

Skills Block Focus Sheet for Lessons 146–150

Photocopy this sheet each week for each group.

DATE: _____ CLASS: _____

		Lesson 146	Lesson 147	Lesson 148	Lesson 149	Lesson 150
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
		17—NEW LOOK AND SAY WORDS High-Frequency Words: <i>away, please, would</i>	11—NEW SOUND <i>u_e /ū/ (ice cube)</i>	15—SOUND AND SAY WORDS Word Analysis	11—NEW SOUND <i>ui /ū/ (fruit)</i>	14—LABEL THE PICTURE Invented Spelling
		14—LABEL THE PICTURE Invented Spelling	15—SOUND AND SAY WORDS Word Analysis	18—LOOK AND SAY WORDS High-Frequency Words Cumulative Review	15—SOUND AND SAY WORDS Word Analysis	Routines and activities as needed
		19—BUILD A SENTENCE Application	16—SOUND AND SPELL Word Analysis	16—SOUND AND SPELL Word Analysis	16—SOUND AND SPELL Word Analysis	Benchmark Instruction
Whole Group/ Partner Practice	10 Minutes	17—NEW LOOK AND SAY WORDS	11—NEW SOUND	15—SOUND AND SAY WORDS	11—NEW SOUND	15—SOUND AND SAY WORDS
		19—BUILD A SENTENCE	15—SOUND AND SAY WORDS	18—LOOK AND SAY WORDS	15—SOUND AND SAY WORDS	18—LOOK AND SAY WORDS
			18—LOOK AND SAY WORDS	20—READ THE STORY	18—LOOK AND SAY WORDS	20—READ THE STORY
						19—BUILD A SENTENCE

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 long vowel sound for the letter patterns <i>u_e, ui, /u/</i>	11—NEW SOUND	Introduce										
	Fluently say the most common sound for taught letters and letter patterns	13—SAY THE SOUNDS	Practice										
	Write words with 3–5 phonemes, representing each phoneme with a letter or letters, applying taught letter-sounds	14—LABEL THE PICTURE	Practice										
	Pronounce short vowel words in which each letter represents its most common sound, including digraphs <i>sh, th,</i> and <i>ch</i>	15—SOUND AND SAY WORDS	Practice										
	Pronounce words made up of taught long vowel patterns	15—SOUND AND SAY WORDS	Practice										
	Demonstrate understanding of letter-sound correspondences by writing words that are made up of taught letter sounds and patterns	16—SOUND AND SPELL	Practice										
	Pronounce the sight words: <i>away, please, would</i>	17—NEW LOOK AND SAY WORDS	Introduce										
	Fluently pronounce taught sight words	18—LOOK AND SAY WORDS	Practice										
	Using word cards made up of taught patterns and syllable types, put words together to make a phrase or sentence	19—BUILD A SENTENCE	Practice										
Read a story with taught sight words and word patterns; apply flexible strategy to determine pronunciation of unknown words	20—READ THE STORY	Practice											
Assessment Key: S = Struggling P = Practicing M = Mastered													

OBJECTIVES: Pronounce the words *away, please, would*; 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: *away, please, would, what, know, again, four, soon, give*

REMINDER Provide scaffolding by mixing up and flashing the new words. Then mix in the review words and flash all words.

Use ROUTINE 14—Label the Picture

Phonics: Invented Spelling

MATERIALS

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

Use ROUTINE 19—Build a Sentence

Word Recognition: Application

MATERIALS

- Teacher and Student Look and Say Word Cards: *is, has, the, was, have, there, I, a, some*
- Teacher and Student Sound and Say Word Cards: *wins, Brad, team, game, goat, eats, grass, ripe, peach*
- Blackline Master 1

SENTENCE BANK	
Possible Sentences	
Brad has a goat.	The goat eats some grass.
I have a peach.	The peach is ripe.
Our team wins the game.	The goat eats a peach.

Whole Group/Partner Practice



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: *away, please, would*

OBJECTIVES: Say the sound for u_e, /ū→/; 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: u_e/ice cube and all cards for review
- Chart 65

TEACHER TIP

Practice sorting the following words orally: tube, tub, flute, cute.

REMINDER Use the Teacher Chart and Key Word Card to model the long vowel sound for Uu. Have students practice all previously taught Key Words.

Whole Group/Partner Practice



REMINDER Partner Practice time is most effective when you monitor, provide corrective feedback, and reinforce desired behaviors.

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

Use ROUTINE 15—Sound and Say Words

Phonics: Word Analysis

MATERIAL

- Chart 65

Use ROUTINE 16—Sound and Spell

Phonics: Word Analysis

MATERIALS

- Teacher and Student Letter Cards: b, c, e, t, u

WORD BANK		
cube	cute	tube
cub	cut	tub

TEACHER TIP

The same letters and words will be used in the next Lesson.

MATERIAL

- Partner Practice Book page 69

CLOSURE

TEACHER: What is our Key Word for the 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 15—Sound and Say Words

Phonics: Word Analysis

MATERIAL

- Chart 65

Use ROUTINE 18—Look and Say Words

Word Recognition: High-Frequency Words Cumulative Review

MATERIAL

- Chart 65

Use ROUTINE 16—Sound and Spell

Phonics: Word Analysis

MATERIALS

- Teacher and Student Letter
Cards: *b, c, e, t, u*

WORD BANK		
cube	cute	tube
cub	cut	tub

Benchmark Instruction

REMINDER Add other Routines as needed.

Use ROUTINE 16—Sound and Spell

Phonics: Word Analysis

MATERIALS

- Teacher and Student Letter
Cards: *a, c, d, e, i, m, oa, r, t, u*

WORD BANK		
cat	cute	coat
rat	rude	road
mat	mute	moat

Whole Group/Partner Practice



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

MATERIAL

- Partner Practice Book page 69

CLOSURE

TEACHER: *What is our Key Word for the 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*, /ū→/; Cumulative Review

Differentiated Instruction



Intensive Intervention and Strategic Instruction

Use ROUTINE 11—New Sound

Phonics: Introducing New Vowel Sound

MATERIALS

- Teacher Letter Card: *ui*
- Teacher Key Word Cards: *ui/fruit* and all cards for review
- Chart 66

TEACHER TIP

Practice sorting the following words orally:
suit, bump, juice.

TEACHER TIP

In some words the long vowel sound of *u* is pronounced /ū→/, as in *fruit*. In other words, the long vowel sound *u* is pronounced /y→/ /ū→/, as in *use*. Compare the sounds in *flute* and *cute*. We recommend addressing this issue only if students are confused. Accept either pronunciation in isolation as correct.

Use ROUTINE 15—Sound and Say Words

Phonics: Word Analysis

MATERIAL

- Chart 66

REMINDER

Repeat Charts or Lessons until students become fluent.

Use ROUTINE 16—Sound and Spell

Phonics: Word Analysis

MATERIALS

- Teacher and Student Letter Cards: *b, e, f, g, l, s, r, t, u, ui*

WORD BANK		
suit	fruit	blue
glue	flute	sue

REMINDER

Provide corrective feedback and scaffolding by repeating the word slowly, emphasizing each sound.

Whole Group/Partner Practice



TEACHER TIP

During Partner Practice time, reinforce desired behaviors by placing a special mark, sticker, or stamp on the Partner Practice Book pages.

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 70

CLOSURE

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

STUDENTS: *fruit*

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

STUDENTS: /ū→/

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

OBJECTIVE: Cumulative Review

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: *fruit, ice cube, peach*
- Teacher Picture Card: *sun*
- 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: *fruit, ice cube*
- Teacher Picture Cards: *spoon, sun, slide, book*
- Blackline Master 1 (optional)

TEACHER TIP

You may prefer to have students write a sentence or a story about one or more pictures.

Whole Group/Partner Practice



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

Whole Group/
Partner Practice

Use ROUTINE 19—Build a Sentence

Partner Practice

SENTENCE BANK

Possible Sentences

Brad has a goat.	The goat eats some grass.
I have a peach.	The peach is ripe.
Our team wins the game.	The goat eats a peach.

TEACHER TIP

For students needing additional support, you may want to have them reread sentences from Partner Practice Book pages.

MATERIALS

- Partner Practice Book page 70
- Chart 66
- Teacher and Student Look and Say Word Cards: *is, has, the, was, have, there, I, a, some*
- Teacher and Student Sound and Say Word Cards: *wins, Brad, team, game, goat, eats, grass, ripe, peach*
- Blackline Master 1

CLOSURE

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

STUDENTS: *fruit*

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

STUDENTS: /ū→/

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