

Skills Block Focus Sheet for Lessons 56–60

Photocopy this sheet each week for each group.

DATE: _____ CLASS: _____

		Lesson 56	Lesson 57	Lesson 58	Lesson 59	Lesson 60
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	Routines and activities as needed
		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	Benchmark Instruction
		17—NEW LOOK AND SAY WORDS High-Frequency Words: <i>here, this, can</i>	12—NEW VOWEL SOUND <i>i/i→/(insect)</i>	15—SOUND AND SAY WORDS Word Analysis	11—NEW SOUND <i>n/n→/(nest)</i>	16—SOUND AND SPELL Word Analysis
		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	19—BUILD A SENTENCE Application
		9—SAY THE NAMES (optional) (from previous Chart) Letter Names Cumulative Review	15—SOUND AND SAY WORDS Word Analysis	16—SOUND AND SPELL Word Analysis	15—SOUND AND SAY WORDS Word Analysis	Routines and activities as needed
Whole Group/ Partner Practice	10 Minutes	19—BUILD A SENTENCE Application	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		
		6—WHAT WORD? (B)	9—SAY THE NAMES	7—SAY IT SLOWLY	9—SAY THE NAMES	6—WHAT WORD? (B)
		7—SAY IT SLOWLY	11—NEW VOWEL SOUND	15—SOUND AND SAY WORDS	11—NEW VOWEL 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
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	Students' Names								
	Orally blend 2–4 phonemes into a word with no beginning blends	6—WHAT WORD? (B)	Mastery									
Orally segment words with 2–4 phonemes (no initial blends) into individual phonemes	7—SAY IT SLOWLY	Mastery										
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	Mastery										
Say the most common sound for <i>n/n→/</i>	11—NEW SOUND	Introduce										
Say the short vowel sound for <i>i/i→/</i>	12—NEW VOWEL SOUND	Introduce										
Fluently say the most common sound for taught letters and letter patterns	13—SAY THE SOUNDS	Mastery										
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>here, this, can</i>	17—NEW LOOK AND SAY WORDS	Introduce										
Fluently pronounce taught sight words	18—LOOK AND SAY WORDS	Mastery										
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

Differentiated Instruction



Intensive Intervention and Strategic Instruction

Use ROUTINE 6—What Word? (B)

Phonemic Awareness: Blending Phonemes

MATERIALS

- City Poster Scene

WORD BANK
eight, /ā→/ /t/
bus, /b/ /u→/ /s→/
fast, /f→/ /a→/ /s→/ /t/
cold, /k/ /ō→/ /l→/ /d/

TEACHER TIP

If students blend words with 2–4 phonemes easily, then you may skip or shorten this Routine. If students have difficulty blending words with 2–4 phonemes, spend extra time on this Routine during the next lessons.

Use ROUTINE 7—Say It Slowly

Phonemic Awareness: Segmenting Words Into Phonemes

MATERIALS

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

TEACHER TIP

If students have mastered segmenting words with 2–4 phonemes (no initial blends), you may want to skip this activity or practice only 1 or 2 words from the Word Bank.

TEACHER TIP

If students are having difficulty segmenting words with 2–4 phonemes, spend extra time on this skill during the next Lessons. By Lesson 58, students should be fluent with this skill.

Use ROUTINE 17—New Look and Say Words

Word Recognition: Introducing High-Frequency Words

MATERIALS

- Teacher and Student Look and Say Word Cards: *the, see, a, I, on, happy, big, little, we, look, and, very, here, this, can*

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*.

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 Partner Practice

MATERIAL

- Chart 28

CLOSURE

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

STUDENTS: *here, this, can*

New Vowel Sound *Ii*

OBJECTIVES: Say the sound for *Ii*, /i→/; Cumulative Review



Differentiated Instruction

Intensive Intervention and Strategic Instruction

Use ROUTINE 9—Say the Names

Letter Recognition: Letter Names Cumulative Review

MATERIAL

- Chart 29

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 12—New Vowel Sound

Phonics: Introducing New Vowel Sound

MATERIALS

- Teacher Key Word Cards: *i/insect* and cards for review
- Teacher and Student Letter Cards: *Ii*
- Chart 29

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

REMINDER The Sound Sentence for *Ii* is *Izzy saw an insect*.

Use ROUTINE 13—Say the Sounds

Phonics: Letter-Sound Cumulative Review

MATERIAL

- Chart 29

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 29

Use ROUTINE 16—Sound and Spell

Phonics: Word Analysis

MATERIALS

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

WORD BANK		
if	it	pit
pat	sat	sit

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 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 33

CLOSURE

TEACHER: Today we learned the Sound Sentence for the letter *i*. Let's say the Sound Sentence for *i* together.

STUDENTS: *Izzy saw an insect.*

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

STUDENTS: /i→/

TEACHER: (Model reading a word with *i* 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

- City Poster Scene

WORD BANK
dog, /d/ /o/ → /g/
hat, /h/ /a/ → /t/
eat, /ē/ → /t/
wet, /w/ → /e/ → /t/

REMINDER Provide corrective feedback by asking students to listen when you repeat the word. Connect the sounds when possible.

Use ROUTINE 13—Say the Sounds

Phonics: Letter-Sound Cumulative Review

MATERIAL

- Chart 29

Use ROUTINE 15—Sound and Say Words

Phonics: Word Analysis

MATERIAL

- Chart 29

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 **Partner Practice**

MATERIAL

- Chart 29

REMINDER Students look at the word when you hold up the card 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, p, i*

WORD BANK		
map	tap	tip
tips	it	at

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, i*

WORD BANK		
sits	fast	taps
past	fits	pit

TEACHER TIP

You may prefer to have students write the words rather than use the Letter Cards.

MATERIAL

- Partner Practice Book page 33

CLOSURE

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

STUDENTS: *Izzy saw an insect.*

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

STUDENTS: /i/

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

OBJECTIVES: Say the sound for *Nn*, /n→/; Cumulative Review

Differentiated Instruction



Intensive Intervention and Strategic Instruction

Use ROUTINE 9—Say the Names

Letter Recognition: Letter Names Cumulative Review

MATERIAL

- Chart 30

REMINDER If students are making frequent errors on review items, consider repeating some Routines or entire Lessons. Multiple errors will decrease the effectiveness of the Charts.

Use ROUTINE 6—What Word? (B)

Phonemic Awareness: Blending Phonemes

MATERIALS

- City Poster Scene

WORD BANK	
shop, /sh→/ /o→/ /p/	
mail, /m→/ /ā→/ /l→/	
taste, /t/ /ā→/ /s→/ /t/	
lamp, /l→/ /a→/ /m→/ /p/	

Use ROUTINE 11—New Sound

Phonics: Introducing New Sound

MATERIALS

- Teacher Letter Cards: *Nn*
- Teacher Key Word Cards: *n/nest* and cards for review
- Teacher Picture Cards: *can, lion, zipper, sun, nail, popcorn*
- Chart 30

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 30

Use ROUTINE 15—Sound and Say Words

Phonics: Word Analysis

MATERIAL

- Chart 30

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

Use ROUTINE 16—Sound and Spell

Phonics: Word Analysis

MATERIALS

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

WORD BANK		
pan	pin	fin
fan	man	tan

REMINDER Provide corrective feedback by repeating the word slowly, emphasizing each sound.

Whole Group/Partner Practice



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

Use ROUTINE 11—New Vowel 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 34

CLOSURE

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

STUDENTS: *nest*

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

STUDENTS: /n→/

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

OBJECTIVE: Cumulative Review

Differentiated Instruction



Intensive Intervention **or** Strategic Instruction

REMINDER Add other 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, i, n*

WORD BANK

ant	pants	pin
fits	past	stamp

TEACHER TIP

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

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.

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

mail, /m→/ /ā→/ /l→/
wet, /w→/ /e→/ /t/
sign, /s→/ /ī→/ /n/
lamp, /l→/ /a→/ /m→/ /p/

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 Partner Practice

MATERIALS

- Partner Practice Book page 34
- City Poster Scene
- Chart 30

CLOSURE

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

STUDENTS: *Izzy saw an insect.*

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

STUDENTS: /i→/

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