

# Skills Block Focus Sheet for Lessons 21–25

Photocopy this sheet each week for each group.

DATE: \_\_\_\_\_ CLASS: \_\_\_\_\_

		Lesson 21	Lesson 22	Lesson 23	Lesson 24	Lesson 25
Differentiated Instruction/Small Groups	2 Groups—10 Minutes Each	<b>Intensive Intervention and Strategic Instruction</b>	<b>Intensive Intervention and Strategic Instruction</b>	<b>Intensive Intervention</b>	<b>Intensive Intervention and Strategic Instruction</b>	<b>Intensive Intervention or Strategic Instruction</b>
		<b>9—NEW LOOK AND SAY WORDS</b> High-Frequency Words: <i>does, any, there</i>	<b>3—SAY THE NAMES</b> Letter Names (Sets 1–3)	<b>4—NEW SOUND</b> <i>Ee, /e/ ➔ /</i> (elephant)	<b>1—WHAT WORD?</b> Blending Phonemes	Routines and activities as needed
		<b>14—BUILD SENTENCES</b> Application	<b>1—WHAT WORD?</b> Blending Phonemes	<b>7—SOUND AND SAY WORDS</b> Word Analysis	<b>2—SAY IT SLOWLY</b> Segmenting Words	<b>Benchmark Instruction</b>
		<b>8—SOUND AND SPELL SORT</b> Word Analysis	<b>2—SAY IT SLOWLY</b> Segmenting Words	<b>10—LOOK AND SAY WORDS</b> High-Frequency Words Cumulative Review	<b>4—NEW SOUND</b> <i>Bb, /b/</i> (bell)	<b>8—SOUND AND SPELL SORT</b> Word Analysis
			<b>4—NEW SOUND</b> <i>Hh, /h/</i> (hose)	<b>11—READ THE GROUPS</b> Structural Analysis	<b>7—SOUND AND SAY WORDS</b> Word Analysis	
			<b>7—SOUND AND SAY WORDS</b> Word Analysis	<b>8—SOUND AND SPELL SORT</b> Word Analysis	<b>10—LOOK AND SAY WORDS</b> High-Frequency Words Cumulative Review	
			<b>10—LOOK AND SAY WORDS</b> High-Frequency Words Cumulative Review	<b>Benchmark Instruction</b>	<b>11—READ THE GROUPS</b> Structural Analysis	
		<b>11—READ THE GROUPS</b> Structural Analysis	<b>1—WHAT WORD?</b> Blending Phonemes	<b>2—SAY IT SLOWLY</b> Segmenting Words	<b>8—SOUND AND SPELL SORT</b> Word Analysis	Routines and activities as needed
		<b>2—SAY IT SLOWLY</b> Segmenting Words	<b>8—SOUND AND SPELL SORT</b> Word Analysis	Routines and activities as needed		
		<b>9—NEW LOOK AND SAY WORDS</b>	<b>4—NEW SOUND</b>	<b>4—NEW SOUND</b>	<b>4—NEW SOUND</b>	<b>7—SOUND AND SAY WORDS</b>
<b>14—BUILD SENTENCES</b>	<b>7—SOUND AND SAY WORDS</b>	<b>7—SOUND AND SAY WORDS</b>	<b>7—SOUND AND SAY WORDS</b>	<b>10—LOOK AND SAY WORDS</b>		
	<b>10—LOOK AND SAY WORDS</b>	<b>10—LOOK AND SAY WORDS</b>	<b>10—LOOK AND SAY WORDS</b>	<b>11—READ THE GROUPS</b>		
	<b>11—READ THE GROUPS</b>	<b>11—READ THE GROUPS</b>	<b>11—READ THE GROUPS</b>	<b>13—READ CAREFULLY</b>		
	<b>13—READ CAREFULLY</b>	<b>13—READ CAREFULLY</b>	<b>13—READ CAREFULLY</b>	<b>15—READ THE SENTENCES</b>		
	<b>15—READ THE SENTENCES</b>	<b>15—READ THE SENTENCES</b>	<b>15—READ THE SENTENCES</b>	<b>14—BUILD SENTENCES</b>		

## 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	<b>1—WHAT WORD?</b>	Practice							
	Orally segment words with 2–4 phonemes into individual phonemes	<b>2—SAY IT SLOWLY</b>	Practice							
	Fluently say the names of printed letters in random order	<b>3—SAY THE NAMES</b>	Mastery							
	Say the most common sound for featured letters <i>h/h/, e/e/ ➔ /, b/b/</i>	<b>4—NEW SOUND</b>	Introduce							
	Pronounce short vowel words in which each letter represents its most common sound, including VC/CVC/CVCC patterns and beginning with continuous sounds	<b>7—SOUND AND SAY WORDS</b>	Practice							
	Demonstrate understanding of letter-sound correspondence by writing words with taught letter sounds and patterns	<b>8—SOUND AND SPELL SORT</b>	Practice							
	Pronounce featured sight words <i>does, any, there</i>	<b>9—NEW LOOK AND SAY WORDS</b>	Introduce							
	Fluently pronounce taught sight words	<b>10—LOOK AND SAY WORDS</b>	Practice							
	Pronounce words formed by combining words made up of taught patterns and <i>s</i>	<b>11—READ THE GROUPS</b>	Introduce							
	Pronounce words made up of taught spelling patterns and syllable types	<b>13—READ CAREFULLY</b>	Practice							
	Put words together to make phrases or sentences using word cards with taught patterns and syllable types	<b>14—BUILD SENTENCES</b>	Introduce							
	Read sentences with taught sight words and word patterns	<b>15—READ THE SENTENCES</b>	Practice							

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

LESSON  
**21**

**Look and Say Words: *does, any, there***

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

**REMINDER** Provide scaffolding by mixing up and flashing the new words. Then mix in the review words and flash all words.

**Use ROUTINE 14—Build Sentences**

**Word Recognition: Application**

**MATERIALS**

- Teacher and Student Look and Say Word Cards: *to, likes, the, cat, is, I, look, my, happy*
- Teacher and Student Sound and Say Word Cards: *ran, lost, on, in, Tom, lamp, sand, nap, at*
- Blackline Master 1

SENTENCE BANK
Possible Sentences
Look at the lamp.
I lost my cat.
Tom likes to nap.
The cat is in sand.
Tom ran in the sand.

**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: *t, p, i, n, d, o, l, r*
- Blackline Master 2

WORD BANK
words with <i>ot</i> : pot, lot, not
words with <i>id</i> : did, lid, rid

**REMINDER** Students use Letter Cards to build each word and then write it on the Blackline Master in the appropriate column.

**CLOSURE**

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

**STUDENTS:** *does, any, there*

**OBJECTIVES:** Pronounce words with simple suffixes; say the sound for *Hh*, /h/; Cumulative Review



**Differentiated Instruction**

**Intensive Intervention and Strategic Instruction**

**Use ROUTINE 3—Say the Names**

**Letter Recognition: Letter Names Cumulative Review**

**MATERIAL**

- Chart 13

**Use ROUTINE 1—What Word?**

**Phonemic Awareness: Blending Phonemes**

**MATERIALS**

- Airport Poster Scene

WORD BANK		
shoes, /sh→/ /oo/ /z/	tie, /t/ /ī→/	
game, /g/ /ā→/ /m→/	map, /m→/ /a→/ /p/	

**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.)

**REMINDER** After you say each word, students say the phonemes 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 11—Read the Groups** Whole Group

**Use ROUTINE 13—Read Carefully** Partner Practice

**Use ROUTINE 15—Read the Sentences** Partner Practice

**Use ROUTINE 4—New Sound**

**Phonics: Introducing New Sound**

**MATERIALS**

- Teacher Key Word Cards: *h/hose* and all cards for review
- Letter Cards: *t, m, p, i, d, o, h, a*

WORD BANK	
hot	ham
hid	hop

**Use ROUTINE 7—Sound and Say Words**

**Phonics: Word Analysis**

**MATERIAL**

- Chart 13

**Use ROUTINE 10—Look and Say Words**

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

**MATERIAL**

- Chart 13

**Use ROUTINE 11—Read the Groups**

**Word Recognition: Structural Analysis**

**MATERIAL**

- Chart 13

**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 17

**CLOSURE**

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

**STUDENTS:** *hose*

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

**STUDENTS:** /h/

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

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

**Differentiated Instruction**



**Intensive Intervention**

**Use ROUTINE 4—New Sound**

**Phonics: Introducing New Sound**

**MATERIALS**

- Teacher Key Word Cards: *e/elephant* and all cards for review
- Letter Cards: *t, f, p, n, d, l, r, e*

WORD BANK	
pet	red
net	left

**Use ROUTINE 7—Sound and Say Words**

**Phonics: Word Analysis**

**MATERIAL**

- Chart 14

**Use ROUTINE 10—Look and Say Words**

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

**MATERIAL**

- Chart 14

**Use ROUTINE 11—Read the Groups**

**Word Recognition: Structural Analysis**

**MATERIAL**

- Chart 14

**Use ROUTINE 8—Sound and Spell Sort**

**Phonics: Word Analysis**

**MATERIALS**

- Teacher and Student Letter Cards: *r, e, s, t, h, l, p, a, n, d, t*
- Blackline Master 2

WORD BANK
words with <i>e</i> : rest, test, help
words with <i>a</i> : past, sand, hand

**Benchmark Instruction**

**Use ROUTINE 1—What Word?**

**Phonemic Awareness: Blending Phonemes**

**MATERIALS**

- Airport Poster Scene

WORD BANK
screen, /s→/ /k/ /r→/ /ē→/ /n→/
socks, /s→/ /o→/ /k/ /s→/
bags, /b/ /a→/ /g/ /z→/
gift, /g/ /i→/ /f→/ /t/

**Use ROUTINE 2—Say It Slowly**

**Phonemic Awareness: Segmenting Words Into Phonemes**

**MATERIALS**

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

**Use ROUTINE 8—Sound and Spell Sort**

**Phonics: Word Analysis**

**MATERIALS**

- Teacher and Student Letter Cards: *s, s, f, p, i, d, d, l, r, h, e, t*
- Blackline Master 2

WORD BANK
words with <i>e</i> : step rest, help
words with <i>i</i> : hid, did, sits

**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 11—Read the Groups** Whole Group

**Use ROUTINE 13—Read Carefully** Partner Practice

**Use ROUTINE 15—Read the Sentences** Partner Practice

**MATERIAL**

- Partner Practice Book page 18

**CLOSURE**

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

**STUDENTS:** *Ed saw an elephant.*

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

**STUDENTS:** /e→/

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

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

**Differentiated Instruction**



**Intensive Intervention and Strategic Instruction**

**Use ROUTINE 1—What Word?**

**Phonemic Awareness: Blending Phonemes**

**MATERIALS**

- Airport Poster Scene

WORD BANK
brown, /b/ /r/ /ow/ /n/
smile, /s/ /m/ /ī/ /l/
clock, /k/ /o/ /k/
plane, /p/ /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.)

**Use ROUTINE 4—New Sound**

**Phonics: Introducing New Sound**

**MATERIALS**

- Teacher Key Word Cards: *b/bell* and all cards for review
- Teacher and Student Letter Cards: *a, t, s, n, d, e, b*

WORD BANK	
bad	best
bat	band

**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 11—Read the Groups** Whole Group

**Use ROUTINE 13—Read Carefully** Partner Practice

**Use ROUTINE 15—Read the Sentences** Partner Practice

**Use ROUTINE 7—Sound and Say Words**

**Phonics: Word Analysis**

**MATERIAL**

- Chart 15

**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 15

**Use ROUTINE 11—Read the Groups**

**Word Recognition: Structural Analysis**

**MATERIAL**

- Chart 15

**REMINDER** Provide corrective feedback by saying the correct word and then repeating the row.

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

**MATERIAL**

- Partner Practice Book page 19

**CLOSURE**

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

**STUDENTS:** *bat*

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

**STUDENTS:** /b/

**TEACHER:** (Model reading a word with *b* 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, t, m, s, f, p, n, d, l, e, b*
- Blackline Master 2

**WORD BANK**

words with <i>e</i> : step, left, best
words with <i>a</i> : band, stamp, stand

**TEACHER TIP**

Challenge students by asking them to write all of the words first and then decide how to sort 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 11—Read the Groups **Whole Group**

Use ROUTINE 13—Read Carefully **Partner Practice**

Use ROUTINE 15—Read the Sentences **Partner Practice**

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

**SENTENCE BANK**

**Possible Sentences**

Look at the lamp.
I lost my cat.
Tom likes to nap.
The cat is in sand.
Tom ran in the sand.

**MATERIALS**

- Partner Practice Book page 19
- Chart 15
- Teacher and Student Look and Say Word Cards: *to, likes, the, cat, is, I, look, my, happy*
- Teacher and Student Sound and Say Word Cards: *ran, lost, on, in, Tom, lamp, sand, nap, at*
- Blackline Master 1

## CLOSURE

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

**STUDENTS:** *Ed saw an elephant.*

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

**STUDENTS:** /e/

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