

Skills Block Focus Sheet for Lessons 6–10

Photocopy this sheet each week for each group.

DATE: _____ CLASS: _____

		Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
Differentiated Instruction/Small Groups	2 Groups—10 Minutes Each	Intensive Intervention <small>and</small> Strategic Instruction	Intensive Intervention <small>and</small> Strategic Instruction	Intensive Intervention	Intensive Intervention <small>and</small> Strategic Instruction	Intensive Intervention <small>or</small> Strategic Instruction
		2—CLAP THE PARTS Word Segmentation 10—ALPHABET SONG GAME Serial Alphabet Naming (if time)	2—CLAP THE PARTS Word Segmentation 8—NEW LETTER NAME Ss 9—SAY THE NAMES Letter Names	2—CLAP THE PARTS Word Segmentation 8—NEW LETTER NAME Ff 9—SAY THE NAMES Letter Names Benchmark Instruction 2—CLAP THE PARTS Word Segmentation (if needed) 10—ALPHABET SONG GAME Serial Alphabet Naming Routines and activities as needed	2—CLAP THE PARTS Word Segmentation 8—NEW LETTER NAME Pp 9—SAY THE NAMES Letter Names	Routines and activities as needed Benchmark Instruction 2—CLAP THE PARTS Word Segmentation (if needed) 9—SAY THE NAMES Letter Names (if needed) 10—ALPHABET SONG GAME Serial Alphabet Naming Routines and activities as needed
Whole Group/ Partner Practice	10 Minutes	2—CLAP THE PARTS 10—ALPHABET SONG GAME	2—CLAP THE PARTS 8—NEW LETTER NAME 9—SAY THE NAMES	2—CLAP THE PARTS 8—NEW LETTER NAME 9—SAY THE NAMES	2—CLAP THE PARTS 8—NEW LETTER NAME 9—SAY THE NAMES	2—CLAP THE PARTS 9—SAY THE NAMES 10—ALPHABET SONG GAME

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										
	Say multisyllabic words, clapping once for each syllable	2—CLAP THE PARTS	Introduce										
	Say the names of the following letters: Ss, Ff, Pp	8—NEW LETTER NAME	Introduce										
	Fluently say the names of taught 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	Practice											
Assessment Key: S = Struggling P = Practicing M = Mastered													

Cumulative Review

OBJECTIVES: Clap each syllable in a spoken word; Cumulative Review

Differentiated Instruction



Intensive Intervention and Strategic Instruction

Use ROUTINE 2—Clap the Parts

Phonological Awareness: Word Segmentation

MATERIALS

- Farm Poster Scene

WORD BANK

stump	barnyard	buzzing
messy	muddy	pigs

REMINDER Students and teacher say the word together. Then students repeat the word, clapping once for each syllable.

Use ROUTINE 10—Alphabet Song Game

Letter Recognition: Serial Alphabet Naming

MATERIALS

- Teacher and Student Alphabet Boards
- Teacher Letter Cards
- Student Alphabet Cards

REMINDER Students place Alphabet Cards on the Alphabet Board in order, then point to each letter while singing the Alphabet Song.

Whole Group/Partner Practice



Use ROUTINE 2—Clap the Parts Whole Group

Use ROUTINE 10—Alphabet Song Game Whole Group/Partner Practice

CLOSURE

TEACHER: How did we practice the letters in the alphabet?

STUDENTS: We put our Alphabet Cards in the right order and sang the Alphabet Song.

New Letter Name Ss

OBJECTIVES: Name the letter Ss; Cumulative Review

Differentiated Instruction



Intensive Intervention and Strategic Instruction

Use ROUTINE 2—Clap the Parts

Phonological Awareness: Word Segmentation

MATERIALS

- Farm Poster Scene

WORD BANK

skunk	stepping
sunny	clucking
outside	afternoon
egg	

Use ROUTINE 8—New Letter Name

Letter Recognition: Letter Name Introduction

MATERIALS

- Chart 4
- Teacher and Student Letter Cards: *Aa, Tt, Mm, Ss*

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

Use ROUTINE 9—Say the Names

Letter Recognition: Letter Names Cumulative Review

MATERIAL

- Chart 4

REMINDER Students should wait until you tap the letter to say the letter name.

Whole Group/Partner Practice



Use ROUTINE 2—Clap the Parts Whole Group

Use ROUTINE 8—New Letter Name Whole Group

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

MATERIAL

- Partner Practice Book page 8

CLOSURE

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

STUDENTS: *s*

TEACHER TIP

As time allows, students may practice saying and writing the new letter on the Partner Practice Book page.

New Letter Name *Ff*OBJECTIVES: Name the letter *Ff*; Cumulative Review

Differentiated Instruction



Intensive Intervention

Use ROUTINE 2—Clap the Parts

Phonological Awareness: Word Segmentation

MATERIALS

- Farm Poster Scene

WORD BANK

paintbrush	dripping	cornfield
pigpen	season	horse

Use ROUTINE 8—New Letter Name

Letter Recognition: Letter Name Introduction

MATERIALS

- Chart 5
- Teacher and Student Letter Cards: *Aa, Tt, Mm, Ss, Ff*

REMINDER

Use the Chart and Teacher Letter Cards to teach *Ff*. Then ask students to find their *Ff* Letter Cards.

Use ROUTINE 9—Say the Names

Letter Recognition: Letter Names Cumulative Review

MATERIAL

- Chart 5

REMINDER

Gradually increase how quickly you tap each letter, being careful not to tap too quickly for students needing additional time.

Whole Group/Partner Practice



Use ROUTINE 2—Clap the Parts Whole Group

Use ROUTINE 8—New Letter Name Whole Group

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

TEACHER TIP

As time allows, students may practice saying and writing the new letter on the Partner Practice Book page.

Benchmark Instruction

Use ROUTINE 2—Clap the Parts

Phonological Awareness: Word Segmentation

MATERIALS

- Farm Poster Scene

WORD BANK

paintbrush	dripping
cornfield	pigpen
season	horse
area	cock-a-doodle-doo

Use ROUTINE 10—Alphabet Song Game

Letter Recognition: Serial Alphabet Naming

MATERIALS

- Teacher and Student Alphabet Boards
- Teacher Letter Cards
- Student Alphabet Cards

MATERIAL

- Partner Practice Book page 9

CLOSURE

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

STUDENTS: *f*

New Letter Name *Pp*OBJECTIVES: Name the letter *Pp*; Cumulative Review

Differentiated Instruction



Intensive Intervention and Strategic Instruction

Use ROUTINE 2—Clap the Parts

Phonological Awareness: Word Segmentation

MATERIALS

- Farm Poster Scene

WORD BANK

outside	haystack	rooster
following	horse	yellow

Use ROUTINE 8—New Letter Name

Letter Recognition: Letter Name Introduction

MATERIALS

- Chart 6
- Teacher and Student Letter Cards: all previously taught Letter Cards (Set 1)

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



Whole Group/Partner Practice

Use ROUTINE 2—Clap the Parts Whole Group

Use ROUTINE 8—New Letter Name Whole Group

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

TEACHER TIP

As time allows, students may practice saying and writing the new letter on the Partner Practice Book page.

Use ROUTINE 9—Say the Names

Letter Recognition: Letter Names Cumulative Review

MATERIAL

- Chart 6

REMINDER Be sure students respond in unison so students who don't know the letter don't simply repeat what they just heard.

MATERIAL

- Partner Practice Book page 10

CLOSURE

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

STUDENTS: *p*

Cumulative Review

OBJECTIVE: Cumulative Review

Differentiated Instruction

Intensive Intervention **or** Strategic Instruction**REMINDER** Add Routines as needed.

TEACHER TIP

Use this space for sticky notes and reminders for specific Routines.

Benchmark Instruction

Use ROUTINE 2—Clap the Parts

Phonological Awareness: Word Segmentation

MATERIALS

- Farm Poster Scene

WORD BANK

egg	smiling	henhouse
above	sunshine	afternoon

Use ROUTINE 9—Say the Names

Letter Recognition: Letter Names Cumulative Review

MATERIAL

- Chart 6

REMINDER Tap the letters as quickly as possible, but still allow enough thinking time for all students.

Use ROUTINE 10—Alphabet Song Game

Letter Recognition: Serial Alphabet Naming

MATERIALS

- Teacher and Student Alphabet Boards
- Teacher Letter Cards
- Student Alphabet Cards

Whole Group/Partner Practice

Use ROUTINE 2—Clap the Parts **Whole Group**Use ROUTINE 9—Say the Names **Whole Group and Partner Practice**Use ROUTINE 10—Alphabet Song Game **Whole Group/Partner Practice**

MATERIAL

- Partner Practice Book page 10

CLOSURE

TEACHER: *How did we practice the letters in the alphabet?***STUDENTS:** *We put our Alphabet Cards in the right order and sang the Alphabet Song.*