

Skills Block Focus Sheet for Lessons 11–15

Photocopy this sheet each week for each group.

DATE: _____ CLASS: _____

		Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
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
		3—PICTURE RHYME MATCH Rhyming	3—PICTURE RHYME MATCH Rhyming	3—PICTURE RHYME MATCH Rhyming	3—PICTURE RHYME MATCH Rhyming	Routines and activities as needed
Whole Group/ Partner Practice	10 Minutes	4—WHAT'S THE FIRST SOUND? Initial Sound Isolation	5—WHAT WORD? (A) Blending Onset-Rime	4—WHAT'S THE FIRST SOUND? Initial Sound Isolation	5—WHAT WORD? (A) Blending Onset-Rime	Benchmark Instruction
		10—ALPHABET SONG GAME Serial Alphabet Naming	8—NEW LETTER NAME <i>Ii</i>	8—NEW LETTER NAME <i>Nn</i>	8—NEW LETTER NAME <i>Dd</i>	3—PICTURE RHYME MATCH Rhyming (if needed)
			9—SAY THE NAMES Letter Names	9—SAY THE NAMES Letter Names	9—SAY THE NAMES Letter Names	5—WHAT WORD? (A) Blending Onset-Rime
			Benchmark Instruction	Benchmark Instruction		4—WHAT'S THE FIRST SOUND? Initial Sound Isolation (if needed)
			3—PICTURE RHYME MATCH Rhyming (if needed)	3—PICTURE RHYME MATCH Rhyming (if needed)		9—SAY THE NAMES Letter Names (if needed)
			5—WHAT WORD? (A) Blending Onset-Rime	5—WHAT WORD? (A) Blending Onset-Rime		Routines and activities as needed
			4—WHAT'S THE FIRST SOUND? Initial Sound Isolation (if needed)	4—WHAT'S THE FIRST SOUND? Initial Sound Isolation (if needed)		
			Routines and activities as needed	Routines and activities as needed		
		4—WHAT'S THE FIRST SOUND?	5—WHAT WORD? (A)	4—WHAT'S THE FIRST SOUND?	5—WHAT WORD? (A)	4—WHAT'S THE FIRST SOUND?
		10—ALPHABET SONG GAME	8—NEW LETTER NAME	8—NEW LETTER NAME	8—NEW LETTER NAME	5—WHAT WORD? (A)
			9—SAY THE NAMES	9—SAY THE NAMES	9—SAY THE NAMES	9—SAY THE NAMES
						10—ALPHABET SONG GAME (if time)

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							
	Identify two words that rhyme from a set of 3 words	3—PICTURE RHYME MATCH	Introduce							
	Say the first sound of words	4—WHAT'S THE FIRST SOUND?	Introduce							
	Orally blend an onset and a rime into a word	5—WHAT WORD? (A)	Introduce							
	Say the names of the following letters: <i>Ii, Nn, Dd</i>	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: Orally identify words that rhyme; Orally isolate first sound in a word; Cumulative Review

Differentiated Instruction



Intensive Intervention and Strategic Instruction

Use ROUTINE 3—Picture Rhyme Match

Phonological Awareness: Rhyming

MATERIALS

- Teacher Key Word Cards:
pan, cat
- Teacher Picture Cards: *fan, hat, mop, can*

WORD BANK

fan	mop	pan
can	cat	hat

REMINDER Students say the names of the pictures. Then they identify ones that rhyme.

Use ROUTINE 4—What's the First Sound?

Phonemic Awareness: Initial Sound Isolation

MATERIALS

- City Poster Scene

WORD BANK

sit, /s➔/ it
mail, /m➔/ ail
shop, /sh➔/ op
sun, /s➔/ un

REMINDER After you say each word, students say the first sound in the word.

Use ROUTINE 10—Alphabet Song Game

Letter Recognition: Serial Alphabet Naming

MATERIALS

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

REMINDER Provide scaffolding by pointing to the letters on Student Alphabet Boards and saying the letter names with students.

Whole Group/Partner Practice



Use ROUTINE 4—What's the First Sound? Whole Group

(See *What's the First Sound?* above. Use words in a different order.)

Use ROUTINE 10—Alphabet Song Game Partner Practice

CLOSURE

TEACHER: *Today we practiced What's the First Sound? Tell me the first sound in sun.*

STUDENTS: /s➔/

New Letter Name *Ii*

OBJECTIVES: Orally blend onset and rime; Name the letter *Ii*; Cumulative Review

Differentiated Instruction



Intensive Intervention and Strategic Instruction

Use ROUTINE 3—Picture Rhyme Match

Phonological Awareness: Rhyming

MATERIALS

- Teacher Key Word Cards: *dog, fish*
- Teacher Picture Cards: *can, fan, frog, lion*

WORD BANK

can	fish	fan
lion	frog	dog

Use ROUTINE 5—What Word? (A)

Phonemic Awareness: Blending Onset-Rime

MATERIALS

- City Poster Scene

WORD BANK

bag, /b/ ag
fast, /f➔/ ast
cat, /k/ at
shop, /sh➔/ op

REMINDER After you say the onset and rime, students say the word.

Whole Group/Partner Practice



Use ROUTINE 5—What Word? Whole Group

(See *What Word?* above. Use words in a different order.)

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. They may also practice during independent time.

Use ROUTINE 8—New Letter Name

Letter Recognition: Letter Name Introduction

MATERIALS

- Chart 7
- Teacher and Student Letter Cards: *Ii*, all previously taught Letter Cards (Set 1)

REMINDER Use the Chart and Letter Cards to model naming the letter. Then, ask students to follow your model.

Use ROUTINE 9—Say the Names

Letter Recognition: Letter Names Cumulative Review

MATERIAL

- Chart 7

REMINDER Students say the name in unison when you tap the letter.

MATERIAL

- Partner Practice Book page 11

CLOSURE

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

STUDENTS: *i*

OBJECTIVES: Name the letter *Nn*; Cumulative Review



Differentiated Instruction

Intensive Intervention

Use ROUTINE 3—Picture Rhyme Match

Phonological Awareness: Rhyming

MATERIALS

- Teacher Key Word Cards: *dog, fish*
- Teacher Picture Cards: *dish, frog, soap, kite*

WORD BANK

dog	soap	frog
dish	fish	kite

Use ROUTINE 4—What’s the First Sound?

Phonemic Awareness: Initial Sound Isolation

MATERIALS

- City Poster Scene

WORD BANK

light, /l➔/ ight	pie, /p/ ie
mail, /m➔/ ail	car, /k/ ar

REMINDER After you say each word, students say the first sound in the word. Use this Routine if needed.

Use ROUTINE 8—New Letter Name

Letter Recognition: Letter Name Introduction

MATERIALS

- Chart 8
- Teacher and Student Letter Cards: *Nn*, all previously taught Letter Cards (Set 1 and *Ii*)

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

Use ROUTINE 9—Say the Names

Letter Recognition: Letter Names Cumulative Review

MATERIAL

- Chart 8

REMINDER Students say the name when you tap the letter.

Benchmark Instruction

Use ROUTINE 3—Picture Rhyme Match

Phonological Awareness: Rhyming

MATERIALS

- Teacher Key Word Cards (See previous *Picture Rhyme Match*.)
- Teacher Picture Cards (See previous *Picture Rhyme Match*.)
- Word Bank (See previous *Picture Rhyme Match*.)

Use ROUTINE 5—What Word? (A)

Phonemic Awareness: Blending Phonemes

MATERIALS

- City Poster Scene
- Word Bank (See previous *What’s the First Sound?* above.)

TEACHER TIP

You may ask students to practice a few additional words, such as *badge* and *shop*.

Use ROUTINE 4—What’s the First Sound?

Phonemic Awareness: Initial Sound Isolation

MATERIALS

- City Poster Scene
- Word Bank (See *What’s the First Sound?* above.)



Whole Group/Partner Practice

Use ROUTINE 4—What’s the First Sound? Whole Group

(See *What’s the First Sound?* above. Use words in a different order.)

Use ROUTINE 8—New Letter Name Whole Group

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

MATERIAL

- Partner Practice Book page 12

CLOSURE

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

STUDENTS: *n*

OBJECTIVES: Name the letter *Dd*; Cumulative Review

Differentiated Instruction



Intensive Intervention and Strategic Instruction

Use ROUTINE 3—Picture Rhyme Match

Phonological Awareness: Rhyming

MATERIALS

- Teacher Key Word Cards: *hose, fish*
- Teacher Picture Cards: *dish, turtle, sun, rose*

WORD BANK

hose	turtle	rose
fish	dish	sun

Use ROUTINE 5—What Word? (A)

Phonemic Awareness: Blending Onset-Rime

MATERIALS

- City Poster Scene

WORD BANK

boy, /b/ oy	hat, /h/ at
light, /l/ ight	fast, /f/ ast

REMINDER After you say the onset and rime, students say the word.

Whole Group/Partner Practice



Use ROUTINE 5—What Word? Whole Group

(See *What Word?* above. Use words in a different order.)

Use ROUTINE 8—New Letter Name Whole Group

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

Use ROUTINE 8—New Letter Name

Letter Recognition: Letter Name Introduction

MATERIALS

- Chart 9
- Teacher and Student Letter Cards: *Dd*, all previously taught Letter Cards (Set 1, *Ii, Nn*)

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

Use ROUTINE 9—Say the Names

Letter Recognition: Letter Names Cumulative Review

MATERIAL

- Chart 9

REMINDER Students say the name in unison when you tap the letter.

MATERIAL

- Partner Practice Book page 13

CLOSURE

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

STUDENTS: *d*

Cumulative Review

OBJECTIVE: Cumulative Review

Differentiated Instruction

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

Benchmark Instruction

Use ROUTINE 3—Picture Rhyme Match

Phonological Awareness: Rhyming

MATERIALS

- Teacher Key Word Card: *hose*
- Teacher Picture Cards: *rose, sun, hat, bat, rake*

WORD BANK		
sun	rose	hose
hat	bat	rake

REMINDER Use this Routine if needed.

Use ROUTINE 5—What Word? (A)

Phonemic Awareness: Blending Onset-Rime

MATERIALS

- City Poster Scene

WORD BANK	
hat, /h/ at	mail, /m➔/ ail
bag, /b/ ag	bus, /b/ us

TEACHER TIP

You may ask students to practice a few additional words, such as *taste, wet, and fast*.

Whole Group/Partner Practice



Use ROUTINE 4—What's the First Sound? Whole Group

(See *What Word?* above. Use words in a different order.)

Use ROUTINE 5—What Word? (A) Whole Group

(See *What Word?* above. Use words in a different order.)

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

Use ROUTINE 10—Alphabet Song Game Partner Practice

Use ROUTINE 4—What's the First Sound?

Phonemic Awareness: Initial Sound Isolation

MATERIALS

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

REMINDER After you say each word, students say the first sound in the word.**REMINDER** Use this Routine if needed.

Use ROUTINE 9—Say the Names

Letter Recognition: Letter Names Cumulative Review

MATERIAL

- Chart 9

REMINDER Students say the name in unison when you tap the letter. Use this Routine if needed.

MATERIALS

- Partner Practice Book page 13
- Teacher and Student Alphabet Boards
- Teacher Letter Cards
- Student Alphabet Cards

CLOSURE

TEACHER: *Today we practiced What's the First Sound? Tell me the first sound in mail.*

STUDENTS: /m➔/