

# Skills Block Focus Sheet for Lessons 21–25

Photocopy this sheet  
each week for each group.

DATE: \_\_\_\_\_ CLASS: \_\_\_\_\_

		Lesson 21	Lesson 22	Lesson 23	Lesson 24	Lesson 25
Differentiated Instruction/Small Groups	2 Groups—10 Minutes Each	<b>Intensive Intervention and Strategic Instruction</b> <b>5—WHAT WORD? (A)</b> Blending Onset-Rime	<b>Intensive Intervention and Strategic Instruction</b> <b>5—WHAT WORD? (A)</b> Blending Onset-Rime	<b>Intensive Intervention</b> <b>5—WHAT WORD? (A)</b> Blending Onset-Rime	<b>Intensive Intervention and Strategic Instruction</b> <b>5—WHAT WORD? (A)</b> Blending Onset-Rime	Routines and activities as needed
		<b>4—WHAT'S THE FIRST SOUND?</b> Initial Sound Segmentation	<b>4—WHAT'S THE FIRST SOUND?</b> Initial Sound Segmentation	<b>4—WHAT'S THE FIRST SOUND?</b> Initial Sound Segmentation	<b>4—WHAT'S THE FIRST SOUND?</b> Initial Sound Segmentation	Benchmark Instruction
Whole Group/Partner	10 Minutes	<b>10—ALPHABET SONG GAME</b> Serial Alphabet Naming (if time)	<b>8—NEW LETTER NAME</b> <i>Hh</i>	<b>8—NEW LETTER NAME</b> <i>Ee</i>	<b>8—NEW LETTER NAME</b> <i>Bb</i>	
		<b>4—WHAT'S THE FIRST SOUND?</b>	<b>9—SAY THE NAMES</b> Letter Names	<b>9—SAY THE NAMES</b> Letter Names	<b>9—SAY THE NAMES</b> Letter Names	<b>4—WHAT'S THE FIRST SOUND?</b> Initial Sound Segmentation (if needed)
		<b>10—ALPHABET SONG GAME</b>	<b>8—NEW LETTER NAME</b>	<b>8—NEW LETTER NAME</b>	<b>8—NEW LETTER NAME</b>	<b>9—SAY THE NAMES</b> Letter Names (if needed)
		<b>4—WHAT'S THE FIRST SOUND?</b>	<b>9—SAY THE NAMES</b>	<b>9—SAY THE NAMES</b>	<b>9—SAY THE NAMES</b>	Routines and activities as needed
		<b>10—ALPHABET SONG GAME</b>	<b>8—NEW LETTER NAME</b>	<b>8—NEW LETTER NAME</b>	<b>8—NEW LETTER NAME</b>	<b>4—WHAT'S THE FIRST SOUND?</b>

## 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 the first sound of words	<b>4—WHAT'S THE FIRST SOUND?</b>	Practice						
	Orally blend an onset and a rime into a word	<b>5—WHAT WORD? (A)</b>	Practice						
	Say the names of the following letters: <i>Hh, Ee, Bb</i>	<b>8—NEW LETTER NAME</b>	Introduce						
	Fluently say the names of taught letters in a random order	<b>9—SAY THE NAMES</b>	Practice						
Serially name the alphabet, pointing to each letter as it is named	<b>10—ALPHABET SONG GAME</b>	Practice							
Assessment Key: S = Struggling P = Practicing M = Mastered									

## Cumulative Review

OBJECTIVE: Cumulative Review

## Differentiated Instruction



## Intensive Intervention and Strategic Instruction

## Use ROUTINE 5—What Word? (A)

Phonemic Awareness: Blending Onset-Rime

## MATERIALS

- Park Poster Scene

## WORD BANK

fun, /f/ un

dad, /d/ ad

toss, /t/ oss

low, /l/ ow

## TEACHER TIP

If students blend onset and rime easily, skip or shorten this Routine. If they have difficulty, spend extra time.

## Use ROUTINE 4—What's the First Sound?

Phonemic Awareness: Initial Sound Isolation

## MATERIALS

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

## TEACHER TIP

If students isolate initial sounds easily, skip or shorten this Routine. If they have difficulty, spend extra time.

## 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 10—Alphabet Song Game Partner Practice

## Use ROUTINE 10—Alphabet Song Game

Letter Recognition: Serial Alphabet Naming

## MATERIALS

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

## TEACHER TIP

If students play this game easily, skip it during Differentiated Instruction. If they have difficulty, spend extra time.

## CLOSURE

TEACHER: Today we practiced

What's the First Sound?

What's the first sound in fun?

STUDENTS: /f/

**OBJECTIVES:** Name the letter *Hh*; Cumulative Review

**Differentiated Instruction**



**Intensive Intervention and Strategic Instruction**

**Use ROUTINE 5—What Word? (A)**

**Phonemic Awareness: Blending Onset-Rime**

**MATERIALS**

- Park Poster Scene

**WORD BANK**

down, /d/ own
run, /r/ un
kind, /k/ ind
leash, /l/ eash

**TEACHER TIP**

Students need enough practice to be fluent with onset-rime blending by Lesson 30.

**Use ROUTINE 4—What's the First Sound?**

**Phonemic Awareness: Initial Sound Isolation**

**MATERIALS**

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

**TEACHER TIP**

Students need enough practice to be fluent with isolating the first sound by Lesson 30.

**Whole Group/Partner Practice**



**Use ROUTINE 5—What Word? (A) 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 13
- Teacher and Student Letter Cards: *Hh*, all previously taught Letter Cards (Sets 1 and 2)

**Use ROUTINE 9—Say the Names**

**Letter Recognition: Letter Names Cumulative Review**

**MATERIAL**

- Chart 13

**REMINDER**

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

**MATERIAL**

- Partner Practice Book page 17

**CLOSURE**

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

**STUDENTS:** *h*

**OBJECTIVES:** Name the letter Ee; Cumulative Review

**Differentiated Instruction**



**Intensive Intervention**

**Use ROUTINE 5—What Word? (A)**

**Phonemic Awareness: Blending Onset-Rime**

**MATERIALS**

- Park Poster Scene

**WORD BANK**

nice, /n/ ice
fast, /f/ ast
go, /g/ o
push, /p/ ush

**Use ROUTINE 4—What's the First Sound?**

**Phonemic Awareness: Initial Sound Isolation**

**MATERIALS**

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

**Use ROUTINE 8—New Letter Name**

**Letter Recognition: Letter Name Introduction**

**MATERIALS**

- Chart 14
- Teacher and Student Letter Cards: Ee, all previously taught Letter Cards (Sets 1 and 2, Hh)

**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 14

**Whole Group/Partner Practice**



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

**Use ROUTINE 8—New Letter Name** Whole Group

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

**Benchmark Instruction**

**REMINDER** Add other Routines as needed.

**Use ROUTINE 5—What Word? (A)**

**Phonemic Awareness: Blending Onset-Rime**

**MATERIALS**

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

**TEACHER TIP**

Challenge students who are ready by saying each phoneme in the word. For example, /n/ /ī/ /s/. *What word?*

**Use ROUTINE 4—What's the First Sound?**

**Phonemic Awareness: Initial Sound Isolation**

**MATERIALS**

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

**MATERIAL**

- Partner Practice Book page 18

**CLOSURE**

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

**STUDENTS:** e

**OBJECTIVES:** Name the letter *Bb*; Cumulative Review

## Differentiated Instruction



### Intensive Intervention and Strategic Instruction

#### Use ROUTINE 5—What Word? (A)

Phonemic Awareness: Blending Onset-Rime

**MATERIALS**

- Park Poster Scene

**WORD BANK**

wave, /w/ave
hand, /h/and
catch, /k/atch
dog, /d/og

#### Use ROUTINE 4—What's the First Sound?

Phonemic Awareness: Initial Sound Isolation

**MATERIALS**

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

## Whole Group/Partner Practice



#### Use ROUTINE 5—What Word? (A) 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 15
- Teacher and Student Letter Cards: *Bb*, all previously taught Letter Cards (Sets 1 and 2, *Hh*, *Ee*)

#### Use ROUTINE 9—Say the Names

Letter Recognition: Letter Names Cumulative Review

**MATERIAL**

- Chart 15

**MATERIAL**

- Partner Practice Book page 19

### CLOSURE

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

**STUDENTS:** *b*



## 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 5—What Word? (A)

Phonemic Awareness: Blending Onset-Rime

## MATERIALS

- Park Poster Scene

## WORD BANK

jump, /j/ ump

mom, /m/ om

box, /b/ ox

help, /h/ elp

## TEACHER TIP

Challenge students who are ready by saying each phoneme in the word. For example, /s/ /i/ /t/. *What Word?*

## 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

## 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

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

**REMINDER** Use this Routine if needed.

## Use ROUTINE 9—Say the Names

Letter Recognition: Letter Names Cumulative Review

## MATERIAL

- Chart 15

**REMINDER** Use this Routine if needed.

## MATERIALS

- Partner Practice Book page 19
- 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 jump.*

**STUDENTS:** /j/