

# Skills Block Focus Sheet for Lessons 6–10

Photocopy this sheet each week for each group.

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

		Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
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>1—WHAT WORD?</b> Blending Phonemes	<b>3—SAY THE NAMES</b> Letter Names (Set 1)	<b>1—WHAT WORD?</b> Blending Phonemes	<b>1—WHAT WORD?</b> Blending Phonemes	Routines and activities as needed
		<b>2—SAY IT SLOWLY</b> Segmenting Words	<b>1—WHAT WORD?</b> Blending Phonemes	<b>2—SAY IT SLOWLY</b> Segmenting Words	<b>2—SAY IT SLOWLY</b> Segmenting Words	<b>Benchmark Instruction</b>
		<b>9—NEW LOOK AND SAY WORDS</b> High-Frequency Words: <i>to, said, from</i>	<b>2—SAY IT SLOWLY</b> Segmenting Words	<b>4—NEW SOUND</b> <i>Ff, /f/ (fish)</i>	<b>4—NEW SOUND</b> <i>Pp, /p/ (pan)</i>	<b>8—SOUND AND SPELL SORT</b> Word Analysis
Whole Group/ Partner Practice	10 Minutes	<b>1—WHAT WORD?</b>	<b>4—NEW SOUND</b>	<b>4—NEW SOUND</b>	<b>4—NEW SOUND</b>	<b>1—WHAT WORD?</b>
		<b>2—SAY IT SLOWLY</b>	<b>7—SOUND AND SAY WORDS</b>	<b>7—SOUND AND SAY WORDS</b>	<b>7—SOUND AND SAY WORDS</b>	<b>2—SAY IT SLOWLY</b>
		<b>9—NEW 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>7—SOUND AND SAY WORDS</b>
			<b>13—READ CAREFULLY</b>	<b>13—READ CAREFULLY</b>	<b>13—READ CAREFULLY</b>	<b>10—LOOK AND SAY WORDS</b>
			<b>15—READ THE SENTENCES</b>	<b>15—READ THE SENTENCES</b>	<b>15—READ THE SENTENCES</b>	<b>13—READ CAREFULLY</b>
				<b>Benchmark Instruction</b>		<b>15—READ THE SENTENCES</b>
			<b>10—LOOK AND SAY WORDS</b> High-Frequency Words Cumulative Review	<b>8—SOUND AND SPELL SORT</b> Word Analysis Routines and activities as needed		

## 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	<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 Set 1 ( <i>a, t, m, s, f, p</i> ), Set 2 ( <i>i, n, d, o, l, r</i> ) in random order	<b>3—SAY THE NAMES</b>	Practice						
	Say the most common sound for featured letters <i>s/s/</i> , <i>f/f</i> , <i>p/p</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>to, said, from</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 made up of taught spelling patterns and syllable types	<b>13—READ CAREFULLY</b>	Practice						
Read sentences with taught sight words and word patterns	<b>15—READ THE SENTENCES</b>	Practice							

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

Look and Say Words: *to, said, from*

**OBJECTIVES:** Pronounce the words *to, said, and from*; Cumulative Review

## Differentiated Instruction



## Intensive Intervention and Strategic Instruction

## Use ROUTINE 1—What Word?

Phonemic Awareness: Blending Phonemes

## MATERIALS

- Airport Poster Scene

## WORD BANK

cup /k/ /u/ /p/
book, /b/ /oo/ /k/
green, /g/ /r/ /ē/ /n/
eat, /ē/ /t/

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

## TEACHER TIP

You may help students by saying, *Make the sounds touch each other*, or *Do not stop between sounds*.

## TEACHER TIP

If students have difficulty blending, model using short words that begin with continuous sounds. For example, *ship, /sh/ ip; fan, /f/ an*.

## 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 9—New Look and Say words

Word Recognition: Introducing High-Frequency Words

## MATERIALS

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

**REMINDER** Students look at the word when you hold up the card and say the word when you tap it. If students make an error, repeat the word and tap it until students say the word correctly. Mix up the cards and repeat.

## 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:** *to, said, from*

**OBJECTIVES:** Say the sound for Ss, /s→/; Cumulative Review

### Differentiated Instruction



#### Intensive Intervention and Strategic Instruction

### Use ROUTINE 3—Say the Names

Letter Recognition: Letter Names Cumulative Review

#### MATERIAL

- Chart 4

**REMINDER** Students say the name in unison 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

gift, /g/ /i→/ /f→/ /t/

map, /m→/ /a→/ /p/

clock, /k/ /l→/ /o→/ /k/

child, /ch/ /ī→/ /l→/ /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 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 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

#### WORD BANK

- Teacher Key Word Cards: 

at	sat	mat
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s/socks and all cards for review
- Teacher and student Letter Cards: a, t, m, s

**REMINDER** Use the Key Word Card to model the new sound. Have students practice all previously taught Key Words. Then students build words with Letter Cards.

### Use ROUTINE 7—Sound and Say Words

Phonics: Word Analysis

#### MATERIAL

- Chart 4

### Use ROUTINE 10—Look and Say Words

Word Recognition: High-Frequency Words  
Cumulative Review

#### MATERIAL

- Chart 4

#### MATERIAL

- Partner Practice Book page 8

### CLOSURE

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

**STUDENTS:** socks

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

**STUDENTS:** /s→/

**TEACHER:** (Model reading *Sam* or *sat* from the Chart.)

OBJECTIVES: Say the sound for Ff, /f➔/; Cumulative Review

## Differentiated Instruction



## Intensive Intervention

## Use ROUTINE 1—What Word?

Phonemic Awareness: Blending Phonemes

## MATERIALS

- Airport Poster Scene

## WORD BANK

fly, /f➔/ /l➔/ /ī➔/

jet, /j/ /e➔/ /t/

sign, /s➔/ /ī➔/ /n➔/

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. Use words in a different order.)

## Use ROUTINE 4—New Sound

Phonics: Introducing New Sound

## MATERIALS

- Teacher Key Word Cards: *fish* and all cards for review
- Teacher and Student Letter Cards: *a, t, s, f*

## WORD BANK

at

fat

fast

## Use ROUTINE 7—Sound and Say Words

Phonics: Word Analysis

## MATERIAL

- Chart 5

REMINDER

If students do not say the correct word, scaffold the blending process by saying the word slowly, one sound at a time. Stretch and connect the sounds.

## Use ROUTINE 10—Look and Say Words

Word Recognition: High-Frequency Words  
Cumulative Review

## MATERIAL

- Chart 5

## 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

sat

pat

past

tap

mat

fast

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 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 9

## CLOSURE

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

**STUDENTS:** *fish*

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

**STUDENTS:** /f➔/

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

**OBJECTIVES:** Say the sound for Pp, /p/; 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/	sky, /s→/ /k/ /ī→/
food, /f→/ /oo→/ /d/	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.)

##### TEACHER TIP

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

#### 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

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

##### MATERIALS

- Teacher Key Word Cards: map pat tap  
*p/pan* and all cards for review
- Teacher and Student Letter Cards: *a, t, m, p*
- Chart 6

##### WORD BANK

map	pat	tap
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##### REMINDER

Provide corrective feedback by modeling the correct sound. As students build each word, say the word slowly, emphasizing each sound.

#### Use ROUTINE 7—Sound and Say Words

Phonics: Word Analysis

##### MATERIAL

- Chart 6

##### REMINDER

Stop and correct any errors, modeling as needed. Then repeat the row.

#### Use ROUTINE 10—Look and Say Words

Word Recognition: High-Frequency Words  
Cumulative Review

##### MATERIAL

- Chart 6

##### REMINDER

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

##### MATERIAL

- Partner Practice Book page 10

### CLOSURE

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

**STUDENTS:** pan

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

**STUDENTS:** /p/

**TEACHER:** (Model reading *map* 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*

**WORD BANK**

am	fast	pat
past	taps	maps

**TEACHER TIP**

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

**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	
wait, /w➡/ /ā➡/ /t/	plane, /p/, /l➡/ /ā➡/ /n➡/
green, /g/ /r➡/ /ē➡/ /n➡/	up, /u➡/ /p/

**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

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

**MATERIALS**

- Partner Practice Book page 10
- Airport Poster Scene
- Chart 6

**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 letter a on the Chart.)*

**STUDENTS:** /a➡/

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