

Skills Block Focus Sheet for Lessons 16–20

Photocopy this sheet each week for each group.

DATE: _____ CLASS: _____

		Lesson 16	Lesson 17	Lesson 18	Lesson 19	Lesson 20
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
		3—PICTURE RHYME MATCH Rhyming	3—PICTURE RHYME MATCH Rhyming	3—PICTURE RHYME MATCH Rhyming	3—PICTURE RHYME MATCH Rhyming	Routines and activities as needed
		4—WHAT'S THE FIRST SOUND? Initial Sound Isolation	5—WHAT WORD? (A) Blending Onset-Rime	4—WHAT'S THE FIRST SOUND? Initial Sound Isolation	5—WHAT WORD? (A) Blending Onset-Rime	Benchmark Instruction
		10—ALPHABET SONG GAME Serial Alphabet Naming (if time)	8—NEW LETTER NAME <i>Oo</i>	8—NEW LETTER NAME <i>Ll</i>	8—NEW LETTER NAME <i>Rr</i>	
			9—SAY THE NAMES Letter Names	9—SAY THE NAMES Letter Names	9—SAY THE NAMES Letter Names	3—PICTURE RHYME MATCH Rhyming (if needed)
				Benchmark Instruction		5—WHAT WORD? (A) Blending Onset-Rime
		3—PICTURE RHYME MATCH Rhyming (if needed)		4—WHAT'S THE FIRST SOUND? (if needed)		
		5—WHAT WORD? (A) Blending Onset-Rime		9—SAY THE NAMES Letter Names (if needed)		
		4—WHAT'S THE FIRST SOUND? Initial Sound Isolation (if needed)		Routines and activities as needed		
		Routines and activities as needed				
Whole Group/ Partner Practice	10 Minutes	4—WHAT'S THE FIRST SOUND?	5—WHAT WORD? (A)	4—WHAT'S THE FIRST SOUND?	5—WHAT WORD? (A)	4—WHAT'S THE FIRST SOUND?
		10—ALPHABET SONG GAME	8—NEW LETTER NAME	8—NEW LETTER NAME	8—NEW LETTER NAME	5—WHAT WORD? (A)
			9—SAY THE NAMES	9—SAY THE NAMES	9—SAY THE NAMES	9—SAY THE NAMES
					10—ALPHABET SONG GAME (if time)	

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

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							
	Identify two words that rhyme from a set of 3 words	3—PICTURE RHYME MATCH	Practice							
	Say the first sound of words	4—WHAT'S THE FIRST SOUND?	Practice							
	Orally blend an onset and a rime into a word	5—WHAT WORD? (A)	Practice							
	Say the names of the following letters: <i>Oo, Ll, Rr</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	Practice								
					Assessment Key: S = Struggling P = Practicing M = Mastered					

Cumulative Review

OBJECTIVE: Cumulative Review

Differentiated Instruction



Intensive Intervention and Strategic Instruction

Use ROUTINE 3—Picture Rhyme Match

Phonological Awareness: Rhyming

MATERIALS

- Teacher Key Word Cards:
hose, moon
- Teacher Picture Cards: *rose, sun, spoon, dress*

WORD BANK

sun	hose	rose
spoon	dress	moon

REMINDER Students say the names of the pictures. Then they identify ones that rhyme.

Use ROUTINE 4—What's the First Sound?

Phonemic Awareness: Initial Sound Isolation

MATERIALS

- City Poster Scene

WORD BANK

go, /g/ \bar{o}	lamp, /l/ \Rightarrow / amp
run, /r/ \Rightarrow / un	box, /b/ ox

REMINDER After you say each word, students say the first sound in the word.

TEACHER TIP

Pronouncing /r/ \Rightarrow / in isolation is tricky. Be sure you model /r/ \Rightarrow / and not /er/.

Use ROUTINE 10—Alphabet Song Game

Letter Recognition: Serial Alphabet Naming

MATERIALS

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

TEACHER TIP

Use this space for sticky notes and reminders for specific Routines.

Whole Group/Partner Practice



Use ROUTINE 4—What's the First Sound? Whole Group

(See *What's the First Sound?* above. Use words in a different order.)

Use ROUTINE 10—Alphabet Song Game Partner Practice

CLOSURE

TEACHER: Today we practiced listening for first sounds. Tell me the first sound in mail.

STUDENTS: /m/ \Rightarrow /

OBJECTIVES: Name the letter *Oo*; Cumulative Review

Differentiated Instruction



Intensive Intervention and Strategic Instruction

Use ROUTINE 3—Picture Rhyme Match

Phonological Awareness: Rhyming

MATERIALS

- Teacher Key Word Cards: *moon, bell*
- Teacher Picture Cards: *spoon, well, mop, pig*

WORD BANK

moon	mop	spoon
pig	bell	well

REMINDER Provide scaffolding by asking students to remove the picture that does not rhyme before naming the two that do.

Use ROUTINE 5—What Word? (A)

Phonemic Awareness: Blending Onset-Rime

MATERIALS

- City Poster Scene

WORD BANK

badge, /b/ adge	sat, /s/ at
bag, /b/ ag	coat, /k/ oat

REMINDER After you say the onset and rime, students say the word.

Whole Group/Partner Practice



Use ROUTINE 5—What Word? (A) Whole Group

(See *What Word?* above. Use words in a different order.)

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. They may also practice during independent time.

Use ROUTINE 8—New Letter Name

Letter Recognition: Letter Name Introduction

MATERIALS

- Chart 10
- Teacher and Student Letter Cards: *Oo*, all previously taught Letter Cards (Set 1, *Ii, Nn, Dd*)

Use ROUTINE 9—Say the Names

Letter Recognition: Letter Names Cumulative Review

MATERIAL

- Chart 10

MATERIAL

- Partner Practice Book page 14

CLOSURE

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

STUDENTS: *o*

OBJECTIVES: Name the letter Ll; Cumulative Review

Differentiated Instruction



Intensive Intervention

Use ROUTINE 3—Picture Rhyme Match

Phonological Awareness: Rhyming

MATERIALS

- Teacher Key Word Cards: *moon, clock*
- Teacher Picture Cards: *well, spoon, hat, bat*

WORD BANK		
moon	spoon	clock
bat	hat	well

Use ROUTINE 4—What's the First Sound?

Phonemic Awareness: Initial Sound Isolation

MATERIALS

- City Poster Scene

WORD BANK	
cap, /k/ ap	lamp, /l/ amp
cold, /k/ old	dog, /d/ og

REMINDER Provide corrective feedback by asking students to listen as you say the first sound. Then have them repeat it.

Use ROUTINE 8—New Letter Name

Letter Recognition: Letter Name Introduction

MATERIALS

- Chart 11
- Teacher and Student Letter Cards: Ll, all previously taught Letter Cards (Set 1, Ii, Nn, Dd, Oo)

Use ROUTINE 9—Say the Names

Letter Recognition: Letter Names Cumulative Review

MATERIAL

- Chart 11



Whole Group/Partner Practice

Use ROUTINE 4—What's the First Sound? Whole Group

(See *What's the First Sound?* above. Use words in a different order.)

Use ROUTINE 8—New Letter Name Whole Group

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

Benchmark Instruction

Use ROUTINE 3—Picture Rhyme Match

Phonological Awareness: Rhyming

MATERIAL

- Teacher Key Word Cards: *cat, hose, toes*
- Teacher Picture Cards: *hat, bat, rose*
- Word Bank (See previous *Picture Rhyme Match.*)

REMINDER Use this Routine if needed.

Use ROUTINE 5—What Word? (A)

Phonemic Awareness: Blending Onset-Rime

MATERIALS

- City Poster Scene
- Word Bank (See *What's the First Sound?* above.)

TEACHER TIP

Challenge students who are ready by saying each phoneme in the word. For example, /k/ /a/ /p/. *What word?*

Use ROUTINE 4—What's the First Sound?

Phonemic Awareness: Initial Sound Isolation

MATERIALS

- City Poster Scene
- Word Bank (See *What's the First Sound?* above. Use words in a different order.)

REMINDER Use this Routine if needed.

MATERIAL

- Partner Practice Book page 15

CLOSURE

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

STUDENTS: l

OBJECTIVES: Name the letter *Rr*; Cumulative Review

Differentiated Instruction



Intensive Intervention and Strategic Instruction

Use ROUTINE 3—Picture Rhyme Match

Phonological Awareness: Rhyming

MATERIALS

- Teacher Key Word Cards: *dog, shoe, pan, fish*
- Teacher Picture Cards: *frog, dish*

WORD BANK

pan	dog	frog
fish	shoe	dish

REMINDER

Provide scaffolding by asking students to remove the picture that does not rhyme before naming the two that do.

Use ROUTINE 5—What Word? (A)

Phonemic Awareness: Blending Onset-Rime

MATERIALS

- City Poster Scene

WORD BANK

shop, /sh/ op	boy, /b/ oy
hat, /h/ at	wet, /w/ et

Whole Group/Partner Practice



Use ROUTINE 5—What Word? (A) Whole Group

(See *What Word?* above. Use words in a different order.)

Use ROUTINE 8—New Letter Name Whole Group

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

Use ROUTINE 8—New Letter Name

Letter Recognition: Letter Name Introduction

MATERIALS

- Chart 12
- Teacher and Student Letter Cards: all previously taught Letter Cards (Sets 1 and 2)

Use ROUTINE 9—Say the Names

Letter Recognition: Letter Names Cumulative Review

MATERIAL

- Chart 12

MATERIAL

- Partner Practice Book page 16

CLOSURE

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

STUDENTS: *r*

Cumulative Review

OBJECTIVE: Cumulative Review

Differentiated Instruction



Intensive Intervention

REMINDER Add Routines as needed.

Benchmark Instruction

Use ROUTINE 3—Picture Rhyme Match

Phonological Awareness: Rhyming

MATERIALS

- Teacher Key Word Cards: *rake, bell*
- Teacher Picture Cards: *cake, well, rose, can*

WORD BANK

cake	rake	rose
can	bell	well

REMINDER Use this Routine if needed.

Use ROUTINE 5—What Word? (A)

Phonemic Awareness: Blending Onset-Rime

MATERIALS

- City Poster Scene

WORD BANK

shop, /sh/ op	cat, /k/ at
bus, /b/ us	boy, /b/ oy

Whole Group/Partner Practice



Use ROUTINE 4—What's the First Sound? Whole Group

(See *What Word?* above. Use words in a different order.)

Use ROUTINE 5—What Word? (A) Whole Group

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

Use ROUTINE 10—Alphabet Song Game Partner Practice

Use ROUTINE 4—What's the First Sound?

Phonemic Awareness: Initial Sound Isolation

MATERIALS

- City Poster Scene
- Word Bank (See *What Word?* above.)

TEACHER TIP

Challenge students who are ready by adding words that begin with blends. For example, *fruit, /f/;* *bread, /b/;* *grapes, /g/.*

Use ROUTINE 9—Say the Names

Letter Recognition: Letter Names Cumulative Review

MATERIAL

- Chart 12

MATERIALS

- Partner Practice Book page 16
- Teacher and Student Alphabet Boards
- Teacher Letter Cards
- Student Alphabet Cards

CLOSURE

TEACHER: *Today we practiced What's the First Sound? Tell me the first sound in taste.*

STUDENTS: /t/