

Skills Block Focus Sheet for Lessons 16–20

Photocopy this sheet each week for each group.

DATE: _____ CLASS: _____

	Lesson 16	Lesson 17	Lesson 18	Lesson 19	Lesson 20
Differentiated Instruction/Small Groups 2 Groups—10 Minutes Each	Intensive Intervention and Strategic Instruction 9—NEW LOOK AND SAY WORDS High-Frequency Words: <i>they, has, were</i>	Intensive Intervention and Strategic Instruction 3—SAY THE NAMES Letter Names (Sets 1–3)	Intensive Intervention 4—NEW SOUND <i>Ll, /l/ ➔ / (leaf)</i>	Intensive Intervention and Strategic Instruction 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>Rr, /r/ ➔ / (rake)</i>	8—SOUND AND SPELL SORT Word Analysis
		4—NEW SOUND <i>Oo, /o/ ➔ / (octopus)</i>	8—SOUND AND SPELL SORT Word Analysis	7—SOUND AND SAY WORDS Word Analysis	
7—SOUND AND SAY WORDS Word Analysis		Benchmark Instruction	10—LOOK AND SAY WORDS High-Frequency Words Cumulative Review		
	10—LOOK AND SAY WORDS High-Frequency Words Cumulative Review	1—WHAT WORD? Blending Phonemes	2—SAY IT SLOWLY Segmenting Words		
		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

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

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							
	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, o, r</i>), Set 3 (<i>h, e, b, u, g, c</i>), Set 4 (<i>j, k, w</i>) in random order	3—SAY THE NAMES	Practice							
	Say the most common sound for featured letters <i>o /o/ ➔ /, /l/ ➔ /, /r/ ➔ /</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	Mastery							
	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>they, has, were</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					

OBJECTIVES: Pronounce the words *they, has, were*; 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: *they, has, were, have, of, been, to, said, from*

REMINDER Students look at the word when you hold up the card and say the word in unison when you tap it.

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 sentences on the Blackline Master as time allows.

REMINDER Scaffold by mixing up words from a simple sentence. Ask students to build the sentence by putting the words in order.

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, i, n, d*
- Blackline Master 2

WORD BANK

words with <i>at</i> : mat, sat, fat
words with <i>it</i> : sit, fit, pit

REMINDER Provide scaffolding by repeating the featured word followed by the current word, emphasizing the sounds they share.

CLOSURE

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

STUDENTS: *they, has, were*

OBJECTIVES: Say the short vowel sound for Oo, /o→/; Cumulative Review

Differentiated Instruction



Intensive Intervention and Strategic Instruction

Use ROUTINE 3—Say the Names

Letter Recognition: Letter Names Cumulative Review

MATERIAL

- Chart 10

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	
hats, /h/ /a→/ /t/ /s→/	eat, /ē→/ /t/
cup, /k/ /u→/ /p/	blue, /b/ /l→/ /ū→/

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 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:

WORD BANK				
mop	on	pot	not	nod
- Teacher and Student Letter Cards: *t, m, p, n, d, o*

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

REMINDER The Sound Sentence for Oo is *Oscar saw an octopus.*

Use ROUTINE 7—Sound and Say Words

Phonics: Word Analysis

MATERIAL

- Chart 10

Use ROUTINE 10—Look and Say Words

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

MATERIAL

- Chart 10

MATERIAL

- Partner Practice Book page 14

CLOSURE

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

STUDENTS: Oscar saw an octopus.

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

STUDENTS: /o→/

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

OBJECTIVES: Say the sound for /l/, /l/; Cumulative Review

Differentiated Instruction



Intensive Intervention

Use ROUTINE 4—New Sound

Phonics: Introducing New Sound

MATERIALS

- Teacher Key Word Cards: /leaf and all cards for review
- Teacher and Student Letter Cards: a, t, m, s, p, i, n, d, o, l

WORD BANK

lip	land
last	lot

Use ROUTINE 7—Sound and Say Words

Phonics: Word Analysis

MATERIAL

- Chart 11

Use ROUTINE 10—Look and Say Words

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

MATERIAL

- Chart 11

Use ROUTINE 8—Sound and Spell Sort

Phonics: Word Analysis

MATERIALS

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

WORD BANK

words with ad: pad, sad, dad
words with ip: tip, sip, dip

Benchmark Instruction

Use ROUTINE 1—What Word?

Phonemic Awareness: Blending Phonemes

MATERIALS

- Airport Poster Scene

WORD BANK

blue /b/ /l/ /u/
smile /s/ /m/ /i/ /l/
friend /f/ /r/ /e/ /n/ /d/
brown /b/ /r/ /ow/ /n/

Use ROUTINE 2—Say It Slowly

Phonemic Awareness: Segmenting Words Into Phonemes

MATERIALS

- Airport Poster Scene
- Word Bank (See *What Word?* above.)



After you say each word, students say the phonemes one phoneme at a time.

Use ROUTINE 8—Sound and Spell Sort

Phonics: Word Analysis

MATERIALS

- Teacher and Student Letter Cards: t, s, p, i, n, d, o, l
- Blackline Master 2

WORD BANK

words with o: stop, lots, pots
words with i: did, pins, spin

TEACHER TIP

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

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 15

CLOSURE

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

STUDENTS: leaf

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

STUDENTS: /l/

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

OBJECTIVES: Say the sound for Rr, /r➡/; Cumulative Review

Differentiated Instruction



Intensive Intervention and Strategic Instruction

Use ROUTINE 1—What Word?

Phonemic Awareness: Blending Phonemes

MATERIALS

- Airport
Poster Scene

WORD BANK

tie, /t/ /ī➡/	wait, /w➡/ /ā➡/ /t/
gift, /g/ /i➡/ /f➡/ /t/	plane, /p/ /l➡/ /ā➡/ /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.)

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

Use ROUTINE 4—New Sound

Phonics: Introducing New Sound

MATERIALS

- Teacher Key Word Cards: r/rake and all cards for review
- Teacher and Student Letter Cards: a, m, p, i, n, r, t

WORD BANK

ran	rip
rat	ramp

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 12

REMINDER If students say an incorrect sound, review the Key Word for that sound.

Use ROUTINE 10—Look and Say Words

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

MATERIAL

- Chart 12

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 16

CLOSURE

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

STUDENTS: rake

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

STUDENTS: /r➡/

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

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, d, l, n, r, o, t, p, s*
- Word Bank
- Blackline Master 2

WORD BANK

words with <i>a</i> : land, ran, dad
words with <i>o</i> : dots, pond, nod

TEACHER TIP
You may prefer for students to skip spelling words with Letter Cards and simply write them.

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 16
- Chart 12
- 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 *o* in them. Let's say the Sound Sentence for *o* together.

STUDENTS: Oscar saw an octopus.

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

STUDENTS: /o/

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