

# Skills Block Focus Sheet for Lessons 141–145

Photocopy this sheet each week for each group.

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

		Lesson 141	Lesson 142	Lesson 143	Lesson 144	Lesson 145
Differentiated Instruction/Small Groups	2 Groups—10 Minutes Each	<b>Intensive Intervention and Strategic Instruction</b>	<b>Intensive Intervention and Strategic Instruction</b>	<b>Intensive Intervention</b>	<b>Intensive Intervention and Strategic Instruction</b>	<b>Intensive Intervention or Strategic Instruction</b>
		<b>17—NEW LOOK AND SAY WORDS</b> High-Frequency Words: <i>what, know, again</i>	<b>11—NEW SOUND</b> <i>ea /ē→/(peach); ee /ē→/(feet)</i>	<b>15—SOUND AND SAY WORDS</b> Word Analysis	<b>11—NEW SOUND</b> <i>e_e /ē→/(eve)</i>	<b>14—LABEL THE PICTURE</b> Invented Spelling
		<b>14—LABEL THE PICTURE</b> Invented Spelling	<b>15—SOUND AND SAY WORDS</b> Word Analysis	<b>18—LOOK AND SAY WORDS</b> High-Frequency Words Cumulative Review	<b>15—SOUND AND SAY WORDS</b> Word Analysis	Routines and activities as needed
Whole Group/ Partner Practice	10 Minutes	<b>19—BUILD A SENTENCE</b> Application	<b>16—SOUND AND SPELL</b> Word Analysis	<b>16—SOUND AND SPELL</b> Word Analysis	<b>16—SOUND AND SPELL</b> Word Analysis	<b>Benchmark Instruction</b>
		<b>17—NEW LOOK AND SAY WORDS</b>	<b>11—NEW SOUND</b>	<b>15—SOUND AND SAY WORDS</b>	<b>11—NEW SOUND</b>	<b>14—LABEL THE PICTURE</b> Invented Spelling
		<b>19—BUILD A SENTENCE</b>	<b>15—SOUND AND SAY WORDS</b>	<b>18—LOOK AND SAY WORDS</b>	<b>15—SOUND AND SAY WORDS</b>	Routines and activities as needed
			<b>18—LOOK AND SAY WORDS</b>	<b>20—READ THE STORY</b>	<b>18—LOOK AND SAY WORDS</b>	<b>15—SOUND AND SAY WORDS</b>
					<b>18—LOOK AND SAY WORDS</b>	<b>20—READ THE STORY</b>
					<b>19—BUILD A SENTENCE</b>	

## Students' Names

GROUP  Intensive Intervention  Strategic Instruction  Benchmark Instruction

Differentiated Instruction—Small Groups: Assessment	Objective	Routine	Skill Level						
	Say the long vowel sound for the letter patterns <i>ea, ee, e_e, /e→/</i>	<b>11—NEW SOUND</b>	Introduce						
	Fluently say the most common sound for taught letters and letter patterns	<b>13—SAY THE SOUNDS</b>	Practice						
	Write words with 3–5 phonemes, representing each phoneme with a letter or letters, applying taught letter-sounds	<b>14—LABEL THE PICTURE</b>	Practice						
	Pronounce short vowel words in which each letter represents its most common sound, including digraphs <i>sh, th, and ch</i>	<b>15—SOUND AND SAY WORDS</b>	Practice						
	Pronounce words made up of taught long vowel patterns	<b>15—SOUND AND SAY WORDS</b>	Practice						
	Demonstrate understanding of letter-sound correspondences by writing words that are made up of taught letter sounds and patterns	<b>16—SOUND AND SPELL</b>	Practice						
	Pronounce the sight words <i>what, know, again</i>	<b>17—NEW LOOK AND SAY WORDS</b>	Introduce						
	Fluently pronounce taught sight words	<b>18—LOOK AND SAY WORDS</b>	Practice						
	Using word cards made up of taught patterns and syllable types, put words together to make a phrase or sentence	<b>19—BUILD A SENTENCE</b>	Practice						
Read a story with taught sight words and word patterns; apply flexible strategy to determine pronunciation of unknown words	<b>20—READ THE STORY</b>	Practice							

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

**OBJECTIVES:** Pronounce the words *what, know, again*; Cumulative Review

**Differentiated Instruction**



**Intensive Intervention and Strategic Instruction**

**Use ROUTINE 17—New Look and Say Words**

**Word Recognition: Introducing High-Frequency Words**

**MATERIALS**

- Teacher and Student Look and Say Word Cards: *what, know, again, four, soon, give, three, pretty, other*

**Use ROUTINE 14—Label the Picture**

**Phonics: Invented Spelling**

**MATERIALS**

- Teacher Key Word Cards: *goat, tie*
- Teacher Picture Cards: *slide, soap*
- Blackline Master 1 (optional)

**Use ROUTINE 19—Build a Sentence**

**Word Recognition: Application**

**MATERIALS**

- Teacher and Student Look and Say Word Cards: *the, her, to, has, they, a, pretty, is, play*
- Teacher and Student Sound and Say Word Cards: *ride, Jane, run, bike, mile, game, lake, Jake, can*
- Blackline Master 1

SENTENCE BANK	
Possible Sentences	
Jane has a pretty bike.	Jane rides her bike a mile.
Jake can run to the lake.	The lake is pretty.
Jake can play a game.	They play on the slide.

**Whole Group/Partner Practice**



**REMINDER** Encourage students to compliment and praise one another. Model this behavior for students.

**Use ROUTINE 17—New Look and Say Words**

**Whole Group/Partner Practice**

**Use ROUTINE 19—Build a Sentence Partner Practice**

**CLOSURE**

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

**STUDENTS:** *what, know, again*

**Differentiated Instruction**



**Intensive Intervention and Strategic Instruction**

**Use ROUTINE 11—New Sound**

**Phonics: Introducing New Sound**

**MATERIALS**

- Teacher Letter Cards: *ea*, *ee*
- Teacher Key Word Cards: *ea/peach*, *leaf*, *ee/feet*, *queen*, and all cards for review
- Chart 63

**TEACHER TIP**

Practice sorting the following additional words orally: *leaf*, *queen*, *nest*. These are all Key Word Cards, so you may choose to show those pictures.

**REMINDER**

Correct errors as soon as they occur by saying the correct response and asking students to repeat it.



**Whole Group/Partner Practice**

**Use ROUTINE 11—New Sound** Whole Group

**Use ROUTINE 15—Sound and Say Words**

Whole Group/Partner Practice

**Use ROUTINE 18—Look and Say Words**

Whole Group/Partner Practice

**TEACHER TIP**

For students needing additional support, you may want to preview a sentence from the Partner Practice Book page during small group time.

**Use ROUTINE 15—Sound and Say Words**

**Phonics: Word Analysis**

**MATERIAL**

- Chart 63

**REMINDER**

Provide corrective feedback immediately by saying the correct response and then repeating the row.

**Use ROUTINE 16—Sound and Spell**

**Phonics: Word Analysis**

**MATERIALS**

- Teacher and Student Letter Cards: *ch*, *ea*, *ee*, *f*, *m*, *p*, *t*

**WORD BANK**

feet	meet	cheep
team	peach	eat

**TEACHER TIP**

You may need to use the words in a sentence. These same letters and words are used in the next Lesson.

**MATERIAL**

- Partner Practice Book page 67

**CLOSURE**

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

**STUDENTS:** *peach*

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

**STUDENTS:** *feet*

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

**STUDENTS:** /ē→/

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

**OBJECTIVE:** Cumulative Review

## Differentiated Instruction



### Intensive Intervention

#### TEACHER TIP

For students who require extra practice, consider teaching or practicing items from the Chart prior to small groups.

### Use ROUTINE 15—Sound and Say Words

Phonics: Word Analysis

#### MATERIAL

- Chart 63

**REMINDER** Keeping the pace fast will help maintain student attention.

### Use ROUTINE 18—Look and Say Words

Word Recognition: High-Frequency Words

Cumulative Review

#### MATERIAL

- Chart 63

## Whole Group/Partner Practice



**REMINDER** Encourage students to assist one another. When needed, model how to provide assistance.

### Use ROUTINE 15—Sound and Say Words

Whole Group/Partner Practice

### Use ROUTINE 18—Look and Say Words

Whole Group/Partner Practice

### Use ROUTINE 20—Read the Story Partner Practice

### Use ROUTINE 16—Sound and Spell

Phonics: Word Analysis

#### MATERIALS

- Teacher and Student Letter Cards: *ch, ea, ee, f, m, p, t*

#### WORD BANK

feet	meet	cheep
team	peach	eat

### Benchmark Instruction

**REMINDER** Add other Routines as needed.

### Use ROUTINE 16—Sound and Spell

Phonics: Word Analysis

#### MATERIALS

- Teacher and Student Letter Cards: *c, ch, ea, ee, l, n, p, s, w*

#### WORD BANK

clean	leap
sweep	sleep
weep	cheep
lean	peel

#### MATERIAL

- Partner Practice Book page 67

## CLOSURE

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

**STUDENTS:** *peach*

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

**STUDENTS:** *feet*

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

**STUDENTS:** /ē→/

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

**OBJECTIVES:** Say the sound for e\_e, /ē→/; Cumulative Review

**Differentiated Instruction**



**Intensive Intervention and Strategic Instruction**

**REMINDER** For students who need additional support, preview sentences from the Partner Practice Book page during small group time.

**Use ROUTINE 11—New Sound**

**Phonics: Introducing New Sound**

**MATERIALS**

- Teacher Key Word Cards: e\_e/eve and all cards for review
- Chart 64

**TEACHER TIP**

Practice sorting the following words orally: *Steve, Dave, Pete.*

**Use ROUTINE 15—Sound and Say Words**

**Phonics: Word Analysis**

**MATERIAL**

- Chart 64

**REMINDER** If students have difficulty blending, scaffold by saying the word slowly and stretching and connecting sounds.

**Use ROUTINE 16—Sound and Spell**

**Phonics: Word Analysis**

**MATERIALS**

- Teacher and Student Letter Cards: b, e, e, m, t, v

**WORD BANK**

eve	me	be
bet	met	vet

**TEACHER TIP**

You may need to use the words in a sentence.

**Whole Group/Partner Practice**



**Use ROUTINE 11—New Sound** Whole Group

**Use ROUTINE 15—Sound and Say Words**

Whole Group/Partner Practice

**Use ROUTINE 18—Look and Say Words**

Whole Group/Partner Practice

**MATERIAL**

- Partner Practice Book page 68

**CLOSURE**

**TEACHER:** What is our Key Word for the 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.)

**Differentiated Instruction**



**Intensive Intervention or Strategic Instruction**

**REMINDER** Add other Routines as needed.

**Use ROUTINE 14—Label the Picture**

**Phonics: Invented Spelling**

**MATERIALS**

- Teacher Key Word Cards: *eve, feet, peach*
- Teacher Picture Card: *bed*
- Blackline Master 1 (optional)

**Benchmark Instruction**

**REMINDER** Add other Routines as needed.

**Use ROUTINE 14—Label the Picture**

**Phonics: Invented Spelling**

**MATERIALS**

- Teacher Key Word Cards: *eve, feet, peach, octopus, clock*
- Teacher Picture Card: *dress*
- Blackline Master 1 (optional)

**REMINDER** Students should now be able to write sentences or a story about the pictures.

**TEACHER TIP**

Accept any spelling of the long *e* sound /ē→/, or assist students in selecting the correct long *e* spelling.

**Whole Group/Partner Practice**



**REMINDER** Use Partner Practice time to provide corrective feedback to students.

**Use ROUTINE 15—Sound and Say Words**

**Whole Group/Partner Practice**

**Use ROUTINE 18—Look and Say Words**

**Whole Group/Partner Practice**

**Use ROUTINE 20—Read the Story Partner Practice**

**Use ROUTINE 19—Build a Sentence Partner Practice**

**MATERIALS**

- Partner Practice Book page 68
- Chart 64
- Teacher and Student Look and Say Word Cards: *the, her, to, has, they, a, pretty, is, play*
- Teacher and Student Sound and Say Word Cards: *ride, Jane, run, bike, mile, game, lake, Jake, can*
- Blackline Master 1

**CLOSURE**

**TEACHER:** *What is our Key Word for the 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.)

**SENTENCE BANK**

**Possible Sentences**

Jane has a pretty bike.	Jane rides her bike a mile.
Jake can run to the lake.	The lake is pretty.
Jake can play a game.	They play on the slide.