

Skills Block Focus Sheet for Lessons 41–45

Photocopy this sheet each week for each group.

DATE: _____ CLASS: _____

		Lesson 41	Lesson 42	Lesson 43	Lesson 44	Lesson 45
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? (B) 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>my, is, cat</i>	11—NEW SOUND <i>f/fi/ (fish)</i>	15—SOUND AND SAY WORDS Word Analysis	11—NEW SOUND <i>p/p/ (pan)</i>	Benchmark Instruction
		10—ALPHABET SONG GAME (optional) Serial Alphabet Naming	13—SAY THE SOUNDS Letter-Sound Cumulative Review	18—LOOK AND SAY WORDS High-Frequency Words Cumulative Review	13—SAY THE SOUNDS Letter-Sound Cumulative Review	
			15—SOUND AND SAY WORDS Word Analysis	16—SOUND AND SPELL Word Analysis	15—SOUND AND SAY WORDS Word Analysis	
			16—SOUND AND SPELL Word Analysis	Benchmark Instruction	16—SOUND AND SPELL Word Analysis	
				16—SOUND AND SPELL Word Analysis		
				Routines and activities as needed		
		Whole Group/ Partner Practice	10 Minutes	6—WHAT WORD? (B)	9—SAY THE NAMES	7—SAY IT SLOWLY
7—SAY IT SLOWLY	11—NEW SOUND			15—SOUND AND SAY WORDS	11—NEW SOUND	15—SOUND AND SAY WORDS
17—NEW LOOK AND SAY WORDS	13—SAY THE SOUNDS			18—LOOK AND SAY WORDS	13—SAY THE SOUNDS	18—LOOK AND SAY WORDS
	15—SOUND AND SAY WORDS			20—READ THE SENTENCES	15—SOUND AND SAY WORDS	20—READ THE SENTENCES
	18—LOOK AND SAY WORDS		18—LOOK AND SAY WORDS			

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									
	Orally blend 2–4 phonemes into a word with no beginning blends	6—WHAT WORD? (B)	Practice									
	Orally segment words with 2–4 phonemes (no initial blends) into individual phonemes	7—SAY IT SLOWLY	Practice									
	Fluently say the names of the printed 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 (optional)	Practice									
	Say the most common sound for <i>f/fi/</i> , <i>p/p/</i>	11—NEW SOUND	Introduce									
	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>my, is, cat</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

OBJECTIVES: Pronounce the words *my, is, cat*; Cumulative Review

Differentiated Instruction



Intensive Intervention and Strategic Instruction

Use ROUTINE 6—What Word? (B)

Phonemic Awareness: Blending Phonemes

MATERIALS

- Farm Poster Scene

WORD BANK

pig, /p/ /i/ → /g/
hat, /h/ /a/ → /t/
goat, /g/ /ō/ → /t/
sheep, /sh/ → /ē/ → /p/

Use ROUTINE 7—Say It Slowly

Phonemic Awareness: Segmenting Words Into Phonemes

MATERIALS

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

REMINDER Provide corrective feedback by repeating the sounds. Connect the sounds when possible.

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

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

Use ROUTINE 17—New Look and Say Words

Word Recognition: Introducing High-Frequency Words

MATERIALS

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

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 this Routine with students who continue to struggle with the skill.

CLOSURE

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

STUDENTS: *my, is, cat*

OBJECTIVES: Say the sound for Ff, /f→/; Cumulative Review

Differentiated Instruction



Intensive Intervention and Strategic Instruction

Use ROUTINE 9—Say the Names

Letter Recognition: Letter Names Cumulative Review

MATERIAL

- Chart 23

Use ROUTINE 6—What Word? (B)

Phonemic Awareness: Blending Phonemes

MATERIALS

- Farm Poster Scene

WORD BANK
lamb, /l→/ /a→/ /m→/
neigh, /n→/ /ā→/
goat, /g/ /ō→/ /t/
nest, /n→/ /e→/ /s→/ /t/

Use ROUTINE 11—New Sound

Phonics: Introducing New Sound

MATERIALS

- Teacher Letter Cards: Ff
- Teacher Key Word Card: *ffish* and all cards for review
- Teacher Picture Cards: *fan, fox, pig, five, giraffe*
- Chart 23

REMINDER Use the Key Word Card to model the new sound. Have students practice all previously taught Key Words and then sort the Picture Cards.

Use ROUTINE 13—Say the Sounds

Phonics: Letter-Sound Cumulative Review

MATERIAL

- Chart 23

REMINDER Students say the sound when you tap a letter. Tap stop sounds quickly and hold continuous sounds for two seconds.

Use ROUTINE 15—Sound and Say Words

Phonics: Word Analysis

MATERIAL

- Chart 23

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, s, f*

WORD BANK				
am	fat	fast	mat	sat

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 27

CLOSURE

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

STUDENTS: *fish*

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

STUDENTS: /f→/

TEACHER: (Model reading a word with *f* 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

- Farm Poster Scene

WORD BANK
hay, /h/ /ā/
sun, /s/ /u/ /n/
milk, /m/ /i/ /l/ /k/
fence, /f/ /e/ /n/ /s/

Use ROUTINE 13—Say the Sounds

Phonics: Letter-Sound Cumulative Review

MATERIAL

- Chart 23

Use ROUTINE 15—Sound and Say Words

Phonics: Word Analysis

MATERIAL

- Chart 23

Use ROUTINE 18—Look and Say Words

Word Recognition: High-Frequency Words Cumulative Review

MATERIAL

- Chart 23

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

Use ROUTINE 16—Sound and Spell

Phonics: Word Analysis

MATERIALS

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

WORD BANK		
mat	at	fast
fat	sat	

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		
fat	mats	fast
mast	maps	mat

TEACHER TIP Challenge students to spell additional words by adding the Letter Card / or by writing the words they spell.

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. Remind students to repeat sentences until they no longer make mistakes.

MATERIAL

- Partner Practice Book page 27

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: /ā/

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

New Letter Sound Pp

OBJECTIVES: Say the sound for Pp, /p/; Cumulative Review

Differentiated Instruction



Intensive Intervention and Strategic Instruction

Use ROUTINE 9—Say the Names

Letter Recognition: Letter Names Cumulative Review

MATERIAL

- Chart 24

Use ROUTINE 6—What Word? (B)

Phonemic Awareness: Blending Phonemes

MATERIALS

- Farm Poster Scene

WORD BANK
bee, /b/ /ē→/
mud, /m→/ /u→/ /d/
rope, /r→/ /ō→/ /p/
leaves, /l→/ /ē→/ /v→/ /z→/

Use ROUTINE 11—New Sound

Phonics: Introducing New Sound

MATERIALS

- Teacher Letter Cards: Pp
- Teacher Key Word Cards: p/pan and all cards for review
- Teacher Picture Cards: pig, sun, mop, popcorn, soap, zipper
- Chart 24

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 24

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

Use ROUTINE 15—Sound and Say Words

Phonics: Word Analysis

MATERIAL

- Chart 24

REMINDER If students have difficulty blending, scaffold by saying the word slowly and stretching and connecting sounds.

Use ROUTINE 16—Sound and Spell

Phonics: Word Analysis

MATERIALS

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

WORD BANK		
am	fat	mat
pat	map	fast

REMINDER Provide corrective feedback by helping students match the letter with its sound and reminding them of Key Words or Sound Sentences.

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 28

CLOSURE

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

STUDENTS: pan

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

STUDENTS: /p/

TEACHER: (Model reading a word with p 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 this 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		
am	pat	past
stamp	mast	maps

TEACHER TIP

Challenge students to write down as many words as they can spell using the letters.

Whole Group/Partner Practice



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

WORD BANK
pen, /p/ /e/ /n/
row, /r/ /o/
paint, /p/ /ā/ /n/ /t/
goat, /g/ /ō/ /t/

MATERIALS

- Partner Practice Book page 28
- Farm Poster Scene
- Chart 24

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

TEACHER TIP

You may want to have students needing additional support reread sentences from Partner Practice Book pages.

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.)