> like <i>book</i> : shook, hook, wood |

Use ROUTINE 17—Sound, Read, and Check

Word Recognition: Strategic Reading

MATERIALS

- Chart 53
- Chart 76 (optional)
- Bookmark (optional)

Whole Group/Partner Practice



Use ROUTINE 7—Sound and Say Words Whole Group

Use ROUTINE 10—Look and Say Words Whole Group

Use ROUTINE 12—Read the Parts Whole Group

Use ROUTINE 13—Read Carefully Partner Practice

Use ROUTINE 16—Read the Story Partner Practice

MATERIAL

- Partner Practice Book page 57

CLOSURE

TEACHER: What is our Key Word for the sound of *ew*? (Point to the letters *ew* on the Chart.)

STUDENTS: *stew*

TEACHER: What is our Key Word for the sound of *oo*? (Point to the letters *oo* on the Chart.)

STUDENTS: *spoon*

TEACHER: What sound? (Point to the letters *oo* on the Chart.)

STUDENTS: /*oo*→/

TEACHER: (Model reading words with *ew* and *oo* from the Chart.)