

Skills Block Focus Sheet for Lessons 151–155

Photocopy this sheet
each week for each group.

DATE: _____ CLASS: _____

		Lesson 151	Lesson 152	Lesson 153	Lesson 154	Lesson 155
Differentiated Instruction/Small Groups	2 Groups—10 Minutes Each	Intensive Intervention <small>and</small> Strategic Instruction	Intensive Intervention <small>and</small> Strategic Instruction	Intensive Intervention	Intensive Intervention <small>and</small> Strategic Instruction	Intensive Intervention <small>or</small> Strategic Instruction
		14—LABEL THE PICTURE Invented Spelling	11—NEW SOUND <i>ar /ar/ (star)</i>	15—SOUND AND SAY WORDS Word Analysis	15—SOUND AND SAY WORDS Word Analysis	14—LABEL THE PICTURE Invented Spelling
		19—BUILD A SENTENCE Application	15—SOUND AND SAY WORDS Word Analysis	18—LOOK AND SAY WORDS High-Frequency Words Cumulative Review	16—SOUND AND SPELL Word Analysis	Routines and activities as needed
			16—SOUND AND SPELL Word Analysis	16—SOUND AND SPELL Word Analysis		Benchmark Instruction
		Benchmark Instruction	14—LABEL THE PICTURE Invented Spelling			
		16—SOUND AND SPELL Word Analysis		Routines and activities as needed		
Whole Group/ Partner Practice	10 Minutes	17—NEW LOOK AND SAY WORDS	11—NEW SOUND	15—SOUND AND SAY WORDS	15—SOUND AND SAY WORDS	15—SOUND AND SAY WORDS
		19—BUILD A SENTENCE	15—SOUND AND SAY WORDS	18—LOOK AND SAY WORDS	18—LOOK AND SAY WORDS	18—LOOK AND SAY WORDS
			18—LOOK AND SAY WORDS	20—READ THE STORY		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"/>									
Differentiated Instruction—Small Groups: Assessment	Objective	Routine	Skill Level										
	Say the most common sound for <i>ar /ar/</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, and ch</i>	15—SOUND AND SAY WORDS	Practice										
	Pronounce words made up of taught long vowel patterns	15—SOUND AND SAY WORDS	Practice										
	Pronounce words with <i>r</i> -controlled vowels <i>ar</i> and <i>or</i>	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										
	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									

OBJECTIVE: Cumulative Review

Differentiated Instruction



Intensive Intervention and Strategic Instruction

Use ROUTINE 14—Label the Picture

Phonics: Invented Spelling

MATERIALS

- Teacher Key Word Cards: *goat, fruit, ice cube*
- Teacher Picture Card: *gate*
- Blackline Master 1 (optional)

Use ROUTINE 19—Build a Sentence

Word Recognition: Application

MATERIALS

- Teacher and Student Look and Say Word Cards: *the, his, very, a, is, funny, one, yellow, pretty*
- Teacher and Student Sound and Say Word Cards: *vase, Steve, rose, in, tells, Pete, joke, drives, truck*
- Blackline Master 1

SENTENCE BANK

Possible Sentences

Pete drives a yellow truck.	Pete is in the yellow truck.
Steve tells a funny joke.	The joke is funny.
A pretty rose is in the vase.	One yellow rose is in the vase.

Whole Group/Partner Practice



Use ROUTINE 17—New Look and Say Words

Whole Group/Partner Practice

REMINDER

Review previous Word Cards. There are no new Word Cards in the remaining Lessons.

CLOSURE

TEACHER: Ask each pair of students to read aloud their “best” sentence.

Use ROUTINE 19—Build a Sentence Partner Practice

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

Differentiated Instruction



Intensive Intervention and Strategic Instruction

Use ROUTINE 11—New Sound

Phonics: Introducing New Sound

MATERIALS

- Teacher Letter Card: *ar*
- Teacher Key Word Cards: *ar/star* and all cards for review
- Chart 67

TEACHER TIP

Practice sorting the following additional words orally: *jar, yarn, fruit*. Each of these words is pictured on a Key Word Card.

Use ROUTINE 15—Sound and Say Words

Phonics: Word Analysis

MATERIAL

- Chart 67

Use ROUTINE 16—Sound and Spell

Phonics: Word Analysis

MATERIALS

- Teacher and Student Letter Cards: *a, ar, f, m, p, s, t*

WORD BANK

star	farm	part
tar	fat	pat

TEACHER TIP

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

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.

MATERIAL

- Partner Practice Book page 71

CLOSURE

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

STUDENTS: *star*

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

STUDENTS: /ar/

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

OBJECTIVE: Cumulative Review

Differentiated Instruction



Intensive Intervention

Use ROUTINE 15—Sound and Say Words

Phonics: Word Analysis

MATERIAL

- Chart 67

Use ROUTINE 18—Look and Say Words

Word Recognition: High-Frequency Words
Cumulative Review

MATERIAL

- Chart 67

Use ROUTINE 16—Sound and Spell

Phonics: Word Analysis

MATERIALS

- Teacher and Student Letter
Cards: *a, ar, f, m, p, s, t*

WORD BANK		
star	farm	part
tar	fat	pat

Benchmark Instruction

REMINDER Add other Routines as needed.

Use ROUTINE 16—Sound and Spell

Phonics: Word Analysis

MATERIALS

- Teacher and Student Letter
Cards: *ar, c, ch, d, h, m, s, t, t*

WORD BANK		
car	scar	star
start	smart	hard
arch	chart	march

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 71

CLOSURE

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

STUDENTS: *star*

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

STUDENTS: */ar/*

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

OBJECTIVE: Cumulative Review

Differentiated Instruction



Intensive Intervention and Strategic Instruction

Use ROUTINE 15—Sound and Say Words

Phonics: Word Analysis

MATERIAL

- Chart 68

Use ROUTINE 16—Sound and Spell

Phonics: Word Analysis

MATERIALS

- Teacher and Student Letter Cards: *ar, c, m, s, t, t*

WORD BANK

car	cart	mart
smart	star	start

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

MATERIAL

- Partner Practice Book page 72

CLOSURE

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

STUDENTS: *star*

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

STUDENTS: */ar/*

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

OBJECTIVE: Cumulative Review

Differentiated Instruction



Intensive Intervention **or** Strategic Instruction

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

Use ROUTINE 14—Label the Picture

Phonics: Invented Spelling

MATERIALS

- Teacher Key Word Cards: *star, chair, yarn*
- Teacher Picture Card: *web*
- 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: *star, chair, yarn, elephant, zebra, chair*
- Teacher Picture Card: *turtle*
- Blackline Master 1 (optional)

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

MATERIALS

- Partner Practice Book page 72
- Chart 68
- Teacher and Student Look and Say Word Cards: *the, his, very, a, is, funny, one, yellow, pretty*
- Teacher and Student Sound and Say Word Cards: *vase, Steve, rose, in, tells, Pete, joke, drives, truck*
- Blackline Master 1

SENTENCE BANK	
Possible Sentences	
Pete drives a yellow truck.	Pete is in the yellow truck.
Steve tells a funny joke.	The joke is funny.
A pretty rose is in the vase.	One yellow rose is in the vase.

TEACHER TIP

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

CLOSURE

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

STUDENTS: *star*

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

STUDENTS: */ar/*

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