

Skills Block Focus Sheet for Lessons 76–80

Photocopy this sheet each week for each group.

DATE: _____ CLASS: _____

| | | Lesson 76 | Lesson 77 | Lesson 78 | Lesson 79 | Lesson 80 |
|---|--------------------------|---|---|---|---|--|
| 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>goes, friend, o'clock</i> | 4—NEW SOUND <i>u_e /ū→/ (ice cube)</i> | 7—SOUND AND SAY WORDS Word Analysis | 4—NEW SOUND <i>ui /ū→/ (fruit); ue /ū→/ (blue)</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 WORDS 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 WORDS | 10—LOOK AND SAY WORDS | 11—READ THE WORDS |
| | | | 11—READ THE WORDS | 13—READ CAREFULLY | 11—READ THE WORDS | 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>u_e, ui, ue /ū→/</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>goes, friend, o'clock</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 WORDS | Mastery | | | | | | | | |
| | 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 *goes, friend, o'clock*; 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: *goes, friend, o'clock, because, kind, most, both, buy, hers*

Use ROUTINE 8—Sound and Spell Sort

Phonics: Word Analysis

MATERIALS

- Teacher and Student Letter Cards: *ea, a, c, d, e, f, m, r, s, t*
- Blackline Master 2

| WORD BANK | |
|--|--|
| words with <i>eam</i> : team, dream, steam | |
| words with <i>ame</i> : fame, came, same | |

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

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: *goes, friend, o'clock*

OBJECTIVES: Say the sound for *u_e* /*ū*→/; Cumulative Review

Differentiated Instruction



Intensive Intervention and Strategic Instruction

Use ROUTINE 4—New Sound

Phonics: Introducing New Sound

MATERIALS

- Teacher Key Word Cards: *u_e/cube* and all cards for review
- Teacher and Student Letter Cards: *b, c, e, f, l, m, t, u*

| WORD BANK | |
|-----------|-------|
| cube | tube |
| mule | flute |

Use ROUTINE 7—Sound and Say Words

Phonics: Word Analysis

MATERIAL

- Chart 42

Use ROUTINE 10—Look and Say Words

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

MATERIAL

- Chart 42

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 42



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)

TEACHER TIP

Select writing prompts that are interesting to your students, for example, current activities or favorite books.

MATERIAL

- Partner Practice Book page 46

CLOSURE

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

STUDENTS: *cube*

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

STUDENTS: */ū→/*

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

OBJECTIVE: Cumulative Review

Differentiated Instruction



Intensive Intervention

Use ROUTINE 7—Sound and Say Words

Phonics: Word Analysis

MATERIAL

- Chart 42

Use ROUTINE 10—Look and Say Words

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

MATERIAL

- Chart 42

Use ROUTINE 11—Read the Words

Word Recognition: Structural Analysis

MATERIAL

- Chart 42

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 learning 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 46

CLOSURE

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

STUDENTS: *cube*

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

STUDENTS: /ū→/

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

OBJECTIVES: Say the sound for *ui, ue, /ū→/*; Cumulative Review



Differentiated Instruction

Intensive Intervention and Strategic Instruction

Use ROUTINE 4—New Sound

Phonics: Introducing New Sound

MATERIALS

- Teacher Key Word Cards: *ui/fruit, ue/blue* and all cards for review
- Teacher and Student Letter Cards: *ui, ue, b, f, g, l, r, s, t*

| WORD BANK | |
|-----------|------|
| glue | blue |
| fruit | suit |

REMINDER

Provide corrective feedback by modeling the correct sound. As students build words, say each word slowly and emphasize each sound.

Use ROUTINE 7—Sound and Say Words

Phonics: Word Analysis

MATERIAL

- Chart 43

Use ROUTINE 10—Look and Say Words

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

MATERIAL

- Chart 43



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 47

CLOSURE

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

STUDENTS: *blue, fruit*

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

STUDENTS: */ū→/*

TEACHER: *(Model reading words with ue ui 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: *a, b, c, e, f, k, l, m, r, t, u*
- Blackline Master 2

WORD BANK

| |
|---|
| words with <i>u_e</i> : flute, mule, cute |
| words with <i>a_e</i> : crate, blame, flake |

Benchmark Instruction

TEACHER TIP

Point out that the /ū→/ sound is often spelled with *ue* when it is the last sound in a word.

Use ROUTINE 8—Sound and Spell Sort

Phonics: Word Analysis

MATERIALS

- Teacher and Student Letter Cards: *ue, b, c, e, f, l, m, r, t, u*
- Blackline Master 2

WORD BANK

| |
|---|
| words with <i>u_e</i> : flute, mule, cute |
| words with <i>ue</i> : blue, clue, true |

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 47
- Chart 43

CLOSURE

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

STUDENTS: *blue, fruit*

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

STUDENTS: /ū→/

TEACHER: (Model reading words with *ue* and *ui* from the Chart.)

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 Provide corrective feedback and scaffolding by asking prompting questions that will help students choose words for a sentence.