

# Skills Block Focus Sheet for Lessons 141–145

Photocopy this sheet each week for each group.

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

		Lesson 141	Lesson 142	Lesson 143	Lesson 144	Lesson 145
Differentiated Instruction/Small Groups	2 Groups—10 Minutes Each	Intensive Intervention <small>and</small> Strategic Instruction <b>9—NEW LOOK AND SAY WORDS</b> High-Frequency Words: <i>another, heard, enough</i>	Intensive Intervention <small>and</small> Strategic Instruction <b>10—LOOK AND SAY WORDS</b> High-Frequency Words Cumulative Review	Intensive Intervention <b>10—LOOK AND SAY WORDS</b> High-Frequency Words Cumulative Review	Intensive Intervention <small>and</small> Strategic Instruction <b>10—LOOK AND SAY WORDS</b> High-Frequency Words Cumulative Review	Intensive Intervention <small>or</small> Strategic Instruction <b>8—SOUND AND SPELL SORT</b> Word Analysis
		<b>6—WRITE THE ENDING</b> Invented Spelling	<b>11—READ THE GROUPS</b> Structural Analysis	<b>11—READ THE GROUPS</b> Structural Analysis	<b>11—READ THE GROUPS</b> Structural Analysis	Benchmark Instruction
Whole Group/ Partner Practice	10 Minutes	<b>9—NEW LOOK AND SAY WORDS</b>	<b>10—LOOK AND SAY WORDS</b>	<b>10—LOOK AND SAY WORDS</b>	<b>10—LOOK AND SAY WORDS</b>	<b>10—LOOK AND SAY WORDS</b>
		<b>5—THINK AND WRITE</b>	<b>11—READ THE GROUPS</b>	<b>11—READ THE GROUPS</b>	<b>11—READ THE GROUPS</b>	<b>11—READ THE GROUPS</b>
			<b>13—READ CAREFULLY</b>	<b>13—READ CAREFULLY</b>	<b>13—READ CAREFULLY</b>	<b>13—READ CAREFULLY</b>
			<b>16—READ THE STORY</b>	<b>16—READ THE STORY</b>	<b>16—READ THE STORY</b>	<b>16—READ THE STORY</b>

## 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	<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									
	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>another, don't, enough</i>	<b>9—NEW LOOK AND SAY WORDS</b>	Introduce									
	Fluently pronounce taught sight words	<b>10—LOOK AND SAY WORDS</b>	Practice									
	Pronounce <i>y</i> -derivative words formed by changing the <i>y</i> to <i>i</i> and adding <i>er</i> and <i>est</i>	<b>11—READ THE GROUPS</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										
<b>Assessment Key: S = Struggling P = Practicing M = Mastered</b>												

**OBJECTIVE:** 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:  
*another, don't, enough, done, woman, pull, anything, nothing, something*

**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**

**REMINDER**

Students should only be responsible for writing correct sound spellings that they've been taught.

**MATERIALS**

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

**CLOSURE**

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

**STUDENTS:** *another, don't, enough*

**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 68

**Use ROUTINE 11—Read the Groups**

**Structural Analysis**

**MATERIAL**

- Chart 68

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

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

**Word Recognition: Strategic Reading**

**MATERIALS**

- Chart 68
- 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 11—Read the Groups** Whole Group

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

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

**MATERIAL**

- Partner Practice Book page 72

**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.*

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

**Phonics: Word Analysis**

**MATERIALS**

- Teacher and Student Letter Cards: *c, ck, d, e, l, o, ou, p, r, s, t*
- Blackline Master 2

**WORD BANK**

words with <i>o</i> : clock, spot, crop
words with <i>ou</i> : louder, cloud, sprout

**TEACHER TIP**

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

**OBJECTIVE:** Cumulative Review

**Differentiated Instruction**



**Intensive Intervention**

**Use ROUTINE 10—Look and Say Words**

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

**MATERIAL**

- Chart 68

**Use ROUTINE 11—Read the Groups**

**Word Recognition: Structural Analysis**

**MATERIAL**

- Chart 68

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

**Phonics: Word Analysis**

**MATERIALS**

- Teacher and Student Letter Cards: *c, c, k, d, e, l, o, ou, p, r, s, t*
- Blackline Master 2

**WORD BANK**

words with <i>o</i> : clock, spot, crop
words with <i>ou</i> : louder, cloud, sprout

**Benchmark Instruction**

**REMINDER** Add other Routines as needed.

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

**Word Recognition: Strategic Reading**

**MATERIALS**

- Chart 68
- Chart 76 (optional)
- Bookmark (optional)

**REMINDER** Choose more challenging words if your students already know these words.

**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, have students read their endings aloud.

**Whole Group/Partner Practice**



**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

**MATERIAL**

- Partner Practice Book page 72

**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 69

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

#### Use ROUTINE 11—Read the Groups

**Word Recognition: Structural Analysis**

**MATERIAL**

- Chart 69

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

**Word Recognition: Strategic Reading**

**MATERIALS**

- Chart 69
- Chart 76 (optional)
- Bookmark (optional)

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

**Phonics: Word Analysis**

**MATERIALS**

- Teacher and Student Letter Cards: *d, e, i, l, n, ow, oi, s, s, t, y*
- Blackline Master 2

WORD BANK	
words with <i>ow</i> :	snow, snowed, snowy
words with <i>oi</i> :	noise, noisy, noisiest

## Whole Group/Partner Practice



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**

**MATERIAL**

- Partner Practice Book page 73

### 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: *c, d, e, l, n, ow, oi, o, u, s, y*
- Blackline Master 2

**WORD BANK**

words without <i>y</i> : snow, cloud, noise
words with <i>y</i> : snowy, cloudy, noisy

**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, e, i, o, p, q, r, r, s, t, u, w*
- Blackline Master 2

**WORD BANK**

words with <i>are</i> : square, spare, beware
words with <i>air</i> : stair, repair, airport

**Whole Group/Partner Practice**



**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**

- Partner Practice Book page 73
- Chart 69

**CLOSURE**

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