

Skills Block Focus Sheet for Lessons 26–30

Photocopy this sheet each week for each group.

DATE: _____ CLASS: _____

		Lesson 26	Lesson 27	Lesson 28	Lesson 29	Lesson 30
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>was, who, good</i>	3—SAY THE NAMES Letter Names (Sets 1–3)	4—NEW SOUND <i>Gg, /g/ (goat)</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>Cc, _ck, /k/ (cat, clock)</i>	8—SOUND AND SPELL SORT Word Analysis
			4—NEW SOUND <i>Uu, /u→/ (umbrella)</i>	11—READ THE GROUPS Structural Analysis	7—SOUND AND SAY WORDS Word Analysis	Routines and activities as needed
			7—SOUND AND SAY WORDS Word Analysis	8—SOUND AND SPELL SORT Word Analysis	10—LOOK AND SAY WORDS High-Frequency Words Cumulative Review	
			10—LOOK AND SAY WORDS High-Frequency Words Cumulative Review	Benchmark Instruction	11—READ THE GROUPS Structural Analysis	
			11—READ THE GROUPS Structural Analysis	1—WHAT WORD? Blending Phonemes		
				2—SAY IT SLOWLY Segmenting Words		
				8—SOUND AND SPELL SORT Word Analysis		
		Routines and activities as needed				
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	11—READ THE GROUPS
			11—READ THE GROUPS	11—READ THE GROUPS	11—READ THE GROUPS	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"/>	Students' Names						
Differentiated Instruction—Small Groups: Assessment	Objective	Routine	Skill Level								
	Orally blend 2–4 phonemes into a word	1—WHAT WORD?	Mastery								
	Orally segment words with 2–4 phonemes into individual phonemes	2—SAY IT SLOWLY	Mastery								
	Fluently say the names of printed letters in random order	3—SAY THE NAMES	Mastery								
	Say the most common sound for featured letters <i>u /u→/, g /g/, c and ck /k/</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>was, who, good</i>	9—NEW LOOK AND SAY WORDS	Introduce								
	Fluently pronounce taught sight words	10—LOOK AND SAY WORDS	Mastery								
	Pronounce words formed by combining words made up of taught patterns and s	11—READ THE GROUPS	Mastery								
	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	Mastery								
	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 *was, who, good*; Cumulative Review

Differentiated Instruction



Intensive Intervention and Strategic Instruction

Use ROUTINE 9—New Look and Say Words

Word Recognition: Introducing High-Frequency Words

- Teacher and Student Look and Say Word Cards: *was, who, good, does, any, there, they, has, were*

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

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

Use ROUTINE 8—Sound and Spell Sort

Phonics: Word Analysis

MATERIALS

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

WORD BANK

words with <i>e</i> : bed, bet, red
words with <i>i</i> : rib, him, lip

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

Whole Group/Partner Practice



Use ROUTINE 9—New Look and Say Words

Whole Group/Partner Practice

Use ROUTINE 14—Build Sentences Partner Practice

CLOSURE

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

STUDENTS: *was, who, good*

OBJECTIVES: Say the short vowel sound for Uu, /u→/; Cumulative Review

Differentiated Instruction



Intensive Intervention and Strategic Instruction

Use ROUTINE 3—Say the Names

Letter Recognition: Letter Names Cumulative Review

MATERIAL

- Chart 16

Use ROUTINE 1—What Word?

Phonemic Awareness: Blending Phonemes

MATERIALS

- Airport Poster Scene

WORD BANK
green, /g/ /r→/ /ē→/ /n→/
neck, /n→/ /e→/ /k/
jet, /j/ /e→/ /t/
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.)

Use ROUTINE 4—New Sound

Phonics: Introducing New Sound

MATERIALS

- Teacher Key Word Cards: *u/umbrella* and all cards for review
- Letter Cards: *t, s, f, p, n, d, r, u*
- Chart 16

WORD BANK	
up	dust
sun	fun

REMINDER The Sound Sentence for Uu is *Uncle Umberto saw an umbrella.*

Use ROUTINE 7—Sound and Say Words

Phonics: Word Analysis

MATERIAL

- Chart 16

Use ROUTINE 10—Look and Say Words

Word Recognition: High-Frequency Words Cumulative Review

MATERIAL

- Chart 16

Use ROUTINE 11—Read the Groups

Word Recognition: Structural Analysis

MATERIAL

- Chart 16

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

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 20

CLOSURE

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

STUDENTS: *Uncle Umberto saw an umbrella.*

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

STUDENTS: /u→/

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

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

Differentiated Instruction



Intensive Intervention

Use ROUTINE 4—New Sound

Phonics: Introducing New Sound

MATERIALS

- Teacher Key Word Cards: *g/goat* and all cards for review
- Letter Cards: *p, i, l, r, h, e, b, u, g*

WORD BANK

bug	leg
pig	rug
hug	

Use ROUTINE 7—Sound and Say Words

Phonics: Word Analysis

MATERIAL

- Chart 17

Use ROUTINE 10—Look and Say Words

Word Recognition: High-Frequency Words
Cumulative Review

MATERIAL

- Chart 17

Use ROUTINE 11—Read the Groups

Word Recognition: Structural Analysis

MATERIAL

- Chart 17

Use ROUTINE 8—Sound and Spell Sort

Phonics: Word Analysis

MATERIALS

- Teacher and Student Letter Cards: *m, f, i, d, b, u, g*
- Blackline Master 2

WORD BANK

words with <i>ug</i> : bug, dug, mug
words with <i>ig</i> : big, dig, fig

Benchmark Instruction

Use ROUTINE 1—What Word?

Phonemic Awareness: Blending Phonemes

MATERIALS

- Airport Poster Scene

WORD BANK

screen, /s/ /k/ /r/ /ē/ /n/
brown, /b/ /r/ /ow/ /n/
shoes, /sh/ /ō/ /z/
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 ROUTINE 8—Sound and Spell Sort

Phonics: Word Analysis

MATERIALS

- Teacher and Student Letter Cards: *a, t, s, r, b, u, g*
- Blackline Master 2

WORD BANK

words with <i>a</i> : grab, bags, brag
words with <i>u</i> : bugs, tub, rust

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 21

CLOSURE

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

STUDENTS: *goat*

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

STUDENTS: /g/

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

OBJECTIVES: Say the sound for Cc, _ck, /k/; Cumulative Review

Differentiated Instruction



Intensive Intervention and Strategic Instruction

Use ROUTINE 1—What Word?

Phonemic Awareness: Blending Phonemes

MATERIALS

- Airport Poster Scene

WORD BANK

phone, /f/ /ō/ /n/
game, /g/ /ā/ /m/
food, /f/ /ō/ /d/
up, /u/ /p/

REMINDER Provide corrective feedback as soon as an error occurs.

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

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

MATERIALS

- Teacher Key Word Cards: c/cat, _ck/clock and all cards for review
- Teacher and Student Letter Cards: a, m, p, n, b, c, k

WORD BANK

can	back
camp	pack

Use ROUTINE 7—Sound and Say Words

Phonics: Word Analysis

MATERIAL

- Chart 18

REMINDER After correcting an error, repeat the line.

Use ROUTINE 10—Look and Say Words

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

MATERIAL

- Chart 18

Use ROUTINE 11—Read the Groups

Word Recognition: Structural Analysis

MATERIAL

- Chart 18

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

MATERIAL

- Partner Practice Book page 22

CLOSURE

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

STUDENTS: cat

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

STUDENTS: /k/

TEACHER: (Model reading a word with c 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, p, i, o, l, u, c, k*
- Blackline Master 2

WORD BANK

words beginning with *c*: caps, cup, camp
words ending in *_ck*: stuck, stick, lock

TEACHER TIP

Point out that /k/ at the end of many words is spelled *_ck*. Words with a short vowel followed by /k/ are spelled with *_ck*.

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 22
- Chart 18
- 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 *u* in them. Let's say the Sound Sentence for *u* together.

STUDENTS: Uncle Umberto saw an umbrella.

TEACHER: Say the sound. (Point to letter *u* on chart.)

STUDENTS: /u/

TEACHER: (Model reading a word with *u* from the chart.)