

# Skills Block Focus Sheet for Lessons 26–30

Photocopy this sheet each week for each group.

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

		Lesson 26	Lesson 27	Lesson 28	Lesson 29	Lesson 30
Differentiated Instruction/Small Groups	2 Groups—10 Minutes Each	Intensive Intervention <small>and</small> Strategic Instruction	Intensive Intervention <small>and</small> Strategic Instruction	Intensive Intervention	Intensive Intervention <small>and</small> Strategic Instruction	Intensive Intervention <small>or</small> Strategic Instruction
		5—WHAT WORD? (A) Blending Onset-Rime	5—WHAT WORD? (A) Blending Onset Rime	5—WHAT WORD? (A) Blending Onset Rime	5—WHAT WORD? (A) Blending Onset Rime	Routines and activities as needed
Whole Group/ Partner Practice	10 Minutes	4—WHAT'S THE FIRST SOUND?	4—WHAT'S THE FIRST SOUND? Initial Sound Segmentation	4—WHAT'S THE FIRST SOUND? Initial Sound Segmentation	4—WHAT'S THE FIRST SOUND? Initial Sound Segmentation	Benchmark Instruction
		10—ALPHABET SONG GAME (if time) Serial Alphabet Naming	8—NEW LETTER NAME <i>Uu</i>	8—NEW LETTER NAME <i>Cc</i>	8—NEW LETTER NAME <i>Gg</i>	5—WHAT WORD? (A) Blending Onset-Rime
			9—SAY THE NAMES Letter Names	9—SAY THE NAMES Letter Names	9—SAY THE NAMES Letter Names	4—WHAT'S THE FIRST SOUND? Initial Sound Segmentation (if needed)
			Benchmark Instruction	Benchmark Instruction	Benchmark Instruction	9—SAY THE NAMES Letter Names (if needed)
				5—WHAT WORD? (A) Blending Onset-Rime		Routines and activities as needed
				4—WHAT'S THE FIRST SOUND? Initial Sound Segmentation (if needed)		
				Routines and activities as needed		
		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)

## 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						
	Say the first sound of words	4—WHAT'S THE FIRST SOUND?	Mastery						
	Orally blend an onset and a rime into a word	5—WHAT WORD? (A)	Mastery						
	Say the names of the following letters: <i>Uu, Cc, Gg</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	Mastery						
Assessment Key: S = Struggling P = Practicing M = Mastered									

**OBJECTIVE:** Cumulative Review



## Differentiated Instruction

### Intensive Intervention and Strategic Instruction

#### Use ROUTINE 5—What Word? (A)

Phonemic Awareness: Blending Onset-Rime

**MATERIALS**

- Park Poster Scene

**WORD BANK**

sand, /s➡/ and	ball, /b/ all
look, /l➡/ ook	fast, /f➡/ ast

**TEACHER TIP**

If students blend onset and rime easily, skip or shorten this Routine. If they have difficulty, spend extra time.

#### Use ROUTINE 4—What's the First Sound?

Phonemic Awareness: Initial Sound Isolation

**MATERIALS**

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

**TEACHER TIP**

If students isolate initial sounds easily, skip or shorten this Routine. If they have difficulty, spend extra time.

### 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**

If students play this game easily, skip it during Differentiated Instruction. If they have difficulty, spend extra time.

## 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 10—Alphabet Song Game Partner Practice

### CLOSURE

**TEACHER:** Today we practiced What's the First Sound? What's the first sound in sand?

**STUDENTS:** /s➡/

**OBJECTIVES:** Name the letter *Uu*; Cumulative Review

**Differentiated Instruction**



**Intensive Intervention and Strategic Instruction**

**Use ROUTINE 5—What Word? (A)**

**Phonemic Awareness: Blending Onset-Rime**

**MATERIALS**

- Park Poster Scene

**WORD BANK**

hand, /h/ and	run, /r/ un
sun, /s/ un	laugh, /l/ augh

**TEACHER TIP**

Students need enough practice to be fluent with onset-rime blending by Lesson 30.

**Use ROUTINE 4—What's the First Sound?**

**Phonemic Awareness: Initial Sound Isolation**

**MATERIALS**

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

**TEACHER TIP**

Students need enough practice to be fluent with onset-rime blending by Lesson 30.

**Use ROUTINE 8—New Letter Name**

**Letter Recognition: Letter Name Introduction**

**MATERIALS**

- Chart 16
- Teacher and Student Letter Cards: *Uu*, all previously taught Letter Cards (Sets 1 and 2, *Hh, Ee, Bb*)

**REMINDER**

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

**Use ROUTINE 9—Say the Names**

**Letter Recognition: Letter Names Cumulative Review**

**MATERIAL**

- Chart 16

**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**

**MATERIAL**

- Partner Practice Book page 20

**CLOSURE**

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

**STUDENTS:** *u*

# New Letter Name Gg

**OBJECTIVES:** Name the letter Gg; Cumulative Review

## Differentiated Instruction



### Intensive Intervention

#### Use ROUTINE 5—What Word? (A)

Phonemic Awareness: Blending Onset-Rime

**MATERIALS**

- Park Poster Scene

WORD BANK	
box, /b/ ox	catch, /k/ atch
tag, /t/ ag	sit, /s/ it

#### Use ROUTINE 4—What's the First Sound?

Phonemic Awareness: Initial Sound Isolation

**MATERIALS**

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

#### Use ROUTINE 8—New Letter Name

Letter Recognition: Letter Name Introduction

**MATERIALS**

- Chart 17
- Teacher and Student Letter Cards: Gg, all previously taught Letter Cards (Sets 1 and 2, Hh, Ee, Bb, Uu)

#### Use ROUTINE 9—Say the Names

Letter Recognition: Letter Names Cumulative Review

**MATERIAL**

- Chart 17

### Benchmark Instruction

#### Use ROUTINE 5—What Word? (A)

Phonemic Awareness: Blending Onset-Rime

**MATERIALS**

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

**TEACHER TIP**

Challenge students who are ready by saying each phoneme in the word. For example, /s/ /i/ /t/. *What word?*

#### Use ROUTINE 4—What's the First Sound?

Phonemic Awareness: Initial Sound Isolation

**MATERIALS**

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

**TEACHER TIP**

Challenge students who are ready by adding words that begin with blends. For example, grass, /g/; friend, /f/; slide, /s/.

## 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 8—New Letter Name Whole Group

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

**MATERIAL**

- Partner Practice Book page 21

### CLOSURE

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

**STUDENTS:** *g*

**OBJECTIVES:** Name the letter Cc; Cumulative Review

**Differentiated Instruction**



**Strategic Instruction and Intensive Intervention**

**Use ROUTINE 5—What Word? (A)**

Phonemic Awareness: Blending Onset-Rime

**MATERIALS**

- Park Poster Scene

**WORD BANK**

dad, /d/ ad	tall, /t/ all
fun, /f/ un	down, /d/ own

**Use ROUTINE 4—What's the First Sound?**

Phonological Awareness: Initial Sound Isolation

**MATERIALS**

- Park Poster Scene
- Word Bank (See *What Word?* above. Use words in a different order.)

**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 18
- Teacher and Student Letter Cards: Cc, all previously taught Letter Cards (Sets 1, 2, and 3)

**Use ROUTINE 9—Say the Names**

Letter Recognition: Letter Names Cumulative Review

**MATERIAL**

- Chart 18



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

**MATERIAL**

- Partner Practice Book page 22

**CLOSURE**

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

**STUDENTS:** *c*

LESSON  
**30**

# Cumulative Review

**OBJECTIVE:** Cumulative Review

## Differentiated Instruction



### Strategic Instruction or Intensive Intervention

**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 5—What Word? (A)

**Phonological Awareness: Blending Onset-Rime**

**MATERIALS**

- Park Poster Scene

WORD BANK	
kind, /k/ ind	mom, /m/ om
help, /h/ elp	run, /r/ un

**TEACHER TIP**  
If students are ready, ask them to blend phonemes instead of onset and rime.

#### Use ROUTINE 4—What's the First Sound?

**Phonological Awareness: Initial Sound Isolation**

**MATERIALS**

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

#### Use ROUTINE 9—Say the Names

**Letter Recognition: Letter Names Cumulative Review**

**MATERIAL**

- Chart 18

**REMINDER** Use this Routine if needed.

## 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

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

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

### Use ROUTINE 10—Alphabet Song Game Partner Practice

**MATERIALS**

- Partner Practice Book page 22
- 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 run.

**STUDENTS:** /r/