

Skills Block Focus Sheet for Lessons 156–160

Photocopy this sheet each week for each group.

DATE: _____ CLASS: _____

		Lesson 156	Lesson 157	Lesson 158	Lesson 159	Lesson 160
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
		14—LABEL THE PICTURE Invented Spelling	11—NEW SOUND <i>or /or/ (fork)</i>	15—SOUND AND SAY WORDS Word Analysis	15—SOUND AND SAY WORDS Word Analysis	14—LABEL THE PICTURE Invented Spelling
Whole Group/ Partner Practice	10 Minutes	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
		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>or /or/</i>	11—NEW SOUND	Introduce								
	Fluently say the most common sound for taught letters and letter patterns	13—SAY THE SOUNDS	Mastery								
	Write words with 3–5 phonemes, representing each phoneme with a letter or letters, applying taught letter-sounds	14—LABEL THE PICTURE	Mastery								
	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	Mastery								
	Pronounce words made up of taught long vowel patterns	15—SOUND AND SAY WORDS	Mastery								
	Pronounce words with r-controlled vowels <i>ar</i> and <i>or</i>	15—SOUND AND SAY WORDS	Mastery								
	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	Mastery								
	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	Mastery									
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: *star, chair, yarn*
- Teacher Picture Card: *six*
- Blackline Master 1 (optional)

Use ROUTINE 19—Build a Sentence

Word Recognition: Application

MATERIALS

- Teacher and Student Look and Say Word Cards: *has, a, please, give, the, I, to, her, our*
- Teacher and Student Sound and Say Word Cards: *likes, can, fun, ride, June, car, blue, us*
- Blackline Master 1

SENTENCE BANK

Possible Sentences

June has a blue car.	Please give us a ride.
I can ride in the blue car.	June likes her blue car.
June likes to ride.	Our car is blue.

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

New Sound *or*

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

Differentiated Instruction



Intensive Intervention and Strategic Instruction

Use ROUTINE 11—New Sound

Phonics: Introducing New Sound

MATERIALS

- Teacher Letter Card: *or*
- Teacher Key Word Cards: *or/fork* and all cards for review
- Teacher Picture Cards: *popcorn, corn, crab*
- Chart 69

Use ROUTINE 15—Sound and Say Words

Phonics: Word Analysis

MATERIAL

- Chart 69

Use ROUTINE 16—Sound and Spell

Phonics: Word Analysis

MATERIALS

- Teacher and Student Letter Cards: *a, b, c, f, b, or, k, n*

WORD BANK		
or	fork	corn
car	bar	far

TEACHER TIP

The same Word and Letter Cards 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 73

CLOSURE

TEACHER: What is our Key Word for the 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.)

OBJECTIVE: Cumulative Review

Differentiated Instruction



Intensive Intervention

Use ROUTINE 15—Sound and Say Words

Phonics: Word Analysis

MATERIAL

- Chart 69

Use ROUTINE 18—Look and Say Words

Word Recognition: High-Frequency Words
Cumulative Review

MATERIAL

- Chart 69

Use ROUTINE 16—Sound and Spell

Phonics: Word Analysis

MATERIALS

- Teacher and Student Letter Cards: *ar, b, c, f, b, or, k, n*

WORD BANK		
or	fork	corn
car	bar	far

Benchmark Instruction

REMINDER Add other Routines as needed.

Use ROUTINE 16—Sound and Spell

Phonics: Word Analysis

MATERIALS

- Teacher and Student Letter Cards: *ar, h, k, n, or, p, sh, th, t*

WORD BANK	
short	north
horn	pork
park	shark
sharp	tarp

REMINDER You may need to use some of these words in sentences.

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 73

CLOSURE

TEACHER: *What is our Key Word for the 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 and Strategic Instruction

Use ROUTINE 15—Sound and Say Words

Phonics: Word Analysis

MATERIAL

- Chart 70

Use ROUTINE 16—Sound and Spell

Phonics: Word Analysis

MATERIALS

- Teacher and Student Letter Cards: ai, ar, b, d, ee, k, oa, p, t

WORD BANK		
park	paid	peek
boat	bait	beet

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 74

CLOSURE

TEACHER: Tell your partner a sentence using one of the **Sound and Say Words**.

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.

REMINDER Add other Routines as needed.

Use ROUTINE 14—Label the Picture

Phonics: Invented Spelling

MATERIALS

- Teacher Key Word Card: *fork*
- Teacher Picture Cards: *popcorn, fox, corn*
- 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: *fork, fly, insect*
- Teacher Picture Cards: *spoon, turtle, corn*
- 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 74
- Chart 70
- Teacher and Student Look and Say Word Cards: *has, a, please, give, the, I, to, her, our*
- Teacher and Student Sound and Say Word Cards: *likes, can, fun, ride, June, car, blue, us*
- Blackline Master 1

CLOSURE

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

SENTENCE BANK
Possible Sentences

June has a blue car.	Please give us a ride.
I can ride in the blue car.	June likes her blue car.
June likes to ride.	Our car is blue.

TEACHER TIP

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