

Skills Block Focus Sheet for Lessons 1–5

Photocopy this sheet each week for each group.

DATE: _____ CLASS: _____

		Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
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
		1—WHAT WORD? Blending Phonemes	3—SAY THE NAMES Letter Names	1—WHAT WORD? Blending Phonemes	1—WHAT WORD? Blending Phonemes	Routines and activities as needed
		2—SAY IT SLOWLY Segmenting Words	1—WHAT WORD? Blending Phonemes	2—SAY IT SLOWLY Segmenting Words	2—SAY IT SLOWLY Segmenting Words	Benchmark Instruction
		9—NEW LOOK AND SAY WORDS High-Frequency Common Words: <i>you, come, want</i>	2—SAY IT SLOWLY Segmenting Words	4—NEW SOUND <i>Tt, /t/ (toes)</i>	4—NEW SOUND <i>Mm, /m/ (moon)</i>	8—SOUND AND SPELL SORT Word Analysis
Whole Group/ Partner Practice	10 Minutes	1—WHAT WORD?	4—NEW SOUND	4—NEW SOUND	4—NEW SOUND	1—WHAT WORD?
		2—SAY IT SLOWLY	10—LOOK AND SAY WORDS	7—SOUND AND SAY WORDS	7—SOUND AND SAY WORDS	2—SAY IT SLOWLY
		9—NEW LOOK AND SAY WORDS	13—READ CAREFULLY	10—LOOK AND SAY WORDS	10—LOOK AND SAY WORDS	7—SOUND AND SAY WORDS
				13—READ CAREFULLY	13—READ CAREFULLY	10—LOOK AND SAY WORDS
						13—READ CAREFULLY

Students' Names

GROUP				Students' Names							
Objective	Routine	Skill Level									
Orally blend 2–4 phonemes into a word	1—WHAT WORD?	Introduce									
Orally segment words with 2–4 phonemes into individual phonemes	2—SAY IT SLOWLY	Introduce									
Fluently say the names of printed letters in Set 1 (<i>a, t, m, s, f, p</i>) in random order	3—SAY THE NAMES	Practice									
Say the most common sound for featured letters <i>a/a</i> (apple), <i>t/t</i> (toes), <i>m/m</i> (moon)	4—NEW SOUND	Introduce									
Pronounce short vowel words in which each letter represents its most common sound, including VC/CVC/CVCC patterns and beginning with continuous sounds	7—SOUND AND SAY WORDS	Introduce									
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>you, come, want</i>	9—NEW LOOK AND SAY WORDS	Introduce									
Fluently pronounce taught sight words	10—LOOK AND SAY WORDS	Practice									
Pronounce words made up of taught spelling patterns and syllable types	13—READ CAREFULLY	Practice									

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

Enter each student's prior assessment status in left side of box.



OBJECTIVES: Pronounce the words *you, come, want***Differentiated Instruction****Intensive Intervention and Strategic Instruction****Use ROUTINE 1—What Word?****Phonemic Awareness: Blending Phonemes****MATERIALS**

- Airport Poster Scene

WORD BANK

eat, /ē→/ /t/	man, /m→/ /a→/ /n→/
up, /u→/ /p/	game, /g/ /ā→/ /m→/

REMINDER

After you say each phoneme (one phoneme at a time), the students say the word. If needed, scaffold by saying the onset and rime (for example, /m→/ an; /g/ ame) instead of saying each phoneme.

Use ROUTINE 2—Say It Slowly**Phonemic Awareness: Segmenting Words Into Phonemes****MATERIALS**

- Airport Poster Scene
- Word Bank (See *What Word?* above. Use words in a different order.)

REMINDER

After you say each word, students say each phoneme (one phoneme at a time).

REMINDER

Provide corrective feedback by saying the word slowly. Then ask students to repeat the word slowly.

TEACHER TIP

Try using a rubber band when you demonstrate how to stretch sounds.

Use ROUTINE 9—New Look and Say Words**Word Recognition: Introducing High-Frequency Words****MATERIALS**

- Teacher and Student Look and Say Word Cards: *you, come, want*

Whole Group/Partner Practice**Use ROUTINE 1—What Word? Whole Group**

(See *What Word?* above. Use words in a different order.)

Use ROUTINE 2—Say It Slowly Whole Group

(See *What Word?* above. Use words in a different order.)

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

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

STUDENTS: *you, come, want*

New Vowel Sound Aa

OBJECTIVES: Say the short vowel sound for Aa, /a→/; Cumulative Review

Differentiated Instruction



Intensive Intervention and Strategic Instruction

Use ROUTINE 3—Say the Names

Letter Recognition: Letter Names Cumulative Review

MATERIAL

- Chart 1

REMINDER Students say the name when you tap the letter. If students make an error, say the correct letter name. Ask them to repeat the name and repeat the row.

Use ROUTINE 1—What Word?

Phonemic Awareness: Blending Phonemes

MATERIALS

- Airport Poster Scene

WORD BANK

map, /m→/ /a→/ /p/	socks, /s→/ /o→/ /k/ /s→/
jet, /j/ /e→/ /t/	tie, /t/ /i→/

REMINDER If needed, scaffold by saying onset and rime (for example, /m→/ap) instead of saying each phoneme.

Use ROUTINE 2—Say It Slowly

Phonemic Awareness: Segmenting Words Into Phonemes

MATERIALS

- Airport Poster Scene
- Word Bank (See *What Word?* above. Use words in a different order.)

Whole Group/Partner Practice



Use ROUTINE 4—New Sound Whole Group

Use ROUTINE 10—Look and Say Words Whole Group

Use ROUTINE 13—Read Carefully Partner Practice

REMINDER Provide corrective feedback by saying the word slowly. Then ask students to repeat the word slowly.

Use ROUTINE 4—New Sound

Phonics: Introducing New Sound

MATERIALS

- Teacher Key Word Card: a/apple
- Teacher and Student Letter Card: a

TEACHER TIP

The first sound is introduced in this lesson so you will not be able to build words yet.

REMINDER The Sound Sentence for Aa is *Abby saw an apple.*

Use ROUTINE 10—Look and Say Words

Word Recognition: High-Frequency Words Cumulative Review

MATERIAL

- Chart 1

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

MATERIAL

- Partner Practice Book page 5

CLOSURE

TEACHER: We've been practicing the sound of the letter a. Let's say the Sound Sentence for a together.

STUDENTS: Abby saw an apple.

TEACHER: Say the sound. (Point to the letter a on the Chart.)

STUDENTS: /a→/

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

Differentiated Instruction



Intensive Intervention

Use ROUTINE 1—What Word?

Phonemic Awareness: Blending Phonemes

MATERIALS

- Airport
- Poster Scene

WORD BANK

phone, /f/ /o/ /n/	hats, /h/ /a/ /t/ /s/
gift, /g/ /i/ /f/ /t/	sign, /s/ /i/ /n/

Use ROUTINE 2—Say It Slowly

Phonemic Awareness: Segmenting Words Into Phonemes

MATERIALS

- Airport Poster Scene
- Word Bank (See *What Word?* above. Use words in a different order.)

Use ROUTINE 4—New Sound

Phonics: Introducing New Sound

MATERIALS

- Teacher Key Word Cards: *a/apple*, *t/toes*
- Teacher and Student Letter Cards: *a*, *t*

WORD BANK

at

Use ROUTINE 7—Sound and Say Words

Phonics: Word Analysis

MATERIAL

- Chart 2

REMINDER

Students say the sound for the underlined word part and then say the word.

Use ROUTINE 10—Look and Say Words

Word Recognition: High-Frequency Words Cumulative Review

MATERIAL

- Chart 2

Benchmark Instruction

Use ROUTINE 8—Sound and Spell Sort

Phonics: Word Analysis

MATERIALS

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

WORD BANK

at	sat
am	fat
map	

TEACHER TIP

You may need to tell students some of these letter-sounds because not all of them have been introduced.

REMINDER

In this Lesson, students spell the words using Letter Cards. Sorting with Blackline Masters begins in Lesson 13.

Whole Group/Partner Practice



Use ROUTINE 4—New Sound Whole Group

Use ROUTINE 7—Sound and Say Words Whole Group

Use ROUTINE 10—Look and Say Words Whole Group

Use ROUTINE 13—Read Carefully Partner Practice

MATERIAL

- Partner Practice Book page 6

CLOSURE

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

STUDENTS: *toes*

TEACHER: *What sound?* (Point to the letter *t* on the Chart.)

STUDENTS: /t/

TEACHER: (Model sounding and reading the word *at* from the Chart.)

OBJECTIVES: Say the sound for *Mm*, /m➡/; Cumulative Review

Differentiated Instruction



Intensive Intervention and Strategic Instruction

Use ROUTINE 1—What Word?

Phonemic Awareness: Blending Phonemes

MATERIALS

- Airport
- Poster Scene

WORD BANK

shoes, /sh➡/ /oo➡/ /z➡/	man, /m➡/ /a➡/ /n➡/
up, /u➡/ /p/	bags, /b/ /a➡/ /g/ /z➡/

REMINDER If needed, scaffold by saying the onset and rime (for example, /sh➡/ /oes) instead of saying each phoneme.

TEACHER TIP

Shoes is a good word to demonstrate blending because all three sounds are continuous. Connect the sounds as you say, /sh➡/ /oo➡/ /z➡/.

Use ROUTINE 2—Say It Slowly

Phonemic Awareness: Segmenting Words Into Phonemes

MATERIALS

- Airport Poster Scene
- Word Bank (See *What Word?* above. Use words in a different order.)

Use ROUTINE 4—New Sound

Phonics: Introducing New Sound

Whole Group/Partner Practice



Use ROUTINE 4—New Sound Whole Group

Use ROUTINE 7—Sound and Say Words Whole Group

Use ROUTINE 10—Look and Say Words Whole Group

Use ROUTINE 13—Read Carefully Partner Practice

MATERIALS

- Teacher Key Word Cards: *a/apple*, *t/toes*, *m/moon*
- Teacher and Student Letter Cards: *a*, *t*, *m*

WORD BANK

at	mat
am	

REMINDER Provide corrective feedback by modeling the correct sound. As students build words, say each word slowly and emphasize each sound.

Use ROUTINE 7—Sound and Say Words

Phonics: Word Analysis

MATERIAL

- Chart 3

REMINDER Scaffold by having students say every sound in the word and then the word. For example, /a➡/ /t/, *at*.

Use ROUTINE 10—Look and Say Words

Word Recognition: High-Frequency Words

Cumulative Review

MATERIAL

- Chart 3

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

MATERIAL

- Partner Practice Book page 7

CLOSURE

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

STUDENTS: *moon*

TEACHER: What sound? (Point to the letter *m* on the Chart.)

STUDENTS: /m➡/

TEACHER: (Model reading *am* or *mat* from the Chart.)

Cumulative Review

OBJECTIVE: Cumulative Review

Differentiated Instruction

Intensive Intervention **or** Strategic Instruction

REMINDER Add Routines as needed.

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:
a, t, m, s, f, p

WORD BANK

am	sat
fast	maps
mat	mats

TEACHER TIP

Challenge students to spell additional words by adding other Letter Cards, such as *d* or *n*.

REMINDER In this Lesson, students spell the words using Letter Cards. Sorting using Blackline Masters begins in Lesson 13.

Whole Group/Partner Practice



Use ROUTINE 1—What Word? Whole Group

WORD BANK

neck, /n→/ /e→/ /k/
read, /r→/ /ē→/ /d/
doll, /d/ /o→/ /l→/
food, /f→/ /ōō/ /d/

Use ROUTINE 2—Say It Slowly Whole Group

(See *What Word?* above. Use words in a different order.)

Use ROUTINE 7—Sound and Say Words Whole Group

Use ROUTINE 10—Look and Say Words Whole Group

Use ROUTINE 13—Read Carefully Partner Practice

MATERIALS

- Partner Practice Book page 7
- Airport Poster Scene
- Chart 3

CLOSURE

TEACHER: *We've been practicing words with the letter a in them. Let's say the Sound Sentence for a together.*

STUDENTS: *Abby saw an apple.*

TEACHER: *Say the sound.* (Point to the letter *a* on the Chart.)

STUDENTS: /a→/

TEACHER: (Model reading *am* or *mat* from the Chart.)