

Skills Block Focus Sheet for Lessons 96–100

Photocopy this sheet each week for each group.

DATE: _____ CLASS: _____

		Lesson 96	Lesson 97	Lesson 98	Lesson 99	Lesson 100
Differentiated Instruction/Small Groups	2 Groups—10 Minutes Each	Intensive Intervention <small>and</small> Strategic Instruction 9—NEW LOOK AND SAY WORDS High-Frequency Words: <i>people, family, thought</i>	Intensive Intervention <small>and</small> Strategic Instruction 4—NEW SOUND <i>oi /oi/ (coin); oy /oi/ (boy)</i>	Intensive Intervention 7—SOUND AND SAY WORDS Word Analysis	Intensive Intervention <small>and</small> Strategic Instruction 17—SOUND, READ, AND CHECK Strategic Reading	Intensive Intervention <small>or</small> Strategic Instruction 6—WRITE THE ENDING Invented Spelling
		6—WRITE THE ENDING Invented Spelling	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
			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	
			11—READ THE WORDS Structural Analysis	8—SOUND AND SPELL SORT Word Analysis	11—READ THE WORDS Structural Analysis	17—SOUND, READ, AND CHECK Strategic Reading
Whole Group/ Partner Practice	10 Minutes	9—NEW LOOK AND SAY WORDS	4—NEW SOUND	7—SOUND AND SAY WORDS	7—SOUND AND SAY WORDS	7—SOUND AND SAY WORDS
		5—THINK AND WRITE	7—SOUND AND SAY WORDS	10—LOOK AND SAY WORDS	10—LOOK AND SAY WORDS	10—LOOK AND SAY WORDS
			10—LOOK AND SAY WORDS	11—READ THE WORDS	11—READ THE WORDS	11—READ THE WORDS
			11—READ THE WORDS	13—READ CAREFULLY	13—READ CAREFULLY	13—READ CAREFULLY
			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"/>	Students' Names									
Differentiated Instruction—Small Groups: Assessment	Objective	Routine	Skill Level										
	Say the most common sound for featured letter patterns <i>oy, oi /oi/</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										
	Write sentences or phrases that relate to a “story starter” and include words in which each phoneme is spelled with a grapheme that makes that sound, applying all taught graphemes	6—WRITE THE ENDING	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>people, family, thought</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 with <i>er</i> and <i>est</i>	11—READ THE WORDS	Mastery										
	Pronounce words made up of taught spelling patterns and syllable types	13—READ CAREFULLY	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										
Apply flexible strategy for determining the pronunciation of unknown multisyllabic words	17—SOUND, READ, AND CHECK	Practice											
Assessment Key: S = Struggling P = Practicing M = Mastered													

LESSON
96

New Look and Say Words: *people, family, thought*

OBJECTIVES: Pronounce the words *people, family, thought*, 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: *people, family, thought, more, only, color, sister, brother, clothes*

REMINDER

Provide corrective feedback and scaffolding by placing all of the words in front of the group and having students repeat the new words in order several times.

Use ROUTINE 6—Write the Ending

Phonics: Invented Spelling

MATERIALS

- Partner Practice Book page 52 or 53
- Blackline Master 1 (optional)

REMINDER

Students write their own endings to the story. Accept invented spellings for letter sounds they have not been taught.

Whole Group/Partner Practice



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

MATERIALS

- Teacher-selected pictures or prompts
- Teacher-created prompting questions

Use ROUTINE 5—Think and Write **Partner Practice**

REMINDER

If needed, remind students to say words slowly and then write the letters that go with the sounds.

CLOSURE

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

STUDENTS: *people, family, thought*

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

Differentiated Instruction



Intensive Intervention and Strategic Instruction

Use ROUTINE 4—New Sound

Phonics: Introducing New Sound

MATERIALS

- Teacher Key Word Cards: *oy/boy*, *oi/coin* and cards for review
- Teacher and Student Letter Cards: *oi*, *oy*, *b*, *f*, *j*, *l*, *n*, *t*

WORD BANK	
boy	toy
join	foil

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 50

REMINDER Unison responses are an important way to increase students' active engagement.

Use ROUTINE 10—Look and Say Words

Word Recognition: High-Frequency Words Cumulative Review

MATERIAL

- Chart 50

Use ROUTINE 11—Read the Words

Word Recognition: Structural Analysis

MATERIAL

- Chart 50

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

Whole Group/Partner Practice



Use ROUTINE 4—New Sound Words Whole Group

Use ROUTINE 7—Sound and Say Words Whole Group

Use ROUTINE 10—Look and Say Whole Group

Use ROUTINE 11—Read the Words Whole Group

Use ROUTINE 13—Read Carefully Partner Practice

Use ROUTINE 16—Read the Story Partner Practice

MATERIAL

- Partner Practice Book page 54

CLOSURE

TEACHER: *What is our Key Word for the sound of oi? (Point to the letters oi on the Chart.)*

STUDENTS: *coin*

TEACHER: *What is our Key Word for the sound of oy? (Point to the letters oy on the Chart.)*

STUDENTS: *boy*

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

STUDENTS: */oi/*

TEACHER: (Model reading words with *oi* and *oy* from the Chart.)

OBJECTIVE: Cumulative Review

Differentiated Instruction



Intensive Intervention

Use ROUTINE 7—Sound and Say Words

Phonics: Word Analysis

MATERIAL

- Chart 50

Use ROUTINE 10—Look and Say Words

Word Recognition: High-Frequency Words Cumulative Review

MATERIAL

- Chart 50

Use ROUTINE 11—Read the Words

Word Recognition: Structural Analysis

MATERIAL

- Chart 50

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

Use ROUTINE 8—Sound and Spell Sort

Phonics: Word Analysis

MATERIALS

- Teacher and Student Letter Cards: *oy, oi, b, c, j, l, n, p, t*
- Blackline Master 2

WORD BANK

words with <i>oy</i> : boy, toy, joy
words with <i>oi</i> : coin, boil, point

REMINDER You may prefer to have students write the words on paper. List the letters on a white board if students find it helpful.

Benchmark Instruction

REMINDER Add other Routines as needed.

Use ROUTINE 6—Write the Ending

Phonics: Invented Spelling

MATERIALS

- Partner Practice Book page 52, 53, or 54
- Blackline Master 1 (optional)

REMINDER If time allows, ask students to read their endings aloud.

Whole Group/Partner Practice



REMINDER Monitor students carefully, encouraging them to provide each other with 3–4 seconds of think time before offering help.

MATERIAL

- Partner Practice Book page 54

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 Partner Practice

CLOSURE

TEACHER: What is our Key Word for the sound of *oi*? (Point to the letters *oi* on the Chart.)

STUDENTS: *coin*

TEACHER: What is our Key Word for the sound of *oy*? (Point to the letters *oy* on the Chart.)

STUDENTS: *boy*

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

STUDENTS: /oi/

TEACHER: (Model reading words with *oi* and *oy* from the Chart.)

Cumulative Review

OBJECTIVE: Cumulative Review

Differentiated Instruction



Intensive Intervention and Strategic Instruction

Use ROUTINE 17—Sound, Read, and Check

Word Recognition: Strategic Reading

MATERIALS

- Chart 51
- Chart 76 (optional)
- Bookmark (optional)

Use ROUTINE 7—Sound and Say Words

Phonics: Word Analysis

MATERIAL

- Chart 51

Use ROUTINE 10—Look and Say Words

Word Recognition: High-Frequency Words
Cumulative Review

MATERIAL

- Chart 51

Use ROUTINE 11—Read the Words

Word Recognition: Structural Analysis

MATERIAL

- Chart 51

Use ROUTINE 8—Sound and Spell Sort

Phonics: Word Analysis

MATERIALS

- Teacher and Student Letter Cards: *oy, e, o, b, d, j, n, r, t, v*
- Blackline Master 2

WORD BANK
words with <i>oy</i> : boy, toy, joy
words with <i>o_e</i> : vote, bone, rode

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 **Partner Practice**

MATERIAL

- Partner Practice Book page 55

CLOSURE

TEACHER: What are the steps of the **Sound, Read, and Check** strategy?

STUDENTS: Sound it. Blend it. Read it. Check it. Correct it. Reread it.

OBJECTIVE: Cumulative Review

Differentiated Instruction



Intensive Intervention or Strategic Instruction

REMINDER Add other Routines as needed.

Use ROUTINE 6—Write the Ending

Phonics: Invented Spelling

MATERIALS

- Partner Practice Book page 52, 53, 54, or 55
- Blackline Master 1 (optional)

TEACHER TIP

Use this space for sticky notes and reminders for specific Routines.

Benchmark Instruction

REMINDER Add other Routines as needed.

Use ROUTINE 8—Sound and Spell Sort

Phonics: Word Analysis

MATERIALS

- Teacher and Student Letter Cards: *oi, oy, b, c, j, l, n, t*
- Blackline Master 2

WORD BANK

words with *oi*: join, coin, boil

words with *oy*: toy, joy, boy

REMINDER Point out that /oi/ is often spelled *oy* when it is the last sound in a word or syllable.

Use ROUTINE 17—Sound, Read, and Check

Word Recognition: Strategic Reading

MATERIALS

- Chart 51
- Chart 76 (optional)
- Bookmark (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 Words Whole Group

Use ROUTINE 13—Read Carefully Partner Practice

Use ROUTINE 16—Read the Story Partner Practice

MATERIAL

- Partner Practice Book page 55

CLOSURE

TEACHER: What is our Key Word for the sound of *oi*? (Point to the letters *oi* on the Chart.)

STUDENTS: *coin*

TEACHER: What is our Key Word for the sound of *oy*? (Point to the letters *oy* on the Chart.)

STUDENTS: *boy*

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

STUDENTS: /oi/

TEACHER: (Model reading words with *oi* and *oy* from the Chart.)