

# Skills Block Focus Sheet for Lessons 106–110

Photocopy this sheet each week for each group.

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

		Lesson 106	Lesson 107	Lesson 108	Lesson 109	Lesson 110
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>9—NEW LOOK AND SAY WORDS</b> High-Frequency Words: <i>every, those, wash</i>	<b>4—NEW SOUND</b> <i>ou /ou➡/ (couch); ow /ow➡/ (cow)</i>	<b>7—SOUND AND SAY WORDS</b> Word Analysis	<b>4—NEW SOUND</b> <i>oo /oo➡/ (book)</i>	<b>8—SOUND AND SPELL SORT</b> Word Analysis
		<b>6—WRITE THE ENDING</b> Invented Spelling	<b>7—SOUND AND SAY WORDS</b> Word Analysis	<b>10—LOOK AND SAY WORDS</b> High-Frequency Words Cumulative Review	<b>7—SOUND AND SAY WORDS</b> Word Analysis	<b>Benchmark Instruction</b>
			<b>10—LOOK AND SAY WORDS</b> High-Frequency Words Cumulative Review	<b>11—READ THE GROUPS</b> Structural Analysis	<b>17—SOUND, READ, AND CHECK</b> Strategic Reading	<b>8—SOUND AND SPELL SORT</b> Word Analysis
Whole Group/ Partner Practice	10 Minutes	<b>9—NEW LOOK AND SAY WORDS</b>	<b>4—NEW SOUND</b>	<b>7—SOUND AND SAY WORDS</b>	<b>4—NEW SOUND</b>	<b>7—SOUND AND SAY WORDS</b>
		<b>5—THINK AND WRITE</b>	<b>7—SOUND AND SAY WORDS</b>	<b>10—LOOK AND SAY WORDS</b>	<b>7—SOUND AND SAY WORDS</b>	<b>10—LOOK AND SAY WORDS</b>
			<b>10—LOOK AND SAY WORDS</b>	<b>11—READ THE GROUPS</b>	<b>10—LOOK AND SAY WORDS</b>	<b>11—READ THE GROUPS</b>
			<b>11—READ THE GROUPS</b>	<b>13—READ CAREFULLY</b>	<b>11—READ THE GROUPS</b>	<b>13—READ CAREFULLY</b>
			<b>13—READ CAREFULLY</b>	<b>16—READ THE STORY</b>	<b>13—READ CAREFULLY</b>	<b>16—READ THE STORY</b>
			<b>16—READ THE STORY</b>		<b>16—READ THE STORY</b>	

## Students' Names

Differentiated Instruction—Small Groups: Assessment	Objective	Routine	Skill Level	Students' Names								
	Say /ou/ sound for letter patterns <i>ou, ow</i> and /oo➡/ sound for the letter pattern <i>oo</i>	<b>4—NEW SOUND</b>	Introduce									
Write words or sentences in which each phoneme is represented by a grapheme that makes that sound, applying all taught graphemes	<b>5—THINK AND WRITE</b>	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	<b>6—WRITE THE ENDING</b>	Practice										
Pronounce words made up of letter patterns taught in <i>New Sound</i>	<b>7—SOUND AND SAY WORDS</b>	Practice										
Demonstrate understanding of letter-sound correspondence by writing words with taught letter sounds and patterns	<b>8—SOUND AND SPELL SORT</b>	Practice										
Pronounce featured sight words <i>every, those, wash</i>	<b>9—NEW LOOK AND SAY WORDS</b>	Introduce										
Fluently pronounce taught sight words	<b>10—LOOK AND SAY WORDS</b>	Practice										
Pronounce y-derivative words formed by changing the <i>y</i> to <i>i</i> and adding <i>es</i> and <i>ed</i>	<b>11—READ THE GROUPS/ WORDS</b>	Introduce										
Pronounce words made up of taught spelling patterns and syllable types	<b>13—READ CAREFULLY</b>	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	<b>16—READ THE STORY</b>	Practice										
Apply a flexible strategy for determining the pronunciation of unknown multisyllabic words	<b>17—SOUND, READ, AND CHECK</b>	Practice										

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

**OBJECTIVES:** Pronounce the words *every, those, wash*; Cumulative Review

**Differentiated Instruction**



**Intensive Intervention and Strategic Instruction**

**Use ROUTINE 9—New Look and Say Words**

**Word Recognition: Introducing High-Frequency Words**

**MATERIAL**

- Teacher and Student Look and Say Word Cards: *every, those, wash, once, walk, love, people, family, thought*

**Use ROUTINE 6—Write the Ending**

**Phonics: Invented Spelling**

**MATERIALS**

- Partner Practice Book (Choose a story from Lessons 92–105.)
- Blackline Master 1 (optional)

**REMINDER**

If needed, remind students to say words slowly and then 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

**MATERIALS**

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

**CLOSURE**

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

**STUDENTS:** *every, those, wash*

**OBJECTIVES:** Say the sound for *ou*, *ow*, /ow/; Cumulative Review



**Differentiated Instruction**

**Intensive Intervention and Strategic Instruction**

**Use ROUTINE 4—New Sound**

**Phonics: Introducing New Sound**

**MATERIALS**

- Teacher Key Word Cards: *ou/couch*, *ow/cow* and all cards for review
- Teacher and Student Letter Cards: *ow*, *ou*, *c*, *d*, *l*, *n*, *sh*, *t*

WORD BANK	
cow	now
loud	shout

**Use ROUTINE 7—Sound and Say Words**

**Phonics: Word Analysis**

**MATERIAL**

- Chart 54

**Use ROUTINE 10—Look and Say Words**

**Word Recognition: High-Frequency Words**

**Cumulative Review**

**MATERIAL**

- Chart 54

**Use ROUTINE 11—Read the Groups**

**Word Recognition: Structural Analysis**

**MATERIAL**

- Chart 54

**Whole Group/Partner Practice**



**TEACHER TIP**

Partner Practice time is a good time to jot down brief notes about student progress.

**MATERIAL**

- Partner Practice Book page 58

**CLOSURE**

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

**STUDENTS:** *couch*

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

**STUDENTS:** *cow*

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

**STUDENTS:** */ow/*

**TEACHER:** (Model reading words with *ou* and *ow* from the Chart.)

**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 11—Read the Groups** Whole Group

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

**Use ROUTINE 16—Read the Story** Whole Group/Partner Practice

**OBJECTIVE:** Cumulative Review

## Differentiated Instruction



### Intensive Intervention

#### Use ROUTINE 7—Sound and Say Words

Phonics: Word Analysis

**MATERIAL**

- Chart 54

#### Use ROUTINE 10—Look and Say Words

Word Recognition: High-Frequency Words  
Cumulative Review

**MATERIAL**

- Chart 54

#### Use ROUTINE 11—Read the Groups

Word Recognition: Structural Analysis

**MATERIAL**

- Chart 54

#### Use ROUTINE 8—Sound and Spell Sort

Phonics: Word Analysis

## Whole Group/Partner Practice



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

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

Use ROUTINE 11—Read the Groups **Whole Group**

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

Use ROUTINE 16—Read the Story **Whole Group/Partner Practice**

**MATERIALS**

- Teacher and Student Letter Cards: *ou, oo, c, ch, d, l, m, n, sh, t*
- Blackline Master 2

**WORD BANK**

words with <i>ou</i> : couch, shout, loud
words with <i>oo</i> : moon, shoot, tool

## Benchmark Instruction

**REMINDER** Add other Routines as needed.

#### Use ROUTINE 6—Write the Ending

Phonics: Invented Spelling

**MATERIALS**

- Partner Practice Book page 58
- Blackline Master 1 (optional)

**REMINDER** Provide scaffolding by asking students to tell you what they are going to write before they begin writing.

**MATERIAL**

- Partner Practice Book page 58

## CLOSURE

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

**STUDENTS:** *couch*

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

**STUDENTS:** *cow*

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

**STUDENTS:** /ow/

**TEACHER:** (Model reading words with *ou* and *ow* 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/book and cards for review
- Teacher and Student Letter Cards: oo, b, d, f, k, sh, t, w

**WORD BANK**

book	shook
wood	foot

**Use ROUTINE 7—Sound and Say Words**

**Phonics: Word Analysis**

**MATERIAL**

- Chart 55

**REMINDER**

If students are making frequent errors on review items, consider repeating some Routines or entire Lessons. Multiple errors will decrease the effectiveness of the Charts.

**Use ROUTINE 17—Sound, Read, and Check**

**Word Recognition: Strategic Reading**

**MATERIALS**

- Chart 55
- Chart 76 (optional)
- Bookmark (optional)



**Whole Group/Partner Practice**

**REMINDER**

Have students practice reciting Sound Sentences for vowels as needed.

**MATERIAL**

- Partner Practice Book page 59

**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 11—Read the Groups** 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 55

**Use ROUTINE 11—Read the Groups**

**Word Recognition: Structural Analysis**

**MATERIAL**

- Chart 55

**CLOSURE**

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

**STUDENTS:** book

**TEACHER:** *What sound? (Point to the 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: *ew, oo, c, d, f, k, n, sh, w*
- Blackline Master 2

**WORD BANK**

words with <i>oo</i> : cook, wood, shook
words with <i>ew</i> : new, few, dew

**TEACHER TIP**

Point out that /oo/ is often spelled *ew* when it is the last sound in a word or syllable.

**Benchmark Instruction**

**REMINDER** Add other Routines as needed.

**Use ROUTINE 8—Sound and Spell Sort**

**Phonics: Word Analysis**

**MATERIALS**

- Teacher and Student Letter Cards: *ou, ow, b, d, g, l, n, r, sh, t*
- Blackline Master 2

**WORD BANK**

words with <i>ou</i> : out, shout, loud
words with <i>ow</i> : bow, now, growl

**TEACHER TIP**

Point out that /ow/ is often spelled *ow* when it is the last sound in a word or syllable.

**Use ROUTINE 17—Sound, Read, and Check**

**Word Recognition: Strategic Reading**

**MATERIALS**

- Chart 55
- 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 11—Read the Groups** Whole Group

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

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

**MATERIAL**

- Partner Practice Book page 59

**CLOSURE**

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

**STUDENTS:** *couch*

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

**STUDENTS:** *cow*

**TEACHER:** *What sound? (Point to the letters ow on chart.)*

**STUDENTS:** */ow/*

**TEACHER:** (Model reading words with *ou* and *ow* from the the Chart.)