

Skills Block Focus Sheet for Lessons 136–140

Photocopy this sheet each week for each group.

DATE: _____ CLASS: _____

		Lesson 136	Lesson 137	Lesson 138	Lesson 139	Lesson 140
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>done, woman, pull</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 Type	12—READ THE PARTS Syllable Type	12—READ THE PARTS Syllable Type	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	5—THINK AND WRITE	10—LOOK AND SAY WORDS	10—LOOK AND SAY WORDS	10—LOOK AND SAY WORDS	10—LOOK AND SAY WORDS
		9—NEW 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"/>						
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>done, woman, pull</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; CVC-VC	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 *done, woman, pull*; 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:
done, woman, pull, along, heard, laugh, anything, nothing, something

REMINDER Provide scaffolding by showing students all the words and asking them to repeat the new words in order.

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 Encourage students to use correct spelling for letter-sounds that have been taught. Accept invented spellings for letter-sounds that have not been taught.

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

CLOSURE

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

STUDENTS: *done, woman, pull*

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 66

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

Use ROUTINE 12—Read the Parts

Word Recognition: Syllable Types

MATERIAL

- Chart 66

REMINDER Students say the underlined parts and then the word.

Use ROUTINE 17—Sound, Read, and Check

Word Recognition: Strategic Reading

MATERIALS

- Chart 66
- Chart 76 (optional)
- Bookmark (optional)

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



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**

Use ROUTINE 8—Sound and Spell Sort

Phonics: Word Analysis

MATERIALS

- Teacher and Student Letter Cards: *d, e, ee, i, l, n, p, r, s, t, w, er*
- Blackline Master 2

WORD BANK

words with <i>e</i> : enter, dentist, spent
words with <i>ee</i> : sweet, sleep, street

TEACHER TIP

The same Word Bank and Letter Cards are used in the next Lesson.

MATERIAL

- Partner Practice Book page 70

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 66

Use ROUTINE 12—Read the Parts

Word Recognition: Syllable Types

MATERIAL

- Chart 66

Use ROUTINE 8—Sound and Spell Sort

Phonics: Word Analysis

MATERIALS

- Teacher and Student Letter Cards: *d, e, ee, i, l, n, p, r, s, t, t, w, er*
- Blackline Master 2

WORD BANK
words with <i>e</i> : enter, dentist, spent
words with <i>ee</i> : sweet, sleep, street

Benchmark Instruction

REMINDER Add other Routines as needed.

Use ROUTINE 17—Sound, Read, and Check

Word Recognition: Strategic Reading

MATERIALS

- Chart 66
- Chart 76 (optional)
- Bookmark (optional)

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 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 70

CLOSURE

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

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 67

REMINDER Conduct individual checks by pointing to a few items in a random order.

Use ROUTINE 12—Read the Parts

Word Recognition: Syllable Types

MATERIAL

- Chart 67

Use ROUTINE 17—Sound, Read, and Check

Word Recognition: Strategic Reading

MATERIALS

- Chart 67
- Chart 76 (optional)
- Bookmark (optional)

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



Whole Group/Partner Practice

TEACHER TIP
Use Partner Practice time to assist students. Spend no more than a minute with any one student or pair.

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, b, c, e, f, g, l, m, n, o, p, r, s, t, u*
- Blackline Master 2

WORD BANK

words with <i>e</i> : tablet, carpet, forget
words with <i>ea</i> : peanut, cream, stream

TEACHER TIP

The same Word Bank and Letter Cards are used in the next Lesson. You may prefer to have the students write words instead of using Letter Cards.

MATERIAL

- Partner Practice Book page 71

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: *a, b, c, e, f, g, l, m, n, o, p, r, s, t, u*
- Blackline Master 2

WORD BANK

words with <i>e</i> : tablet, carpet, forget
words with <i>ea</i> : peanut, cream, stream

Benchmark Instruction

REMINDER Add other Routines as needed.

Use ROUTINE 8—Sound and Spell Sort

Phonics: Word Analysis

MATERIALS

- Teacher and Student Letter Cards: *a, b, e, i, k, l, n, p, r, s, t, th*
- Blackline Master 2

WORD BANK

words with <i>ank</i> : thank, ankle, blanket
words with <i>ink</i> : stink, blink, sprinkle

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 71
- Chart 67

CLOSURE

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