

# Skills Block Focus Sheet for Lessons 66–70

Photocopy this sheet each week for each group.

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

		Lesson 66	Lesson 67	Lesson 68	Lesson 69	Lesson 70
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>both, buy, hers</i>	Intensive Intervention <small>and</small> Strategic Instruction <b>4—NEW SOUND</b> <i>o_e /ō / (bone)</i>	Intensive Intervention <b>7—SOUND AND SAY WORDS</b> Word Analysis	Intensive Intervention <small>and</small> Strategic Instruction <b>4—NEW SOUND</b> <i>oa /ō / (boat); ol /ō / (gold); ow /ō / (bow)</i>	Intensive Intervention <small>or</small> Strategic Instruction <b>8—SOUND AND SPELL SORT</b> Word Analysis
		<b>8—SOUND AND SPELL SORT</b> Word Analysis	<b>7—SOUND AND SAY WORDS</b> Word Analysis	<b>10—LOOK AND SAY WORDS</b> High-Frequency Words Cumulative Review	<b>7—SOUND AND SAY WORDS</b> Word Analysis	<b>Benchmark Instruction</b>
		<b>14—BUILD SENTENCES</b> Application	<b>10—LOOK AND SAY WORDS</b> High-Frequency Words Cumulative Review	<b>11—READ THE WORDS</b> Structural Analysis	<b>10—LOOK AND SAY WORDS</b> High-Frequency Words Cumulative Review	<b>8—SOUND AND SPELL SORT</b> Word Analysis
			<b>11—READ THE WORDS</b> Structural Analysis	<b>5—THINK AND WRITE</b> Invented Spelling	<b>11—READ THE WORDS</b> Structural Analysis	<b>14—BUILD SENTENCES</b> Application
Whole Group/ Partner Practice	10 Minutes	<b>9—NEW LOOK AND SAY WORDS</b>	<b>4—NEW SOUND</b>	<b>7—SOUND AND SAY WORDS</b>	<b>4—NEW SOUND</b>	<b>7—SOUND AND SAY WORDS</b>
		<b>14—BUILD SENTENCES</b>	<b>7—SOUND AND SAY WORDS</b>	<b>10—LOOK AND SAY WORDS</b>	<b>7—SOUND AND SAY WORDS</b>	<b>10—LOOK AND SAY WORDS</b>
			<b>10—LOOK AND SAY WORDS</b>	<b>11—READ THE WORDS</b>	<b>10—LOOK AND SAY WORDS</b>	<b>11—READ THE WORDS</b>
			<b>11—READ THE WORDS</b>	<b>13—READ CAREFULLY</b>	<b>11—READ THE WORDS</b>	<b>13—READ CAREFULLY</b>
			<b>13—READ CAREFULLY</b>	<b>16—READ THE STORY</b>	<b>13—READ CAREFULLY</b>	<b>16—READ THE STORY</b>
	<b>16—READ THE STORY</b>		<b>16—READ THE STORY</b>			

## Students' Names

GROUP Intensive Intervention  Strategic Instruction  Benchmark Instruction

Differentiated Instruction—Small Groups: Assessment	Objective	Routine	Skill Level						
	Say long vowel sound for featured letter patterns <i>o_e, oa, ol, ow /ō /</i>	<b>4—NEW SOUND</b>	Introduce						
	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						
	Pronounce words made up of letter patterns taught in <i>New Sound</i>	<b>7—SOUND AND SAY WORDS</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>both, buy, hers</i>	<b>9—NEW LOOK AND SAY WORDS</b>	Introduce						
	Fluently pronounce taught sight words	<b>10—LOOK AND SAY WORDS</b>	Practice						
	Pronounce words formed by combining CVCe words with <i>s, ed,</i> and <i>ing</i>	<b>11—READ THE WORDS</b>	Mastery						
	Pronounce words made up of taught spelling patterns and syllable types	<b>13—READ CAREFULLY</b>	Practice						
	Put words together to make phrases or sentences using word cards with taught patterns and syllable types	<b>14—BUILD SENTENCES</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							

Assessment Key: S = Struggling P = Practicing M = Mastered

**OBJECTIVES:** Pronounce the words *both, buy, hers*; 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: *both, buy, hers, would, could, should, their, away, please*

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

**Phonics: Word Analysis**

**MATERIALS**

- Teacher and Student Letter Cards: *a, c, e, g, i, k, l, m, t*
- Blackline Master 2

WORD BANK	
words with <i>i_e</i> :	kite, time, like
words with <i>a_e</i> :	cake, late, game

**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** Whole Group/Partner Practice

**Use ROUTINE 14—Build Sentences** Partner Practice

**CLOSURE**

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

**STUDENTS:** *both, buy, hers*

**OBJECTIVES:** Say the sound for o\_e, /ō→/; Cumulative review

**Differentiated Instruction**



**Intensive Intervention and Strategic Instruction**

**Use ROUTINE 4—New Sound**

**Phonics: Introducing New Sound**

**MATERIALS**

- Teacher Key Word Cards: o\_e/bone and all cards for review
- Teacher and Student Letter Cards: b, e, n, o, p, r, t, v

WORD BANK	
vote	rope
bone	note

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

**Use ROUTINE 7—Sound and Say Words**

**Phonics: Word Analysis**

**MATERIAL**

- Chart 38

**Use ROUTINE 10—Look and Say Words**

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

**MATERIAL**

- Chart 38

**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 Words** Whole Group

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

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

**Use ROUTINE 11—Read the Words**

**Word Recognition: Structural Analysis**

**MATERIAL**

- Chart 38

**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 each word slowly and then to write the letters that go with the sounds.

**MATERIAL**

- Partner Practice Book page 42

**CLOSURE**

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

**STUDENTS:** bone

**TEACHER:** What sound? (Point to the letters o\_e on the Chart.)

**STUDENTS:** /ō→/

**TEACHER:** (Model reading a word with o\_e from the Chart.)

**OBJECTIVE:** Cumulative Review

## Differentiated Instruction



### Intensive Intervention

#### Use ROUTINE 7—Sound and Say Words

Phonics: Word Analysis

**MATERIAL**

- Chart 38

#### Use ROUTINE 10—Look and Say Words

Word Recognition: High-Frequency Words  
Cumulative Review

**MATERIAL**

- Chart 38

#### Use ROUTINE 11—Read the Words

Word Recognition: Structural Analysis

**MATERIAL**

- Chart 38

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

#### 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)

**REMINDER** This Routine helps students relate segmenting words (phonemic awareness) to writing words. Remind students they are using skills from other Routines.

## 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 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 42

### CLOSURE

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

**STUDENTS:** bone

**TEACHER:** What sound? (Point to the letters o\_e on the Chart.)

**STUDENTS:** /ō→/

**TEACHER:** (Model reading a word with o\_e from the Chart.)

**OBJECTIVES:** Say the sound for *oa*, *ow*/ $\bar{o}$ →/and *ol*/ $\bar{o}$ →|→/; Cumulative Review

**Differentiated Instruction**



**Intensive Intervention and Strategic Instruction**

**USE ROUTINE 4—New Sound**

**Phonics: Introducing New Sound**

**MATERIALS**

- Teacher Key Word Cards: *oa/boat, ol/gold, ow/bow* and all cards for review
- Teacher and Student Letter Cards: *oa, ol, ow, c, d, g, n, s, sh, t, t*

WORD BANK		
toast	coat	gold
colt	snow	show

**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 39

**USE ROUTINE 10—Look and Say Words**

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

**MATERIAL**

- Chart 39

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

**USE ROUTINE 11—Read the Words**

**Word Recognition: Structural Analysis**

**MATERIAL**

- Chart 39

**USE ROUTINE 5—Think and Write**

**Phonics: Invented Spelling**

**MATERIALS**

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

**REMINDER** Students think of a word, words, or sentence related to the picture prompt and then write their idea.

**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 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 43

**CLOSURE**

**TEACHER:** *What are our Key Words for the letter patterns oa, ol, and ow? (Point to the letters on the Chart.)*

**STUDENTS:** *boat, gold, bow*

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

**STUDENTS:** */ $\bar{o}$ →/ or / $\bar{o}$ →|→/*

**TEACHER:** *(Model reading a word with oa, ol, ow from the Chart.)*

LESSON  
**70**

# Cumulative Review

**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: *oa, ai, b, g, n, p, s, t, w*
- Blackline Master 2

**WORD BANK**

words with <i>oa</i> : boat, soap, goat
words with <i>ai</i> : wait, stain, gain

### Benchmark Instruction

**REMINDER** Add other Routines as needed.

### Use ROUTINE 8—Sound and Spell Sort

**Phonics: Word Analysis**

**MATERIALS**

- Teacher and Student Letter Cards: *ow, o, e, b, l, n, p, r, s*
- Blackline Master 2

**WORD BANK**

words with <i>o_e</i> : rope, slope, bone
words with <i>ow</i> : row, slow, bow

**TEACHER TIP**  
Point out that the /ō→/ sound is often spelled with *ow* 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 7—Sound and Say Words **Whole Group**

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 43
- Chart 39

### CLOSURE

**TEACHER:** What are our Key Words for the letter patterns *oa, ol, and ow*? (Point to the letters on the Chart.)

**STUDENTS:** *boat, gold, bow*

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

**STUDENTS:** /ō→/ or /ō→l→/

**TEACHER:** (Model reading words with *oa, ol, ow* from the Chart.)