

Skills Block Focus Sheet for Lessons 31–35

Photocopy this sheet each week for each group.

DATE: _____ CLASS: _____

		Lesson 31	Lesson 32	Lesson 33	Lesson 34	Lesson 35
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
		6—WHAT WORD? (B) Blending Phonemes	9—SAY THE NAMES Letter Names Cumulative Review	7—SAY IT SLOWLY Segmenting Words Into Phonemes	9—SAY THE NAMES Letter Names Cumulative Review	10—ALPHABET SONG GAME (optional) Serial Alphabet Naming
		7—SAY IT SLOWLY Segmenting Words Into Phonemes	6—WHAT WORD? Blending Phonemes	13—SAY THE SOUNDS Letter-Sound Cumulative Review	6—WHAT WORD? (B) Blending Phonemes	Routines and activities as needed
		17—NEW LOOK AND SAY WORDS High-Frequency Words: <i>the, see, a</i>	12—NEW VOWEL SOUND <i>a /a/ (apple)</i>	18—LOOK AND SAY WORDS High-Frequency Words Cumulative Review	11—NEW SOUND <i>t /t/ (toes)</i>	1—CLAP THE WORDS Sentence Segmentation (if needed)
Whole Group/ Partner Practice	10 Minutes	10—ALPHABET SONG GAME (optional) Serial Alphabet Naming	13—SAY THE SOUNDS Letter-Sound Cumulative Review	Benchmark Instruction	13—SAY THE SOUNDS Letter-Sound Cumulative Review	Benchmark Instruction
		6—WHAT WORD? (B)	9—SAY THE NAMES	Routines and activities as needed	15—SOUND AND SAY WORDS Word Analysis	16—SOUND AND SPELL Word Analysis
		7—SAY IT SLOWLY	12—NEW VOWEL SOUND		16—SOUND AND SPELL Word Analysis	Routines and activities as needed
		17—NEW LOOK AND SAY WORDS	13—SAY THE SOUNDS	20—READ THE SENTENCES	13—SAY THE SOUNDS	6—WHAT WORD? (B)
		18—LOOK AND SAY WORDS		15—SOUND AND SAY WORDS	18—LOOK AND SAY WORDS	
				18—LOOK AND SAY WORDS	20—READ THE SENTENCES	

Students' Names

GROUP Intensive Intervention Strategic Instruction Benchmark Instruction

Differentiated Instruction—Small Groups: Assessment	Objective	Routine	Skill Level	Students' Names				
	Fluently say the most common sound for taught letters and letter patterns	13—SAY THE SOUNDS	Practice					
Pronounce short vowel words in which each letter represents its most common sound, including CVCC patterns beginning with continuous sounds	15—SOUND AND SAY WORDS	Practice						
Demonstrate understanding of letter-sound correspondences by writing words that are made up of taught letter sounds and patterns	16—SOUND AND SPELL	Practice						
Pronounce the sight words <i>the, see, a</i>	17—NEW LOOK AND SAY WORDS	Introduce						
Fluently pronounce taught sight words	18—LOOK AND SAY WORDS	Practice						
Read sentences with taught sight words and word patterns; apply flexible strategy to determine pronunciation of unknown words	20—READ THE SENTENCES	Practice						

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

LESSON
31

New Look and Say Words: *the, see, a*

OBJECTIVES: Pronounce the words *the, see, a*; Cumulative Review

Differentiated Instruction



Intensive Intervention and Strategic Instruction

Use ROUTINE 6—What Word? (B)

Phonemic Awareness: Blending Phonemes

MATERIALS

- Beach Poster Scene

WORD BANK
sea, /s→/ /ē→/
cup, /k/ /u→/ /p/
net, /n→/ /e→/ /t/
raft, /r→/ /a→/ /f→/ /t/

REMINDER After you say the phonemes one at a time, the students say the word.

Use ROUTINE 7—Say It Slowly

Phonemic Awareness: Segmenting Words Into Phonemes

MATERIALS

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

REMINDER After students say the word, ask them to say a sentence that uses the word. Use the Poster Scene to support language.

Use ROUTINE 17—New Look and Say Words

Word Recognition: Introducing High-Frequency Words

MATERIAL

- Teacher and Student Look and Say Word Cards: *the, see, a*

Whole Group/Partner Practice



Use ROUTINE 6—What Word? (B) Whole Group

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

Use ROUTINE 7—Say It Slowly Whole Group

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

Use ROUTINE 17—New Look and Say Words Whole Group/Partner Practice

REMINDER Students look at the word when you hold up the Word Card and say the word when you tap it.

REMINDER Provide scaffolding by removing previously learned words until students can say all of the new words correctly.

Use ROUTINE 10—Alphabet Song Game

Letter Recognition: Serial Alphabet Naming

MATERIALS

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

REMINDER This Routine is optional. Use it with students who need extra practice.

CLOSURE

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

STUDENTS: *the, see, a*

New Vowel Sound Aa

OBJECTIVES: Say the short vowel sound for Aa, /a/; Cumulative Review

Differentiated Instruction



Intensive Intervention and Strategic Instruction

Use ROUTINE 9—Say the Names

Letter Recognition: Letter Names Cumulative Review

MATERIAL

- Chart 19

REMINDER When an error occurs, stop and say the correct letter name. Ask students to repeat the letter name and then the row.

Use ROUTINE 6—What Word? (B)

Phonological Awareness: Blending Phonemes

MATERIALS

- Beach Poster Scene

WORD BANK
ray, /r/ /ā/
kite, /k/ /ī/ /t/
tan, /t/ /a/ /n/
lunch, /l/ /u/ /n/ /ch/

REMINDER Provide corrective feedback by breaking the word into its onset and rime. Gradually shorten the length of the onset sound.

Use ROUTINE 12—New Vowel Sound

Phonics: Introducing New Vowel Sound

MATERIALS

- Teacher Key Word Card: *a/apple*
- Teacher and Student Letter Cards: *Aa*
- Chart 19

REMINDER Use the Chart and Key Word Card to practice the sound for short Aa. Then say the Sound Sentence.

REMINDER The Sound Sentence for Aa is *Abby saw an apple.*

Use ROUTINE 13—Say the Sounds

Phonics: Letter-Sound Cumulative Review

MATERIAL

- Chart 19

REMINDER Provide corrective feedback by saying the correct sound. Ask students to repeat the sound and then repeat the row.

Whole Group/Partner Practice



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

Use ROUTINE 12—New Vowel Sound Whole Group

Use ROUTINE 13—Say the Sounds Whole Group

Use ROUTINE 18—Look and Say Words Whole Group/Partner Practice

MATERIAL

- Partner Practice Book page 23

CLOSURE

TEACHER: Let's say the Sound Sentence together.

STUDENTS: *Abby saw an apple.*

TEACHER: Say the sound. (Point to the letter *a* on the Chart.)

STUDENTS: /a/

TEACHER: (Model reading a word with the new vowel.)

TEACHER TIP
For students needing additional support, you may want to preview a sentence from the Partner Practice Book page during small group time.

Cumulative Review

OBJECTIVE: Cumulative Review

Differentiated Instruction



Intensive Intervention

Use ROUTINE 7—Say It Slowly

Phonological Awareness: Segmenting Words Into Phonemes

MATERIALS

- Beach Poster Scene

WORD BANK
up, /u➡/ /p/
hot, /h/ /o➡/ /t/
boat, /b/ /o➡/ /t/
mast, /m➡/ /a➡/ /s➡/ /t/

REMINDER Provide corrective feedback by repeating the word slowly. Then ask the students to repeat it slowly.

Use ROUTINE 13—Say the Sounds

Phonics: Letter-Sound Cumulative Review

MATERIAL

- Chart 19

Use ROUTINE 18—Look and Say Words

Word Recognition: High-Frequency Words Cumulative Review

MATERIAL

- Chart 19

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

Whole Group/Partner Practice



Use ROUTINE 7—Say It Slowly **Whole Group**

Use ROUTINE 18—Look and Say Words **Whole Group/Partner Practice**

Use ROUTINE 20—Read the Sentences **Whole Group/Partner Practice**

Benchmark Instruction

TEACHER TIP

Use this time to give students extra practice with unmastered Routines listed on the Focus Sheet for Lessons 31–35. Also provide additional guidance and feedback on Independent Activities.

MATERIAL

- Partner Practice Book page 23

CLOSURE

TEACHER: *We've been practicing words with the letter a in them. Let's say the Sound Sentence for a together.*

STUDENTS: *Abby saw an apple.*

TEACHER: *Say the sound. (Point to the letter a on the Chart.)*

STUDENTS: /a➡/

TEACHER: (Model reading a word with a from the Chart.)

New Letter Sound Tt

OBJECTIVES: Pronounce words using known letter sounds; Say the sound for Tt, /t/; Cumulative Review

Differentiated Instruction



Intensive Intervention and Strategic Instruction

Use ROUTINE 9—Say the Names

Letter Recognition: Letter Names Cumulative Review

MATERIAL

- Chart 20

Use ROUTINE 6—What Word? (B)

Phonological Awareness: Blending Phonemes

MATERIALS

- Beach Poster Scene

WORD BANK
high, /h/ /ī/
sail, /s/ /ā/ /l/
kite, /k/ /ī/ /t/
wind, /w/ /i/ /n/ /d/

Use ROUTINE 11—New Sound

Phonics: Introducing New Sound

MATERIALS

- Teacher Letter Cards: Tt
- Teacher Key Word Cards: t/toes and cards for review
- Teacher Picture Cards: turtle, hat, dish, kite, lion, gate
- Chart 20

REMINDER Provide corrective feedback by holding up a finger as you slowly say each sound. Ask if it is the new sound.

Use ROUTINE 13—Say the Sounds

Phonics: Letter-Sound Cumulative Review

MATERIAL

- Chart 20

Use ROUTINE 15—Sound and Say Words

Phonics: Word Analysis

MATERIAL

- Chart 20

REMINDER Students sound each word and then say each word.

Use ROUTINE 16—Sound and Spell

Phonics: Word Analysis

MATERIALS

- Teacher and Student Letter Cards: a, t

WORD BANK
at

REMINDER Students spell the word with letter cards, then push each card as they say its sound. Then they say the word.

TEACHER TIP

You may want to have students use the words in a spoken sentence.

Whole Group/Partner Practice



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

Use ROUTINE 11—New Sound Whole Group

Use ROUTINE 13—Say the Sounds Whole Group

Use ROUTINE 15—Sound and Say Words Whole Group/Partner Practice

Use ROUTINE 18—Look and Say Words Whole Group/Partner Practice

MATERIAL

- Partner Practice Book page 24

CLOSURE

TEACHER: What is our Key Word for the letter t? (Point to the letter t on the Chart.)

STUDENTS: toes

TEACHER: What sound? (Point to the letter t on the Chart.)

STUDENTS: /t/

TEACHER: (Model reading a word with t from the Chart.)

Cumulative Review

OBJECTIVE: Cumulative Review

Differentiated Instruction



Intensive Intervention **or** Strategic Instruction

REMINDER Add Routines as needed.

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

This Routine is optional. A solid grasp of the alphabet is critical, however, so use the Routine with students who continue to struggle with the skill.

Benchmark Instruction

REMINDER Add other Routines as needed.

Use ROUTINE 16—Sound and Spell

Phonics: Word Analysis

MATERIALS

- Teacher and Student Letter Cards: *a, t, m, s, f, p*

WORD BANK		
at	map	fat
fast	mat	mats

Whole Group/Partner Practice



Use ROUTINE 6—What Word? (B) Whole Group

WORD BANK
up, /u→/ /p/
wave, /w→/ /ā→/ /v→/
pail, /p/ /ā→/ /l→/
taste /t/ /ā→/ /s→/ /t/

Use ROUTINE 15—Sound and Say Words Whole Group/Partner Practice

Use ROUTINE 18—Look and Say Words Whole Group/Partner Practice

Use ROUTINE 20—Read the Sentences Whole Group/Partner Practice

REMINDER Encourage students to compliment and praise one another. Model this behavior for students.

MATERIALS

- Partner Practice Book page 24
- Beach Poster Scene
- Chart 20

CLOSURE

TEACHER: *We've been practicing words with the letter a in them. Let's say the Sound Sentence for a together.*

STUDENTS: *Abby saw an apple.*

TEACHER: *Say the sound. (Point to the letter a on the Chart.)*

STUDENTS: /a→/

TEACHER: (Model reading a word with a from the Chart.)