

Skills Block Focus Sheet for Lessons 151–155

Photocopy this sheet each week for each group.

DATE: _____ CLASS: _____

		Lesson 151	Lesson 152	Lesson 153	Lesson 154	Lesson 155
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>almost, head, animals</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 Structural Analysis	12—READ THE PARTS Structural Analysis	12—READ THE PARTS 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	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"/>	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>almost, head, animals</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 taught spelling patterns and any of the taught syllable types	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 *almost, head, animals*; 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: *almost, head, animals, together, sure, eight, another, don't, enough*

REMINDER

Provide scaffolding by mixing up and flashing the new words. Then mix in the review words and flash all 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)

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: *almost, head, animals*

Differentiated Instruction



Intensive Intervention and Strategic Instruction

Use ROUTINE 10—Look and Say Words

Word Recognition: High-Frequency Words Cumulative Review

MATERIAL

- Chart 72

Use ROUTINE 12—Read the Parts

Word Recognition: Syllable Types

MATERIAL

- Chart 72

Use ROUTINE 17—Sound, Read, and Check

Word Recognition: Strategic Reading

MATERIALS

- Chart 72
- Chart 76 (optional)
- Bookmark (optional)

Use ROUTINE 8—Sound and Spell Sort

Phonics: Word Analysis

MATERIALS

- Teacher and Student Letter Cards: *d, e, f, i, l, p, q, r, s, s, t, u*
- Blackline Master 2

WORD BANK

words with short <i>i</i> : sits, dips, quits
words with <i>ie</i> : fried, tied, lied

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 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 76

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 72

Use ROUTINE 12—Read the Parts

Word Recognition: Syllable Types

MATERIAL

- Chart 72

Use ROUTINE 8—Sound and Spell Sort

Phonics: Word Analysis

MATERIALS

- Teacher and Student Letter Cards: *d, e, f, i, l, p, q, r, s, s, t, u*
- Blackline Master 2

WORD BANK

words with short *i*: sits, dips, quits

words with *ie*: fried, tied, lied



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

Benchmark Instruction

REMINDER Add other Routines as needed.

Use ROUTINE 17—Sound, Read, and Check

Word Recognition: Strategic Reading

MATERIALS

- Chart 72
- 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)

MATERIAL

- Partner Practice Book page 76

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.*

Differentiated Instruction



Intensive Intervention and Strategic Instruction

Use ROUTINE 10—Look and Say Words

Word Recognition: High-Frequency Words Cumulative Review

MATERIAL

- Chart 73

Use ROUTINE 12—Read the Parts

Word Recognition: Syllable Types

MATERIAL

- Chart 73

Use ROUTINE 17—Sound, Read, and Check

Word Recognition: Strategic Reading

MATERIALS

- Chart 73
- Chart 76 (optional)
- Bookmark (optional)

Use ROUTINE 8—Sound and Spell Sort

Phonics: Word Analysis

MATERIALS

- Teacher and Student Letter Cards: *ai, ar, f, r, s, t, p*
- Blackline Master 2

WORD BANK

words with <i>ar</i> : star, far, part
words with <i>air</i> : stair, fair, pair

TEACHER TIP

If you haven't been using Letter Cards, you may want to use them for these words. 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 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 77

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: *ai, ar, f, r, s, t, p*
- Blackline Master 2

WORD BANK

words with <i>ar</i> : star, far, part
words with <i>air</i> : stair, fair, pair

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, c, d, e, h, l, o, s, v, w*
- Blackline Master 2

WORD BANK

words with <i>ve</i> : love, dove, have
words with <i>_lve</i> : solve, calves, wolves

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 77
- Chart 73

CLOSURE

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