

Skills Block Focus Sheet for Lessons 81–85

Photocopy this sheet each week for each group.

DATE: _____ CLASS: _____

		Lesson 81	Lesson 82	Lesson 83	Lesson 84	Lesson 85
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>mother, father, why</i>	4—NEW SOUND <i>or/or/ (fork)</i>	7—SOUND AND SAY WORDS Word Analysis	4—NEW SOUND <i>ce/s➡/ (cent); ci/s➡/ (circus)</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
			11—READ THE GROUPS Structural Analysis	5—THINK AND WRITE Invented Spelling	11—READ THE GROUPS Structural Analysis	14—BUILD SENTENCES Application
	5—THINK AND WRITE Invented Spelling	Benchmark Instruction	5—THINK AND WRITE Invented Spelling	Routines and activities as needed		
		5—THINK AND WRITE Invented Spelling	Routines and activities as needed			
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 the most common sound for featured letter pattern <i>or/or/</i> and <i>/s➡/</i> sound for <i>c</i> when it is followed by <i>e</i> or <i>i</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>mother, father, why</i>	9—NEW LOOK AND SAY WORDS	Introduce										
	Fluently pronounce taught sight words	10—LOOK AND SAY WORDS	Practice										
	Pronounce common contractions	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
81

Look and Say Words: *mother, father, why*

OBJECTIVES: Pronounce the words *mother, father, why*; 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: *mother, father, why, goes, friend, o'clock, because, kind, most*

REMINDER

Provide corrective feedback and scaffolding by removing review words until students can say all of the new words correctly.

Use ROUTINE 8—Sound and Spell Sort

Phonics: Word Analysis

MATERIALS

- Teacher and Student Letter Cards: *ee, ue, c, j, k, l, p, r, s, t, w*
- Blackline Master 2

WORD BANK
words with <i>ue</i> : clue, blue, true
words with <i>ee</i> : beep, jeep, sweep

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: *friend, good, the, a, is, to, very, likes, his*
- Teacher and Student Sound and Say Word Cards: *this, cleans, meal, fish, eats, he, Stan, grill, grills*
- Blackline Master 1

SENTENCE BANK	
Possible Sentences	
Stan likes to grill.	He grills a very good meal.
Stan likes to grill fish.	His friend eats the fish.
This fish is very good!	Stan cleans the grill.

CLOSURE

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

STUDENTS: *mother, father, why*

OBJECTIVES: Say the sound for *or*, /or/; Cumulative Review

Differentiated Instruction



Intensive Intervention and Strategic Instruction

Use ROUTINE 4—New Sound

Phonics: Introducing New Sound

MATERIALS

- Teacher Key Word Cards: *or/fork* and all cards for review
- Teacher and Student Letter Cards: *or*, *c*, *ch*, *f*, *k*, *n*, *p*, *sh*, *t*

WORD BANK

fork	porch
short	corn

Use ROUTINE 7—Sound and Say Words

Phonics: Word Analysis

MATERIAL

- Chart 44

Use ROUTINE 10—Look and Say Words

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

MATERIAL

- Chart 44

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 11—Read the Groups

Word Recognition: Structural Analysis

MATERIAL

- Chart 44



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)

MATERIAL

- Partner Practice Book page 48

CLOSURE

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

STUDENTS: *fork*

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

STUDENTS: */or/*

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

Cumulative Review

OBJECTIVE: Cumulative Review

Differentiated Instruction

Intensive Intervention

Use ROUTINE 7—Sound and Say Words

Phonics: Word Analysis

MATERIAL

- Chart 44

Use ROUTINE 10—Look and Say Words

Word Recognition: High-Frequency Words
Cumulative Review

MATERIAL

- Chart 44

Use ROUTINE 11—Read the Groups

Word Recognition: Structural Analysis

MATERIAL

- Chart 44

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**

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

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

MATERIAL

- Partner Practice Book page 48

CLOSURE

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

STUDENTS: *fork*

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

STUDENTS: */or/*

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

OBJECTIVES: Say the sounds for ci, ce, /s➡/; Cumulative Review

Differentiated Instruction



Intensive Intervention and Strategic Instruction

Use ROUTINE 4—New Sound

Phonics: Introducing New Sound

MATERIALS

- Teacher Key Word Cards: ci/circus, ce/cent and all cards for review
- Teacher and Student Letter Cards: c, e, e, i, ir, l, n, s, t, u

WORD BANK

cent	nice
circus	circle

REMINDER Many students will need extra help with these words. Point out that *c* is pronounced /s➡/ when it is followed by an *i* or an *e*.

Use ROUTINE 7—Sound and Say Words

Phonics: Word Analysis

MATERIAL

- Chart 45

Use ROUTINE 10—Look and Say Words

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

MATERIAL

- Chart 45

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

Use ROUTINE 11—Read the Groups

Word Recognition: Structural Analysis

MATERIAL

- Chart 45

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 a sentence related to the picture prompt and then write their idea.

MATERIAL

- Partner Practice Book page 49

CLOSURE

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

STUDENTS: circus, cent

TEACHER: What sound? (Point to the letters ce and ci on the Chart.)

STUDENTS: /s➡/

TEACHER: (Model reading a word with ce and ci from the Chart.)

OBJECTIVE: Cumulative Review

Differentiated Instruction



Intensive Intervention **or** Strategic Instruction

Use ROUTINE 8—Sound and Spell Sort

Phonics: Word Analysis

MATERIALS

- Teacher and Student Letter Cards: *ar, or, ch, k, m, p, s, sh, t*
- Blackline Master 2

WORD BANK
words with <i>or</i> : pork, porch, storm
words with <i>ar</i> : part, park, shark

Benchmark Instruction

REMINDER Add other Routines as needed.

Use ROUTINE 8—Sound and Spell Sort

Phonics: Word Analysis

MATERIALS

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

WORD BANK
words ending with <i>se</i> : use, rose, nose
words ending with <i>ce</i> : nice, twice, space

REMINDER In this Word Bank, the words ending in *se* make the /z➡/ sound. The words ending in *ce* make the /s➡/ sound.

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: *friend, good, the, a, is, to, very, likes, his*
- Teacher and Student Sound and Say Word Cards: *this, cleans, meal, fish, eats, he, Stan, grill, grills*
- Blackline Master 1

SENTENCE BANK	
Possible Sentences	
Stan likes to grill.	He grills a very good meal.
Stan likes to grill fish.	His friend eats the fish.
This fish is very good!	Stan cleans the grill.

MATERIALS

- Partner Practice Book page 49
- Chart 45

CLOSURE

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

STUDENTS: *circus, cent*

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

STUDENTS: /s➡/

TEACHER: (Model reading a word with *ce* and *ci* from the Chart.)