

Skills Block Focus Sheet for Lessons 126–130

Photocopy this sheet each week for each group.

DATE: _____ CLASS: _____

		Lesson 126	Lesson 127	Lesson 128	Lesson 129	Lesson 130
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>along, heard, laugh</i>	4—NEW SOUND _tch /ch/ (watch)	7—SOUND AND SAY WORDS Word Analysis	4—NEW SOUND <i>wor /wer/ (worm)</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
			10—LOOK AND SAY WORDS High-Frequency Words Cumulative Review	11—READ THE WORDS Structural Analysis	17—SOUND, READ, AND CHECK Strategic Reading	8—SOUND AND SPELL SORT Word Analysis
Whole Group/ Partner Practice	10 Minutes	9—NEW LOOK AND SAY WORDS	4—NEW SOUND	7—SOUND AND SAY WORDS	4—NEW SOUND	7—SOUND AND SAY WORDS
		5—THINK AND WRITE	7—SOUND AND SAY WORDS	10—LOOK AND SAY WORDS	7—SOUND AND SAY WORDS	10—LOOK AND SAY WORDS
			10—LOOK AND SAY WORDS	11—READ THE WORDS	10—LOOK AND SAY WORDS	11—READ THE WORDS
			11—READ THE WORDS	13—READ CAREFULLY	11—READ THE WORDS	13—READ CAREFULLY
			13—READ CAREFULLY	16—READ THE STORY	13—READ CAREFULLY	16—READ THE STORY
			16—READ THE STORY		16—READ THE STORY	
				Benchmark Instruction	11—READ THE WORDS Structural Analysis	
				6—WRITE THE ENDING Invented Spelling Routines and activities as needed		Routines and activities as needed

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							
	Say /ch/ sound for letter pattern _tch and /wer/ sounds for letter pattern wor	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	Mastery							
	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>along, heard, laugh</i>	9—NEW LOOK AND SAY WORDS	Introduce							
	Fluently pronounce taught sight words	10—LOOK AND SAY WORDS	Practice							
	Pronounce y-derivative words formed by changing the y to i and adding er and est	11—READ THE WORDS	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 *along, heard, laugh*; 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: *along, heard, laugh, early, money, around, water, though, warm*

REMINDER

Students look at the word when you hold up the card and say the word when you tap it.

Use ROUTINE 6—Write the Ending

Phonics: Invented Spelling

MATERIALS

- Partner Practice Book (Choose a previously read story from Lesson 92 or later.)
- Blackline Master 1 (optional)

Whole Group/Partner Practice



Use ROUTINE 9—New Look and Say Words Whole Group/Partner Practice

MATERIALS

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

Use ROUTINE 5—Think and Write Partner Practice

REMINDER

Monitor students carefully during Partner Practice time. Assist students during *Think and Write* to apply letter patterns that have been taught.

CLOSURE

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

STUDENTS: *along, heard, laugh*

OBJECTIVES: Say the sound for _tch, /ch/; Cumulative Review

Differentiated Instruction



Intensive Intervention and Strategic Instruction

Use ROUTINE 4—New Sound

Phonics: Introducing New Sounds

MATERIALS

- Teacher Key Word Card: _tch/watch and all cards for review
- Teacher and Student Letter Cards: *a, c, ch, e, i, k, p, s, t*

WORD BANK

watch	itch
patch	sketch

Use ROUTINE 7—Sound and Say Words

Phonics: Word Analysis

MATERIAL

- Chart 62

REMINDER In unison, students say each underlined sound and then say each word.

Use ROUTINE 10—Look and Say Words

Word Recognition: High-Frequency Words Cumulative Review

MATERIAL

- Chart 62

REMINDER The Charts incorporate cumulative review, so students should only make occasional errors. Repeat Charts as needed.

Use ROUTINE 11—Read the Words

Word Recognition: Structural Analysis

MATERIAL

- Chart 62

Whole Group/Partner Practice



REMINDER Encourage students to compliment and praise one another.

MATERIAL

- Partner Practice Book page 66

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 11—Read the Words Whole Group

Use ROUTINE 13—Read Carefully Partner Practice

Use ROUTINE 16—Read the Story Partner Practice

CLOSURE

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

STUDENTS: *watch*

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

STUDENTS: */ch/*

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

OBJECTIVE: Cumulative Review

Differentiated Instruction



Intensive Intervention

Use ROUTINE 7—Sound and Say Words

Phonics: Word Analysis

MATERIAL

- Chart 62

Use ROUTINE 10—Look and Say Words

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

MATERIAL

- Chart 62

Use ROUTINE 11—Read the Words

Word Recognition: Structural Analysis

MATERIAL

- Chart 62

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

Use ROUTINE 8—Sound and Spell Sort

Phonics: Word Analysis

MATERIALS

- Teacher and Student Letter Cards: *a, e, e, h, i, n, p, r, s, t, w*
- Blackline Master 2

WORD BANK
words with <i>wr</i> : wrist, write, wrap
words with <i>wh</i> : what, when, where

Benchmark Instruction

REMINDER Add other Routines as needed.

Use ROUTINE 6—Write the Ending

Phonics: Invented Spelling

MATERIALS

- Partner Practice Book (Choose a previously read story from Lesson 92 or later.)
- Blackline Master 1 (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 Words Whole Group

Use ROUTINE 13—Read Carefully Partner Practice

Use ROUTINE 16—Read the Story Partner Practice

MATERIAL

- Partner Practice Book page 66

CLOSURE

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

STUDENTS: *watch*

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

STUDENTS: */ch/*

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

OBJECTIVES: Pronounce the sound for *wor*, /wer/; Cumulative Review



Differentiated Instruction

Intensive Intervention and Strategic Instruction

Use ROUTINE 4—New Sound

Phonics: Introducing New Sound

MATERIALS

- Teacher Key Word Cards: *wor/worm* and all cards for review
- Teacher and Student Letter Cards: *d, k, l, o, r, th, w*

WORD BANK	
worth	word
work	world

Use ROUTINE 7—Sound and Say Words

Phonics: Word Analysis

MATERIAL

- Chart 63

REMINDER Maintaining a fast pace during Chart activities will help keep student attention.

Use ROUTINE 17—Sound, Read, and Check

Word Recognition: Strategic Reading

MATERIALS

- Chart 63
- Chart 76 (optional)
- Bookmark (optional)

Use ROUTINE 10—Look and Say Words

Word Recognition: High-Frequency Words Cumulative Review

MATERIAL

- Chart 63

Use ROUTINE 11—Read the Words

Word Recognition: Structural Analysis

MATERIAL

- Chart 63



Whole Group/Partner Practice

TEACHER TIP

Assign new partners approximately every four weeks to help maintain appropriate behavior and motivation.

MATERIAL

- Partner Practice Book page 67

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 11—Read the Words Whole Group

Use ROUTINE 13—Read Carefully Partner Practice

Use ROUTINE 16—Read the Story Partner Practice

CLOSURE

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

STUDENTS: *worm*

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

STUDENTS: */wer/*

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

OBJECTIVE: Cumulative Review

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: *a, c, ch, i, n, m, p, t*
- Blackline Master 2

WORD BANK

words with *ch*: chin, chip, chimp
words with *_tch*: itch, patch, catch

TEACHER TIP

You may prefer to list the letters on a white board and have students write the words on paper instead of using the Letter Cards.

Benchmark Instruction

REMINDER Add other Routines as needed.

Use ROUTINE 8—Sound and Spell Sort

Phonics: Word Analysis

MATERIALS

- Teacher and Student Letter Cards: *c, e, h, i, k, l, m, n, o, p, r, s, w*
- Blackline Master 2

WORD BANK

words with *wr*: wreck, wrench, wrinkle
words with *wor*: worship, worm, work

Use ROUTINE 17—Sound, Read, and Check

Word Recognition: Strategic Reading

MATERIALS

- Chart 63
- 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 Words Whole Group

Use ROUTINE 13—Read Carefully Partner Practice

Use ROUTINE 16—Read the Story Partner Practice

MATERIAL

- Partner Practice Book page 67

CLOSURE

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

STUDENTS: *worm*

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

STUDENTS: */wer/*

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