

Skills Block Focus Sheet for Lessons 156–160

Photocopy this sheet each week for each group.

DATE: _____ CLASS: _____

		Lesson 156	Lesson 157	Lesson 158	Lesson 159	Lesson 160
Differentiated Instruction/Small Groups	2 Groups—10 Minutes Each	Intensive Intervention <small>and</small> Strategic Instruction	Intensive Intervention <small>and</small> Strategic Instruction	Intensive Intervention	Intensive Intervention <small>and</small> Strategic Instruction	Intensive Intervention <small>or</small> Strategic Instruction
		9—NEW LOOK AND SAY WORDS High-Frequency Words: <i>behind, door, bear</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
		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	Mastery							
	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	Mastery							
	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>behind, door, bear</i>	9—NEW LOOK AND SAY WORDS	Introduce							
	Fluently pronounce taught sight words	10—LOOK AND SAY WORDS	Mastery							
	Pronounce multisyllabic words made up of taught spelling patterns and syllable types	12—READ THE PARTS	Mastery							
	Pronounce words made up of taught spelling patterns and syllable types	13—READ CAREFULLY	Mastery							
	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	Mastery							
Apply flexible strategy for determining the pronunciation of unknown multisyllabic words	17—SOUND, READ, AND CHECK	Mastery								
Assessment Key: S = Struggling P = Practicing M = Mastered										

OBJECTIVES: Pronounce the words *behind, door, bear*; 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: *behind, door, bear, almost, head, animals, together, sure, eight*

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: *behind, door, bear*

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 74

Use ROUTINE 12—Read the Parts

Word Recognition: Syllable Types

MATERIAL

- Chart 74

Use ROUTINE 17—Sound, Read, and Check

Word Recognition: Strategic Reading

MATERIALS

- Chart 74
- Chart 76 (optional)
- Bookmark (optional)

Use ROUTINE 8—Sound and Spell Sort

Phonics: Word Analysis

MATERIALS

- Teacher and Student Letter Cards: *a, ar, b, c, d, e, g, n, r, y*
- Blackline Master 2

WORD BANK

words with <i>ar</i> : garden, yard, car
words with <i>are</i> : dare, bare, care

TEACHER TIP

When the long *a* sound, /ā→/, is followed by *r* (as in *care*), the sound changes slightly. 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 78

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 74

Use ROUTINE 12—Read the Parts

Word Recognition: Syllable Types

MATERIAL

- Chart 74

Use ROUTINE 8—Sound and Spell Sort

Phonics: Word Analysis

MATERIALS

- Teacher and Student Letter Cards: *a, ar, b, c, d, e, g, n, r, y*
- Blackline Master 2

WORD BANK

words with <i>ar</i> : garden, yard, car
words with <i>are</i> : dare, bare, care

Benchmark Instruction

REMINDER Add other Routines as needed.

Use ROUTINE 17—Sound, Read, and Check

Word Recognition: Strategic Reading

MATERIALS

- Chart 74
- 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 78

CLOSURE

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

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 75

Use ROUTINE 12—Read the Parts

Word Recognition: Syllable Types

MATERIAL

- Chart 75

Use ROUTINE 17—Sound, Read, and Check

Word Recognition: Strategic Reading

MATERIALS

- Chart 75
- Chart 76 (optional)
- Bookmark (optional)

Use ROUTINE 8—Sound and Spell Sort

Phonics: Word Analysis

MATERIALS

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

WORD BANK

words with <i>ire</i> : fire, wire, entire
words with <i>ore</i> : score, wore, store

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**

MATERIALS

- Partner Practice Book page 79

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, e, e, f, i, n, o, r, s, t, w*
- Blackline Master 2

WORD BANK

words with <i>ire</i> : fire, wire, entire
words with <i>ore</i> : score, wore, store

Benchmark Instruction

REMINDER Add other Routines as needed.

Use ROUTINE 8—Sound and Spell Sort

Phonics: Word Analysis

MATERIALS

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

WORD BANK

words with <i>ire</i> : fire, wire, entire
words with <i>ore</i> : score, wore, store

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 79
- Chart 75

CLOSURE

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