

| Logistics  | Evident | Work in Progress | Not Observed | Notes |
|--|---------|------------------|--------------|-------|
| Group consists of 3–4 students.                            |         |                  |              |       |
| Small-group table is clear of clutter unrelated to lesson. |         |                  |              |       |
| Process and procedures for small-group time are clear.     |         |                  |              |       |
| All steps (1–3) of the lesson were completed.              |         |                  |              |       |
| Total time does not exceed 10–12 minutes.                  |         |                  |              |       |

| <b>STEP 1 (Days 1–4): Learning Letters/Phonemic Awareness</b><br><b>1–2 Minutes</b>   | Evident | Work in Progress | Not Observed | Notes |
|---|---------|------------------|--------------|-------|
| <b>Bella and Rosie Letter Book (Days 1 and 3):</b> Teacher is reading the letter book that corresponds to the target phonics skill in the lesson. As the teacher reads each word, the first sound is emphasized. Students repeat the process. |         |                  |              |       |
| <b>Sorting Letters (Days 2 and 4):</b> Teacher directs students to remove a letter from the easel. Students remove that letter from the easel, saying the letter name and the sound that letter spells.                                       |         |                  |              |       |

| <b>STEP 2 (Days 1–4): Phonics</b><br><b>2–3 Minutes</b>   | Evident | Work in Progress | Not Observed | Notes |
|---|---------|------------------|--------------|-------|
| One of the following activities is present (check one). Teacher is correctly facilitating the phonics activity. It is clear students are familiar with and comfortable utilizing processes and procedures for the activity.<br><input type="checkbox"/> Picture Sorting<br><input type="checkbox"/> Sound Boxes |         |                  |              |       |

| <b>STEP 3 (Days 1 and 3): Applying Phonics</b><br><b>5–7 Minutes</b>  | Evident | Work in Progress | Not Observed | Notes |
|---|---------|------------------|--------------|-------|
| Teacher maps the new sight word prior to facilitating the book introduction (Day 1 only).   |         |                  |              |       |
| A brief book introduction is provided.  |         |                  |              |       |
| Teacher and students are choral reading the book.   |         |                  |              |       |
| Students are pointing to each word during choral reading. Teacher is monitoring and holding students accountable for this reading behavior. |         |                  |              |       |
| Teacher is facilitating the discussion as indicated on the lesson card (Day 1 only).  |         |                  |              |       |
| Teacher is facilitating an appropriate teaching point as indicated on the lesson card and/or by the needs of the small group (Day 3 only).  |         |                  |              |       |

| <b>STEP 3 (Days 2 and 4): Applying Phonics</b><br><b>5–7 Minutes</b>  | Evident | Work in Progress | Not Observed | Notes |
|---|---------|------------------|--------------|-------|
| Materials are present and effectively utilized.   |         |                  |              |       |
| Teacher begins by dictating a sentence, then has students repeat it as they tap the table for each word in the sentence.                                      |         |                  |              |       |
| Teacher draws a line to represent each word in the sentence on a sentence strip.  |         |                  |              |       |
| Teacher helps students isolate easy-to-hear sounds in words. Students locate those sounds on the ABC Chart Card.  |         |                  |              |       |
| One student writes the letter that spells the easy-to-hear sounds on the sentence strip, while other students practice on the bottom of their ABC Chart Card. |         |                  |              |       |
| Teacher writes the letters and sounds that haven't been taught.   |         |                  |              |       |
| Teacher cuts up the sentence strip into individual words.   |         |                  |              |       |
| Students work together to remake and read the cut-up sentence.  |         |                  |              |       |