

Skills Block Focus Sheet for Lessons 51–55

Photocopy this sheet
each week for each group.

DATE: _____ CLASS: _____

		Lesson 51	Lesson 52	Lesson 53	Lesson 54	Lesson 55
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 <i>Kk</i>	9—SAY THE NAMES Letter Names Cumulative Review	8—NEW LETTER NAME <i>Ww</i>	Routines and activities as needed
		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	Benchmark Instruction
		17—NEW LOOK AND SAY WORDS High-Frequency Words: <i>look, and, very</i>	6—WHAT WORD? (B) Blending Phonemes	13—SAY THE SOUNDS Letter-Sound Cumulative Review	6—WHAT WORD? (B) Blending Phonemes	16—SOUND AND SPELL Word Analysis
		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	19—BUILD A SENTENCE Application
		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	Routines and activities as needed
		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	
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 Strategic Instruction Benchmark Instruction

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>Kk, Ww</i>	8—NEW LETTER NAME	Introduce						
	In a random order, fluently say the names of printed letters	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 all CVC patterns	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>look, and, very</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

New Look and Say Words: *look, and, very*

OBJECTIVES: Pronounce the words *look, and, very*; Cumulative Review

Differentiated Instruction



Intensive Intervention and Strategic Instruction

Use ROUTINE 6—What Word? (B)

Phonemic Awareness: Blending Phonemes

MATERIALS

- City Poster Scene

WORD BANK
ice, /ī→/ /s→/
shop, /sh→/ /o→/ /p/
dog, /d/ /o→/ /g/
cold, /k/ /ō→/ /l→/ /d/

Use ROUTINE 7—Say It Slowly

Phonemic Awareness: Segmenting Words into Phonemes

MATERIALS

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

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

Use ROUTINE 17—New Look and Say Words

Word Recognition: Introducing High-Frequency Words

MATERIALS

- Teacher and Student Look and Say Word Cards: *look, and, very, my, is, cat, big, little, we*



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 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 Challenge students by adding these Look and Say words: *look, and, very*.

TEACHER TIP The same set of 18 words is used for Build a Sentence during 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.

CLOSURE

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

STUDENTS: *look, and, very*

OBJECTIVES: Name the letter Kk; Cumulative Review

Differentiated Instruction



Intensive Intervention and Strategic Instruction

TEACHER TIP

For students requiring extra practice, consider spending 1–3 minutes prior to small groups.

Use ROUTINE 8—New Letter Name

Letter Recognition: Letter Naming

MATERIALS

- Teacher and Student Letter Cards: Kk, all previously taught Letter Cards (Sets 1, 2, and 3, Vv, Jj)
- Chart 27

Use ROUTINE 9—Say the Names

Letter Recognition: Letter Names Cumulative Review

MATERIAL

- Chart 27

Use ROUTINE 6—What Word? (B)

Phonemic Awareness: Blending Phonemes

MATERIALS

- City Poster Scene

WORD BANK
pie, /p/ /ī/
light, /l/ /ī/ /t/
sign, /s/ /ī/ /n/
lamp, /l/ /a/ /m/ /p/

Use ROUTINE 13—Say the Sounds

Phonics: Letter-Sound Cumulative Review

MATERIAL

- Chart 27

Use ROUTINE 15—Sound and Say Words

Phonics: Word Analysis

MATERIAL

- Chart 27

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, p

WORD BANK		
fast	fat	sat
mat	map	tap

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

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

MATERIAL

- Partner Practice Book page 31

CLOSURE

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

STUDENTS: k

Cumulative Review

OBJECTIVE: Cumulative Review

Differentiated Instruction



Intensive Intervention

Use ROUTINE 9—Say the Names

Letter Recognition: Letter Names Cumulative Review

MATERIAL

- Chart 27

Use ROUTINE 7—Say It Slowly

Phonological Awareness: Segmenting Words Into Phonemes

MATERIALS

- City Poster Scene

WORD BANK
eat, /ē/ /t/
bus, /b/ /u/ /s/
run, /r/ /u/ /n/
list, /l/ /i/ /s/ /t/

Use ROUTINE 13—Say the Sounds

Phonics: Letter-Sound Cumulative Review

MATERIAL

- Chart 27

Use ROUTINE 15—Sound and Say Words

Phonics: Word Analysis

MATERIAL

- Chart 27

Whole Group/Partner Practice



Use ROUTINE 7—Say It Slowly **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 20—Read the Sentences **Whole Group/Partner Practice**

Use ROUTINE 18—Look and Say Words

Word Recognition: High-Frequency Words Cumulative Review

MATERIAL

- Chart 27

Use ROUTINE 16—Sound and Spell

Phonics: Word Analysis

MATERIALS

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

WORD BANK		
tap	taps	maps
mat	fat	fast

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		
fast	past	pats
mats	mast	stamp

TEACHER TIP

Challenge students to spell additional words by adding the Letter Cards *h* and *d*.

MATERIAL

- Partner Practice Book page 31

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 *Ww*; 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: *Ww*, all previously taught Letter Cards (Sets 1, 2, and 3, *Vv*, *Jj*, *Kk*)
- Chart 28

Use ROUTINE 9—Say the Names

Letter Recognition: Letter Names Cumulative Review

MATERIAL

- Chart 28

REMINDER Because it may be difficult to monitor student progress during unison responses, conduct occasional individual checks. Be sure to point to words in a random order.

Use ROUTINE 6—What Word? (B)

Phonemic Awareness: Blending Phonemes

MATERIALS

- City Poster Scene

WORD BANK
wet, /w/ /e/ /t/
mail, /m/ /ā/ /l/
cat, /k/ /a/ /t/
taste, /t/ /ā/ /s/ /t/

Use ROUTINE 13—Say the Sounds

Phonics: Letter-Sound Cumulative Review

MATERIAL

- Chart 28

Use ROUTINE 15—Sound and Say Words

Phonics: Word Analysis

MATERIAL

- Chart 28

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, p*

WORD BANK		
at	mat	pat
pats	past	fast

TEACHER TIP

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

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

MATERIAL

- Partner Practice Book page 32

CLOSURE

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

STUDENTS: *w*

Cumulative Review

OBJECTIVE: Cumulative Review

Differentiated Instruction



Intensive Intervention or Strategic Instruction

REMINDER Add Routines as needed.

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	taps	past
pats	fast	pat

TEACHER TIP

Challenge students to spell as many words as they can using the Letter Cards. Add another letter or two for variety.

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

Challenge students by adding these Look and Say words: *look, and, very.*

TEACHER TIP

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

Whole Group/Partner Practice



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

WORD BANK
eight, /ā→/ /t/
hat, /h/ /a→/ /t/
bag, /b/ /a→/ /g/
bench, /b/ /e→/ /n→/ /ch/

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

MATERIALS

- Partner Practice Book page 32
- City Poster Scene
- Chart 28

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 chart.)*

STUDENTS: /a→/

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