

Skills Block Focus Sheet for Lessons 1–5

Photocopy this sheet each week for each group.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Small Group Instruction/Partner Practice 15 – 20 Minutes Per Group	1—WHAT WORD? Blending Phonemes	1—WHAT WORD? Blending Phonemes	1—WHAT WORD? Blending Phonemes	1—WHAT WORD? Blending Phonemes	1—WHAT WORD? Blending Phonemes
	2—SAY IT SLOWLY Segmenting Words	2—SAY IT SLOWLY Segmenting Words	2—SAY IT SLOWLY Segmenting Words	2—SAY IT SLOWLY Segmenting Words	2—SAY IT SLOWLY Segmenting Words
	3—NEW SOUND a, /a ➔/ (apple) Optional sound review: f, /f ➔/ (fish); m, /m ➔/ (moon); p, /p/ (pan); s, /s ➔/ (socks); t, /t / (toes)		3—NEW SOUND i, /i ➔/ (insect) Optional sound review: c, ___ck /k/ (cat, clock) d, /d/ (dog) n, /n ➔/ (nest)		
	5—WRITE, SOUND, AND SAY WORDS Word Analysis	5—WRITE, SOUND, AND SAY WORDS Word Analysis	5—WRITE, SOUND, AND SAY WORDS Word Analysis	5—WRITE, SOUND, AND SAY WORDS Word Analysis	5—WRITE, SOUND, AND SAY WORDS Word Analysis
	8—NEW LOOK AND SAY WORDS High-Frequency Common Words: <i>the, I, happy, is, see, little</i>	8—NEW LOOK AND SAY WORDS High-Frequency Common Words: <i>to, here, are, look, a, my</i>			
	9—LOOK AND SAY WORDS High-Frequency Words Cumulative Review	9—LOOK AND SAY WORDS High-Frequency Words Cumulative Review	9—LOOK AND SAY WORDS High-Frequency Words Cumulative Review	9—LOOK AND SAY WORDS High-Frequency Words Cumulative Review	9—LOOK AND SAY WORDS High-Frequency Words Cumulative Review
	12—READ CAREFULLY Cumulative Review	12—READ CAREFULLY Cumulative Review	12—READ CAREFULLY Cumulative Review	12—READ CAREFULLY Cumulative Review	12—READ CAREFULLY Cumulative Review
	13—BUILD SENTENCES Strategic and Fluent Reading	13—BUILD SENTENCES Strategic and Fluent Reading	13—BUILD SENTENCES Strategic and Fluent Reading	13—BUILD SENTENCES Strategic and Fluent Reading	13—BUILD SENTENCES Strategic and Fluent Reading

Date _____ Class _____

Student Names

Small Group Assessment	Objective	Routine	Skill Level					
	Orally blend 2–5 phonemes into a word (teacher: /s ➔ /a ➔ /t/; student: <i>sat</i>)	1—WHAT WORD?	Introduce					
	Orally segment words with 2–5 phonemes into individual phonemes (teacher: <i>fast</i> ; student: /f ➔ /a ➔ /s ➔ /t/)	2—SAY IT SLOWLY	Introduce					
	Say the most common sound for a, /a ➔/; i, /i ➔/ (optional sound review: see above)	3—NEW SOUND	Introduce					
	Pronounce short vowel words in which each letter represents its most common sound, including VC/CVC/CVCC patterns (ex: <i>sat, sand</i>)	5—WRITE, SOUND, AND SAY	Introduce					
	Pronounce featured sight words: <i>the, I, happy, is, see, little, to, here, are, look, a, my</i>	8—NEW LOOK AND SAY WORDS	Introduce					
	Fluently pronounce taught sight words	9—LOOK AND SAY WORDS	Practice					
	Pronounce words made up of taught spelling patterns and syllable types	12—READ CAREFULLY	Practice					
	Read sentences made up of taught sight words and word patterns	13—BUILD SENTENCES	Practice					

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

Additional Comments/Observations: _____

Look and Say Words: *the, I, happy, is, see, little*, New Sound Aa

OBJECTIVES: Orally blend and segment words; Say the short vowel sound for Aa, /a ➔ /; Pronounce short vowel words in which each letter makes its most common sound, including VC/CVC/CVCC patterns (ex: *sat, sand*); Pronounce the words *the, I, happy, is, see, little*

Small Group Instruction/Partner Practice

REMINDER

Detailed directions for all routines are located on routine cards in the card box and in the back of this teacher's guide.

USE ROUTINE 1—What Word?

Phonemic Awareness: Blending Phonemes

MATERIALS

WORD BANK	
at /a ➔ / /t/	fast /f ➔ / /a ➔ / /s ➔ / /t/
sit /s ➔ / /i ➔ / /t/	Sam /s ➔ / /a ➔ / /m ➔ /

USE ROUTINE 2—Say It Slowly

Phonemic Awareness: Segmenting Words into Phonemes

MATERIALS

WORD BANK	
Sam	sit
fast	at

USE ROUTINE 3—New Sound

Phonics: Introducing New Sound

MATERIALS

- Teacher Key Word Card: *a/apple*
- Teacher and Student Letter Cards: *a, f, m, p, s, t*
- **Optional:** Teacher Key Word Cards *f/fish, m/moon, p/pan, s/socks, t/toes*

WORD BANK		
at	map	tap
fat	sat	am

TEACHER TIP

OPTIONAL Use optional key word cards for the consonant sounds only if your students are having difficulty remembering the consonant sounds. Consider seeking further assistance for students who do not know consonant sounds.

USE ROUTINE 5—Write, Sound, and Say Words

Phonics: Word Analysis

MATERIALS

- Chart 1
- Partner Practice Book page 1

USE ROUTINE 8—New Look and Say Words

Word Recognition: Introducing High-Frequency Words

MATERIALS

- Teacher and Student Look and Say Word Cards
the, I, happy, is, see, little

USE ROUTINE 9—Look and Say Words

Word Recognition: High-Frequency Words

Cumulative Review

MATERIALS

- Chart 1

USE ROUTINE 12—Read Carefully

Word Recognition: Cumulative Review

MATERIALS

- Partner Practice Book page 1

TEACHER TIP

If you have an odd number of students in your group, partner with one student.

USE ROUTINE 13—Build Sentences

Word Recognition: Strategic and Fluent Reading

MATERIALS

- Teacher and Student Look and Say Word Cards: *are, happy, here, I, is, little, look, my, see, the, to*
- Teacher and Student Sound and Say Word Cards: *at, am, and, cat, fast, map, Sam*
- Chart 1

TEACHER TIP

The same word cards are used for Routine 13 in Lessons 1–5.

CLOSURE

TEACHER: What is our Key Word for the letter a?
(Hold up Key Word Card, letter side.)

STUDENTS: *apple*

TEACHER: What sound? (Point to the letter a on the Teacher Card.)

STUDENTS: /a ➔/

TEACHER: (Model sounding and reading the word *at* from the chart.)

OBJECTIVES: Pronounce the words *to, here, are, look, a, my*; Cumulative Review**Small Group Instruction/Partner Practice****USE ROUTINE 1—What Word?****Phonemic Awareness: Blending Phonemes****MATERIALS**

WORD BANK	
sit /s ➡ / /i ➡ / /t/	Sam /s ➡ / /a ➡ / /m ➡ /
dad /d/ /a ➡ / /d/	if /i ➡ / /f ➡ /

REMINDER

After you say each phoneme (one phoneme at a time), students say the word. If needed, scaffold by saying the onset and rime (example: /s ➡ /it/).

USE ROUTINE 2—Say It Slowly**Phonemic Awareness: Segmenting Words Into Phonemes****MATERIALS**

WORD BANK	
if	dad
Sam	sit

REMINDER

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

USE ROUTINE 5—Write, Sound, and Say Words**Phonics: Word Analysis****MATERIALS**

- Chart 2
- Partner Practice Book Page 2

USE ROUTINE 8—New Look and Say Words**Word Recognition: Introducing High-Frequency Words****MATERIALS**

- Teacher and Student Look and Say Word Cards: *to, here, are, look, a, my*, and cards for review

USE ROUTINE 9—Look and Say Words**Word Recognition: High-Frequency Words
Cumulative Review****MATERIALS**

- Chart 2

USE ROUTINE 12—Read Carefully**Word Recognition: Cumulative Review****MATERIALS**

- Partner Practice Book Page 2

USE ROUTINE 13—Build Sentences**Word Recognition: Strategic and Fluent Reading****MATERIALS**

- Teacher and Student Look and Say Word Cards: *are, happy, here, I, is, little, look, my, see, the, to*
- Teacher and Student Sound and Say Word Cards: *at, am, and, cat, fast, map, Sam*
- Chart 2

TEACHER TIP

The same word cards are used for Routine 13 in Lessons 1–5.

CLOSURE

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

STUDENTS: *to, here, are, look, a, my*

TEACHER TIP

During Closure, if needed, use Look and Say Teacher Word Cards or point to words on chart.

OBJECTIVES: Say the short vowel sound for *li*; /i ➔ /; Cumulative Review

Small Group Instruction/Partner Practice

USE ROUTINE 1—What Word?

Phonemic Awareness: Blending Phonemes

MATERIALS

WORD BANK	
miss /m ➔ / /i ➔ / /s ➔ /	pan /p/ /a ➔ / /n ➔ /
hat /h/ /a ➔ / /t/	him /h/ /i ➔ / /m ➔ /

USE ROUTINE 2—Say It Slowly

Phonemic Awareness: Segmenting Words Into Phonemes

MATERIALS

WORD BANK	
hat	him
miss	pan

USE ROUTINE 3—New Sound

Phonics: Introducing New Sound

MATERIALS

- Teacher Key Word Card: *i/insect* and all cards for review
- Teacher and Student Letter Cards: *a, c, d, i, m, n, s, t*
- Optional: Teacher Key Word Cards *c/cat, _ck/clock, d/dog, n/nest*

WORD BANK	
it	sit
man	can
did	dad

REMINDER

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

TEACHER TIP

OPTIONAL Use optional Key Word Cards for consonant sounds only if your students are having difficulty remembering the consonant sounds. Consider seeking further assistance for students who do not know consonant sounds.

USE ROUTINE 5—Write, Sound, and Say Words

Phonics: Word Analysis

MATERIALS

- Chart 3
- Partner Practice Book page 3

REMINDER

Students write each word, say the sounds in the word, and then say the word.

USE ROUTINE 9—Look and Say Words

Word Recognition: High-Frequency Words: Cumulative Review

MATERIALS

- Chart 3

USE ROUTINE 12—Read Carefully

Word Recognition: Cumulative Review

MATERIALS

- Partner Practice Book page 3

USE ROUTINE 13—Build Sentences

Word Recognition: Strategic and Fluent Reading

MATERIALS

- Teacher and Student Look and Say Word Cards: *are, happy, here, I, is, little, look, my, see, the, to*
- Teacher and Student Sound and Say Word Cards: *at, am, and, cat, fast, map, Sam*
- Chart 3

TEACHER TIP

The same word cards are used for Routine 13 in Lessons 1–5.

CLOSURE

TEACHER: What is our Key Word for the letter *i*?
(Hold up the Teacher Key Word Card, letter side.)

STUDENTS: *insect*

TEACHER: What sound? (Point to the letter *li* on the card.)

STUDENTS: /i/

TEACHER: (Model sounding and reading the word *if* from the chart.)

Cumulative Review

OBJECTIVES: Cumulative Review

Small Group Instruction/Partner Practice

USE ROUTINE 1—What Word?

Phonemic Awareness: Blending Phonemes

MATERIALS

WORD BANK	
ran /r ➔ / /a ➔ / /n ➔ /	lid /l ➔ / /i ➔ / /d/
lamp /l ➔ / /a ➔ / /m ➔ / /p/	top /t/ /o ➔ / /p/

USE ROUTINE 2—Say It Slowly

Phonemic Awareness: Segmenting Words Into Phonemes

MATERIALS

WORD BANK	
lamp	ran
top	lid

USE ROUTINE 5—Write, Sound, and Say Words

Phonics: Word Analysis

MATERIALS

- Chart 4
- Partner Practice Book page 4

USE ROUTINE 9—Look and Say Words

Word Recognition: High-Frequency Words:
Cumulative Review

MATERIALS

- Chart 1

REMINDER

Students look at the word when you point to it, and say the word in unison when you tap it.

USE ROUTINE 12—Read Carefully

Word Recognition: Cumulative Review

MATERIALS

- Partner Practice Book page 4

REMINDER

Students read the rows to another student or to the teacher. Students should read across, not down.

USE ROUTINE 13—Build Sentences

Word Recognition: Strategic and Fluent Reading

MATERIALS

- Teacher and Student Look and Say Word Cards: *are, happy, here, I, is, little, look, my, see, the, to*
- Teacher and Student Sound and Say Word Cards: *at, am, and, cat, fast, map, Sam*
- Chart 4

TEACHER TIP

The same word cards are used for Routine 13 in Lessons 1–5.

CLOSURE

TEACHER: *We have been practicing words with the letter i in them. Let's say a few words together. (Point to words with i from the chart.)*

LESSON
5

Cumulative Review

OBJECTIVES: Cumulative Review

Small Group Instruction/Partner Practice

USE ROUTINE 1—What Word?

Phonemic Awareness: Blending Phonemes

MATERIALS

WORD BANK	
hop /h/ /o/ ➔ /p/	lost /l/ ➔ /o/ ➔ /s/ ➔ /t/
last /l/ ➔ /a/ ➔ /s/ ➔ /t/	ran /r/ ➔ /a/ ➔ /n/ ➔ /

ROUTINE 2—Say It Slowly

Phonemic Awareness: Segmenting Words Into Phonemes

MATERIALS

WORD BANK	
lost	hop
ran	last

USE ROUTINE 5—Write, Sound, and Say Words

Phonics: Word Analysis

MATERIALS

- Chart 5
- Partner Practice Book page 5

USE ROUTINE 9—Look and Say Words

Word Recognition: High-Frequency Words: Cumulative Review

MATERIALS

- Chart 5

USE ROUTINE 12—Read Carefully

Word Recognition: Cumulative Review

MATERIALS

- Partner Practice Book page 5

TEACHER TIP

Monitor students carefully, encouraging them to provide each other with 3–4 seconds of think time before offering help.

USE ROUTINE 13—Build Sentences

Word Recognition: Strategic and Fluent Reading

MATERIALS

- Teacher and Student Look and Say Word Cards: *are, happy, here, I, is, little, look, my, see, the, to*
- Teacher and Student Sound and Say Word Cards: *at, am, and, cat, fast, map, Sam*
- Chart 5

TEACHER TIP

The same word cards are used for Routine 13 in Lessons 1–5.

CLOSURE

TEACHER: *We have been practicing words with the letter i in them. Let's say a few words together. (Point to words with i from the chart.)*