

Skills Block Focus Sheet for Lessons 146–150

Photocopy this sheet each week for each group.

DATE: _____ CLASS: _____

		Lesson 146	Lesson 147	Lesson 148	Lesson 149	Lesson 150
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>together, sure, eight</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	11—READ THE WORDS Structural Analysis	11—READ THE WORDS Structural Analysis	11—READ THE WORDS Structural Analysis	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
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	11—READ THE WORDS	11—READ THE WORDS	11—READ THE WORDS	11—READ THE WORDS
			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"/>	Students' Names			
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>together, sure, eight</i>	9—NEW LOOK AND SAY WORDS	Introduce					
	Fluently pronounce taught sight words	10—LOOK AND SAY WORDS	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>	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								

LESSON
146

New Look and Say Words: *together, sure, eight*

OBJECTIVES: Pronounce the words *together, sure, eight*; 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: *together, sure, eight, another, don't, enough, done, woman, pull*

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 practice today?*

STUDENTS: *together, sure, eight*

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 70

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

Use ROUTINE 11—Read the Words

Word Recognition: Structural Analysis

MATERIAL

- Chart 70

Use ROUTINE 17—Sound, Read, and Check

Word Recognition: Strategic Reading

MATERIALS

- Chart 70
- Chart 76 (optional)
- Bookmark (optional)

Use ROUTINE 8—Sound and Spell Sort

Phonics: Word Analysis

MATERIALS

- Teacher and Student Letter
Cards: *c, d, e, f, j, m, p, r, s, t, u, ui*
- Blackline Master 2

WORD BANK

words with short <i>u</i> : jump, jumps, jumped
words with <i>ui</i> : juice, fruit, suit

TEACHER TIP

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

Whole Group/Partner Practice



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 Whole Group/Partner Practice

MATERIAL

- Partner Practice Book page 74

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 70

Use ROUTINE 11—Read the Words

Word Recognition: Structural Analysis

MATERIAL

- Chart 70

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

Use ROUTINE 8—Sound and Spell Sort

Phonics: Word Analysis

MATERIALS

- Teacher and Student Letter
- Cards: *c, d, e, f, j, m, p, r, s, t, u, ui*
- Blackline Master 2

WORD BANK

words with short <i>u</i> : jump, jumps, jumped
words with <i>ui</i> : juice, fruit, suit



Whole Group/Partner Practice

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 Whole Group/Partner Practice

Benchmark Instruction

REMINDER Add other Routines as needed.

Use ROUTINE 17—Sound, Read, and Check

Word Recognition: Strategic Reading

MATERIALS

- Chart 70
- Chart 76 (optional)
- Bookmark (optional)

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

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)

MATERIAL

- Partner Practice Book page 74

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 and Strategic Instruction

Use ROUTINE 10—Look and Say Words

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

MATERIAL

- Chart 71

Use ROUTINE 11—Read the Words

Word Recognition: Structural Analysis

MATERIAL

- Chart 71

Use ROUTINE 17—Sound, Read, and Check

Word Recognition: Strategic Reading

MATERIALS

- Chart 71
- Chart 76 (optional)
- Bookmark (optional)

Whole Group/Partner Practice



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 Whole Group/Partner Practice

Use ROUTINE 8—Sound and Spell Sort

Phonics: Word Analysis

MATERIALS

- Teacher and Student Letter Cards: *d, e, m, n, p, p, r, s, t, u*
- Blackline Master 2

WORD BANK

words with <i>u</i> : pump, runt, sun
words with <i>u_e</i> : rude, tunes, prune

TEACHER TIP

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

MATERIAL

- Partner Practice Book page 75

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: *d, e, m, n, p, p, r, s, t, u*
- Blackline Master 2

WORD BANK

words with <i>u</i> : pump, runt, sun
words with <i>u_e</i> : rude, tunes, prune

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, d, e, e, f, g, i, i, l, m, n, o, p, r, s, t, x*
- Blackline Master 2

WORD BANK

words with <i>ire</i> : fire, inspire, admire
words with <i>ore</i> : store, explore, ignore

Whole Group/Partner Practice



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 **Whole Group/Partner Practice**

MATERIALS

- Partner Practice Book page 75
- Chart 71

CLOSURE

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