

Skills Block Focus Sheet for Lessons 71–75

Photocopy this sheet each week for each group.

DATE: _____ CLASS: _____

		Lesson 71	Lesson 72	Lesson 73	Lesson 74	Lesson 75
Differentiated Instruction/Small Groups	2 Groups—10 Minutes Each	Intensive Intervention and Strategic Instruction 9—NEW LOOK AND SAY WORDS High-Frequency Words: <i>because, kind, most</i>	Intensive Intervention and Strategic Instruction 4—NEW SOUND <i>e_e /ē→ / (eve)</i>	Intensive Intervention 7—SOUND AND SAY WORDS Word Analysis	Intensive Intervention and Strategic Instruction 4—NEW SOUND <i>ee /ē→ / (feet); ea /ē→ / (peach)</i>	Intensive Intervention or Strategic Instruction 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
			11—READ THE GROUPS Structural Analysis	5—THINK AND WRITE Invented Spelling	11—READ THE GROUPS Structural Analysis	14—BUILD SENTENCES Application
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>e_e, ea, ee /ē→</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>because, kind, most</i>	9—NEW LOOK AND SAY WORDS	Introduce						
	Fluently pronounce taught sight words	10—LOOK AND SAY WORDS	Practice						
	Pronounce words formed by combining words made up of taught patterns, including CVCe words, with <i>s, ed, and 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									

LESSON
71

Look and Say Words: *because, kind, most*

OBJECTIVES: Pronounce the words *because, kind, most*; 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: *because, kind, most, both, buy, hers, would, could, should*

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

USE ROUTINE 8—Sound and Spell Sort

Phonics: Word Analysis

MATERIALS

- Teacher and Student Letter Cards: *e, h, n, o, p, s, t*
- Blackline Master 2

WORD BANK
words with <i>o</i> : not, hop, spot
words with <i>o_e</i> : note, hope, stone

REMINDER Provide scaffolding by repeating the featured word followed by the current word, emphasizing the sounds they share.

Whole Group/Partner Practice



Use ROUTINE 9—New Look and Say Words Whole Group/Partner Practice

Use ROUTINE 14—Build Sentences Partner Practice only

USE ROUTINE 14—Build Sentences

Word Recognition: Application

MATERIALS

- Teacher and Student Look and Say Word Cards: *could, a, pretty, has, is, the, his, away, again*
- Teacher and Student Sound and Say Word Cards: *sail, red, on, boat, lake, sails, can, Jim, float*
- Blackline Master 1

SENTENCE BANK Possible Sentences
Jim sails his boat.
The boat is red.
The boat is pretty.
The boat can float.
The boat can float on the lake.
Jim sails the boat on the lake.

CLOSURE

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

STUDENTS: *because, kind, most*

OBJECTIVES: Say the sound for e_e, /ē→/; Cumulative Review

Differentiated Instruction



Intensive Intervention and Strategic Instruction

Use ROUTINE 4—New Sound

Phonics: Introducing New Sound

MATERIALS

- Teacher Key Word Cards: e_e/eve and all cards for review
- Teacher and Student Letter Cards: e, e, p, s, t, v

WORD BANK

eve	Steve	Pete
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TEACHER TIP

Students may create a capital S and P with the extra blank Student Letter Cards.

Use ROUTINE 7—Sound and Say Words

Phonics: Word Analysis

MATERIAL

- Chart 40

REMINDER Students say the underlined sound and then say each word.

Use ROUTINE 10—Look and Say Words

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

MATERIAL

- Chart 40

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 40

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)

REMINDER Scaffold by encouraging students to use their fingers as they do in *Say It Slowly*.

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 44

CLOSURE

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

STUDENTS: eve

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

STUDENTS: /ē→/

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

OBJECTIVE: Cumulative Review

Differentiated Instruction



Intensive Intervention

Use ROUTINE 7—Sound and Say Words

Phonics: Word Analysis

MATERIAL

- Chart 40

Use ROUTINE 10—Look and Say Words

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

MATERIAL

- Chart 40

Use ROUTINE 11—Read the Groups

Word Recognition: Structural Analysis

MATERIAL

- Chart 40

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

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)

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

TEACHER TIP

Use Partner Practice time to monitor student progress. Occasionally, you may want to take a minute or less with one student to have him or her read a few items or a row with you.

Use ROUTINE 13—Read Carefully Partner Practice

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

MATERIAL

- Partner Practice Book page 44

CLOSURE

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

STUDENTS: eve

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

STUDENTS: /ē/

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

OBJECTIVES: Say the sound for *ee*, *ea*, /ē→/; Cumulative Review

Differentiated Instruction



Intensive Intervention and Strategic Instruction

Use ROUTINE 4—New Sound

Phonics: Introducing New Sound

MATERIALS

- Teacher Key Word Cards: *ee/feet*, *ea/peach* and all cards for review
- Teacher and Student Letter Cards: *ea*, *ee*, *f*, *k*, *l*, *p*, *t*, *ch*

WORD BANK

peach	leaf
feet	keep

Use ROUTINE 7—Sound and Say Words

Phonics: Word Analysis

MATERIAL

- Chart 41

Use ROUTINE 10—Look and Say Words

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

MATERIAL

- Chart 41

Use ROUTINE 11—Read the Groups

Word Recognition: Structural Analysis

MATERIAL

- Chart 41

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

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.

MATERIAL

- Partner Practice Book page 45

CLOSURE

TEACHER: *What is our Key Word for the letter patterns ee and ea? (Point to the letters on the Chart.)*

STUDENTS: *feet and peach*

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

STUDENTS: /ē→/

TEACHER: (Model reading words with *ee* and *ea* 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: *ee, e, f, h, l, o, p, s, t*
- Blackline Master 2

WORD BANK

words with <i>ole</i> : pole, stole, hole
words with <i>eel</i> : feel, peel, heel

Benchmark Instruction

TEACHER TIP

Define and/or use these words in sentences.

Use ROUTINE 8—Sound and Spell Sort

Phonics: Word Analysis

MATERIALS

- Teacher and Student Letter Cards: *ea, ee, b, l, m, s, t*
- Blackline Master 2

WORD BANK

words with <i>ee</i> : steel, beet, meet
words with <i>ea</i> : steal, beat, meat

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

MATERIALS

- Partner Practice Book page 45
- Chart 41

REMINDER Add other Routines as needed.

Use ROUTINE 14—Build Sentences

Word Recognition: Application

MATERIALS

- Teacher and Student Look and Say Word Cards: *could, a, pretty, has, is, the, his, away, again*
- Teacher and Student Sound and Say Word Cards: *sail, red, on, boat, lake, sails, can, Jim, float*
- Blackline Master 1

SENTENCE BANK

Possible Sentences

Jim sails his boat.
The boat is red.
The boat is pretty.
The boat can float.
The boat can float on the lake.
Jim sails the boat on the lake.

REMINDER Scaffold by mixing up words from a simple sentence. Ask students to build a sentence by putting the words in order.

CLOSURE

TEACHER: What are our Key Words for the letter patterns *ee* and *ea*? (Point to the letters on the Chart.)

STUDENTS: *feet and peach*

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

STUDENTS: /ē→/

TEACHER: (Model reading words with *ee* and *ea* from the Chart.)