

# Skills Block Focus Sheet for Lessons 36–40

Photocopy this sheet each week for each group.

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

		Lesson 36	Lesson 37	Lesson 38	Lesson 39	Lesson 40
Differentiated Instruction/Small Groups	2 Groups—10 Minutes Each	<b>Intensive Intervention and Strategic Instruction</b>	<b>Intensive Intervention and Strategic Instruction</b>	<b>Intensive Intervention</b>	<b>Intensive Intervention and Strategic Instruction</b>	<b>Intensive Intervention or Strategic Instruction</b>
		<b>6—WHAT WORD? (B)</b> Blending Phonemes	<b>9—SAY THE NAMES</b> Letter Names Cumulative Review	<b>7—SAY IT SLOWLY</b> Segmenting Words Into Phonemes	<b>9—SAY THE NAMES</b> Letter Names Cumulative Review	<b>10—ALPHABET SONG GAME</b> Serial Alphabet Naming (optional)
		<b>7—SAY IT SLOWLY</b> Segmenting Words Into Phonemes	<b>6—WHAT WORD? (B)</b> Blending Phonemes	<b>13—SAY THE SOUNDS</b> Letter-Sound Cumulative Review	<b>6—WHAT WORD? (B)</b> Blending Phonemes	Routines and activities as needed
		<b>17—NEW LOOK AND SAY WORDS</b> High-Frequency Words: <i>I, on, happy</i>	<b>11—NEW SOUND</b> <i>m/m→/ (moon)</i>	<b>15—SOUND AND SAY WORDS</b> Word Analysis	<b>11—NEW SOUND</b> <i>s/s→/ (socks)</i>	<b>Benchmark Instruction</b>
		<b>10—ALPHABET SONG GAME</b> (optional) Serial Alphabet Naming	<b>13—SAY THE SOUNDS</b> Letter-Sound Cumulative Review	<b>16—SOUND AND SPELL</b> Word Analysis	<b>13—SAY THE SOUNDS</b> Letter-Sound Cumulative Review	<b>16—SOUND AND SPELL</b> Word Analysis
			<b>15—SOUND AND SAY WORDS</b> Word Analysis	<b>Benchmark Instruction</b>	<b>15—SOUND AND SAY WORDS</b> Word Analysis	Routines and activities as needed
			<b>16—SOUND AND SPELL</b> Word Analysis	<b>16—SOUND AND SPELL</b> Word Analysis	<b>16—SOUND AND SPELL</b> Word Analysis	
			Routines and activities as needed			
Whole Group/ Partner Practice	10 Minutes	<b>6—WHAT WORD? (B)</b>	<b>9—SAY THE NAMES</b>	<b>7—SAY IT SLOWLY</b>	<b>9—SAY THE NAMES</b>	<b>6—WHAT WORD? (B)</b>
		<b>7—SAY IT SLOWLY</b>	<b>11—NEW SOUND</b>	<b>15—SOUND AND SAY WORDS</b>	<b>11—NEW SOUND</b>	<b>15—SOUND AND SAY WORDS</b>
		<b>17—NEW LOOK AND SAY WORDS</b>	<b>13—SAY THE SOUNDS</b>	<b>18—LOOK AND SAY WORDS</b>	<b>13—SAY THE SOUNDS</b>	<b>18—LOOK AND SAY WORDS</b>
			<b>15—SOUND AND SAY WORDS</b>	<b>20—READ THE SENTENCES</b>	<b>15—SOUND AND SAY WORDS</b>	<b>20—READ THE SENTENCES</b>
		<b>18—LOOK AND SAY WORDS</b>		<b>18—LOOK AND SAY WORDS</b>		

## Students' Names

GROUP	Intensive Intervention <input type="checkbox"/>	Strategic Instruction <input type="checkbox"/>	Benchmark Instruction <input type="checkbox"/>	Students' Names									
Differentiated Instruction—Small Groups: Assessment	Objective	Routine	Skill Level										
	Orally blend 2–4 phonemes into a word with no beginning blends	<b>6—WHAT WORD? (B)</b>	Practice										
	Orally segment words with 2–4 phonemes (no initial blends) into individual phonemes	<b>7—SAY IT SLOWLY</b>	Practice										
	Fluently say the names of the printed letters in a random order	<b>9—SAY THE NAMES</b>	Practice										
	Serially name the alphabet, pointing to each letter as it is named	<b>10—ALPHABET SONG GAME</b> (optional)	Practice										
	Say the most common sound for <i>m/m→/</i> , <i>s/s→/</i>	<b>11—NEW SOUND</b>	Introduce										
	Fluently say the most common sound for taught letters and letter patterns	<b>13—SAY THE SOUNDS</b>	Practice										
	Pronounce short vowel words in which each letter represents its most common sound, including VC/CVC patterns and beginning with continuous sounds	<b>15—SOUND AND SAY WORDS</b>	Mastery										
	Demonstrate understanding of letter-sound correspondences by writing words that are made up of taught letter sounds and patterns	<b>16—SOUND AND SPELL</b>	Practice										
	Pronounce the sight words <i>I, on, happy</i>	<b>17—NEW LOOK AND SAY WORDS</b>	Introduce										
Fluently pronounce taught sight words	<b>18—LOOK AND SAY WORDS</b>	Practice											
Read sentences with taught sight words and word patterns; apply flexible strategy to determine pronunciation of unknown words	<b>20—READ THE SENTENCES</b>	Practice											
				<b>Assessment Key: S = Struggling P = Practicing M = Mastered</b>									

# Look and Say Words: *I, on, happy*

**OBJECTIVES:** Pronounce the words *I, on, happy*; 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
net, /n/ → /e/ → /t/
mast, /m/ → /a/ → /s/ → /t/
boat, /b/ → /o/ → /t/
tan, /t/ → /a/ → /n/

**REMINDER** After students say all the words, ask them to say a sentence that uses one of the words. Use the Poster Scene to support language.

#### 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 you say a word, students say its phonemes one at a time.

### Use ROUTINE 17—New Look and Say Words

Word Recognition: Introducing High-Frequency Words

**MATERIALS**

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

**REMINDER** Provide scaffolding by showing students all the words and asking them to repeat the new words in order.

### 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.

## 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

### CLOSURE

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

**STUDENTS:** *I, on, happy*

New Letter Sound *Mm*

**OBJECTIVES:** Say the sound for *Mm*, /m→/; Cumulative Review

## Differentiated Instruction



## Intensive Intervention and Strategic Instruction

## Use ROUTINE 9—Say the Names

Letter Recognition: Letter Names Cumulative Review

## MATERIAL

- Chart 21

## Use ROUTINE 6—What Word? (B)

Phonemic Awareness: Blending Phonemes

## MATERIALS

- Beach Poster Scene

## WORD BANK

sand, /s→/ /a→/ /n→/ /d/

hot, /h/ /o→/ /t/

kite, /k/ /ī→/ /t/

net, /n→/ /e→/ /t/

## Use ROUTINE 11—New Sound

Phonics: Introducing New Sound

## MATERIALS

- Teacher Letter Cards: *Mm*
- Teacher Key Word Cards: *m/moon* and cards for review
- Teacher Picture Cards: *mop*, *turtle*
- Chart 21

## TEACHER TIP

Practice sorting the following additional words orally: *man*, *gum*, and *room*.

## Use ROUTINE 13—Say the Sounds

Phonics: Letter-Sound Cumulative Review

## MATERIAL

- Chart 21

## Use ROUTINE 15—Sound and Say Words

Phonics: Word Analysis

## MATERIAL

- Chart 21

**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*, *m*

## WORD BANK

am

at

mat

**REMINDER** Students spell the word with their Letter Cards, then push each card as they say its sound.

## 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 25

## CLOSURE

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

**STUDENTS:** *moon*

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

**STUDENTS:** /m→/

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

# Cumulative Review

**OBJECTIVE:** Cumulative Review

## Differentiated Instruction



### Intensive Intervention

#### Use ROUTINE 7—Say It Slowly

**Phonemic Awareness: Segmenting Words Into Phonemes**

**MATERIALS**

- Beach Poster Scene

WORD BANK
shade, /sh→/ /ā→/ /d/
wind, /w→/ /i→/ /n→/ /d/
up, /u→/ /p/
pail, /p/ /ā→/ /l→/

**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 21

#### Use ROUTINE 15—Sound and Say Words

**Phonics: Word Analysis**

**MATERIAL**

- Chart 21

#### Use ROUTINE 18—Look and Say Words

**Word Recognition: High-Frequency Words Cumulative Review**

## Whole Group/Partner Practice



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

(See *Say It Slowly* above. Use words in a different order.)

#### 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** Monitor students' reading carefully and encourage them to assist each other.

**MATERIAL**

- Chart 21

**REMINDER** Provide corrective feedback by saying the correct word and asking students to repeat the row.

#### Use ROUTINE 16—Sound and Spell

**Phonics: Word Analysis**

**MATERIALS**

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

WORD BANK		
am	at	mat

### 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		
mat	tap	pat
mats	pats	taps

**TEACHER TIP**

Challenge students to spell additional words by adding the Letter Card *r*.

**MATERIAL**

- Partner Practice Book page 25

## 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.)

**OBJECTIVES:** Say the sound for Ss, /s→/; Cumulative Review

## Differentiated Instruction



### Intensive Intervention and Strategic Instruction

#### Use ROUTINE 9—Say the Names

Letter Recognition: Letter Names Cumulative Review

**MATERIAL**

- Chart 22

#### Use ROUTINE 6—What Word? (B)

Phonemic Awareness: Blending Phonemes

**MATERIALS**

- Beach Poster Scene

**WORD BANK**

read, /r→/ /ē→/ /d/	cold, /k/ /ō→/ /l→/ /d/
sun, /s→/ /u→/ /n→/	suit, /s→/ /ū→/ /t/

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

#### Use ROUTINE 11—New Sound

Phonics: Introducing New Sound

**MATERIALS**

- Teacher Letter Cards: Ss
- Teacher Key Word Cards: *s/socks* and all cards for review
- Teacher Picture Cards: *six, sun, bed, dress, soap*
- Chart 22

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

## 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

#### Use ROUTINE 13—Say the Sounds

Phonics: Letter-Sound Cumulative Review

**MATERIAL**

- Chart 22

#### Use ROUTINE 15—Sound and Say Words

Phonics: Word Analysis

**MATERIAL**

- Chart 22

**REMINDER** If students say the incorrect sound, scaffold by saying the Key Word or Sound Sentence.

**TEACHER TIP**

The words in this Lesson begin with continuous sounds so you can model connecting the sounds. Help students blend sounds by saying, *Do not stop between sounds.*

#### Use ROUTINE 16—Sound and Spell

Phonics: Word Analysis

**MATERIALS**

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

**WORD BANK**

at	mat	sat	am
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**REMINDER** Provide corrective feedback by repeating the word slowly, emphasizing each sound.

## CLOSURE

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

**STUDENTS:** *socks*

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

**STUDENTS:** /s→/

**TEACHER:** (Model reading a word with s 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

**REMINDER** 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

mat	fat	fast
am	maps	mats

## TEACHER TIP

Challenge students to write additional words that rhyme with *at* and *am*.

## Whole Group/Partner Practice



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

## WORD BANK (Beach Poster)

ray, /r/ /ā/
shell, /sh/ /e/ /l/
lunch, /l/ /u/ /n/ /ch/
build, /b/ /i/ /l/ /d/

## 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** Remind students to repeat sentences until they no longer make mistakes.**REMINDER** Partner Practice time is most effective when you monitor, provide corrective feedback, and reinforce desired behaviors.

## MATERIALS

- Partner Practice Book page 26
- Beach Poster Scene
- Chart 22

## 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.)