

Skills Block Focus Sheet for Lessons 11–15

Photocopy this sheet each week for each group.

DATE: _____ CLASS: _____

		Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
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
		9—NEW LOOK AND SAY WORDS High-Frequency Words: <i>have, of, been</i>	3—SAY THE NAMES Letter Names (Sets 1–2)	4—NEW SOUND <i>Nn, /n/ (nest)</i>	1—WHAT WORD? Blending Phonemes	Routines and activities as needed
		14—BUILD SENTENCES Application	1—WHAT WORD? Blending Phonemes	7—SOUND AND SAY WORDS Word Analysis	2—SAY IT SLOWLY Segmenting Words	Benchmark Instruction
		8—SOUND AND SPELL SORT Word Analysis	2—SAY IT SLOWLY Segmenting Words	10—LOOK AND SAY WORDS High-Frequency Words Cumulative Review	4—NEW SOUND <i>Dd, /d/ (dog)</i>	8—Sound and Spell Sort Word Analysis
Whole Group/ Partner Practice	10 Minutes	9—NEW LOOK AND SAY WORDS	4—NEW SOUND	4—NEW SOUND	4—NEW SOUND	7—SOUND AND SAY WORDS
		14—BUILD SENTENCES	7—SOUND AND SAY WORDS	7—SOUND AND SAY WORDS	7—SOUND AND SAY WORDS	10—LOOK AND SAY WORDS
			10—LOOK AND SAY WORDS	10—LOOK AND SAY WORDS	10—LOOK AND SAY WORDS	13—READ CAREFULLY
			13—READ CAREFULLY	13—READ CAREFULLY	13—READ CAREFULLY	15—READ THE SENTENCES
			15—READ THE SENTENCES	15—READ THE SENTENCES	15—READ THE SENTENCES	14—BUILD SENTENCES

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								
	Orally blend 2–4 phonemes into a word	1—WHAT WORD?	Practice								
	Orally segment words with 2–4 phonemes into individual phonemes	2—SAY IT SLOWLY	Practice								
	Fluently say the names of printed letters in Set 1 (<i>a, t, m, s, f, p</i>), Set 2 (<i>i, n, d, a, l, r</i>), Set 3 (<i>h, e, b, u, g, c</i>) in random order	3—SAY THE NAMES	Practice								
	Say the most common sound for featured letters <i>i/i/ (insect), n/n/ (nest), d/d/</i>	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	Practice								
	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>have, of, been</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								
	Put words together to make phrases or sentences using word cards with taught patterns and syllable types	14—BUILD SENTENCES	Practice								
	Read sentences with taught sight words and word patterns	15—READ THE SENTENCES	Practice								

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

Look and Say Words: *have, of, been*

OBJECTIVES: Use Word Cards to build sentences; Pronounce the words *have, of, been*; Cumulative Review

Differentiated Instruction



Intensive Intervention and Strategic Instruction

Use ROUTINE 9—New Look and Say Words

Word Recognition: Introducing High-Frequency Words

MATERIALS

- Teacher and Student Look and Say Word Cards: *have, of, been, to, said, from, you, come, want*

REMINDER If students make an error, repeat the word and tap it until students say the word correctly. Mix up the cards and repeat.

Use ROUTINE 14—Build Sentences

Word Recognition: Application

MATERIALS

- Teacher and Student Look and Say Word Cards: *cat, my, see, the, a, I, on, happy, is*
- Teacher and Student Sound and Say Word Cards: *at, am, mat, Sam, sat, fat, fast, mats, map*
- Blackline Master 1

SENTENCE BANK

Possible Sentences

I am happy.	I see the fat cat.	My cat is fast.
My cat is happy.	I see Sam.	I see a fast cat.

REMINDER Students first build sentences using Word Cards, and then write one or more sentences on the Blackline Master as time allows.

REMINDER If needed, scaffold by saying a sentence without the final word. Then ask students to choose the final word.

Whole Group/Partner Practice



Use ROUTINE 9—New Look and Say Words

Whole Group/Partner Practice

Use ROUTINE 14—Build Sentences Partner Practice

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	at	sat
fat	mat	map

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

CLOSURE

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

STUDENTS: *have, of, been*

OBJECTIVES: Say the short vowel sound for *i*, /i→/; Cumulative Review

Differentiated Instruction



Intensive Intervention and Strategic Instruction

Use ROUTINE 3—Say the Names

Letter Recognition: Letter Names Cumulative Review

MATERIAL

- Chart 7

REMINDER 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	
phone, /f→/ /ō→/ /n→/	gift, /g/ /i→/ /f→/ /t/
sky, /s→/ /k/ /ī→/	read, /r→/ /ē→/ /d/

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).

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

Use ROUTINE 15—Read the Sentences Whole Group/
Partner Practice

Use ROUTINE 4—New Sound

Phonics: Introducing New Sound

MATERIALS

- Teacher Key Word Cards: *i/insect* and all cards for review

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

WORD BANK		
sit	if	it
fit	mist	tip

REMINDER The Sound Sentence for *i* is *Izzy saw an insect.*

Use ROUTINE 7—Sound and Say Words

Phonics: Word Analysis

MATERIAL

- Chart 7

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

Use ROUTINE 10—Look and Say Words

**Word Recognition: High-Frequency Words
Cumulative Review**

MATERIAL

- Chart 7

MATERIAL

- Partner Practice Book page 11

CLOSURE

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

STUDENTS: *Izzy saw an insect.*

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

STUDENTS: /i→/

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

OBJECTIVES: Say the sound for *Nn*, /n→/; Cumulative Review

Differentiated Instruction



Intensive Intervention

Use ROUTINE 4—New Sound

Phonics: Introducing New Sound

MATERIALS

- Teacher Key Word Cards: *n/nest* and all cards for review
- Teacher and Student Letter Cards: *a, t, m, f, s, p, i, n*

WORD BANK

nap	fan	fin
man	ant	pin

Use ROUTINE 7—Sound and Say Words

Phonics: Word Analysis

MATERIAL

- Chart 8

Use ROUTINE 10—Look and Say Words

Word Recognition: High-Frequency Words
Cumulative Review

MATERIAL

- Chart 8

Use ROUTINE 8—Sound and Spell Sort

Phonics: Word Analysis

MATERIALS

- Teacher and Student Letter Cards: *a, t, m, f, p, i, n*
- Blackline Master 2

WORD BANK

words with <i>an</i> : man, fan, pan
words with <i>in</i> : tin, fin, pin

REMINDER

Students first spell *man* and *tin* with the Letter Cards and then write the words. Call out remaining words in random order.

Benchmark Instruction

Use ROUTINE 1—What Word?

Phonemic Awareness: Blending Phonemes

MATERIALS

- Airport Poster Scene

WORD BANK

doll, /d/ /o→/ /l→/
socks, /s→/ /o→/ /k/ /s→/
jet, /j/ /e→/ /t/
smile, /s→/ /m→/ /ī→/ /l→/

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 8—Sound and Spell Sort

Phonics: Word Analysis

MATERIALS

- Teacher and Student Letter Cards: *a, t, s, f, p, i, n*
- Blackline Master 2

WORD BANK

words with <i>a</i> : sat, fans, fast
words with <i>i</i> : pin, sits, spin

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

Use ROUTINE 15—Read the Sentences Whole Group/
Partner Practice

MATERIAL

- Partner Practice Book page 12

CLOSURE

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

STUDENTS: *nest*

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

STUDENTS: /n→/

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

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

Differentiated Instruction



Intensive Intervention and Strategic Instruction

Use ROUTINE 1—What Word?

Phonemic Awareness: Blending Phonemes

MATERIALS

- Airport Poster Scene

WORD BANK	
book, /b/ /oo/ /k/	fly, /f/ /l/ /ī/
bags, /b/ /a/ /g/ /z/	child, /ch/ /ī/ /l/ /d/

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

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.)

TEACHER TIP

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

Use ROUTINE 4—New Sound

Phonics: Introducing New Sound

MATERIALS

- Teacher Key Word Cards: *d/dog* and all cards for review

WORD BANK		
sad	dad	did
and	sand	

- Teacher and Student Letter Cards: *a, s, i, n, d, d*

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 9

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 9

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

Use ROUTINE 15—Read the Sentences Whole Group/
Partner Practice

MATERIAL

- Partner Practice Book page 13

CLOSURE

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

STUDENTS: *dog*

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

STUDENTS: /d/

TEACHER: Model reading a word with *d* from the Chart.

LESSON
15

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, i, n, d*
- Blackline Master 2

WORD BANK

words ending in <i>s</i> : fins, mats, fits
words <i>not</i> ending in <i>s</i> : pan, sad, dip

REMINDER

Students first spell *fins* and *pan* with the Letter Cards and then write the words. Call out remaining words.

Whole Group/Partner Practice



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**

Use ROUTINE 15—Read the Sentences **Whole Group/ Partner Practice**

Use ROUTINE 14—Build Sentences **Partner Practice**

MATERIALS

- Partner Practice Book page 13
- Chart 9
- Teacher and Student Look and Say Word Cards: *cat, my, see, the, a, I, on, happy, is*
- Teacher and Student Sound and Say Word Cards: *at, am, mat, Sam, sat, fat, fast, mats, map*
- Blackline Master 1

SENTENCE BANK		
Possible Sentences		
I am happy.	I see the fat cat.	My cat is fast.
My cat is happy.	I see Sam.	I see a fast cat.

CLOSURE

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

STUDENTS: Izzy saw an insect.

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

STUDENTS: /i ➔/

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