

Skills Block Focus Sheet for Lessons 1–5

Photocopy this sheet
each week for each group.

DATE: _____ CLASS: _____

		Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
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
		1—CLAP THE WORDS Sentence Segmentation 10—ALPHABET SONG GAME Serial Alphabet Naming (if time)	1—CLAP THE WORDS Sentence Segmentation 8—NEW LETTER NAME <i>Aa</i>	1—CLAP THE WORDS Sentence Segmentation 8—NEW LETTER NAME <i>Tt</i> 9—SAY THE NAMES Letter Names Benchmark Instruction 1—CLAP THE WORDS Sentence Segmentation (if needed) 10—ALPHABET SONG GAME Serial Alphabet Naming Routines and activities as needed	1—CLAP THE WORDS Sentence Segmentation 8—NEW LETTER NAME <i>Mm</i> 9—SAY THE NAMES Letter Names	Routines and activities as needed Benchmark Instruction 1—CLAP THE WORDS Sentence Segmentation (if needed) 9—SAY THE NAMES Letter Names (if needed) 10—ALPHABET SONG GAME Letter Naming Routines and activities as needed
Whole Group/ Partner Practice	10 Minutes	1—CLAP THE WORDS 10—ALPHABET SONG GAME	1—CLAP THE WORDS 8—NEW LETTER NAME 9—SAY THE NAMES	1—CLAP THE WORDS 8—NEW LETTER NAME 9—SAY THE NAMES	1—CLAP THE WORDS 8—NEW LETTER NAME 9—SAY THE NAMES	1—CLAP THE WORDS 9—SAY THE NAMES 10—ALPHABET SONG GAME

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							
	Clap (or other response) once for each word in a sentence comprised of 4–7 single-syllable words	1—CLAP THE WORDS	Introduce							
	Say the names of the following letters: <i>Aa, Tt, Mm</i>	8—NEW LETTER NAME	Introduce							
	Fluently say the names of taught letters in a random order	9—SAY THE NAMES	Practice							
Serially name the alphabet, pointing to each letter as it is named	10—ALPHABET SONG GAME	Introduce								
Assessment Key: S = Struggling P = Practicing M = Mastered										

Enter each student's prior assessment status in left side of box.



Sentence Segmentation and Letter Naming

OBJECTIVES: Clap each word in a spoken sentence; Serially name each letter of the alphabet

Differentiated Instruction



Intensive Intervention and Strategic Instruction

Use ROUTINE 1—Clap the Words

Phonological Awareness: Sentence Segmentation

MATERIALS

- Farm Poster Scene

SENTENCE BANK

The bird sits in the nest.
Hens walk in the dirt.
A skunk peeks in the barn.
The pigs are in the mud.
Red paint drips down the can.

REMINDER Students and teacher say the sentence together. Then students repeat the sentence, clapping once for each word.

Use ROUTINE 10—Alphabet Song Game

Letter Recognition: Serial Alphabet Naming

MATERIALS

- Teacher and Student Alphabet Boards
- Teacher Letter Cards
- Student Alphabet Cards

REMINDER Students place Alphabet Cards on the Alphabet Board in order, then point to each letter while singing the Alphabet Song.

TEACHER TIP

Use a tape recorder to record your class singing the Alphabet Song. Play the recording during transitions, encouraging students to sing along.

Whole Group/Partner Practice



Use ROUTINE 1—Clap the Words Whole Group

(See *Clap the Words* above. Use sentences in a different order.)

Use ROUTINE 10—Alphabet Song Game Whole Group/Partner Practice

CLOSURE

TEACHER: *How did we practice the letters in the alphabet?*

STUDENTS: *We put our Alphabet Cards in the right order and sang the Alphabet Song.*

New Letter Name Aa

OBJECTIVES: Name the letter Aa; Cumulative Review

Differentiated Instruction



Intensive Intervention and Strategic Instruction

Use ROUTINE 1—Clap the Words

Phonological Awareness: Sentence Segmentation

MATERIALS

- Farm Poster Scene

SENTENCE BANK

The barn is red.
A gray horse runs.
The pigs live on the farm.
The dog is near the cat.

Whole Group/Partner Practice



Use ROUTINE 1—Clap the Words Whole Group

(See *Clap the Words* above. Use sentences in a different order.)

Use ROUTINE 8—New Letter Name Whole Group

Use ROUTINE 9—Say the Names Whole Group/Partner Practice

REMINDER Materials used in Differentiated Instruction are not listed again for Whole Group/Partner Practice.

Use ROUTINE 8—New Letter Name

Letter Recognition: Letter Name Introduction

MATERIALS

- Chart 1
- Teacher and Student Letter Cards: Aa

REMINDER Use the Chart and Teacher Letter Cards to teach Aa. Then ask students to find their Aa Letter Cards.

Use ROUTINE 9—Say the Names

Letter Recognition: Letter Names Cumulative Review

MATERIAL

- Chart 1

MATERIAL

- Partner Practice Book page 5

CLOSURE

TEACHER: *What New Letter Name did we practice today? (Point to the letter a on the chart.)*

STUDENTS: a

New Letter Name *Tt*OBJECTIVES: Name the letter *Tt*; Cumulative Review

Differentiated Instruction



Intensive Intervention

Use ROUTINE 1—Clap the Words

Phonological Awareness: Sentence Segmentation

MATERIALS

- Farm Poster Scene

SENTENCE BANK

The lamb lives on the farm.

A hat is on the fence.

Two chicks walk by the hen.

The goat eats some corn.

Cows graze in the field.

REMINDER

Students and teacher say the sentence together. Then students repeat the sentence, clapping once for each word.

Use ROUTINE 8—New Letter Name

Letter Recognition: Letter Name Introduction

MATERIALS

- Chart 2
- Teacher and Student Letter Cards: *Aa, Tt*



Whole Group/Partner Practice

Use ROUTINE 1—Clap the Words **Whole Group**Use ROUTINE 8—New Letter Name **Whole Group**Use ROUTINE 9—Say the Names **Whole Group/Partner Practice**

TEACHER TIP

As time allows, students may practice saying and writing the new letter on the Partner Practice Book page.

Use ROUTINE 9—Say the Names

Letter Recognition: Letter Names Cumulative Review

MATERIAL

- Chart 2

Benchmark Instruction

Use ROUTINE 1—Clap the Words

Phonological Awareness: Sentence Segmentation

MATERIALS

- Farm Poster Scene
- Sentence Bank (See *Clap the Words* above.)

Use ROUTINE 10—Alphabet Song Game

Letter Recognition: Serial Alphabet Naming

MATERIALS

- Teacher and Student Alphabet Boards
- Teacher Letter Cards
- Student Alphabet Cards

MATERIAL

- Partner Practice Book page 6

CLOSURE

TEACHER: *What New Letter Name did we practice today? (Point to the letter *t* on the chart.)*

STUDENTS: *t*

OBJECTIVES: Name the letter *Mm*; Cumulative Review

Differentiated Instruction



Intensive Intervention and Strategic Instruction

Use ROUTINE 1—Clap the Words

Phonological Awareness: Sentence Segmentation

MATERIALS

- Farm Poster Scene

SENTENCE BANK

A cow gives milk.
The farm has fields.
A tree stump is near the barn.
The pigs roll in mud.
A hat is on the fence.

REMINDER Students and teacher say the sentence together. Then students repeat the sentence, clapping once for each word.

Use ROUTINE 8—New Letter Name

Letter Recognition: Letter Name Introduction

MATERIALS

- Chart 3
- Teacher and Student Letter Cards: *Aa*, *Tt*, *Mm*

REMINDER Use the Chart and Teacher Letter Cards to teach *Mm*. Then ask students to find their *Mm* Letter Cards.

Use ROUTINE 9—Say the Names

Letter Recognition: Letter Names Cumulative Review

MATERIAL

- Chart 3

REMINDER Be sure students respond in unison so students who don't know the letter don't simply repeat what they just heard.

Whole Group/Partner Practice



Use ROUTINE 1—Clap the Words Whole Group

Use ROUTINE 8—New Letter Name Whole Group

Use ROUTINE 9—Say the Names Whole Group/Partner Practice

TEACHER TIP

As time allows, students may practice saying and writing the new letter on the Partner Practice Book page.

MATERIAL

- Partner Practice Book page 7

CLOSURE

TEACHER: *What New Letter Name did we practice today? (Point to the letter *m* on the chart.)*

STUDENTS: *m*

Cumulative Review

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

Use ROUTINE 1—Clap the Words

Phonological Awareness: Sentence Segmentation

MATERIALS

- Farm Poster Scene

SENTENCE BANK

The cat is by the hay.

The leaves turn red.

There is a row of corn.

The rope is on the fence.

The bee will fly by the horse.

Use ROUTINE 9—Say the Names

Letter Recognition: Letter Names Cumulative Review

MATERIAL

- Chart 3

REMINDER Students say the name in unison when you tap the letter.

Use ROUTINE 10—Alphabet Song Game

Letter Recognition: Serial Alphabet Naming

MATERIALS

- Teacher and Student Alphabet Boards
- Teacher Letter Cards
- Student Alphabet Cards

Whole Group/Partner Practice



Use ROUTINE 1—Clap the Words Whole Group

Use ROUTINE 9—Say the Names Whole Group/Partner Practice

Use ROUTINE 10—Alphabet Song Game Whole Group/Partner Practice

MATERIAL

- Partner Practice Book page 7

CLOSURE

TEACHER: How did we practice the letters in the alphabet?**STUDENTS:** We put our Alphabet Cards in the right order and sang the Alphabet Song.