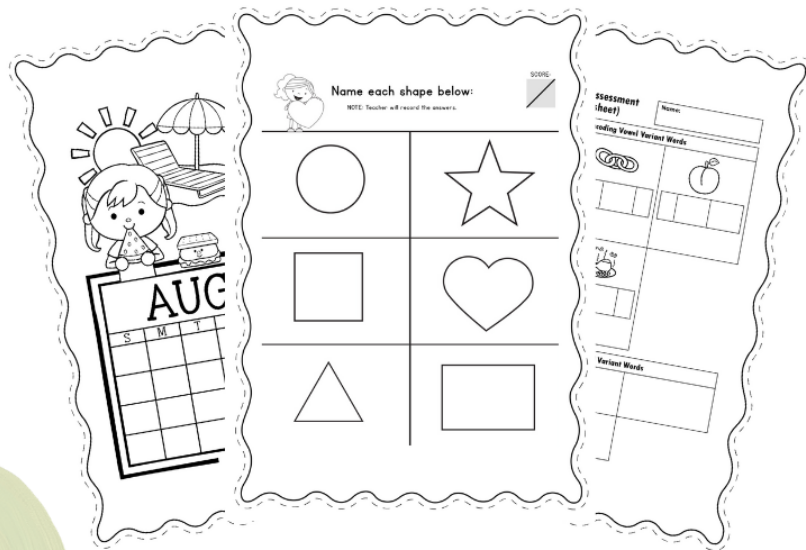




ASSESSMENT SHEETS





Unit 1 – Mastery Assessment (teacher script)

Phonological Awareness

- ☐ **Repeating Sentences** *I will say a sentence. You will repeat it. I see the dog.*
- ☐ **Clapping Sentences** *I will say a sentence. You will repeat it as you clap 1 time for each word. Cats can climb.*
- ☐ **Counting Words in Sentences** *I will say a sentence. You will count to see how many words were in the sentence. The hat is red.*
- ☐ **Blending Compound Words** *I will say two words. You will clap and put the words together to make a new word. basket + ball.*
- ☐ **Listening for Rhyming Pairs** *I will say two words. You will listen to see if they rhyme or have the same ending. If they do, give me a thumbs up. map, tap.*
- ☐ **Selecting Rhyming Pairs** *I will say 3 words. You will listen for the 2 words that rhyme. mom, dog, log. Which 2 words rhyme?*
- ☐ **Generate a Rhyme** *I will say a word. You will give me words that rhyme. cat. What words rhyme with cat? **NOTE:** Nonsense words are acceptable at this stage.*
- ☐ **Count & Blend Syllables** *I will say a word. You will clap to count the number of syllables. turtle. How many syllables? What is the word if I say tur-tle?*
- ☐ **Onset and Rime** *I will say two parts of a word. Put the sounds back together. Put one hand up for the beginning and another hand for the second part. t-ub*

* Add a modeled example as needed.

** Omit phonological awareness drills to fit student stamina.

Phonics

- ☐ **Letter names** (capital and lowercase) *You will use your finger to tap each letter and state the matching name. Repeat with lowercase letters. Read left to right.*
- ☐ **Letter sounds** *You will use your finger to tap each letter and state the letter sound.*
- ☐ **Handwriting** *I will state a letter, and you will write it with a capital and lowercase. Remember to use your letter paths of motion and neatness.*



Unit 1 – Mastery Assessment (teacher-student version)

Student Name: _____

Phonological Awareness

- | | |
|--|--|
| <input type="checkbox"/> Repeating Sentences | <input type="checkbox"/> Selecting Rhyming Pairs |
| <input type="checkbox"/> Clapping Sentences | <input type="checkbox"/> Generate a Rhyme |
| <input type="checkbox"/> Counting Words in Sentences | <input type="checkbox"/> Count & Blend Syllables |
| <input type="checkbox"/> Blending Compound Words | <input type="checkbox"/> Onset and Rime |
| <input type="checkbox"/> Listening for Rhyming Pairs | |

___ /9

Phonics

Letter names (capital and lowercase) ___ /52

- | | | | | | | | |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| <input type="checkbox"/> A | <input type="checkbox"/> a | <input type="checkbox"/> H | <input type="checkbox"/> h | <input type="checkbox"/> O | <input type="checkbox"/> o | <input type="checkbox"/> V | <input type="checkbox"/> v |
| <input type="checkbox"/> B | <input type="checkbox"/> b | <input type="checkbox"/> I | <input type="checkbox"/> i | <input type="checkbox"/> P | <input type="checkbox"/> p | <input type="checkbox"/> W | <input type="checkbox"/> w |
| <input type="checkbox"/> C | <input type="checkbox"/> c | <input type="checkbox"/> J | <input type="checkbox"/> j | <input type="checkbox"/> Q | <input type="checkbox"/> q | <input type="checkbox"/> X | <input type="checkbox"/> x |
| <input type="checkbox"/> D | <input type="checkbox"/> d | <input type="checkbox"/> K | <input type="checkbox"/> k | <input type="checkbox"/> R | <input type="checkbox"/> r | <input type="checkbox"/> Y | <input type="checkbox"/> y |
| <input type="checkbox"/> E | <input type="checkbox"/> e | <input type="checkbox"/> L | <input type="checkbox"/> l | <input type="checkbox"/> S | <input type="checkbox"/> s | <input type="checkbox"/> Z | <input type="checkbox"/> z |
| <input type="checkbox"/> F | <input type="checkbox"/> f | <input type="checkbox"/> M | <input type="checkbox"/> m | <input type="checkbox"/> T | <input type="checkbox"/> t | | |
| <input type="checkbox"/> G | <input type="checkbox"/> g | <input type="checkbox"/> N | <input type="checkbox"/> n | <input type="checkbox"/> U | <input type="checkbox"/> u | | |

Letter sounds ___ /26

- | | | | | | | |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| <input type="checkbox"/> a | <input type="checkbox"/> e | <input type="checkbox"/> i | <input type="checkbox"/> m | <input type="checkbox"/> q | <input type="checkbox"/> u | <input type="checkbox"/> y |
| <input type="checkbox"/> b | <input type="checkbox"/> f | <input type="checkbox"/> j | <input type="checkbox"/> n | <input type="checkbox"/> r | <input type="checkbox"/> v | <input type="checkbox"/> z |
| <input type="checkbox"/> c | <input type="checkbox"/> g | <input type="checkbox"/> k | <input type="checkbox"/> o | <input type="checkbox"/> s | <input type="checkbox"/> w | |
| <input type="checkbox"/> d | <input type="checkbox"/> h | <input type="checkbox"/> l | <input type="checkbox"/> p | <input type="checkbox"/> t | <input type="checkbox"/> x | |

Handwriting ___ /52

- | | | | |
|------------------------------------|------------------------------------|-------------------------------------|-----------------------------------|
| <input type="checkbox"/> reversals | <input type="checkbox"/> formation | <input type="checkbox"/> case usage | <input type="checkbox"/> neatness |
|------------------------------------|------------------------------------|-------------------------------------|-----------------------------------|



Unit 1 – Mastery Assessment (student prompt)

Phonics – Letter Names

A	H	O	V	B	I	P
W	C	J	Q	X	D	K
R	Y	E	L	S	Z	F
M	T	G	N	U		
a	h	o	v	b	i	p
w	c	j	q	x	d	k
r	y	e	l	s	z	f
m	t	g	n	u		



Unit 1 – Mastery Assessment (student prompt)

Phonics – Letter Sounds

a	e	i	m	q	u	y
b	f	j	n	r	v	z
c	g	k	o	s	w	d
h	l	p	t	x		



Name:

[illegible][illegible]



Unit 1 – Mastery Assessment (student recording sheet)

Name: _____

Phonics - Handwriting

Aa	Hh	Oo	Vv
Bb	Ii	Pp	Ww
Cc	Jj	Qq	Xx
Dd	Kk	Rr	Yy
Ee	Ll	Ss	Zz
Ff	Mm	Tt	Gg
Nn	Uu		



Guided Phonics + Beyond Curriculum UNIT – 1 (End of Unit Reflection)

Student Name:

Grade Level:

Skill	Not Mastered	Approaching	Mastered
Repeat/Clap Sentences NOTES:			
Blend Compound Words NOTES:			
Select Rhyming Pairs NOTES:			
Generate a Rhyming Word NOTES:			
Blend Onset and Rime NOTES:			
Letter Names Identification NOTES:			
Letter Sounds Identification NOTES:			
Handwriting (capital and lowercase letters) NOTES:			

Overall Notes:



Unit 2 – Mastery Assessment (teacher script)

Phonemic Awareness

- ☐ **Repeating Beginning Sounds** I will say a set of sounds. You will repeat the sounds set. /r/, /r/, /r/
- ☐ **Phonemic Identification** I will say a set of words. You will listen for the repeated sound at the beginning pig, pat, pen. What beginning sound repeats?
- ☐ **Phoneme Discrimination** I will say three sounds. You will listen for the sound that does not belong. /m/, /p/, /m/. Which sound does not belong?
- ☐ **Phoneme Recognition** I will say three sounds. You will listen for the sound that is repeated. /r/, /r/, /f/. Which sound is repeated?
- ☐ **Phoneme Isolation** I will say a sound and matching word. You will listen for the matching sound. /n/, nap. Which sound is repeated in isolation and the word?
- ☐ **Identifying Sounds in Words** I will say a word. You will listen for the initial sound. log. What sound did we hear at the beginning of the word? I will say a word. You will listen for the final sound. pat. What sound did we hear at the ending of the word? I will say a word. You will listen for the medial sound. rug. What sound did we hear at the middle of the word?

* Add a modeled example as needed.

** Omit phonemic awareness drills to fit student stamina.

Phonics

- ☐ **Letter Sounds** You will use your finger to tap each letter and state the letter sound.
- ☐ **Decode CVC Words (real)** Tap and decode each CVC word/sentence.
- ☐ **Decode CVC Words (nonsense)** Tap and decode each nonsense word.
- ☐ **Encode CVC Words** State the picture name. Tap and map the sounds in the word.
(Additional Application: Write the matching word.) **map, net, lip, log, sun**
- ☐ **Write CVC Words** Listen and write each word: **cap, jet, dig, hot, bug**
- ☐ **Irregular High Frequency Words** Tap and read each high frequency word.



Unit 2 – Mastery Assessment (teacher-student version)

Student Name: _____

Phonemic Awareness

- | | |
|---|--|
| <input type="checkbox"/> Repeating Beginning Sounds | <input type="checkbox"/> Phoneme Recognition |
| <input type="checkbox"/> Phoneme Identification | <input type="checkbox"/> Identifying Sounds in Words |
| <input type="checkbox"/> Phoneme Discrimination | <input type="checkbox"/> Phoneme Isolation |
- ___ /6

Phonics

Letter sounds (including short vowels) ___ /27

- | | | | | | | |
|------------------------------|------------------------------|------------------------------|------------------------------|-------------------------------|-------------------------------|------------------------------|
| <input type="checkbox"/> /ă/ | <input type="checkbox"/> /ĕ/ | <input type="checkbox"/> /ĭ/ | <input type="checkbox"/> /m/ | <input type="checkbox"/> /kw/ | <input type="checkbox"/> /ŭ/ | <input type="checkbox"/> /y/ |
| <input type="checkbox"/> /b/ | <input type="checkbox"/> /f/ | <input type="checkbox"/> /j/ | <input type="checkbox"/> /n/ | <input type="checkbox"/> /r/ | <input type="checkbox"/> /v/ | <input type="checkbox"/> /z/ |
| <input type="checkbox"/> /k/ | <input type="checkbox"/> /g/ | <input type="checkbox"/> /k/ | <input type="checkbox"/> /ŏ/ | <input type="checkbox"/> /s/ | <input type="checkbox"/> /w/ | <input type="checkbox"/> /k/ |
| <input type="checkbox"/> /d/ | <input type="checkbox"/> /h/ | <input type="checkbox"/> /l/ | <input type="checkbox"/> /p/ | <input type="checkbox"/> /t/ | <input type="checkbox"/> /ks/ | |

Decode CVC Words ___ /12

- | | | | | |
|---|------------------------------|---|------------------------------|------------------------------|
| <input type="checkbox"/> cat | <input type="checkbox"/> pet | <input type="checkbox"/> wig | <input type="checkbox"/> dog | <input type="checkbox"/> mud |
| <input type="checkbox"/> pab | <input type="checkbox"/> nef | <input type="checkbox"/> vip | <input type="checkbox"/> yod | <input type="checkbox"/> jub |
| <input type="checkbox"/> A cat can nap. | | <input type="checkbox"/> The men had fun. | | |

Encode CVC Words ___ /5

- | | | | | |
|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|
| <input type="checkbox"/> map | <input type="checkbox"/> net | <input type="checkbox"/> lip | <input type="checkbox"/> log | <input type="checkbox"/> sun |
|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|

Writing CVC Words (dictation) ___ /5

- | | | | | |
|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|
| <input type="checkbox"/> cap | <input type="checkbox"/> jet | <input type="checkbox"/> dig | <input type="checkbox"/> hot | <input type="checkbox"/> bug |
|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|

Irregular High Frequency Words ___ /10

- | | | | | |
|-------------------------------|------------------------------|------------------------------|-------------------------------|-------------------------------|
| <input type="checkbox"/> I | <input type="checkbox"/> the | <input type="checkbox"/> see | <input type="checkbox"/> do | <input type="checkbox"/> into |
| <input type="checkbox"/> like | <input type="checkbox"/> a | <input type="checkbox"/> to | <input type="checkbox"/> look | <input type="checkbox"/> said |



Unit 2 – Mastery Assessment (student prompt)

Phonics – Letter Sounds

a

e

i

m

q

u

y

b

f

j

n

r

v

z

c

g

k

o

s

w

ck

d

h

l

p

t

x



Unit 2 – Mastery Assessment (student prompt)

Phonics – CVC Words

cat pet wig dog mud

pab nef vip yod jub

A cat can nap.

The men had fun.

Phonics – Irregular Words

I the see do into

like a to look said



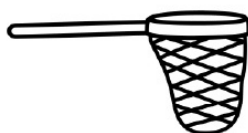
Unit 2 – Mastery Assessment (student recording sheet)

Name: _____

Phonics – Encoding CVC Words



--	--	--



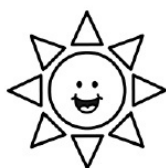
--	--	--



--	--	--



--	--	--



--	--	--

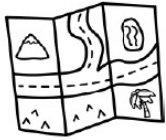
Phonics – Writing CVC Words



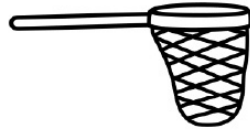
Unit 2 – Mastery Assessment (student recording sheet)

Name: _____

Phonics – Encoding CVC Words



m a p



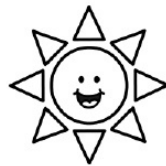
n e t



l i p



l o g



s u n

Phonics – Writing CVC Words

cap

jet

dig

hot

bug



Guided Phonics + Beyond Curriculum UNIT – 2 (End of Unit Reflection)

Student Name:

Grade Level:

Skill	Not Mastered	Approaching	Mastered
Identifying Sounds in Words (initial) NOTES:			
Identifying Sounds in Words (medial) NOTES:			
Identifying Sounds in Words (ending) NOTES:			
Letter Sounds Identification NOTES:			
Decode and Encode CVC Words NOTES:			
Write CVC Words NOTES:			
Decode CVC Nonsense Words NOTES:			
Identify Unit Irregular High Frequency Words NOTES:			

Overall Notes:



Unit 3 – Mastery Assessment (teacher script)

Phonemic Awareness

- ☐ **Segmenting Sounds in Words** Listen to the sounds within this word, frog. What is the first sound? What is the next sound? What is the ending sound? What is the medial sound?
- ☐ **Substituting Sounds in Words** Listen to this word, plug. Substitute the /p/ for /s/. What is the new word?

* Add a modeled example as needed.

Phonics

- ☐ **Consonant Digraphs** You will use your finger to tap and read each digraph.
- ☐ **Decode Digraph Words** Tap and decode each digraph word/sentence.
- ☐ **Encode Digraph Words** State the picture name. Tap and map the sounds in the word. (Additional Application: Write the matching word.) **rash, whack, shop, chop, duck**
- ☐ **Write Digraph Words** Listen and write each word: **chin, thud, shed, whiz, shock**
- ☐ **Decode Beginning Consonant Blend Words** Tap and decode each word.
- ☐ **Encode Beginning Consonant Blend Words** State the picture name. Tap and map the sounds in the word. (Additional Application: Write the matching word.)
truck, sniff, brush, dress, crash
- ☐ **Write Beginning Consonant Blend Words** Listen and write each word: **grass, twill, stack, skill, swell**
- ☐ **Decode Multiple-Syllable Words** Tap and decode each word.
- ☐ **Decode Open Syllable Words** Tap and decode each word.
- ☐ **Irregular High Frequency Words** Tap and read each high frequency word.



Unit 3 – Mastery Assessment (teacher-student version)

Student Name: _____

Phonemic Awareness

- ☐ Segmenting Sounds in Words ☐ Substituting Sounds in Words
_____/2

Phonics

Consonant Digraphs (beginning and ending) ____/5

- ☐ /th/ ☐ /sh/ ☐ /ch/ ☐ /wh/ ☐ /ck/

Decode Digraph Words ____/7

- ☐ ship ☐ thick ☐ whiz ☐ chat ☐ rash
☐ The ship is in the shop. ☐ Is that the path?

Encode Digraph Words ____/5

- ☐ rash ☐ whack ☐ shop ☐ chop ☐ duck

Writing Digraph Words (dictation) ____/5

- ☐ chin ☐ thud ☐ shed ☐ whiz ☐ shock

Decode Beginning Consonant Blend Words ____/7

- ☐ bluff ☐ bliss ☐ spill ☐ scuff ☐ frizz
☐ Prim will spiff up the class. ☐ Will Matt miss his dad?

Encode Beginning Consonant Blend Words ____/5

- ☐ truck ☐ sniff ☐ brush ☐ dress ☐ crash

Writing Beginning Consonant Blend Words (dictation) ____/5

- ☐ grass ☐ twill ☐ stack ☐ skill ☐ swell



Unit 3 – Mastery Assessment (teacher-student version)

Student Name: _____

Phonics

Decode Multiple-Syllable Words __ /5

☐ sunset ☐ catfish ☐ pigpen ☐ upset ☐ inlet

Decode Open Syllable Words __ /5

☐ jumbo ☐ polo ☐ veto ☐ tulip ☐ unit

Irregular High Frequency Words _ /14

☐ you ☐ was ☐ who ☐ from ☐ or
☐ your ☐ here ☐ all ☐ are ☐ of
☐ they ☐ what ☐ play ☐ for



Unit 3 – Mastery Assessment (student prompt)

Phonics – Consonant Digraphs

th

sh

ch

wh

ck

Phonics – Decode Consonant Digraphs

ship

thick

whiz

chat

rash

The ship is in the shop.

Is that the path?

Phonics – Decode Consonant Beginning Blends

bluff

bliss

spill

scuff

frizz

Prim will spiff up the class.

Will Matt miss his dad?



Unit 3 – Mastery Assessment (student prompt)

Phonics – Decode Multiple-Syllable Words

sunset catfish pigpen upset inlet

Phonics – Decode Open Syllable Words

jumbo polo veto tulip unit

Phonics – Irregular Words

you was who from or

your here all are of

they what play for



Unit 3 – Mastery Assessment (student recording sheet)

Name: _____

Phonics – Encoding Digraph Words



--	--	--



--	--	--



--	--	--



--	--	--



--	--	--

Phonics – Writing Digraph Words



Unit 3 – Mastery Assessment (student recording sheet)

Name: _____

Phonics – Encoding Digraph Words



r a sh



wh a ck



sh o p



ch o p



d u ck

Phonics – Writing Digraph Words

chin

thud

shed

whiz

shock



Unit 3 – Mastery Assessment (student recording sheet)

Name: _____

Phonics – Encoding Beginning Consonant Blend Words



--	--	--	--



--	--	--	--



--	--	--	--



--	--	--	--



--	--	--	--

Phonics – Writing Beginning Consonant Blend Words



Unit 3 – Mastery Assessment (student recording sheet)

Name: _____

Phonics – Encoding Beginning Consonant Blend Words



t r u ck



s n i ff



b r u sh



d r e ss



c r a sh

Phonics – Writing Beginning Consonant Blend Words

grass

twill

stack

skill

swell



Guided Phonics + Beyond Curriculum UNIT – 3

(End of Unit Reflection)

Student Name:

Grade Level:

Skill	Not Mastered	Approaching	Mastered
Segment Sounds in Words NOTES:			
Substitute Sounds in Words NOTES:			
Decode and Encode Digraph Words NOTES:			
Write Digraph Words NOTES:			
Decode and Encode Beginning Blend Words NOTES:			
Write Beginning Blend Words NOTES:			
Decode Unit Multiple-Syllable Words NOTES:			
Decode Open Syllable Words NOTES:			
Identify Unit Irregular High Frequency Words NOTES:			

Overall Notes:



Unit 4 – Mastery Assessment (teacher script)

Phonemic Awareness

- ☐ **Substituting Sounds in Words** Listen to this word, tap. Substitute the short a with long a. What is the new word?
 - ☐ **Adding Sounds in Words** Listen to this word, rate. Add /k/ to the beginning. What is the new word?
- * Add a modeled example as needed.

Phonics

- ☐ **Vowel Identification** You will use your finger to tap and give the matching sound for each long or short vowel.
- ☐ **Coding Vowels** Tap each word. Code the word to denote a long or short vowel.
- ☐ **Decode CVCE Words** Tap and decode each word/sentence.
- ☐ **Encode CVCE Words** State the picture name. Tap and map the sounds in the word. (Additional Application: Write the matching word.) **cone, hike, mule, cape, hive**
- ☐ **Write CVCE Words** Listen and write each word: **mane, Pete, five, dome, dune**
- ☐ **Decode Multiple-Syllable Words** Tap and decode each word.
- ☐ **Irregular High Frequency Words** Tap and read each high frequency word.



Unit 4 – Mastery Assessment (teacher-student version)

Student Name: _____

Phonemic Awareness

☐ Substituting Sounds in Words

☐ Adding Sounds in Words

___/2

Phonics

Vowels (long and short) ___ /10

☐ /ă/

☐ /ě/

☐ /ũ/

☐ /ö/

☐ /ĩ/

☐ /ū/

☐ /ē/

☐ /ā/

☐ /ī/

☐ /ō/

Coding Vowels (long and short) ___ /5

☐ can

☐ tote

☐ cane

☐ tot

☐ cube

Decode CVCE Words ___ /7

☐ rake

☐ bone

☐ hide

☐ tube

☐ Pete

☐ Mike will ride his bike.

☐ June made a cake.

Encode CVCE Words ___ /5

☐ cone

☐ hike

☐ mule

☐ cape

☐ hive

Writing CVCE Words (dictation) ___ /5

☐ mane

☐ Pete

☐ five

☐ dome

☐ dune

Decode Multiple-Syllable Words ___ /5

☐ inside

☐ dislike

☐ debate

☐ cupcake

☐ unsafe

Irregular High Frequency Words ___ /15

☐ her

☐ upon

☐ love

☐ come

☐ none

☐ were

☐ little

☐ give

☐ some

☐ now

☐ once

☐ have

☐ live

☐ done

☐ how



Unit 4 – Mastery Assessment (student prompt)

Phonics – Vowel Identification

ă

ě

ŭ

ō

ĩ

ū

ē

ā

ī

ō

Phonics – Decode CVCE Words

rake bone hide tube Pete

Mike will ride his bike.

June made a cake.

Phonics – Decode Multiple-Syllable Words

inside dislike debate cupcake unsafe

Phonics – Irregular Words

her upon love come none

were little give some now

once have live done how



Unit 4 – Mastery Assessment (student recording sheet)

Name: _____

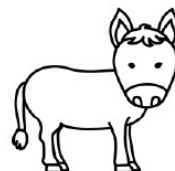
Phonics – Encoding CVCE Words



--	--	--



--	--	--



--	--	--



--	--	--



--	--	--

Phonics – Writing CVCE Words



Unit 4 – Mastery Assessment (student recording sheet)

Name: _____

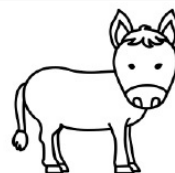
Phonics – Encoding CVCE Words



c o n e



h i k e



m u l e



c a p e



h i v e

Phonics – Writing CVCE Words

mane

Pete

five

dome

dune



Guided Phonics + Beyond Curriculum UNIT – 4

(End of Unit Reflection)

Student Name:

Grade Level:

Skill	Not Mastered	Approaching	Mastered
Substitute Sounds in Words NOTES:			
Add and Delete Sounds in Words NOTES:			
Identify Long and Short Vowels NOTES:			
Decode CVCe Words NOTES:			
Encode CVCe Words NOTES:			
Write CVCe Words NOTES:			
Decode Unit Multiple-Syllable Words NOTES:			
Identify Unit Irregular High Frequency Words NOTES:			

Overall Notes:



Unit 5 – Mastery Assessment (teacher script)

Phonemic Awareness

- ☐ **Substituting Sounds in Words** Listen to this word, chomp. Substitute the /ō/ for /ă/. What is the new word?
 - ☐ **Adding Sounds in Words** Listen to this word, smell. Add /t/ to the ending. What is the new word?
- * Add a modeled example as needed.

Phonics

- ☐ **Decode Ending Blend Words** Tap and decode each word/sentence.
- ☐ **Encode Ending Blend Words** State the picture name. Tap and map the sounds in the word. desk, champ, twist, shelf, grasp
- ☐ **Write Ending Blend Words** Listen and write each word: scold, troll, next, blink, skull
- ☐ **Decode R-Control Words** Tap and decode each word/sentence.
- ☐ **Encode R-Control Words** State the picture name. Tap and map the sounds in the word. (Additional Application: Write the matching word.) star, thorn, skirt, deer, turn
- ☐ **Write R-Control Words** Listen and write each word: scar, corn, stern, churn, bird
- ☐ **Decode Silent Sound Words** Tap and decode each word/sentence.
- ☐ **Decode Multiple-Syllable Words** Tap and decode each word/sentence.
- ☐ **Irregular High Frequency Words** Tap and read each high frequency word.



Unit 5 – Mastery Assessment (teacher-student version)

Student Name: _____

Phonemic Awareness

☐ Substituting Sounds in Words

☐ Adding Sounds in Words
____ /2

Phonics

Decode Consonant Ending Blend Words ____ /7

- ☐ craft ☐ print ☐ whisk ☐ stung ☐ skunk
☐ Yazmin can grasp the silk. ☐ Brent swept the stall.

Encode Consonant Ending Blend Words ____ /5

- ☐ desk ☐ champ ☐ twist ☐ shelf ☐ grasp

Writing Consonant Ending Blend Words (dictation) ____ /5

- ☐ scold ☐ troll ☐ next ☐ blink ☐ skull

Decode R-Controlled Words ____ /7

- ☐ chart ☐ short ☐ clerk ☐ blurb ☐ floor
☐ Barb will cheer and twirl. ☐ Bert did not blurt.

Encode R-Controlled Words ____ /5

- ☐ star ☐ thorn ☐ skirt ☐ deer ☐ turn

Writing R-Controlled Words (dictation) ____ /5

- ☐ scar ☐ corn ☐ stern ☐ churn ☐ bird

Decode Consonant Silent Sound Words ____ /7

- ☐ write ☐ knife ☐ knock ☐ thumb ☐ graph
☐ The gnat will climb on a crumb. ☐ Knox is a gnome.



Unit 5 – Mastery Assessment (teacher-student version)

Student Name: _____

Phonics

Decode Multiple-Syllable Words __ /7

- ☐ ringlet ☐ anklet ☐ hamstring ☐ butternut ☐ canister
- ☐ The otter made a blockbuster home.
- ☐ Is that peppermint in the canister?

Irregular High Frequency Words __ /21

- | | | | | |
|---------------------------------|--------------------------------|---------------------------------|----------------------------------|----------------------------------|
| <input type="checkbox"/> would | <input type="checkbox"/> want | <input type="checkbox"/> world | <input type="checkbox"/> sure | <input type="checkbox"/> their |
| <input type="checkbox"/> could | <input type="checkbox"/> along | <input type="checkbox"/> other | <input type="checkbox"/> picture | <input type="checkbox"/> they're |
| <input type="checkbox"/> should | <input type="checkbox"/> work | <input type="checkbox"/> mother | <input type="checkbox"/> where | <input type="checkbox"/> know |
| <input type="checkbox"/> find | <input type="checkbox"/> word | <input type="checkbox"/> water | <input type="checkbox"/> there | <input type="checkbox"/> knew |
| <input type="checkbox"/> kind | | | | |



Unit 5 – Mastery Assessment (student prompt)

Phonics – Decode Ending Blend Words

craft print whisk stung skunk

Yazmin can grasp the silk.

Brent swept the stall.

Phonics – Decode R-Control Words

chart short clerk blurb floor

Barb will cheer and twirl.

Bert did not blurt.

Phonics – Decode Silent Sound Words

write knife knock thumb graph

The gnat will climb on a crumb.

Knox is a gnome.



Unit 5 – Mastery Assessment (student prompt)

Phonics – Decode Multiple-Syllable Words

ringleet anklet hamstring butternut canister

The otter made a blockbuster home.

Is that peppermint in the canister?

Phonics – Irregular Words

would want world sure their

could along other picture they're

should work mother where know

find word water there knew

kind



Unit 5 – Mastery Assessment (student recording sheet)

Name: _____

Phonics – Encoding Ending Blend Words



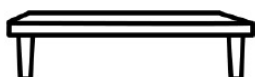
--	--	--	--



--	--	--	--



--	--	--	--



--	--	--	--



--	--	--	--

Phonics – Writing Ending Blend Words



Unit 5 – Mastery Assessment (student recording sheet)

Name: _____

Phonics – Encoding Ending Blend Words



d e s k



ch a m p



t w i s t



sh e l f



g r a s p

Phonics – Writing Ending Blend Words

scold

troll

next

blink

skull



Unit 5 – Mastery Assessment (student recording sheet)

Name: _____

Phonics – Encoding Ending Blend Words



--	--	--



--	--	--



--	--	--	--



--	--



--	--	--






Phonics – Writing Ending Blend Words



Unit 5 – Mastery Assessment (student recording sheet)

Name: _____

Phonics – Encoding Ending Blend Words

 s t ar	 th or n	 s k ir t
 d eer	 t ur n	

Phonics – Writing Ending Blend Words

scar	corn	stern
churn	bird	



Guided Phonics + Beyond Curriculum UNIT – 5

(End of Unit Reflection)

Student Name:

Grade Level:

Skill	Not Mastered	Approaching	Mastered
Substitute Sounds in Words NOTES:			
Add and Delete Sounds in Words NOTES:			
Decode and Encode Ending Blend Words NOTES:			
Write Ending Blend Words NOTES:			
Decode and Encode R-Control Words NOTES:			
Write R-Control Words NOTES:			
Decode Silent Sound Words NOTES:			
Decode Unit Multiple-Syllable Words NOTES:			
Identify Unit Irregular High Frequency Words NOTES:			

Overall Notes:



Unit 6 – Mastery Assessment (teacher script)

Phonemic Awareness

- ☐ **Substituting Sounds in Words** Listen to this word, green. Substitute the /n/ for /t/. What is the new word?
- ☐ **Deleting Sounds in Words** Listen to this word, clean. Delete /k/. What is the new word?

* Add a modeled example as needed.

Phonics

- ☐ **Decode Vowel Variant Words** Tap and decode each word/sentence.
- ☐ **Encode Vowel Variant Words** State the picture name. Tap and map the sounds in the word. **queen, chain, peach, steak, spoil**
- ☐ **Write Vowel Variant Words** Listen and write each word: **brain, wreath, cried, light, sleigh**
- ☐ **Decode Diphthong Words** Tap and decode each word/sentence.
- ☐ **Encode Diphthong Words** State the picture name. Tap and map the sounds in the word. (Additional Application: Write the matching word.) **stew, point, draw, mouth, spoon**
- ☐ **Write Diphthong Words** Listen and write each word: **caught, straw, snooze, squawk, screw**
- ☐ **Decode Multiple-Syllable Words** Tap and decode each word/sentence.
- ☐ **Irregular High Frequency Words** Tap and read each high frequency word.



Unit 6 – Mastery Assessment (teacher-student version)

Student Name: _____

Phonemic Awareness

☐ Substituting Sounds in Words

☐ Adding Sounds in Words
____ /2

Phonics

Decode Vowel Variant Words ____ /7

- ☐ gray ☐ queen ☐ beach ☐ freeze ☐ fruit
- ☐ Will Jay dress up in all gray as a knight?
- ☐ Jean cried when she lost her float at the coast.

Encode Vowel Variant Words ____ /5

- ☐ queen ☐ chain ☐ peach ☐ steak ☐ spoil

Writing Vowel Variant Words (dictation) ____ /5

- ☐ brain ☐ wreath ☐ cried ☐ light ☐ sleigh

Decode Diphthong Words ____ /7

- ☐ gnaw ☐ growl ☐ joy ☐ cough ☐ taught
- ☐ The cowboy has a decoy.
- ☐ Trey brought a brew to the haunt.

Encode Diphthong Words ____ /5

- ☐ stew ☐ point ☐ draw ☐ mouth ☐ spoon

Writing Diphthong Words (dictation) ____ /5

- ☐ caught ☐ straw ☐ snooze ☐ squawk ☐ screw



Unit 6 – Mastery Assessment (teacher-student version)

Student Name: _____

Phonics

Decode Multiple-Syllable Words __ /7

- ☐ teacup ☐ defeat ☐ crossroad ☐ sailboat ☐ reload
- ☐ The coach had to proclaim it in an email.
- ☐ Will the seamstress fix the inseam?

Irregular High Frequency Words __ /15

- ☐ again ☐ many ☐ goes ☐ been ☐ above
- ☐ today ☐ very ☐ does ☐ around ☐ whose
- ☐ any ☐ pretty ☐ our ☐ about ☐ two



Unit 6 – Mastery Assessment (student prompt)

Phonics – Decode Vowel Variant Words

gray queen beach freeze fruit

Will Jay dress up in all gray as a knight?

Jean cried when she lost her float at the coast.

Phonics – Decode Diphthong Words

gnaw growl joy cough taught

The cowboy has a decoy.

Trey brought a brew to the haunt.



Unit 6 – Mastery Assessment (student prompt)

Phonics – Decode Multiple-Syllable Words

teacup defeat crossroad sailboat reload

The coach had to proclaim it in an email.

Will the seamstress fix the inseam?

Phonics – Irregular Words

again many goes been above

today very does around whose

any pretty our about two



Unit 6 – Mastery Assessment (student recording sheet)

Name: _____

Phonics – Encoding Vowel Variant Words



--	--	--



--	--	--



--	--	--



--	--	--	--



--	--	--	--

Phonics – Writing Vowel Variant Words



Unit 6 – Mastery Assessment (student recording sheet)

Name: _____

Phonics – Encoding Vowel Variant Words



qu ee n



ch ai n



p ea ch



s t ea k



s p oi l

Phonics – Writing Vowel Variant Words

brain

wreath

cried

light

sleigh



Unit 6 – Mastery Assessment (student recording sheet)

Name: _____

Phonics – Encoding Vowel Variant Words



--	--	--



--	--	--	--



--	--	--



--	--	--



--	--	--	--

Phonics – Writing Vowel Variant Words



Unit 6 – Mastery Assessment (student recording sheet)

Name: _____

Phonics – Encoding Vowel Variant Words



s t ew



p oi n t



d r aw



m ou th



s p oo n

Phonics – Writing Vowel Variant Words

caught

straw

snooze

squawk

screw



Guided Phonics + Beyond Curriculum UNIT – 6 (End of Unit Reflection)

Student Name:

Grade Level:

Skill	Not Mastered	Approaching	Mastered
Substitute Sounds in Words NOTES:			
Add and Delete Sounds in Words NOTES:			
Decode and Encode Vowel Variant Words NOTES:			
Write Vowel Team Words NOTES:			
Decode and Encode Diphthong Words NOTES:			
Write Diphthong Words NOTES:			
Decode Unit Multiple-Syllable Words NOTES:			
Identify Unit Irregular High Frequency Words NOTES:			

Overall Notes:

Start at the dot and trace the lines:



Start at the dot and trace the lines:

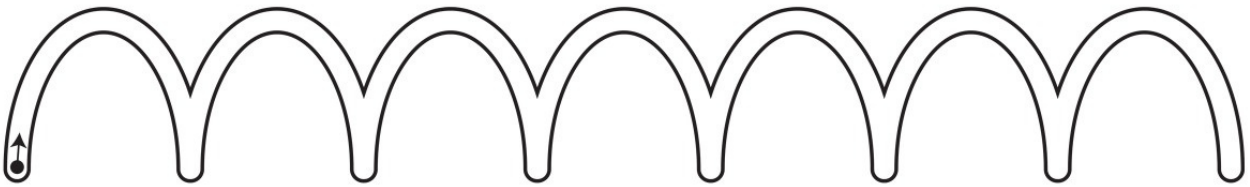
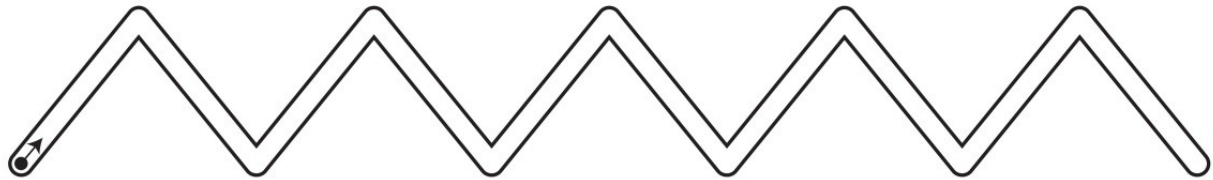


Trace the picture:

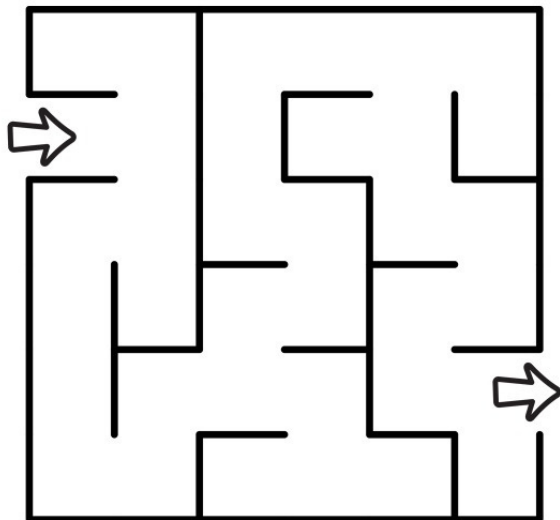


Trace the picture:

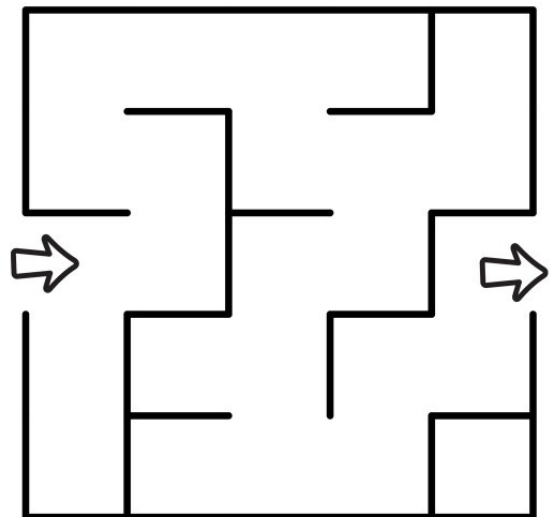


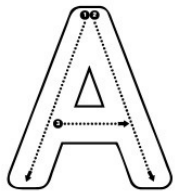


Find your way through
the maze:

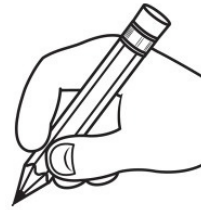


Find your way through
the maze:

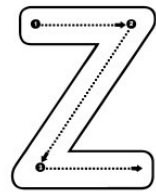
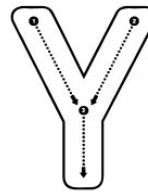
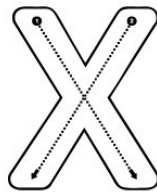
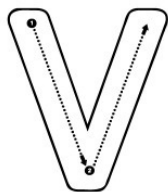
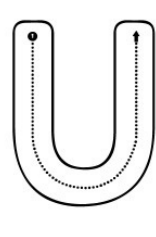
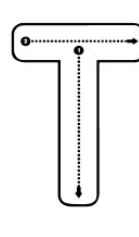
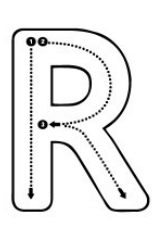
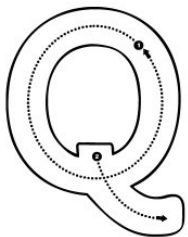
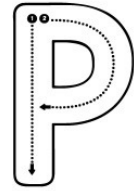
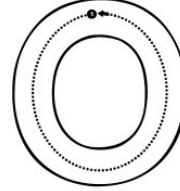
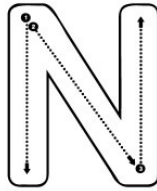
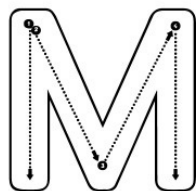
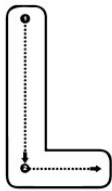
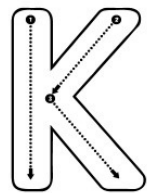
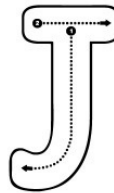
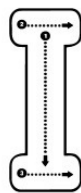
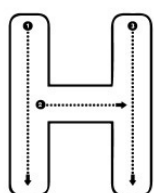
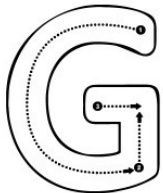
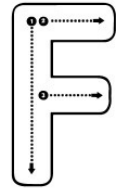
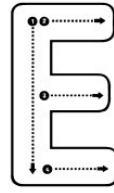
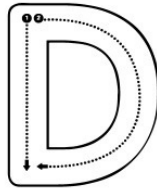
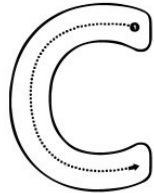
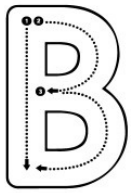




Trace the uppercase
alphabet in order:



SCORE:



a

Trace the lowercase
alphabet in order:



SCORE:



b

c

d

e

f

g

h

i

j

k

l

m

n

o

p

q

r

s

t

u

v

w

x

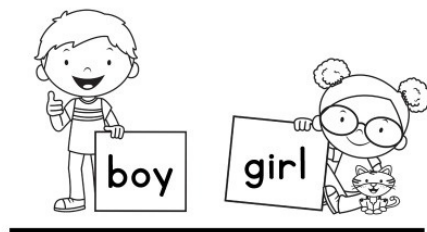
y

z

This is what I look like:

My name is:

I am _____ years old.



I am a _____



run



kick



skate



swim



ride



dance

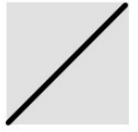
I like to _____

F

Say each letter
name aloud:



SCORE:



B

A

L

T

V

D

E

K

S

Y

R

I

J

Z

P

W

O

M

X

G

Q

U

N

C

H

t

Say each letter
name aloud:



SCORE:



r

a

b

f

n

z

h

c

g

p

q

y

v

i

o

d

j

m

k

x

s

u

e

l

w

Say each letter sound aloud:



SCORE:



H

S

M

P

Z

G

L

C

D

R

V

F

T

B

K

Y

N

W

Q

J

X

Look at the children. How do you think
each person is acting or feeling?

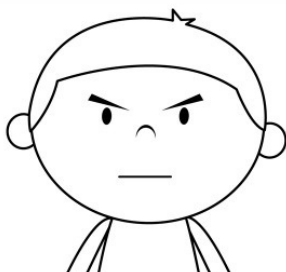
SCORE:



NOTE: Teacher records the response.



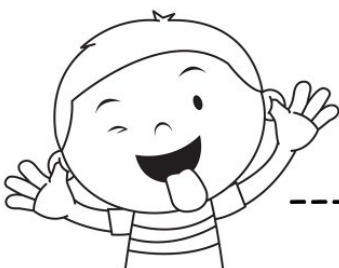












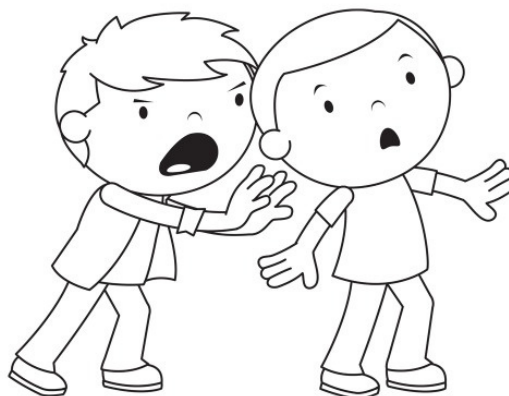
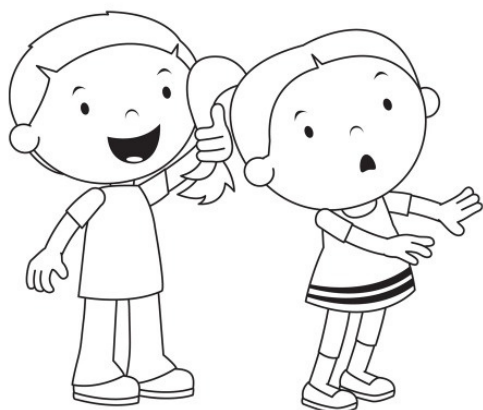
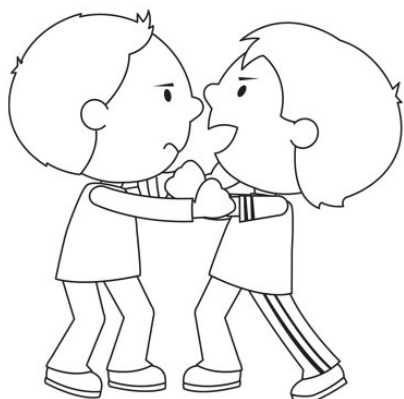




How do you feel today?

Look at each scene.
What is the problem
behavior?

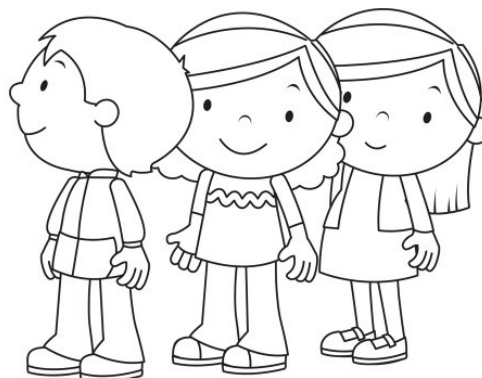
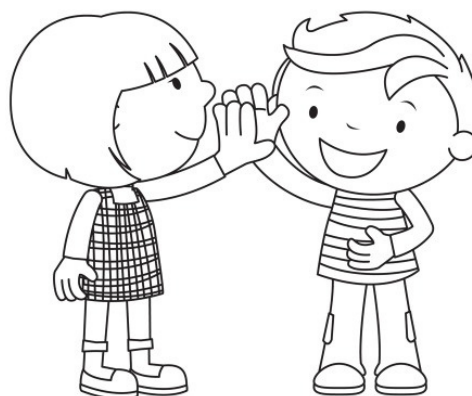
SCORE:

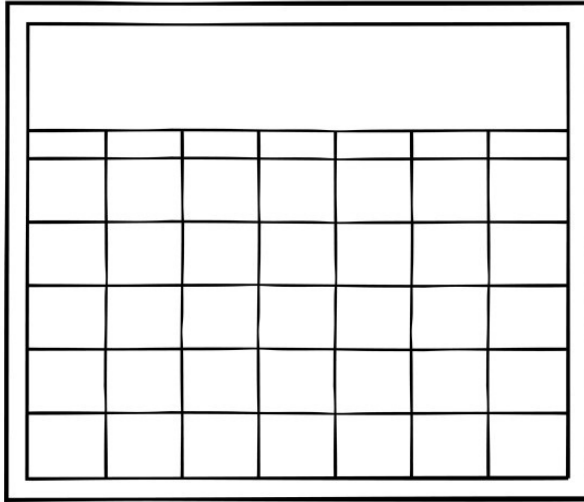


Look at each scene.
What is the good
behavior?



SCORE:

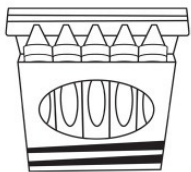




Days of the Week

Color and cut out each
of the days of the week.

Arrange them into the
proper order.



Sunday = red

Monday = orange

Tuesday = yellow

Wednesday = green

Thursday = blue

Friday = purple

Saturday = pink

Sunday

Monday

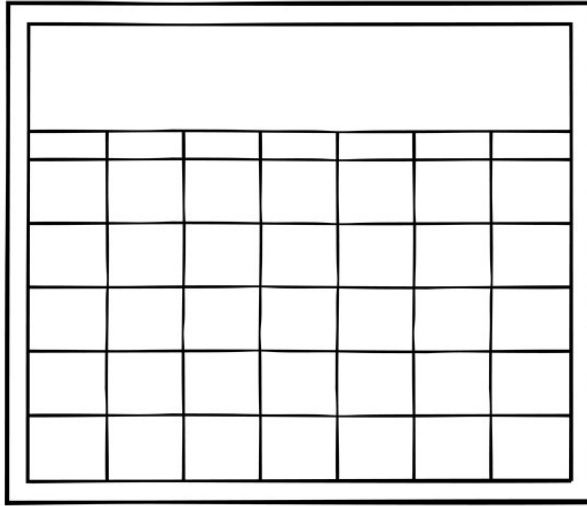
Tuesday

Wednesday

Thursday

Friday

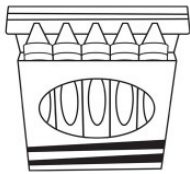
Saturday



Months of the Year

Color and cut out each
month of the year.

Arrange them into the
proper order.



January = red

February = orange

March = yellow

April = green

May = blue

June = purple

July = pink

August = grey

September = tan

October = brown

November = black

December = white

January

February

March

April

May

June

July

August

September

October

November

December



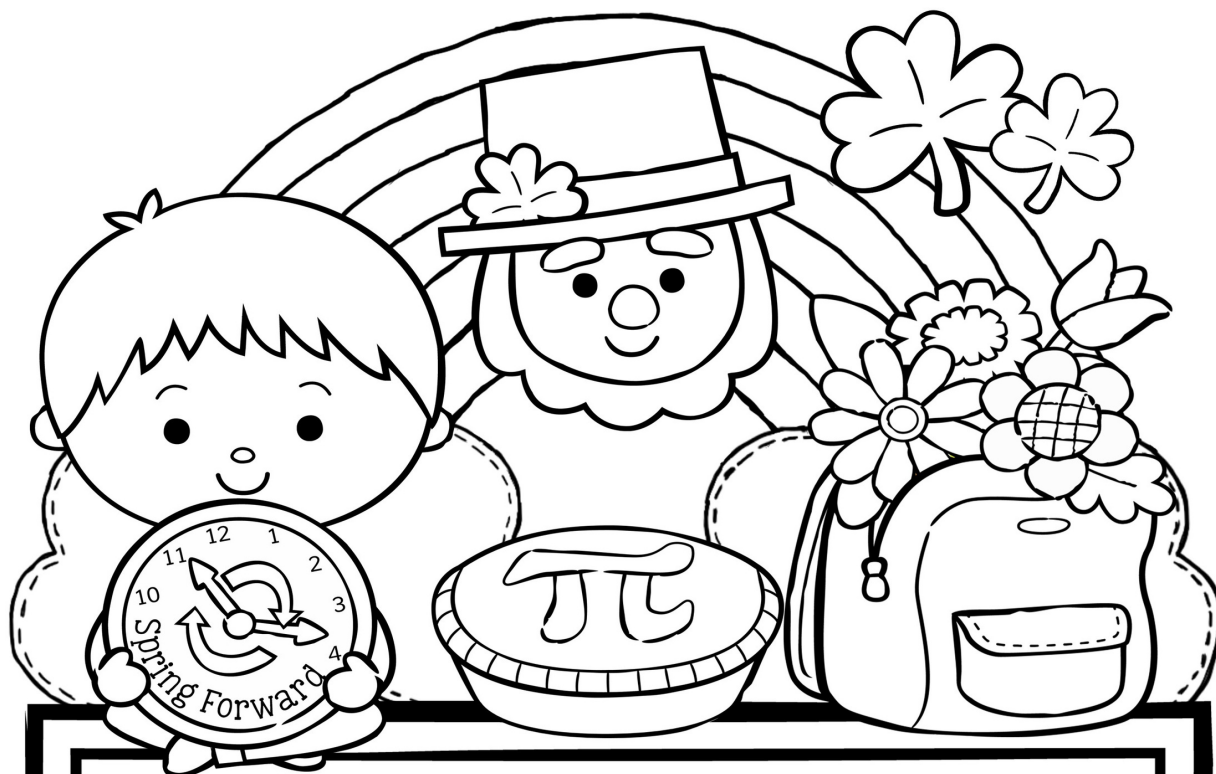
JANUARY

S	M	T	W	T	F	S



FEBRUARY

S	M	T	W	T	F	S



MARCH

S	M	T	W	T	F	S



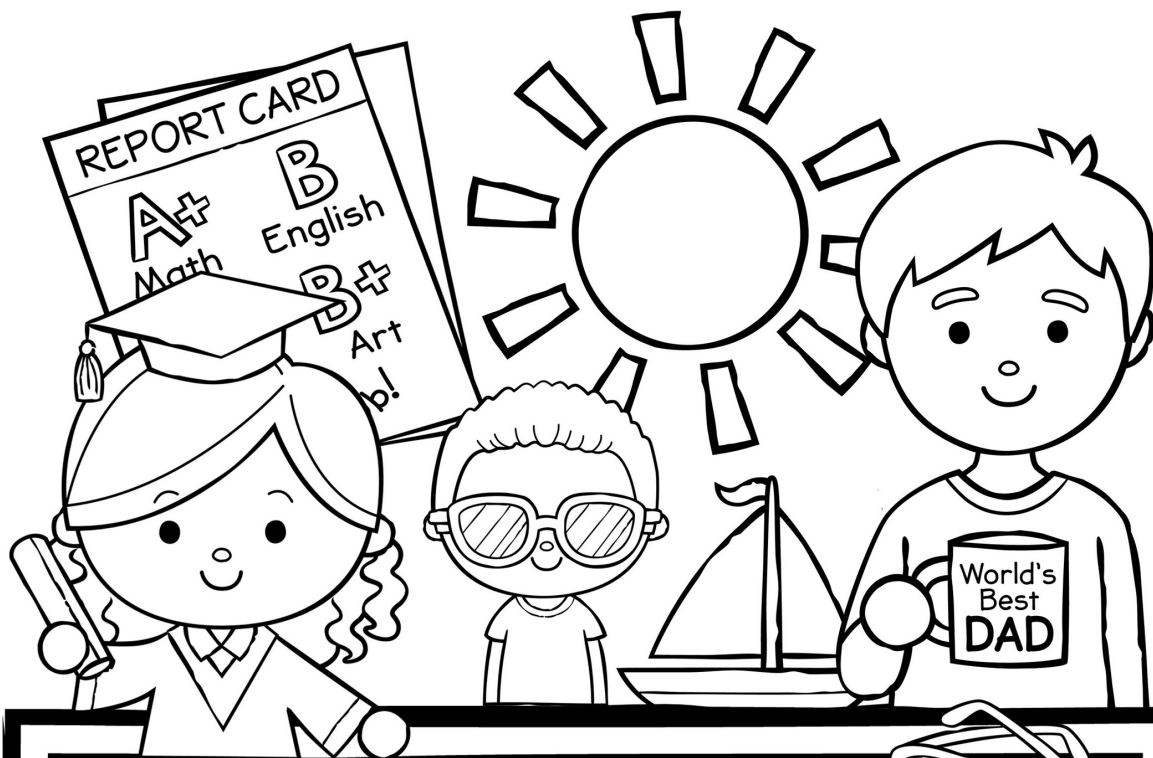
APRIL

S	M	T	W	T	F	S

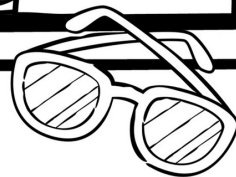


MAY

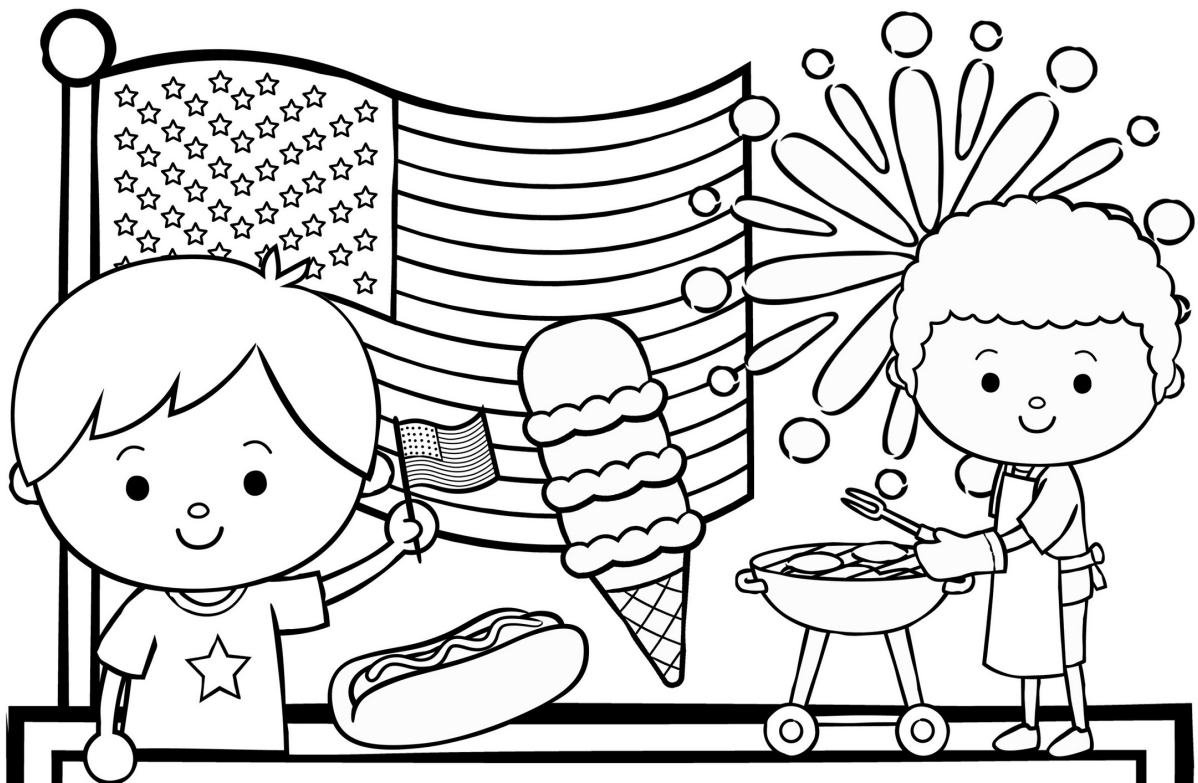
S	M	T	W	T	F	S



JUNE

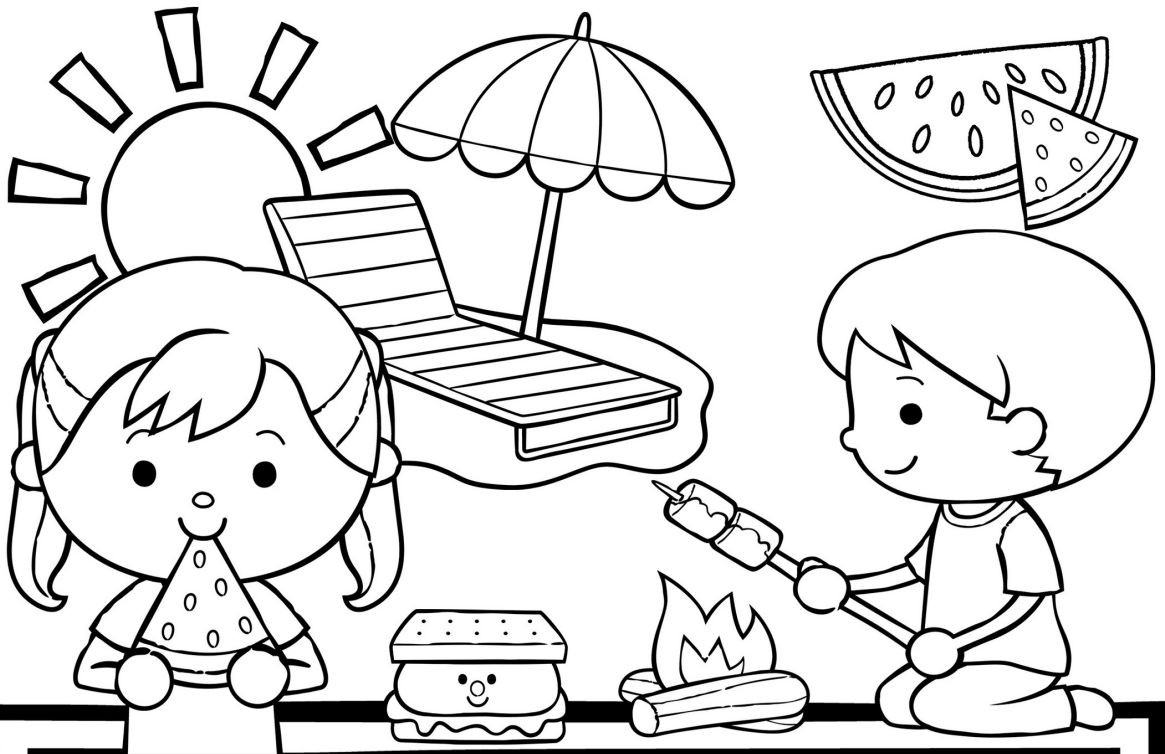


S	M	T	W	T	F	S



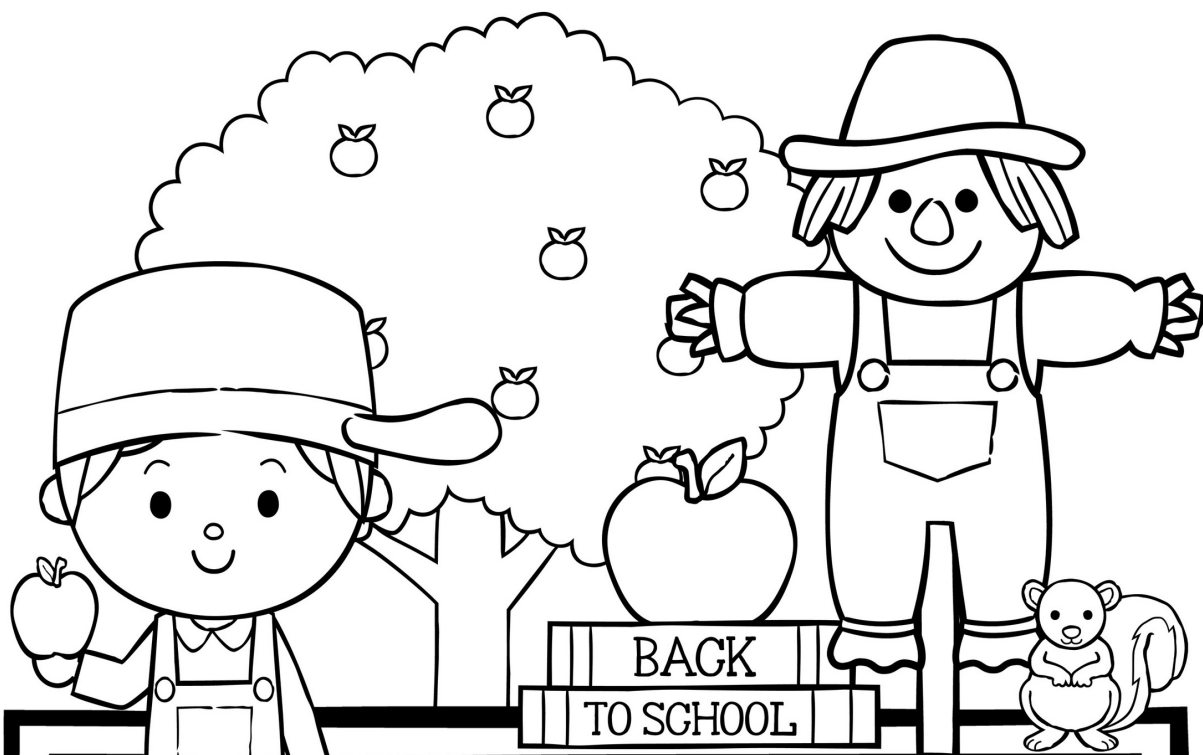
JULY

S	M	T	W	T	F	S



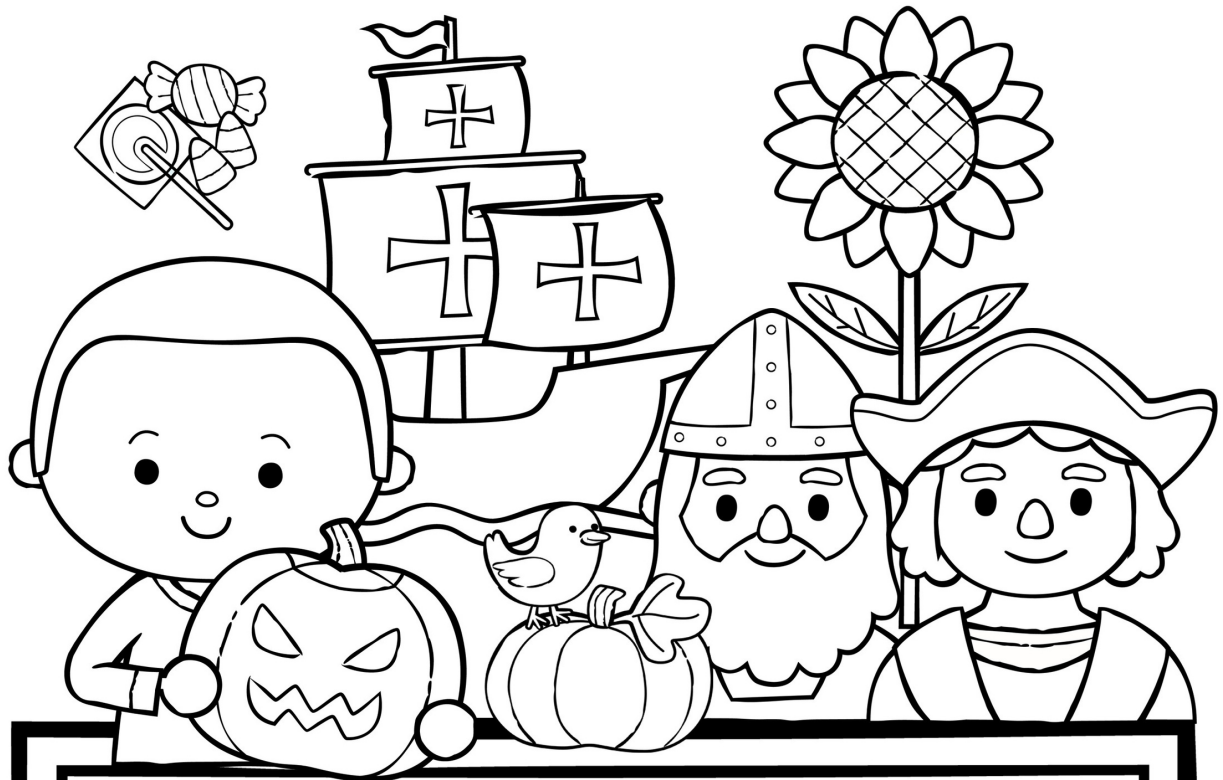
AUGUST

S	M	T	W	T	F	S



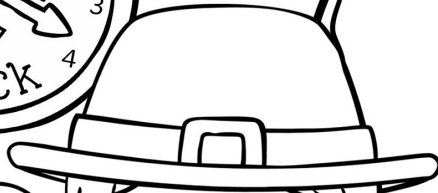
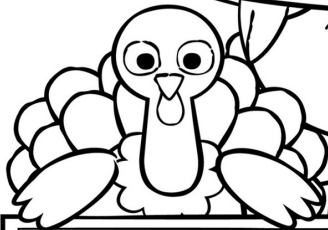
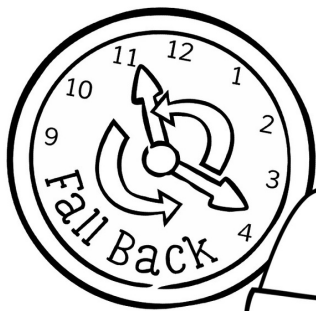
SEPTEMBER

S	M	T	W	T	F	S

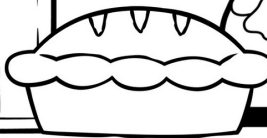


OCTOBER

S	M	T	W	T	F	S



HAPPY
THANKSGIVING



NOVEMBER

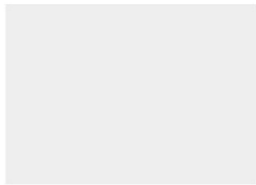
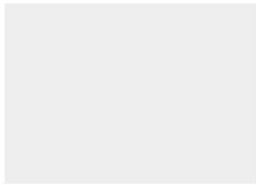
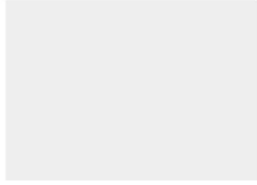
S	M	T	W	T	F	S



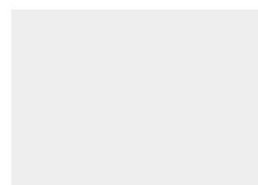
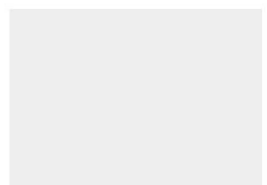
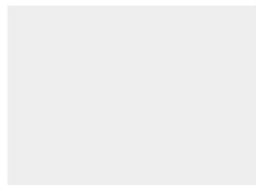
DECEMBER

S	M	T	W	T	F	S

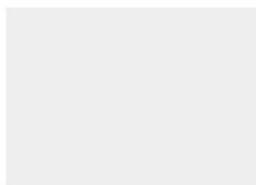
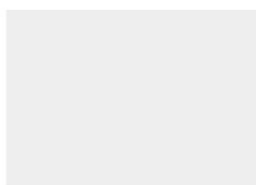
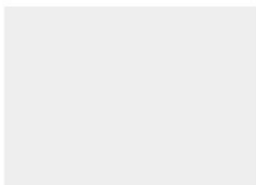
WINTER



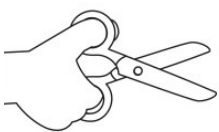
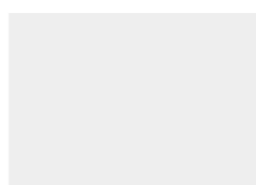
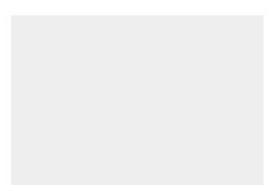
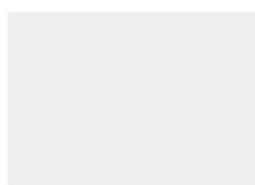
SPRING



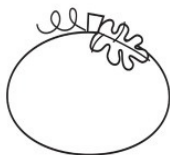
SUMMER



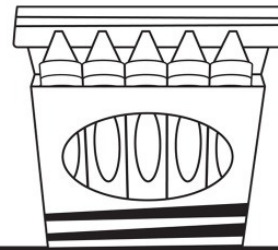
FALL



Cut out each
of the pictures.
Sort them
into the correct
seasons above.



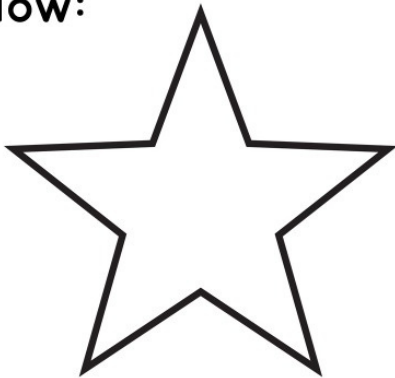
Color the pictures with
the corect color:



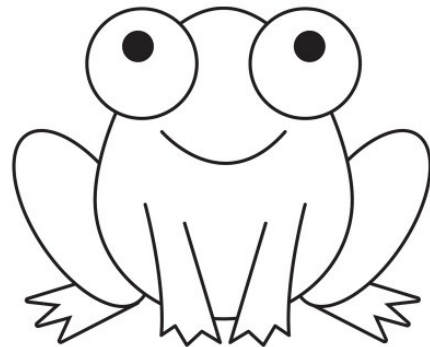
SCORE:



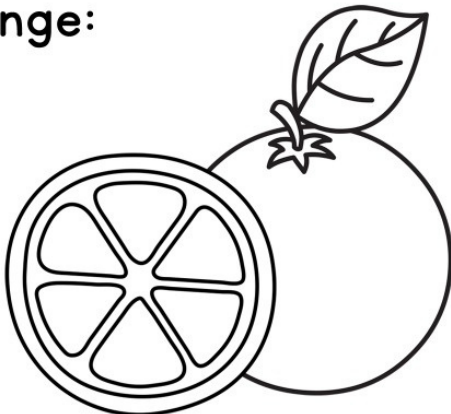
yellow:



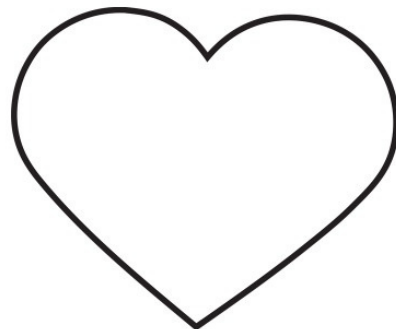
green:



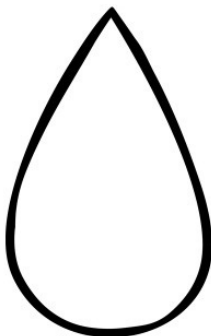
orange:



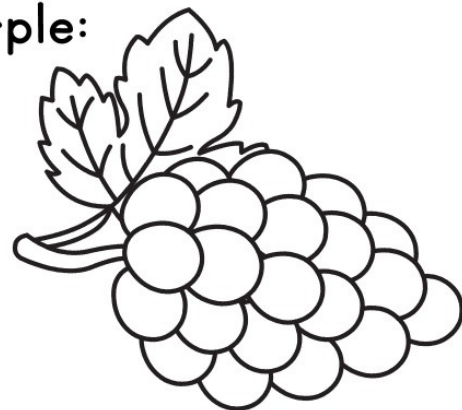
red:



blue:



purple:

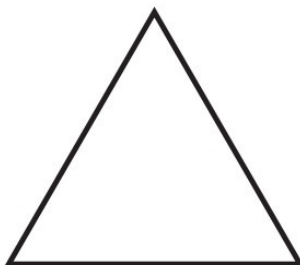
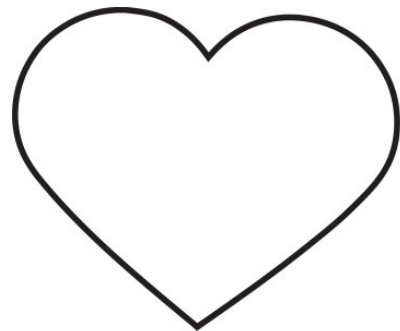
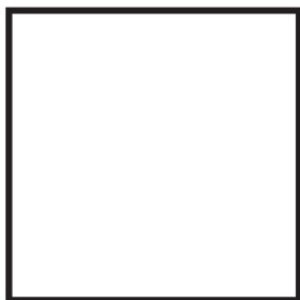
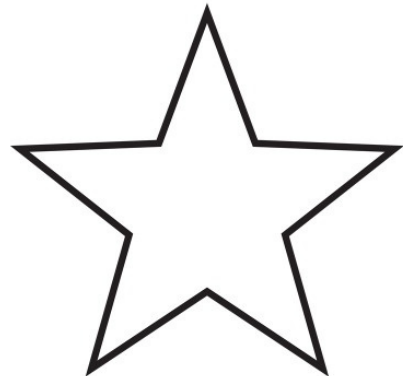
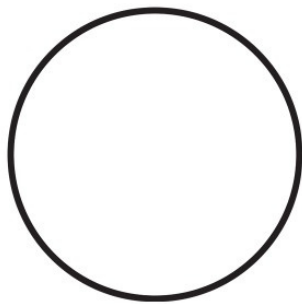




Name each shape below:

NOTE: Teacher will record the answers.

SCORE:





NOTE: Teacher reads the instructions aloud:

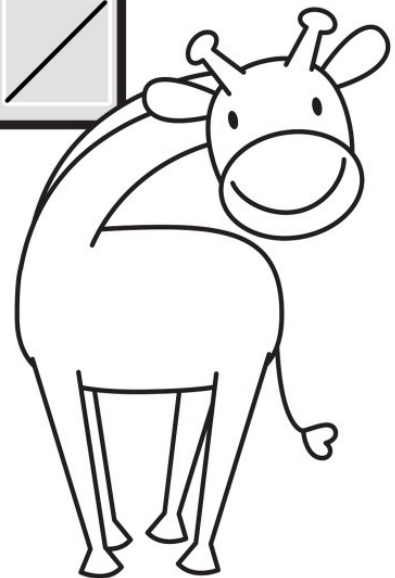
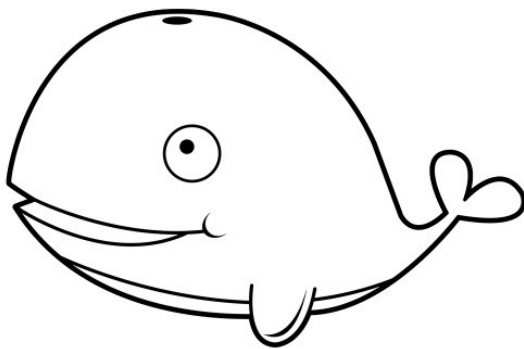
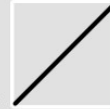
1. First, color the cat orange. Give him a green hat on top of his head. Draw a red flower below the cat.

2. Second, color the whale grey. Then, draw blue water coming out of her spout. Draw an orange fish behind the whale.

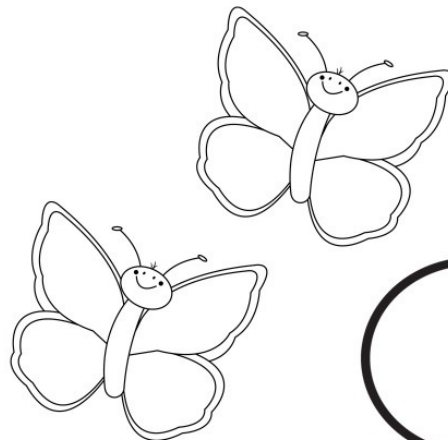
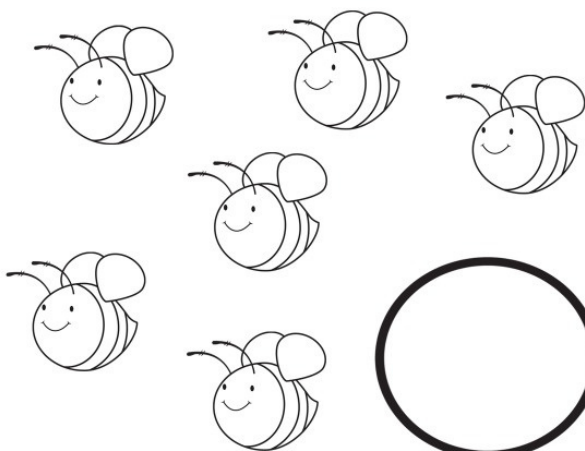
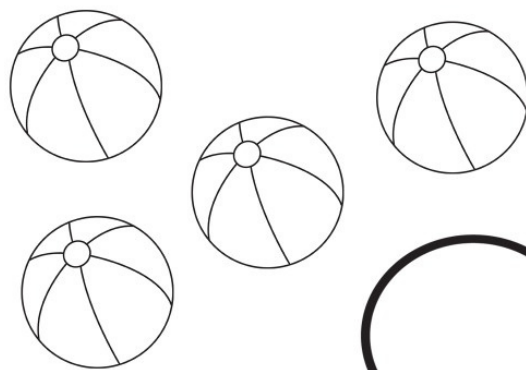
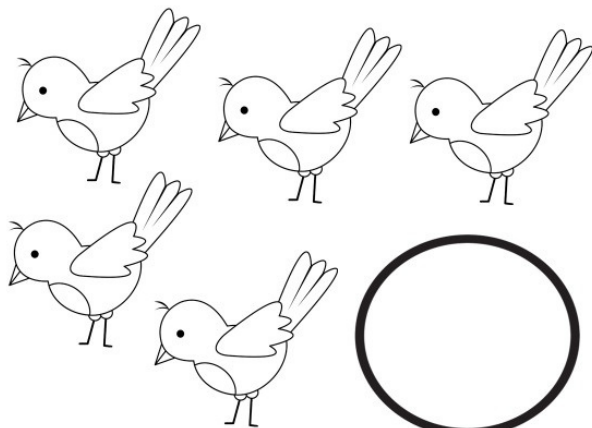
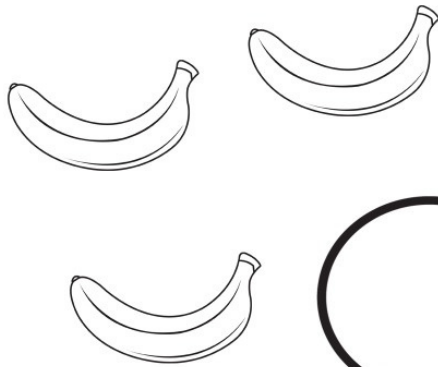
3. Next, draw a black spider inside the jar. Also, draw a pink worm outside of the jar. Draw brown dirt around the worm.

4. Give the giraffe brown spots. Draw green grass in front of her. Give the giraffe a long pink tongue.

SCORE:

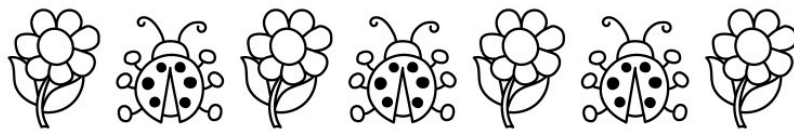
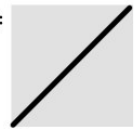


Count each group of items and write how many you counted.



Look at each pattern.
Circle the picture that will come next

SCORE:



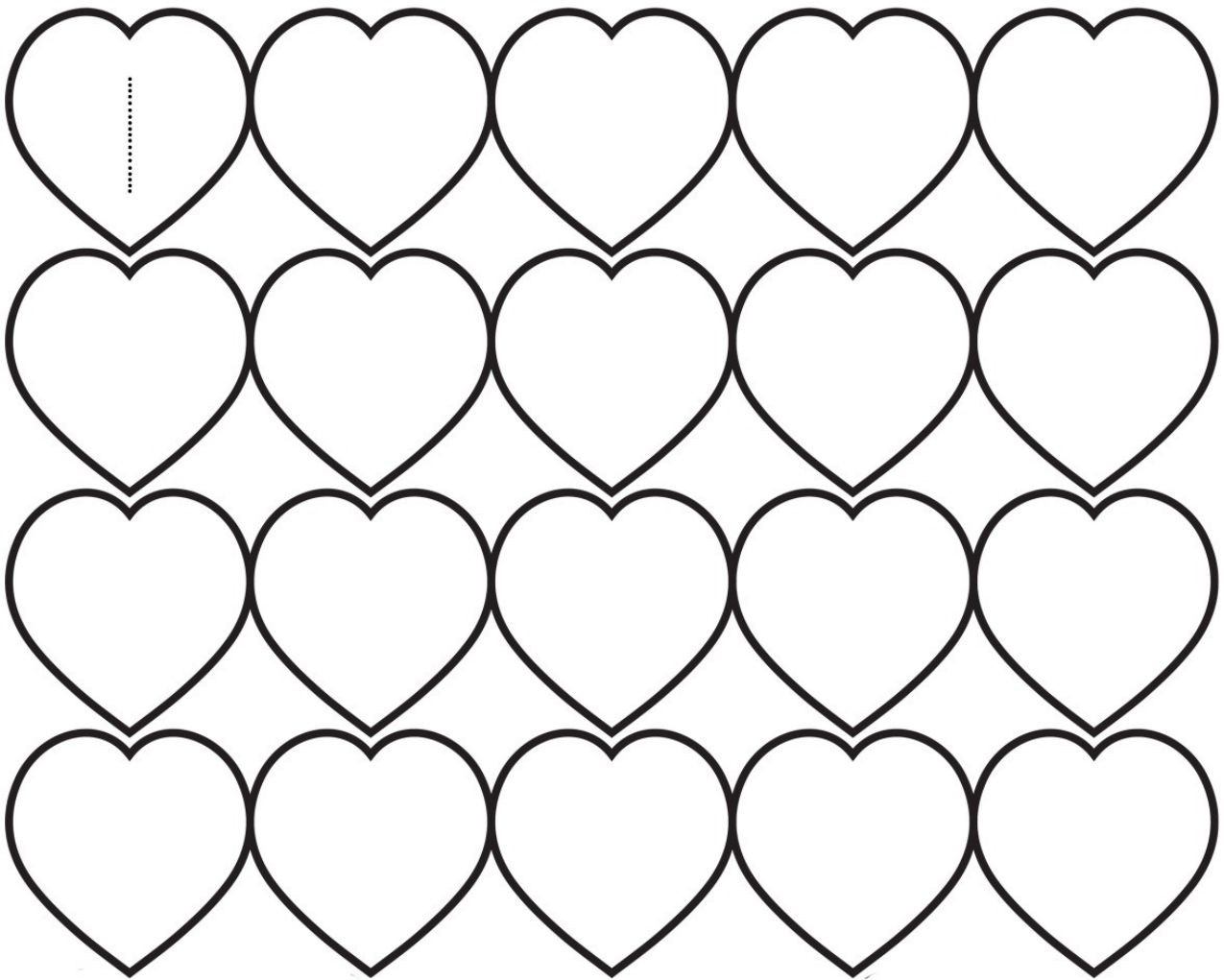
Put the pictures in order by writing 1, 2, and 3.

SCORE:



1 2 3 4 5 6 7 8 9 10
11 12 13 14 15 16 17 18 19 20

Write numbers 1-20 on the hearts below:



$4 + 1 = \bigcirc$

$0 + 1 = \bigcirc$

$3 + 1 = \bigcirc$

$4 + 1 = \bigcirc$

$6 + 1 = \bigcirc$

$2 + 1 = \bigcirc$

$2 + 1 = \bigcirc$

$3 + 1 = \bigcirc$

$5 + 1 = \bigcirc$

$5 + 1 = \bigcirc$

$4 + 1 = \bigcirc$

$2 + 1 = \bigcirc$

$2 + 1 = \bigcirc$

$1 + 1 = \bigcirc$

$4 - 1 = \bigcirc$

$2 - 1 = \bigcirc$

$3 - 1 = \bigcirc$

$4 - 1 = \bigcirc$

$6 - 1 = \bigcirc$

$2 - 1 = \bigcirc$

$2 - 1 = \bigcirc$

$3 - 1 = \bigcirc$

$5 - 1 = \bigcirc$

$6 - 1 = \bigcirc$

$4 - 1 = \bigcirc$

$2 - 1 = \bigcirc$

$2 - 1 = \bigcirc$

$1 - 1 = \bigcirc$

Uppercase Letter Recognition – Circle the letters the child does not know

M	O	V	I	Z	K	D
C	R	Q	X	P	E	W
U	B	A	L	T	Y	S
F	H	G	N	J		

Lowercase Letter Recognition – Circle the letters the child does not know

o	t	e	r	v	b	x
a	w	q	n	s	i	k
l	m	j	c	f	h	p
z	d	g	u	y		

Letter Sounds – Circle the letter sounds the child does not know

a	b	c	d	e	f	g
h	i	j	k	l	m	n
o	p	q	r	s	t	u
v	w	x	y	z		

Reading Readiness

Listens well to read aloud stories	YES	NO
Understands left to right movement of reading	YES	NO
Retells information from a story	YES	NO
Sequences 3 pictures to tell a story	YES	NO
Uses imagination	YES	NO

Writing

Uses scribbles to write words	YES	NO
Traces letters and numbers	YES	NO
Writes his/her name	YES	NO
Writes a few letters without tracing	YES	NO
Uses pictures to communicate ideas	YES	NO

Letter Match – Match the uppercase letter to the lowercase letter

A
B
C
D
E
F
G
H
I
J
K
L
M

c
g
i
d
m
l
a
e
b
j
k
f
h

N
O
P
Q
R
S
T
U
V
W
X
Y
Z

o
y
n
p
r
w
s
u
t
v
z
x
q

Number Recognition – Circle the numbers the child does not know

3	5	1	9	2
7	4	8	10	6

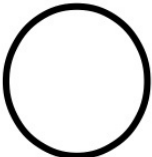



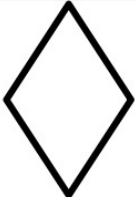
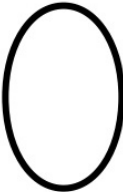


Writes Numbers– Circle the numbers the child does not know how to write

1	2	3	4	5
6	7	8	9	10

Colors – Circle the colors the child cannot identify

red	yellow	green	blue	pink
purple	orange	white	brown	black

Shapes– Circle the shapes the child cannot identify

Use manipulatives, such as counting bears, for these assessments.

Sorts by color	YES	NO
Sorts by size	YES	NO
Sorts by shape	YES	NO
Makes the ABAB pattern	YES	NO
Makes the AABB pattern	YES	NO
Makes the AABAAB pattern	YES	NO
Makes the ABCABC pattern	YES	NO
Counts objects in a group (!: correspondence)	YES	NO
Subitizes numbers (recognizes numbers without counting them)	YES	NO
Counts to 20 (highest number child can count to: _____)	YES	NO

Fine Motor Skills:

Fits small items together	YES	NO
Uses scissors to cut across the paper	YES	NO
Uses scissors to follow a wavy line on a paper	YES	NO
Uses tweezers to pick up objects	YES	NO
Uses glue neatly	YES	NO
Grasps crayon and pencil correctly	YES	NO
Makes a pancake, snake, and ball from play dough	YES	NO

Gross Motor Skills:

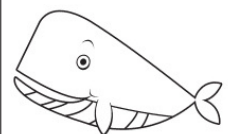
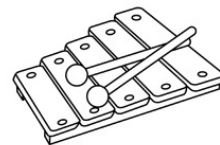
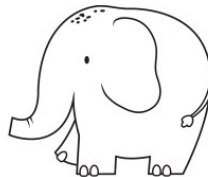
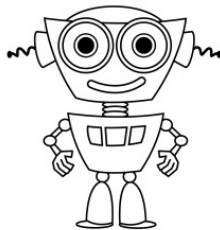
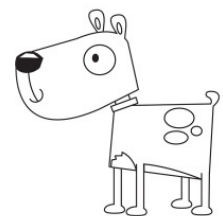
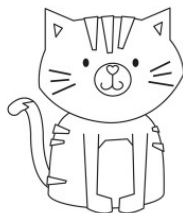
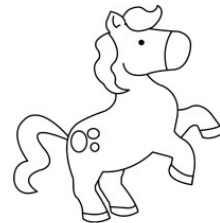
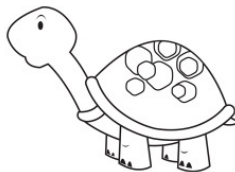
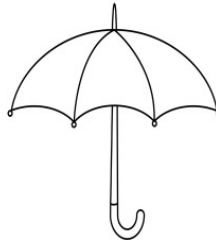
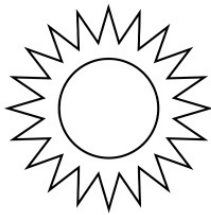
Runs with good stamina	YES	NO
Skips	YES	NO
Hops	YES	NO
Jumps	YES	NO
Pedals and steers a bike	YES	NO
Climbs a playground ladder	YES	NO
Throws a ball with direction	YES	NO
Catches a thrown ball with arms and body	YES	NO
Bounces a ball	YES	NO



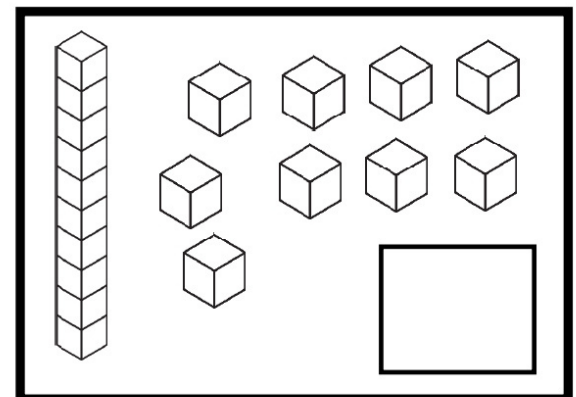
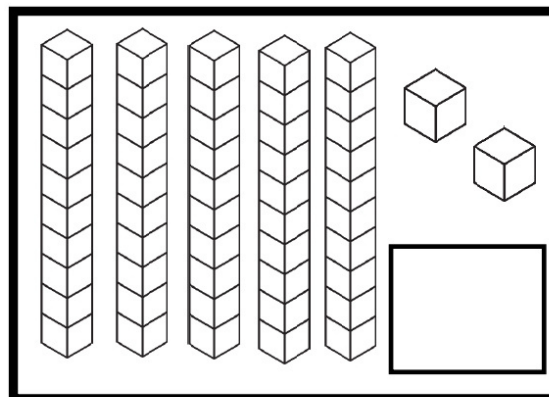
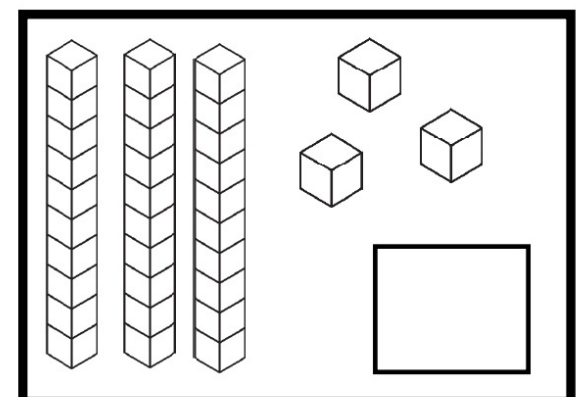
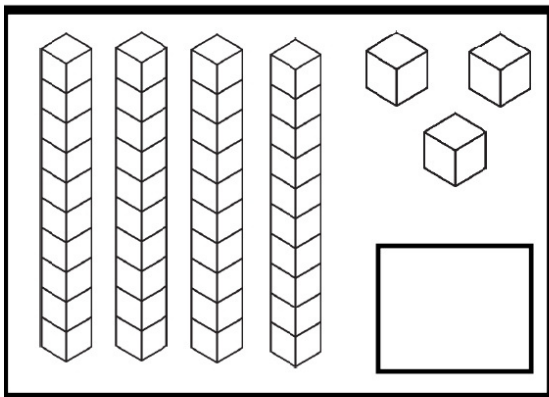
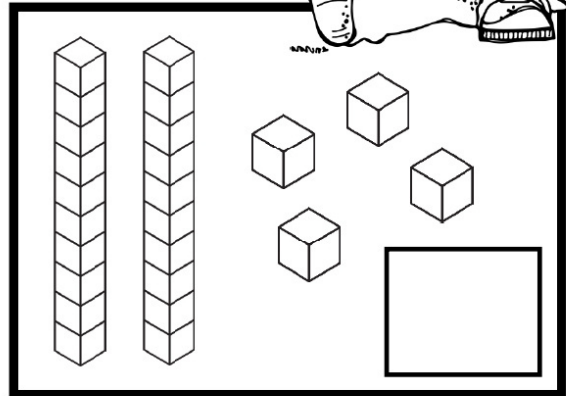
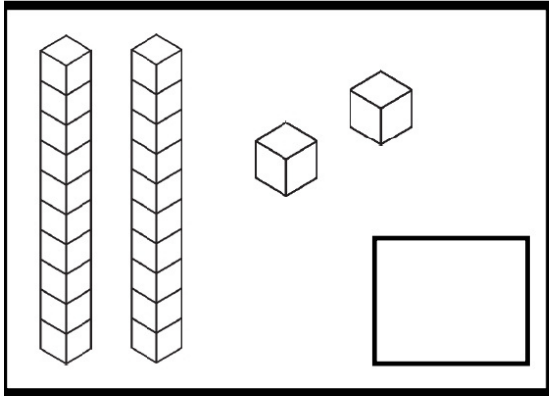
Say the name of
the beginning letter



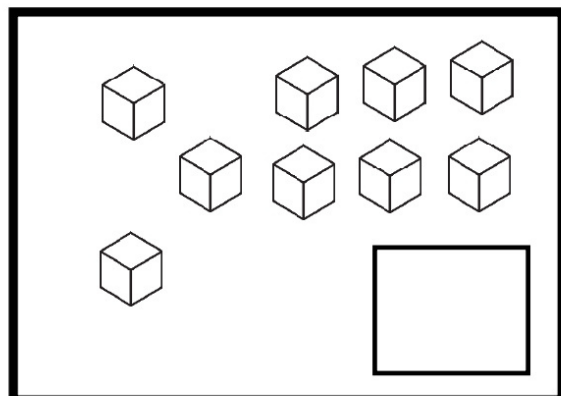
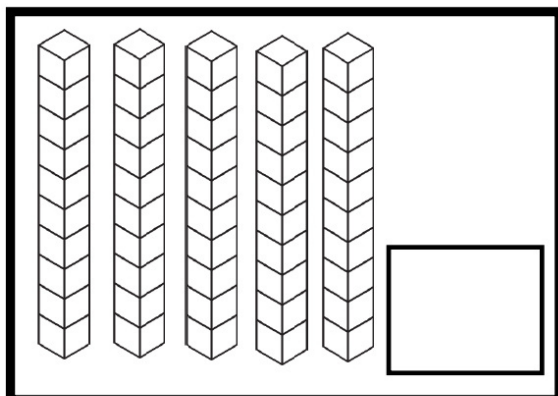
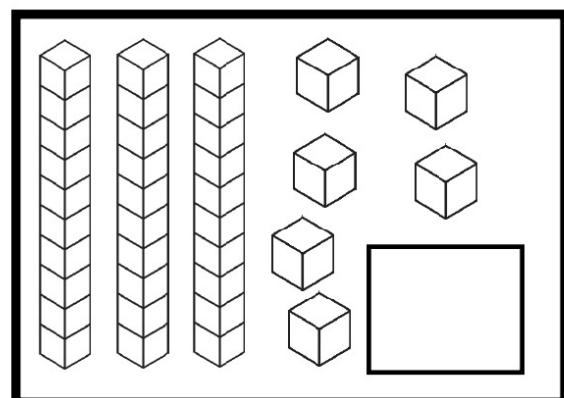
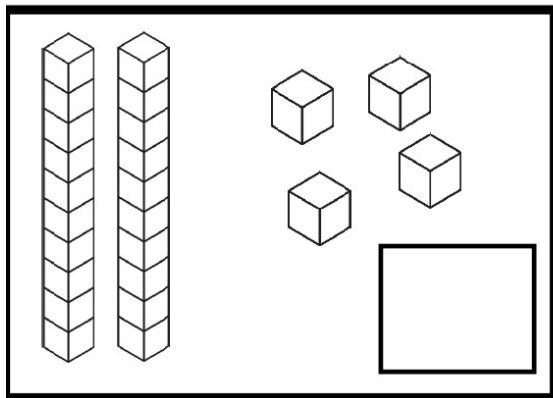
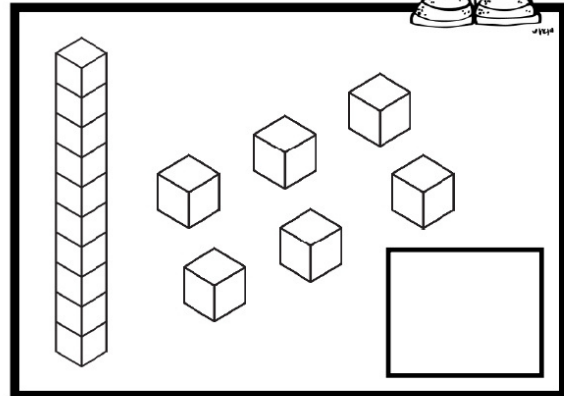
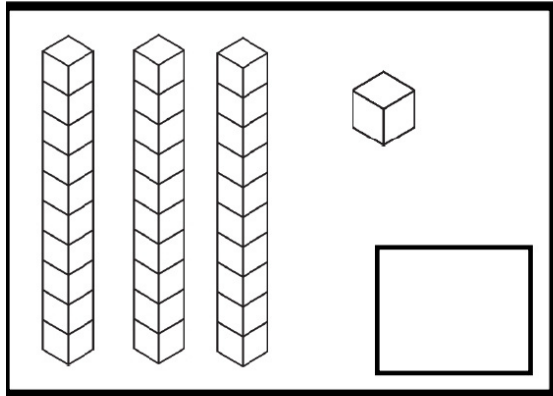
SCORE:



Place Value
How Many?



Place Value
How Many?



Name _____ Birth Day _____

Mother's Name _____ Father's Name _____

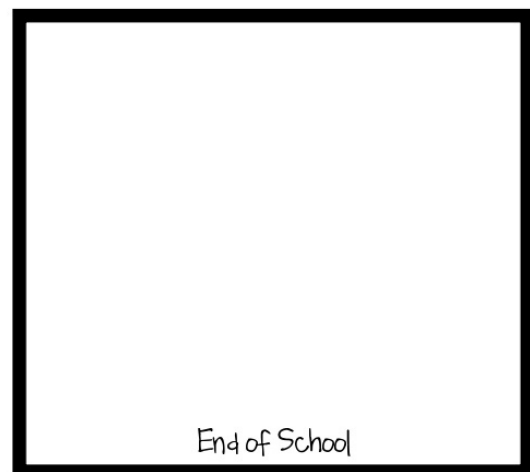
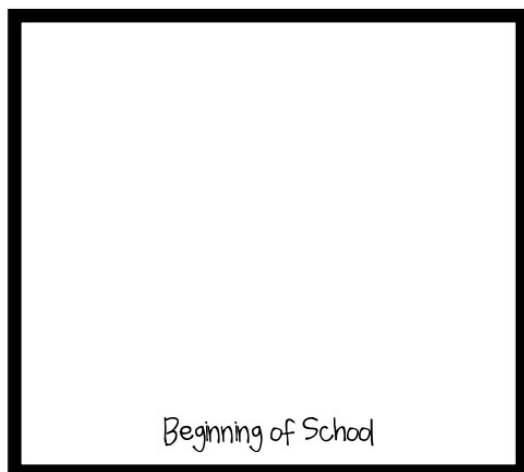
Address: _____

Phone number (H) _____

Mom Cell: _____

Dad Cell: _____

A Picture of me:



Assessment dates (change pen colors each time you assess)

Fall	Winter	Spring

I am right / left handed. (circle one)

I have the correct pencil grip _____

I can dress myself. Sept _____ Nov. _____ Feb _____ May _____

I can write my name.

September

November

February

May

I can make goals for my learning.

At school I will work on...

September

1. _____

2. _____

March

1. _____

2. _____

At home I will work on...

September

1. _____

2. _____

March

1. _____

2. _____

I can write sentences.

Sentence Dictation: (I see a big cat. He likes me.)

September

November

Sentence Dictation:

February

May

I can name letters and say their sounds.

Upper case Letters

Z	V	R	N	J	F	B
Y	U	Q	M	I	E	A
X	T	P	L	H	D	
W	S	O	K	G	C	

Lower case Letters

d	h	l	p	t	x	
c	g	k	o	s	w	
b	f	j	n	r	v	z
a	e	i	m	q	u	y

Letter Sounds

Dd	Hh	Ll	Pp	Tt	Xx	
Cc	Gg	Kk	Oo	Ss	Ww	
Bb	Ff	Jj	Nn	Rr	Vv	Zz
Aa	Ee	Ii	Mm	Qq	Uu	Yy

I can read sight words.

I	big	she	go
am	we	see	from
can	my	look	what
the	like	they	said
little	an	you	where
it	he	of	come
to	for	was	up
a	but	are	get
in	at	that	not
have	me	do	
is	with	here	

I can read more sight words.

went did day all his
she not will was this
they where about makes
could your then or when
would saw today them
stop made out yes

I can read number words.

zero ten one four six
two five eight nine
three seven

I can read color words.

red yellow green

purple orange blue

white black tan gray

brown pink

I can read words.

cat dog pig fan red

pig tip top net rug

ran bad mud pin jam

I can read nonsense words.

lig jeg rak tim fud

I can identify numbers.

6

2

7

4

9

1

0

8

5

3

10

15

12

17

19

13

20

14

18

16

11

28

21

26

23

29

24

22

27

30

25

31

I can rote count.

Sept. _____ Nov. _____ Feb. _____ May _____

I can count by 10's to 100

Sept. _____ Nov. _____ Feb. _____ May _____

I can say the days of the week.

Sept. _____ Nov. _____ Feb. _____ May _____

I can say the months of the year.

J F M A M J J

A S O N D

I can identify coins.

Penny (id) _____ (value) _____

Nickel (id) _____ (value) _____

Dime (id) _____ (value) _____

Quarter (id) _____ (value) _____

I can make and extend patterns.

Can the child extend a pattern that you begin?

AB _____ AAB _____ ABC _____

Can the child construct a pattern independently?

AB _____ AAB _____ ABC _____ Other _____

I can sort and classify objects.

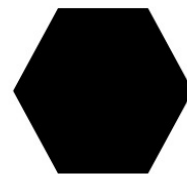
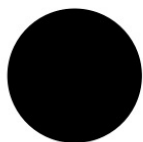
Sept. _____ Nov. _____ Feb. _____ May _____

I can count objects 1 to 1.

Sept. _____ Nov. _____ Feb. _____ May. _____



I can identify shapes.



I can rhyme and play with words.

Name rhyming words:

cat _____

bug _____

hot _____

pig _____

pet _____

man _____

Independent Rhyming:

_____ / _____

_____ / _____

_____ / _____

_____ / _____

I can name the parts of a book.

Cover

title page

Beginning

End

Author

Illustrator

I can identify colors.

red

blue

brown

yellow

green

orange

gray

pink

purple

black

white

tan

Teacher's Notes

September

February

May

Writing Numbers

Practice counting by saying the numbers from 0 to 10, tracing the numbers, and writing each number yourself.

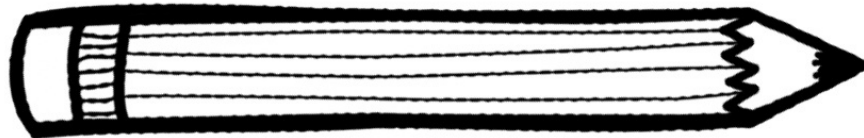
0 1 2 3 4 5

6 7 8 9 10

0 1 2 3 4 5

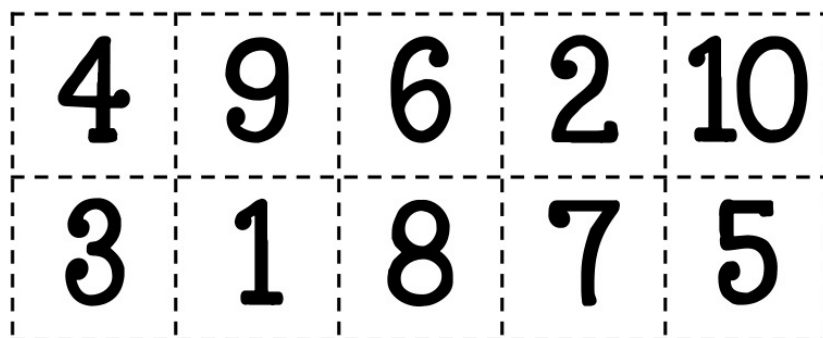
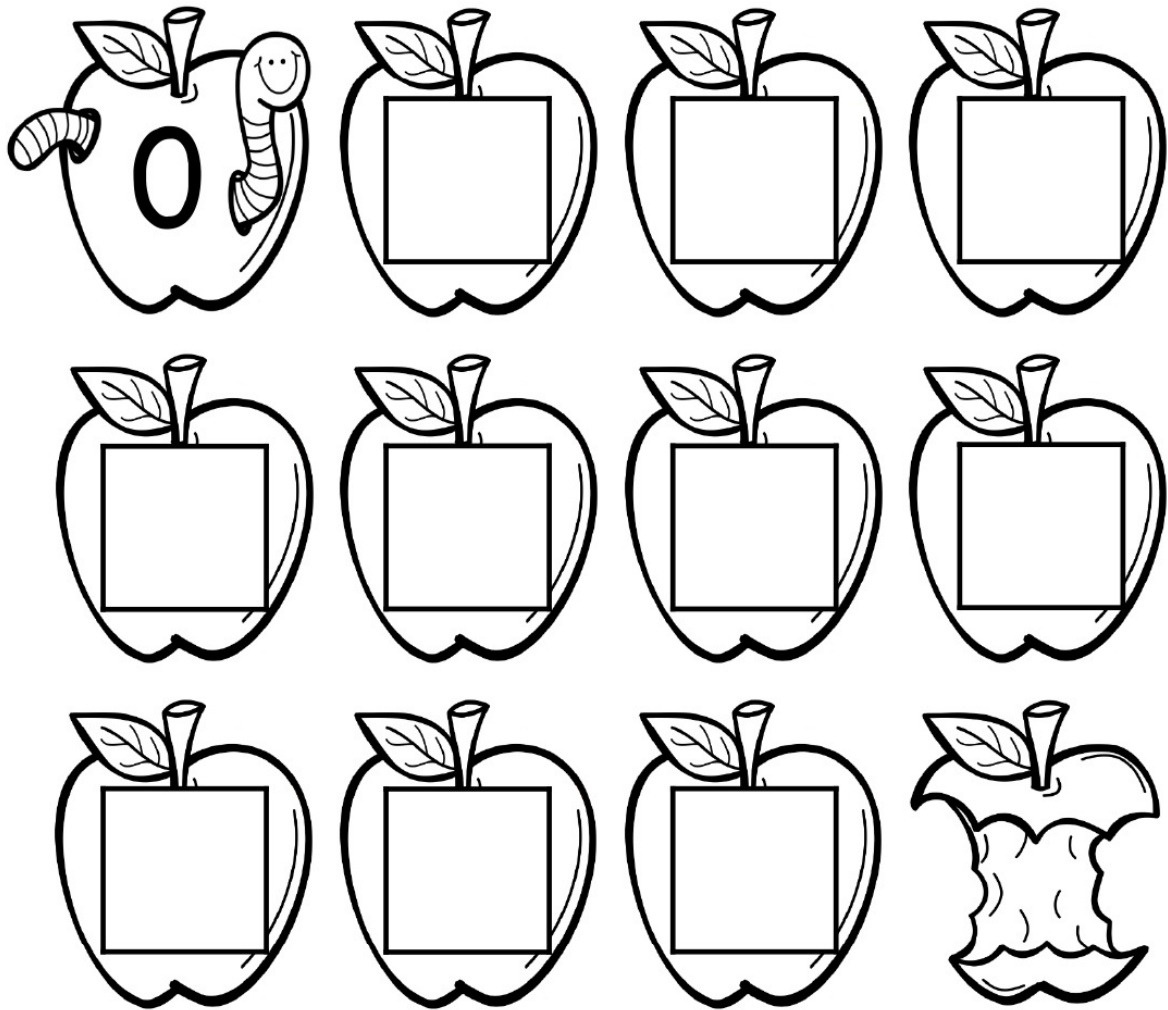
6 7 8 9 10

Blank handwriting practice lines for independent writing.



Ordering Numbers

Cut out the numbers on the bottom. Paste them on the apples in order.



0 - 5 Number Match

Cut out the pictures at the bottom.
Paste each picture next to the number it matches.

0

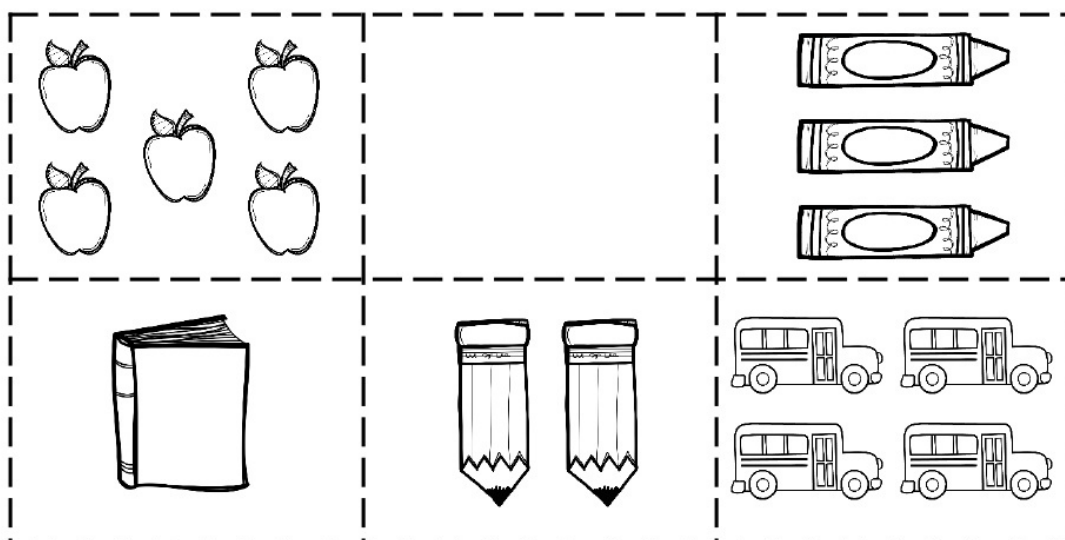
1

2

3

4

5



5 - 10 Number Match

Cut out the pictures at the bottom.
Paste each picture next to the number it matches.

5

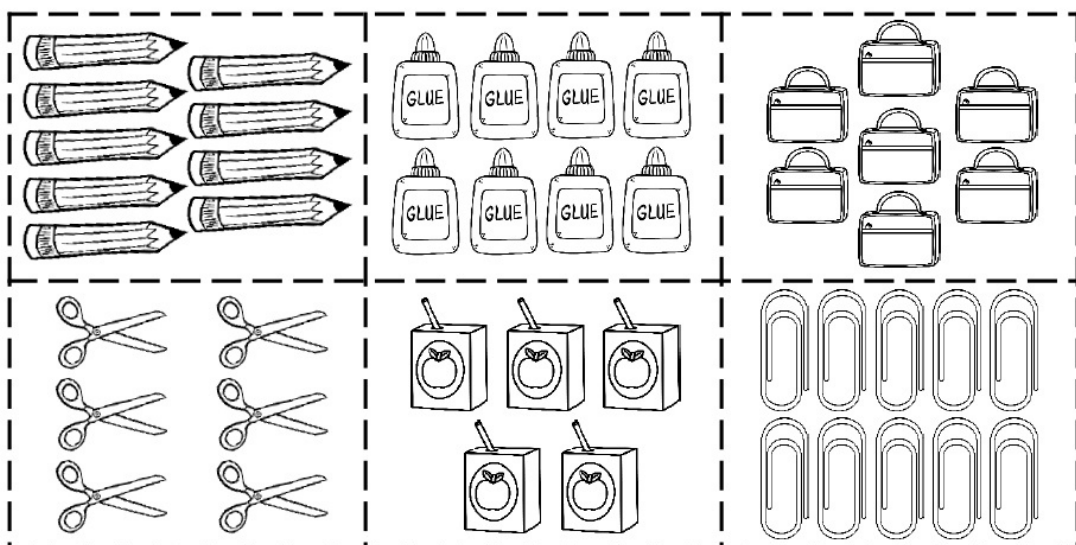
6

7

8

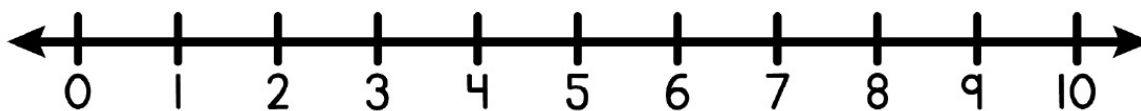
9

10



Missing Numbers

Fill in the number that comes in between each set of numbers.



1.



2.



3.



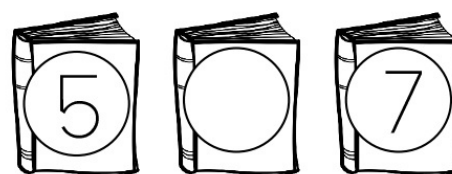
4.



5.



6.



7.



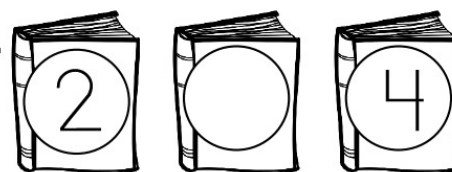
8.



9.



10.



11.

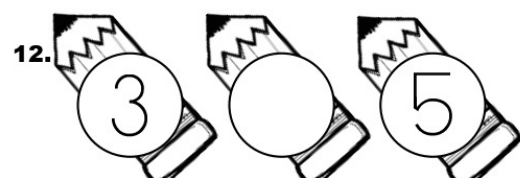
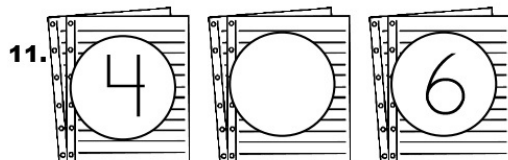
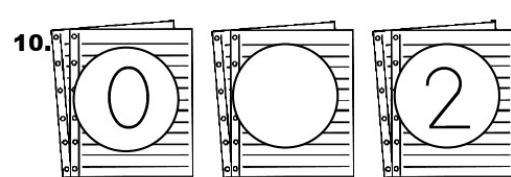
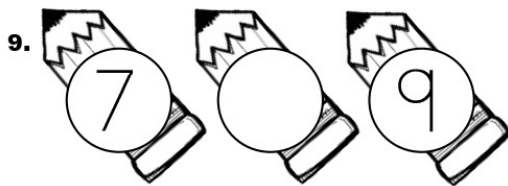
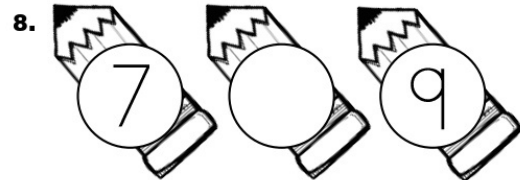
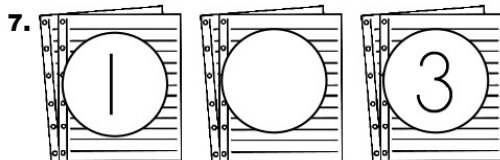
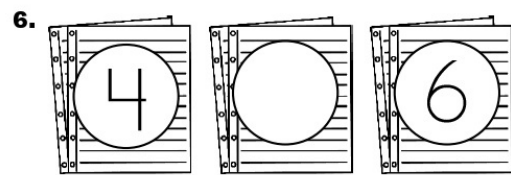
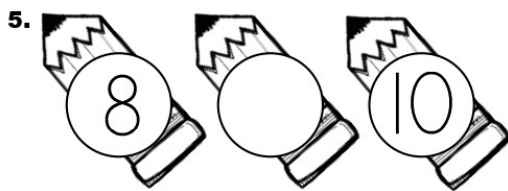
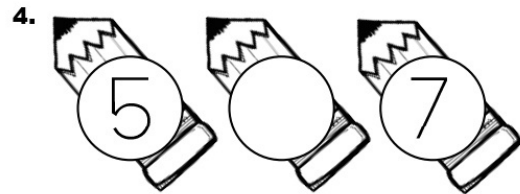
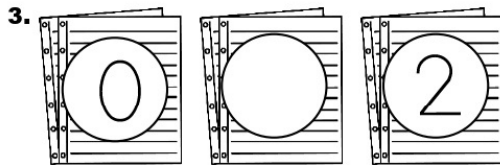
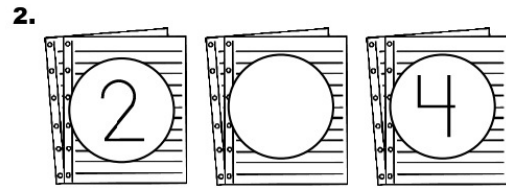
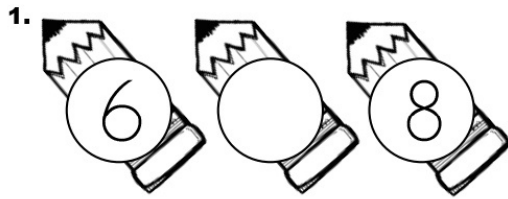
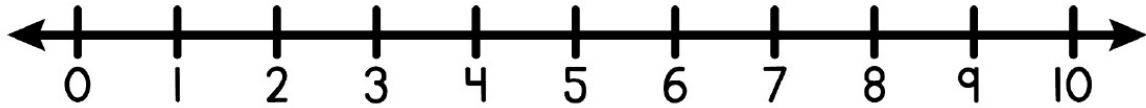


12.



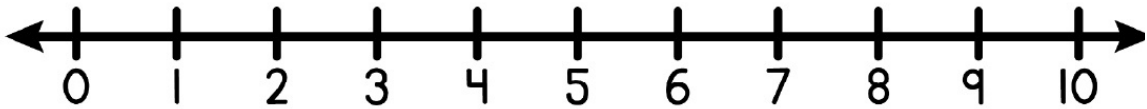
Missing Numbers

Fill in the number that comes in between each set of numbers.

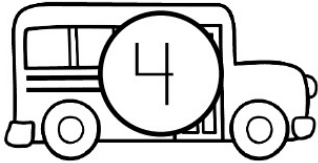


One More

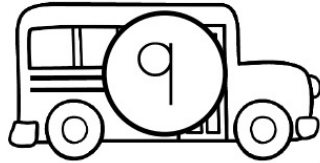
Write the number that is one more than the one on the bus.



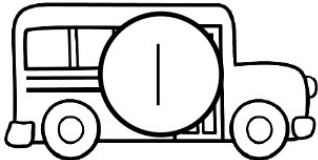
1.



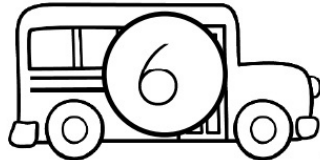
2.



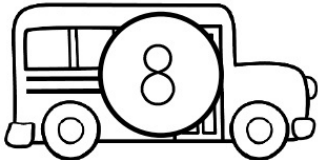
3.



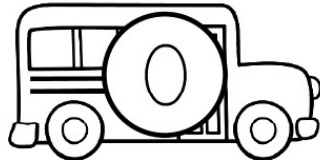
4.



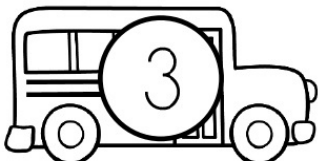
5.



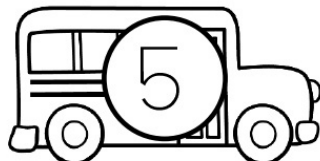
6.



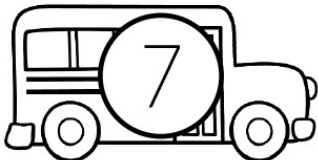
7.



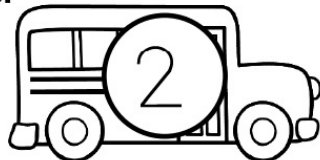
8.



9.

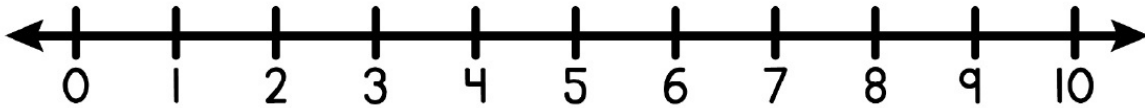


10.



One More

Write the number that is one more than the one on the book.



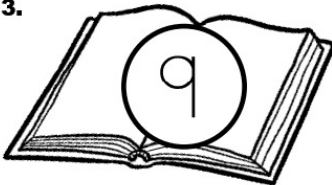
1.



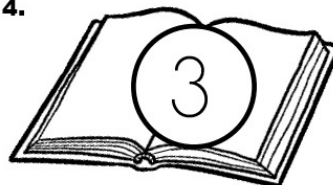
2.



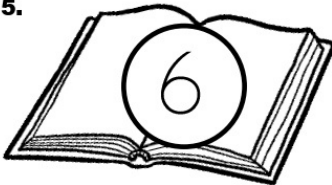
3.



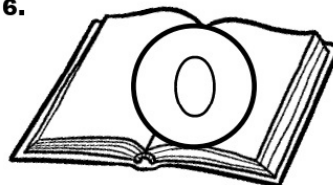
4.



5.



6.



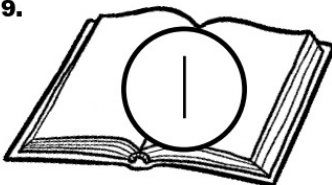
7.



8.



9.



10.

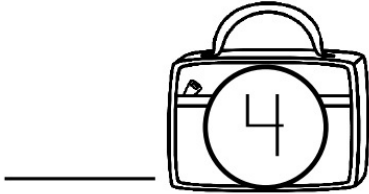


One Less

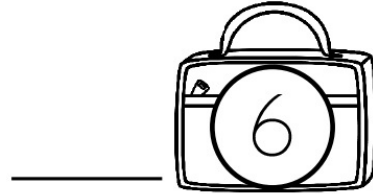
Write the number that is one less than the one in the lunch box.



1.



2.



3.



4.



5.



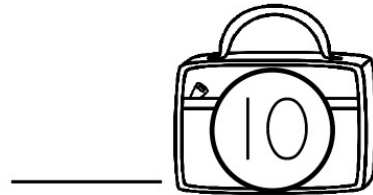
6.



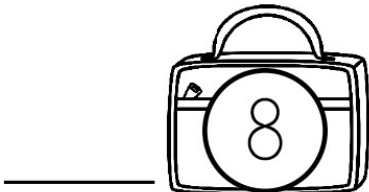
7.



8.



9.

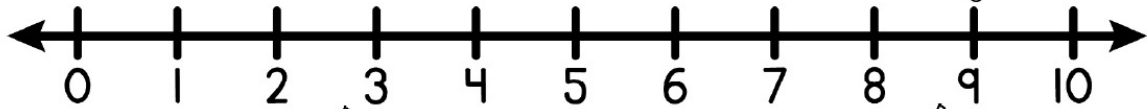


10.



One Less

Write the number that is one less than the one in the glue bottle.



1.



2.



3.



4.



5.



6.



7.



8.



9.



10.

