

Skills Block Focus Sheet for Lessons 61–65

Photocopy this sheet
each week for each group.

DATE: _____ CLASS: _____

		Lesson 61	Lesson 62	Lesson 63	Lesson 64	Lesson 65
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>would, could, should</i>	4—NEW SOUND <i>i_e/i_e/ (bike)</i>	7—SOUND AND SAY WORDS Word Analysis	4—NEW SOUND <i>ie/i_e/ (tie); _y/i_e/ (fly); igh/i_e/ (light)</i>	8—SOUND AND SPELL SORT Word Analysis
		8—SOUND AND SPELL SORT Word Analysis	7—SOUND AND SAY WORDS Word Analysis	10—LOOK AND SAY WORDS High-Frequency Words Cumulative Review	7—SOUND AND SAY WORDS Word Analysis	Benchmark Instruction
		14—BUILD SENTENCES Application	10—LOOK AND SAY WORDS High-Frequency Words Cumulative Review	11—READ THE GROUPS Structural Analysis	10—LOOK AND SAY WORDS High-Frequency Words Cumulative Review	8—SOUND AND SPELL SORT Word Analysis
Whole Group/ Partner Practice	10 Minutes	9—NEW LOOK AND SAY WORDS	4—NEW SOUND	7—SOUND AND SAY WORDS	4—NEW SOUND	7—SOUND AND SAY WORDS
		14—BUILD SENTENCES	7—SOUND AND SAY WORDS	10—LOOK AND SAY WORDS	7—SOUND AND SAY WORDS	10—LOOK AND SAY WORDS
			10—LOOK AND SAY WORDS	11—READ THE GROUPS	10—LOOK AND SAY WORDS	11—READ THE GROUPS
			11—READ THE GROUPS	13—READ CAREFULLY	11—READ THE GROUPS	13—READ CAREFULLY
			13—READ CAREFULLY	16—READ THE STORY	13—READ CAREFULLY	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										
	Say long vowel sound for featured letter patterns <i>i_e, ie, _y, igh/i_e/</i>	4—NEW SOUND	Introduce										
	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										
	Pronounce words made up of letter patterns taught in <i>New Sound</i>	7—SOUND AND SAY WORDS	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>would, could, should</i>	9—NEW LOOK AND SAY WORDS	Introduce										
	Fluently pronounce taught sight words	10—LOOK AND SAY WORDS	Practice										
	Pronounce words formed by combining CVCe words with <i>s, ed,</i> and <i>ing</i>	11—READ THE GROUPS	Introduce										
	Pronounce words made up of taught spelling patterns and syllable types	13—READ CAREFULLY	Practice										
	Put words together to make phrases or sentences using word cards with taught patterns and syllable types	14—BUILD SENTENCES	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											
Assessment Key: S = Struggling P = Practicing M = Mastered													

OBJECTIVES: Pronounce the words *would, should, could*; 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: *would, should, could, their, away, please, give, what, again*

Use ROUTINE 8—Sound and Spell Sort

Phonics: Word Analysis

MATERIALS

- Teacher and Student Letter Cards: *ai, ay, c, d, l, n, p, r, t*
- Blackline Master 2

WORD BANK

words with <i>ay</i> : clay, play, day
words with <i>ai</i> : tail, paid, rain

TEACHER TIP

Point out that /ā→/ is spelled *ay* when it is the last sound in a word.

Use ROUTINE 14—Build Sentences

Word Recognition: Application

MATERIALS

- Teacher and Student Look and Say Word Cards: *good, a, is, please, the, I, was, have, pretty*
- Teacher and Student Sound and Say Word Cards: *ate, fun, me, we, cake, with, will, bake, stay*
- Blackline Master 1

SENTENCE BANK

Possible Sentences

Please stay with me.
I will bake a cake.
We will have fun.
The cake is pretty.
We ate the cake.
Was the cake good?

Whole Group/Partner Practice



Use ROUTINE 9—New Look and Say Words

Use ROUTINE 14—Build Sentences

CLOSURE

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

STUDENTS: *would, should, could*

OBJECTIVES: Say the sound for *i_e*, /ī→/; Cumulative Review

Differentiated Instruction



Intensive Intervention and Strategic Instruction

Use ROUTINE 4—New Sound

Phonics: Introducing New Sound

MATERIALS

- Teacher Key Word Cards: *i_e/bike* and all cards for review
- Teacher and Student Letter Cards: *b, d, e, i, k, l, m, t*

WORD BANK	
dime	kite
bike	like

REMINDER If needed, model the correct sound and scaffold by repeating the word slowly, emphasizing each sound.

Use ROUTINE 7—Sound and Say Words

Phonics: Word Analysis

MATERIAL

- Chart 36

Use ROUTINE 10—Look and Say Words

High-Frequency Words Cumulative Review

MATERIAL

- Chart 36

Use ROUTINE 11—Read the Groups

Word Recognition: Structural Analysis

MATERIAL

- Chart 36

REMINDER Students say the underlined sound and then the word.

Use ROUTINE 5—Think and Write

Phonics: Invented Spelling

MATERIALS

- Teacher-selected pictures or prompts
- Teacher-created prompting questions
- Blackline Master 1 (optional)

REMINDER Remind students to say the word slowly and then to write the letters that go with the sounds.

Whole Group/Partner Practice



Use Routine 4—New Sound Whole Group

Use Routine 7—Sound and Say Words Whole Group

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 40

CLOSURE

TEACHER: What is our Key Word for the letter pattern *i_e*? (Point to the letters *i_e* on the Chart.)

STUDENTS: *bike*

TEACHER: What sound? (Point to the letters *i_e* on the Chart.)

STUDENTS: /ī→/

TEACHER: (Model reading a word with *i_e* from the Chart.)

OBJECTIVE: Cumulative Review

Differentiated Instruction



Intensive Intervention

Use ROUTINE 7—Sound and Say Words

Phonics: Word Analysis

MATERIAL

- Chart 36

REMINDER If students say an incorrect sound, review the Key Word for that sound.

TEACHER TIP

Consider ways for students requiring extra practice to consistently spend time reviewing Charts or Partner Practice Book pages. Older students, peers, volunteers, and families are resources to consider.

Use ROUTINE 10—Look and Say Words

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

MATERIAL

- Chart 36

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

Whole Group/Partner Practice



Use ROUTINE 7—Sound and Say Words Whole Group

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

Use ROUTINE 11—Read the Groups

Word Recognition: Structural Analysis

MATERIAL

- Chart 36

Use ROUTINE 5—Think and Write

Phonics: Invented Spelling

MATERIALS

- Teacher-selected pictures or prompts
- Teacher-created prompting questions
- Blackline Master 1 (optional)

Benchmark Instruction

REMINDER Add other Routines as needed.

Use ROUTINE 5—Think and Write

Phonics: Invented Spelling

MATERIALS

- Teacher-selected pictures or prompts
- Teacher-created prompting questions
- Blackline Master 1 (optional)

MATERIAL

- Partner Practice Book page 40

CLOSURE

TEACHER: What is our Key Word for the letter pattern *i_e*? (Point to the letters *i_e* on the Chart.)

STUDENTS: *bike*

TEACHER: What sound? (Point to the letters *i_e* on the Chart.)

STUDENTS: /ī→/

TEACHER: (Model reading a word with *i_e* from the Chart.)

OBJECTIVES: Say the sound for *ie*, *_y*, *igh*, /ī→/; Cumulative Review

Differentiated Instruction



Intensive Intervention and Strategic Instruction

Use ROUTINE 4—New Sound

Phonics: Introducing New Sound

MATERIALS

- Teacher Key Word Cards: *ie/tie*, *_y/fly*, *igh/light* and all cards for review
- Teacher and Student Letter Cards: *i, e, y, igh, b, k, p, r, s, t*

WORD BANK		
tie	pie	by
sky	sight	right

REMINDER Use the Key Word Card to model the new sound. Have students practice all previously taught Key Words. Then students build words with Letter Cards.

Use ROUTINE 7—Sound and Say Words

Phonics: Word Analysis

MATERIAL

- Chart 37

Use ROUTINE 10—Look and Say Words

Word Recognition: High-Frequency Words Cumulative Review

MATERIAL

- Chart 37

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

Use ROUTINE 11—Read the Groups

Word Recognition: Structural Analysis

MATERIAL

- Chart 37

Use ROUTINE 5—Think and Write

Phonics: Invented Spelling

MATERIALS

- Teacher-selected pictures or prompts
- Teacher-created prompting questions
- Blackline Master 1 (optional)

Whole Group/Partner Practice



Use ROUTINE 4—New Sound Whole Group

Use ROUTINE 7—Sound and Say Words Whole Group

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 Partner Practice

MATERIAL

- Partner Practice Book page 41

CLOSURE

TEACHER: *What are our Key Words for the letter patterns ie, _y, and igh? (Point to the letters on the Chart.)*

STUDENTS: *tie, fly, light*

TEACHER: *What sound? (Point to the letters ie, _y, and igh on the Chart.)*

STUDENTS: /ī→/

TEACHER: (Model reading words with *ie*, *_y*, and *igh* from the Chart.)

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, i, k, l, p, r, s, t*
- Blackline Master 2

WORD BANK

words with *i_e*: kite, slide, ripe
words with *i*: kit, slid, rip

Benchmark 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, f, i, l, p, r, s, t, v*
- Blackline Master 2

WORD BANK

words with *i_e*: stripe, strife, drive
words with *i*: strip, split, drip

Whole Group/Partner Practice



Use ROUTINE 7—Sound and Say Words Whole Group

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 Partner Practice

Use ROUTINE 14—Build Sentences

Word Recognition: Application

MATERIALS

- Teacher and Student Look and Say Word Cards: *good, a, is, please, the, I, was, have, pretty*
- Teacher and Student Sound and Say Word Cards: *ate, fun, me, we, cake, with, will, bake, stay*
- Blackline Master 1

SENTENCE BANK

Possible Sentences

Please stay with me.
I will bake a cake.
We will have fun.
The cake is pretty.
We ate the cake.
Was the cake good?

MATERIALS

- Partner Practice Book page 41
- Chart 37

CLOSURE

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