

Skills Block Focus Sheet for Lessons 6–10

Photocopy this sheet each week for each group.

		Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
Small Group Instruction/Partner Practice	12 Groups: 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 <i>o, /o ➡/ (octopus)</i> Optional sound review: <i>b, /b/ (bell);</i> <i>h, /h/ (hose); l, /l ➡/ (leaf); r, /r ➡/ (rake)</i>		3—NEW SOUND <i>sh, /sh ➡/ (shoe)</i> Optional sound review: <i>c, __ck /k/ (cat, clock)</i> <i>g, /g/ (goat)</i>		
		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>have, of, been, from, said</i>	8—NEW LOOK AND SAY WORDS High-Frequency Common Words: <i>they, has, were, you, come</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: sat)	1—WHAT WORD?	Practice and Mastery Check					
	Orally segment words with 2–5 phonemes into individual phonemes (teacher: fast; student: /f ➡ //a ➡ //s ➡ //t/)	2—SAY IT SLOWLY	Practice and Mastery Check					
	Say the most common sound for <i>o, /o ➡/ ; sh, /sh ➡/</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: sat, sand)	5—WRITE, SOUND, AND SAY	Introduce					
	Pronounce featured sight words: <i>have, of, been, from, said, they, has, were, you, come</i>	8—NEW LOOK AND SAY	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: _____

OBJECTIVES: Say the short vowel sound for *Oo*, /o ➔ /; Pronounce the words *have, of, been, from, said*

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	
left /l ➔ /e ➔ /f ➔ /t/	stop /s ➔ /t/ /o ➔ /p/
fast /f ➔ /a ➔ /s ➔ /t/	cake /k/ /ā /k/

REMINDER

If needed, scaffold by saying onset and rime (example: /lll/ /eft/) instead of saying each phoneme.

USE ROUTINE 2—Say It Slowly

Phonemic Awareness: Segmenting Words Into Phonemes

MATERIALS

WORD BANK	
cake	fast
left	stop

REMINDER

Provide corrective feedback by saying the word slowly. Then ask students to repeat the word slowly.

USE ROUTINE 3—New Sound

Phonics: Introducing New Sound

MATERIALS

- Teacher Key Word Card: *o/octopus* and all cards for review
- Teacher and Student Letter Cards: *a, b, h, l, o, n, p, r, t*
- Optional: Teacher Key Word Cards *b/bell, h/hose, l/leaf, r/rake*

WORD BANK		
hot	hat	hop
lot	rob	ran

USE ROUTINE 5—Write, Sound, and Say Words

Phonics: Word Analysis

MATERIALS

- Chart 6
- Partner Practice Book page 6

USE ROUTINE 8—New Look and Say Words

Word Recognition: Introducing High-Frequency Words

MATERIALS

- Teacher and Student Look and Say Word Cards: *have, of, been, from, said* and cards for review

USE ROUTINE 9—Look and Say Words

Word Recognition: High-Frequency Words: Cumulative Review

MATERIALS

- Chart 6

USE ROUTINE 12—Read Carefully

Word Recognition: Cumulative Review

MATERIALS

- Partner Practice Book page 6

TEACHER TIP

During partner time, reinforce desired behaviors. You may want to use a special pen or marker to write on their Partner Practice Book pages.

USE ROUTINE 13—Build Sentences

Word Recognition: Strategic and Fluent Reading

MATERIALS

- Teacher and Student Look and Say Word Cards: *a, from, is, has, the*
- Teacher and Student Sound and Say Word Cards: *bag, band, big, cap, dog, gift, had, hand, hid, in, lost, Tim, Tom*
- Chart 6

TEACHER TIP

The same word cards are used for Routine 13 in Lessons 6–10.

CLOSURE

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

STUDENTS: *octopus*

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

STUDENTS: /o ➔ /

TEACHER: (Model sounding and reading the words *hot* and *mom* from the chart.)

LESSON
7

Look and Say Words: come, has, they, were, you

OBJECTIVES: Pronounce the words *come, has, they, were, you*; Cumulative Review.

Small Group Instruction/Partner Practice

USE ROUTINE 1—What Word?

Phonemic Awareness: Blending Phonemes

MATERIALS

WORD BANK	
rake /r ➔ // ā / /k/	jump /j/ /u ➔ // /m ➔ // /p/
sleep /s ➔ // /l ➔ // ē ➔ // /p/	last /l ➔ // /a ➔ // /s ➔ // /t/

USE ROUTINE 2—Say It Slowly

Phonemic Awareness: Segmenting Words Into Phonemes

MATERIALS

WORD BANK	
jump	sleep
last	rake

USE ROUTINE 5—Write, Sound, and Say Words

Phonics: Word Analysis

MATERIALS

- Chart 7
- Partner Practice Book page 7

REMINDER If students do not say the correct word, scaffold by either providing the correct letter sound or by modeling the blending process.

USE ROUTINE 8—New Look and Say Words

Word Recognition: Introducing High-Frequency Words

MATERIALS

- Teacher and Student Look and Say Word Cards: *come, has, they, were, you*, and cards for review

REMINDER If an error occurs, repeat the word and tap it until students say the word correctly. Mix up the cards and repeat.

USE ROUTINE 9—Look and Say Words

Word Recognition: High-Frequency Words: Cumulative Review

MATERIALS

- Chart 7

REMINDER Students should answer in unison. This way they will not simply be repeating another student's answer.

USE ROUTINE 12—Read Carefully

Word Recognition: Cumulative Review

MATERIALS

- Partner Practice Book page 7

USE ROUTINE 13—Build Sentences

Word Recognition: Strategic and Fluent Reading

MATERIALS

- Teacher and Student Look and Say Word Cards: *a, from, is, has, the*
- Teacher and Student Sound and Say Word Cards: *bag, band, big, cap, dog, gift, had, hand, hid, in, lost, Tim, Tom*
- Chart 7

REMINDER If students make an error, analyze the error. If they select the incorrect word, simply help them find the correct word. If they mispronounce a word, either provide the word or, if it is a Sound and Say word, help them sound it out.

TEACHER TIP

The same word cards are used for Routine 13 in Lessons 6–10.

CLOSURE

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

STUDENTS: *a, from, has, is, the*

TEACHER TIP

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

OBJECTIVES: Say the sound for *sh*, /sh ➔ /

Small Group Instruction/Partner Practice

USE ROUTINE 1—What Word?

Phonemic Awareness: Blending Phonemes

MATERIALS

WORD BANK			
nine /n ➔ / / i ➔ / / n ➔ /	sand /s ➔ / / a ➔ / / n ➔ / / d/		
slip /s ➔ / / l ➔ / / i ➔ / / p/	prize /p/ / r ➔ / / i ➔ / / z ➔ /		

USE ROUTINE 2—Say It Slowly

Phonemic Awareness: Segmenting Words Into Phonemes

MATERIALS

WORD BANK	
prize	nine
sand	slip

USE ROUTINE 3—New Sound

Phonics: Introducing New Sound

MATERIALS

- Teacher Key Word Card: *sh/shoe* and all cards for review
- Teacher and Student Letter Cards: *_ck, g, i, l, o, p, sh, t*
- Optional: Teacher Key Word Cards *_ck/clock, c/k/cat, g/goat*

WORD BANK		
lock	ship	shock
got	pick	shop

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 8
- Partner Practice Book page 8

USE ROUTINE 9—Look and Say Words

Word Recognition: High-Frequency Words: Cumulative Review

MATERIALS

- Chart 8

USE ROUTINE 12—Read Carefully

Word Recognition: Cumulative Review

MATERIALS

- Partner Practice Book page 8

REMINDER

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

USE ROUTINE 13—Build Sentences

Word Recognition: Strategic and Fluent Reading

MATERIALS

- Teacher and Student Look and Say Word Cards: *a, from, is, has, the*
- Teacher and Student Sound and Say Word Cards: *bag, band, big, cap, dog, gift, had, hand, hid, in, lost, Tim, Tom*
- Chart 8

REMINDER

If students make an error, analyze the error. If they select the incorrect word, simply help them find the correct word. If they mispronounce a word, either provide the word or, if it is a Sound and Say word, help them sound it out.

TEACHER TIP

The same word cards are used for Routine 13 in Lessons 6–10.

CLOSURE

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

STUDENTS: *shoe*

TEACHER: *What sound?* (Point to the letters *sh* on the card.)

STUDENTS: */sh ➔ /*

TEACHER: (Model sounding and reading the words with *sh* from the chart.)

OBJECTIVES: Cumulative Review

Small Group Instruction/Partner Practice

USE ROUTINE 1—What Word?

Phonemic Awareness: Blending Phonemes

MATERIALS

WORD BANK	
cry /k/ /r/ ➔ / /ī/ ➔ /	land /l/ ➔ / /a/ ➔ / /n/ ➔ / /d/
step /s/ ➔ / /t/ /e/ ➔ / /p/	joke /j/ /ō/ ➔ / /k/

USE ROUTINE 2—Say It Slowly

Phonemic Awareness: Segmenting Words Into Phonemes

MATERIALS

WORD BANK	
land	step
joke	cry

USE ROUTINE 5—Write, Sound, and Say Words

Phonics: Word Analysis

MATERIALS

- Chart 9
- Partner Practice Book page 9

USE ROUTINE 9—Look and Say Words

Word Recognition: High-Frequency Words:
Cumulative Review

MATERIALS

- Chart 9

REMINDER

Since these lessons incorporate cumulative review, students should only make occasional errors. Repeat charts as needed.

USE ROUTINE 12—Read Carefully

Word Recognition: Cumulative Review

MATERIALS

- Partner Practice Book page 9

USE ROUTINE 13—Build Sentences

Word Recognition: Strategic and Fluent Reading

MATERIALS

- Teacher and Student Look and Say Word Cards: *a, from, is, has, the*
- Teacher and Student Sound and Say Word Cards: *bag, band, big, cap, dog, gift, had, hand, hid, in, lost, Tim, Tom*
- Chart 9

TEACHER TIP

The same word cards are used for Routine 13 in Lessons 6–10.

CLOSURE

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

Small Group Instruction/Partner Practice

REMINDER

Throughout lessons, provide corrective feedback as soon as an error occurs.

USE ROUTINE 1—What Word?

Phonemic Awareness: Blending Phonemes

MATERIALS

WORD BANK	
grow /g/ /r/ ➔ / /ō ➔ /	flag /f/ ➔ / /l ➔ / /a ➔ / /g/
rope /r/ ➔ / /ō ➔ / /p/	Jeep /j/ /ē ➔ / /p/

USE ROUTINE 2—Say It Slowly

Phonemic Awareness: Segmenting Words Into Phonemes

MATERIALS

WORD BANK	
Jeep	rope
flag	grow

USE ROUTINE 5—Write, Sound, and Say Words

Phonics: Word Analysis

MATERIALS

- Chart 10
- Partner Practice Book page 10

USE ROUTINE 9—Look and Say Words

Word Recognition: High-Frequency Words: Cumulative Review

MATERIALS

- Chart 10

REMINDER

Students should answer in unison. This way they will not simply be repeating another student's answer.

USE ROUTINE 12—Read Carefully

Word Recognition: Cumulative Review

MATERIALS

- Partner Practice Book page 10

REMINDER

The goal is for students to say words quickly. Repeat charts as needed so students will become fluent.

USE ROUTINE 13—Build Sentences

Word Recognition: Strategic and Fluent Reading

MATERIALS

- Teacher and Student Look and Say Word Cards: *a, from, is, has, the*
- Teacher and Student Sound and Say Word Cards: *bag, band, big, cap, dog, gift, had, hand, hid, in, lost, Tim, Tom*
- Chart 10

TEACHER TIP

The same word cards are used for Routine 13 in Lessons 6–10.

CLOSURE

TEACHER: *We have been practicing words with the letters sh in them. Let's say them together. (Model reading words with sh from the chart.)*