

Skills Block Focus Sheet for Lessons 46–50

Photocopy this sheet each week for each group.

DATE: _____ CLASS: _____

		Lesson 46	Lesson 47	Lesson 48	Lesson 49	Lesson 50
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	8—NEW LETTER NAME v (vest)	9—SAY THE NAMES Letter Names Cumulative Review	8—NEW LETTER NAME j (jar)	10—ALPHABET SONG GAME (optional) Serial Alphabet Naming
		7—SAY IT SLOWLY Segmenting Words Into 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	Routines and activities as needed
		17—NEW LOOK AND SAY WORDS High-Frequency Words: <i>big, little, we</i>	6—WHAT WORD? (B) Blending Phonemes	13—SAY THE SOUNDS Letter-Sound Cumulative Review	6—WHAT WORD? (B) Blending Phonemes	Benchmark Instruction
		19—BUILD A SENTENCE Application	13—SAY THE SOUNDS Letter-Sound Cumulative Review	15—SOUND AND SAY WORDS Word Analysis	13—SAY THE SOUNDS Letter-Sound Cumulative Review	Routines and activities as needed
		10—ALPHABET SONG GAME (optional) Serial Alphabet Naming	15—SOUND AND SAY WORDS Word Analysis	18—LOOK AND SAY WORDS High-Frequency Words Cumulative Review	15—SOUND AND SAY WORDS Word Analysis	16—SOUND AND SPELL WORDS Word Analysis
		9—SAY THE NAMES (optional) (from previous chart) Letter Names Cumulative Review	16—SOUND AND SPELL Word Analysis	16—SOUND AND SPELL Word Analysis	16—SOUND AND SPELL Word Analysis	19—BUILD A SENTENCE Application
				Benchmark Instruction		
				16—SOUND AND SPELL Word Analysis		
				Routines and activities as needed		
Whole Group/ Partner Practice	10 Minutes	6—WHAT WORD? (B)	8—NEW LETTER NAME	7—SAY IT SLOWLY	8—NEW LETTER NAME	6—WHAT WORD? (B)
		7—SAY IT SLOWLY	9—SAY THE NAMES	15—SOUND AND SAY WORDS	9—SAY THE NAMES	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
		19—BUILD A SENTENCE	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	19—BUILD A SENTENCE		

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						
	Say the names of the following letters: <i>Vv, Jj</i>	8—NEW LETTER NAME	Introduce						
	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						
	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 sound	15—SOUND AND SAY WORDS	Mastery						
	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>big, little, we</i>	17—NEW LOOK AND SAY WORDS	Introduce						
	Fluently pronounce taught sight words	18—LOOK AND SAY WORDS	Practice						
	Using word cards made up of taught patterns and syllable types, put words together to make a phrase or sentence	19—BUILD A SENTENCE	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: Build a sentence using Word Cards; Pronounce the words *big, little, we*; 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
goat, /g/ /ō/ /t/
neigh, /n/ /ā/
sheep, /sh/ /ē/ /p/
chick, /ch/ /i/ /k/

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.)

Use ROUTINE 17—New Look and Say Words

Word Recognition: Introducing High-Frequency Words

MATERIAL

- Teacher and Student Look and Say Word Cards: *big, little, we, I, on, happy, my, is, cat*

TEACHER TIP

The same set of 18 words is used for Build a Sentence during Lessons 46–65.

Use ROUTINE 19—Build a Sentence

Word Recognition: Application

MATERIALS

- Teacher and Student Look and Say Word Cards: *cat, my, see, the, a, I, on, happy, is*
- Teacher and Student Sound and Say Word Cards: *at, am, mat, Sam, sat, fat, fast, mats, map*
- Blackline Master 1

SENTENCE BANK		
Possible Sentences		
I am happy.	I see the fat cat.	My cat is fast.
My cat is happy.	I see Sam.	I see a fast cat.

REMINDER Students read the Word Cards, build a sentence, and then write the sentence. Accept any reasonable sentence using the Word Cards.

TEACHER TIP

The first three Look and Say words (*the, see, a*) are no longer on the list. They will be used in Build a Sentence in Lessons 46–65.

TEACHER TIP

Add Routines 9 and 10 if needed. Use Chart 24 for Routine 9.

REMINDER Use Routines 9 and 10 if needed.

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

Use ROUTINE 19—Build a Sentence Whole Group/Partner Practice

CLOSURE

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

STUDENTS: *big, little, we*

OBJECTIVES: Name the letter Vv; Cumulative Review

Differentiated Instruction



Intensive Intervention and Strategic Instruction

Use ROUTINE 8—New Letter Name

Letter Recognition: Letter Name Introduction

MATERIALS

- Teacher and Student Letter Cards: Vv, all previously taught Letter Cards (Sets 1, 2, and 3)
- Chart 25

REMINDER Use the Chart and Teacher Letter Cards to teach Vv. Then ask students to find their Vv Letter Cards.

Use ROUTINE 9—Say the Names

Letter Recognition: Letter Names Cumulative Review

MATERIAL

- Chart 25

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

Use ROUTINE 6—What Word? (B)

Phonemic Awareness: Blending Phonemes

MATERIALS

- Farm Poster Scene

WORD BANK
hat, /h/ /a/ /t/
lamb, /l/ /a/ /m/
moo, /m/ /oo/
milk, /m/ /i/ /l/ /k/



Whole Group/Partner Practice

Use ROUTINE 8—New Letter Name Whole Group

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

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 25

REMINDER Scaffold by saying the name of the Key Word Card for the sound missed.

Use ROUTINE 15—Sound and Say Words

Phonics: Word Analysis

MATERIAL

- Chart 25

Use ROUTINE 16—Sound and Spell

Phonics: Word Analysis

MATERIALS

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

WORD BANK		
at	sat	mat
fat	fast	map

MATERIAL

- Partner Practice Book page 29

CLOSURE

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

STUDENTS: v

OBJECTIVE: Cumulative Review

Differentiated Instruction



Intensive Intervention

REMINDER Add other Routines as needed.

Use ROUTINE 9—Say the Names

Letter Recognition: Letter Names Cumulative Review

MATERIAL

- Chart 25

Use ROUTINE 7—Say It Slowly

Phonological Awareness: Segmenting Words Into Phonemes

MATERIALS

- Farm Poster Scene

WORD BANK
sun, /s/ / /u/ / /n/
row, /r/ / /o/
pig, /p/ / /i/ / /g/
nest, /n/ / /e/ / /s/ / /t/

Use ROUTINE 13—Say the Sounds

Phonics: Letter-Sound Cumulative Review

MATERIAL

- Chart 25

Use ROUTINE 15—Sound and Say Words

Phonics: Word Analysis

MATERIAL

- Chart 25

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 Partner Practice

Use ROUTINE 18—Look and Say Words

Word Recognition: High-Frequency Words Cumulative Review

MATERIAL

- Chart 25

Use ROUTINE 16—Sound and Spell

Phonics: Word Analysis

MATERIALS

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

WORD BANK				
map	mat	mast	at	fat
fast	at	mat	map	maps

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		
past	taps	pats
fast	pat	maps

TEACHER TIP

Challenge students to spell additional words by adding the Letter Card *d* or *l*.

MATERIAL

- Partner Practice Book page 29

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: Name the letter *Jj*; Cumulative Review

Differentiated Instruction



Intensive Intervention and Strategic Instruction

Use ROUTINE 8—New Letter Name

Letter Recognition: Letter Naming

MATERIALS

- Teacher and Student Letter Cards: *Jj*, all previously taught Letter Cards (Sets 1, 2, and 3, *V*)
- Chart 26

REMINDER Provide corrective feedback by modeling with more of the Letter Cards.

Use ROUTINE 9—Say the Names

Letter Recognition: Letter Names Cumulative Review

MATERIAL

- Chart 26

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

Use ROUTINE 6—What Word? (B)

Phonemic Awareness: Blending Phonemes

MATERIALS

- Farm Poster Scene

WORD BANK
pen, /p/ /e/ /n/
mud, /m/ /u/ /d/
hay, /h/ /ā/
fence, /f/ /e/ /n/ /s/

Whole Group/Partner Practice



Use ROUTINE 8—New Letter Name Whole Group

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

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 26

Use ROUTINE 15—Sound and Say Words

Phonics: Word Analysis

MATERIAL

- Chart 26

Use ROUTINE 16—Sound and Spell

Phonics: Word Analysis

MATERIALS

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

WORD BANK		
am	at	fat
fast	map	maps

TEACHER TIP

Encourage students to make up and say sentences that use the words they spell. Model as needed.

MATERIAL

- Partner Practice Book page 30

CLOSURE

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

STUDENTS: *j*

Cumulative Review

OBJECTIVE: Cumulative Review

Differentiated Instruction



Intensive Intervention *or* Strategic Instruction

REMINDER Add other 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		
mats	past	pats
fast	maps	mat

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



Whole Group/Partner Practice

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

WORD BANK
milk, /m➡/ /i➡/ /l➡/ /k/
moo, /m➡/ /oo➡/
goat, /g/ /o➡/ /t/
paint, /p/ /ā➡/ /n➡/ /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 Partner Practice

Use ROUTINE 19—Build a Sentence Whole Group/Partner Practice

Use ROUTINE 19—Build a Sentence

Word Recognition: Application

MATERIALS

- Teacher and Student Look and Say Word Cards: *cat, my, see, the, a, I, on, happy, is*
- Teacher and Student Sound and Say Word Cards: *at, am, mat, Sam, sat, fat, fast, mats, map*
- Blackline Master 1

SENTENCE BANK		
Possible Sentences		
I am happy.	I see the fat cat.	My cat is fast.
My cat is happy.	I see Sam.	I see a fast cat.

REMINDER Students read the Word Cards, build a sentence, and then write the sentence. Accept any reasonable sentence using the Word Cards.

TEACHER TIP

The same set of 18 words is used for **Build a Sentence** during Lessons 46–65.

MATERIALS

- Partner Practice Book page 30
- Farm Poster Scene
- Chart 26

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.)