

# Skills Block Focus Sheet for Lessons 131–135

Photocopy this sheet each week for each group.

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

		Lesson 131	Lesson 132	Lesson 133	Lesson 134	Lesson 135
Differentiated Instruction/Small Groups	2 Groups—10 Minutes Each	Intensive Intervention <sup>and</sup> Strategic Instruction	Intensive Intervention <sup>and</sup> Strategic Instruction	Intensive Intervention	Intensive Intervention <sup>and</sup> Strategic Instruction	Intensive Intervention <sup>or</sup> Strategic Instruction
		9—NEW LOOK AND SAY WORDS High-Frequency Words: <i>anything, nothing, something</i>	10—LOOK AND SAY WORDS High-Frequency Words Cumulative Review	10—LOOK AND SAY WORDS High-Frequency Words Cumulative Review	10—LOOK AND SAY WORDS High-Frequency Words Cumulative Review	8—SOUND AND SPELL SORT Word Analysis
		6—WRITE THE ENDING Invented Spelling	12—READ THE PARTS Syllable Types	12—READ THE PARTS Syllable Types	12—READ THE PARTS Syllable Types	Benchmark Instruction
			17—SOUND, READ, AND CHECK Strategic Reading	8—SOUND AND SPELL SORT Word Analysis	17—SOUND, READ, AND CHECK Strategic Reading	8—SOUND AND SPELL SORT Word Analysis
		8—SOUND AND SPELL SORT Word Analysis	Benchmark Instruction	8—SOUND AND SPELL SORT Word Analysis	Routines and activities as needed	
			17—SOUND, READ, AND CHECK Strategic Reading			
			6—WRITE THE ENDING Invented Spelling			
			Routines and activities as needed			
Whole Group/ Partner Practice	10 Minutes	9—NEW LOOK AND SAY WORDS	10—LOOK AND SAY WORDS	10—LOOK AND SAY WORDS	10—LOOK AND SAY WORDS	10—LOOK AND SAY WORDS
		5—THINK AND WRITE	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"/>								
Differentiated Instruction—Small Groups: Assessment	Objective	Routine	Skill Level									
	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									
	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>anything, nothing, something</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: CV-CVC or CVC-VC	12—READ THE PARTS	Introduce									
	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 *anything, nothing, something*; 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:  
*anything, nothing, something, along, heard, laugh, 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)

**TEACHER TIP**

Use this space for sticky notes and reminders for specific Routines.

**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 to read and spell today?*

**STUDENTS:** *anything, nothing, something*

**Differentiated Instruction**



**Intensive Intervention and Strategic Instruction**

**Use ROUTINE 10—Look and Say Words**

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

**MATERIAL**

- Chart 64

**Use ROUTINE 12—Read the Parts**

**Word Recognition: Syllable Types**

**MATERIAL**

- Chart 64

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

**Word Recognition: Strategic Reading**

**MATERIALS**

- Chart 64
- Chart 76 (optional)
- Bookmark (optional)

**REMINDER** Remind students to ask themselves if their word makes sense in the sentence.

**Whole Group/Partner Practice**



**REMINDER** To reinforce desired behaviors, occasionally mark student pages with a special pen or marker.

**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** Whole Group/Partner Practice

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

**Phonics: Word Analysis**

**MATERIALS**

- Teacher and Student Letter Cards: *a, ai, b, b, c, g, l, m, m, n, r, y, z*
- Blackline Master 2

**WORD BANK**

words with <i>a_y</i> : <i>baby, lazy, crazy</i>
words with <i>ai</i> : <i>mailman, grain, brain</i>

**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.

**MATERIAL**

- Partner Practice Book page 68

**CLOSURE**

**TEACHER:** *What are the steps of the Sound, Read, and Check strategy?*

**STUDENTS:** *Sound it. Blend it. Read it. Check it. Correct it. Reread it.*

**OBJECTIVE:** Cumulative Review

**Differentiated Instruction**



**Intensive Intervention**

**Use ROUTINE 10—Look and Say Words**

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

**MATERIAL**

- Chart 64

**REMINDER** Students should answer in unison. This way they will not simply be repeating the answer of another student.

**Use ROUTINE 12—Read the Parts**

**Word Recognition: Syllable Types**

**MATERIAL**

- Chart 64

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

**Phonics: Word Analysis**

**MATERIALS**

- Teacher and Student Letter Cards: *a, b, c, i, k, n, s*
- Blackline Master 2

**WORD BANK**

words with <i>_nk</i> : bank, sank, sink
words with <i>_ck</i> : back, sack, sick

**TEACHER TIP**

For many students, /ng/ is difficult because of its nasal quality. Using the Letter Cards may be particularly helpful for this lesson.

**Benchmark Instruction**

**REMINDER** Add other Routines as needed.

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

**Word Recognition: Strategic Reading**

**MATERIALS**

- Chart 64
- Chart 76 (optional)
- Bookmark (optional)

**TEACHER TIP**

Choose more challenging words if your students already know these ones.

**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)

**REMINDER** If time permits, ask students to read their endings aloud.

**Whole Group/Partner Practice**



**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** Whole Group/Partner Practice

**MATERIAL**

- Partner Practice Book page 68

**CLOSURE**

**TEACHER:** Find two words in **Read Carefully** that look a lot alike. Read them to your partner.

# Cumulative Review

**OBJECTIVE:** Cumulative Review

## Differentiated Instruction



### Intensive Intervention and Strategic Instruction

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

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

**MATERIAL**

- Chart 65

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

#### Use ROUTINE 12—Read the Parts

**Word Recognition: Syllable Types**

**MATERIAL**

- Chart 65

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

**Word Recognition: Strategic Reading**

**MATERIALS**

- Chart 65
- Chart 76 (optional)
- Bookmark (optional)

## Use ROUTINE 8—Sound and Spell Sort

**Phonics: Word Analysis**

**MATERIALS**

- Teacher and Student Letter Cards: *al, ar, ch, k, l, m, p, s, t*
- Blackline Master 2

**WORD BANK**

words with <i>al</i> : chalk, stalk, small
words with <i>ar</i> : start, chart, spark

## Whole Group/Partner Practice



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 **Whole Group/Partner Practice**

**MATERIAL**

- Partner Practice Book page 69

### CLOSURE

**TEACHER:** *What are the steps of the Sound, Read, and Check strategy?*

**STUDENTS:** *Sound it. Blend it. Read it. Check it. Correct it. Reread it.*

**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: *g, i, l, n, o, r, s, t, w*
- Blackline Master 2

**WORD BANK**

words with <i>ong</i> : strong, wrong, long
words with <i>ing</i> : string, ring, swing

**Benchmark Instruction**

**REMINDER** Add other Routines as needed.

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

**Phonics: Word Analysis**

**MATERIALS**

- Teacher and Student Letter Cards: *b, e, g, g, i, i, l, n, n, o, r, s, t, w*
- Blackline Master 2

**WORD BANK**

words with <i>ong</i> : strong, wrong, belong
words with <i>ing</i> : string, bringing, singer

**Whole Group/Partner Practice**



**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** Whole Group/Partner Practice

**MATERIALS**

- Partner Practice Book page 69
- Chart 65

**CLOSURE**

**TEACHER:** Tell your partner a sentence using one of the words in **Read Carefully**.