



Introduction to Learning Walks for Leaders

Skills Block Participant Handout



Current Learning Walk Practices

Time to Reflect:

Pick Two

<p>1. What have you learned that will contribute to this goal?</p>	<p>2. What have you learned that will contribute to this goal?</p>
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In a bright and cheerful classroom, filled with the scent of new paper and freshly opened crayons, Ms. Lewis was ready to embark on another exciting adventure in phonics. A colorful phonics chart adorned the wall, showcasing letters, sounds, and a playful array of illustrations—an invitation for her first graders to dive into the world of words.

The morning sunlight streamed through the windows, illuminating the eager faces of her students as they gathered on the colorful carpet in front of her. “Good morning, friends!” she chimed, her voice filled with warmth. “Today, we’re going to discover the magic of sounds and how they help us read and write!”

Ms. Lewis held up a large card with the letter “A” boldly printed on it, surrounded by pictures of an apple and an alligator. “Who can tell me the sound this letter makes?”

“A! A! A!” chorused the students, their voices ringing with enthusiasm. She smiled widely, delighted by their excitement. “Awesome! Now let’s think of words that start with that sound. Can anyone give me one?”

Hands shot up in the air. “Apple!” shouted a little girl with pigtails.

“Great!” Ms. Lewis responded, writing it on the board, inviting more contributions as she created a growing list of “A” words. Each time a student shared a word, their confidence blossomed, and the classroom thrummed with collective energy.

Next, Ms. Lewis grabbed a set of colorful plastic letter tiles and distributed them among the students. “Now, let’s play a game! I will say a sound, and you find the letter tile that matches!” The room erupted with laughter and shuffling as children raced to find their letters, eager to participate.

“/D/!” Ms. Lewis called out, and a flurry of hands reached for the corresponding tile. “Fantastic job! Now let’s put those letters together to form words.”

The students followed her instructions, keenly arranging the tiles on their desks to spell simple words like “dog” and “dad.” Ms. Lewis walked around, kneeling beside them, offering encouragement and guidance. “Let’s sound it out together—what do we hear when we blend those sounds?”

As they murmured the sounds and pieced together syllables, there was a palpable sense of achievement in the air. Each child was discovering that these letters and sounds were like keys unlocking the door to a larger world of reading.

Finally, Ms. Lewis gathered the class back on the carpet for a closing activity. “Who wants to share a word they made today?” One by one, students proudly announced their words, their faces shining with pride as they realized how these simple sounds could combine to create meaning.



As the bell rang, signaling the end of the lesson, Ms. Lewis beamed at her class. She could see the light of understanding in their eyes, the thrill of learning lingering in the air. In those moments, amidst laughter and discovery, she knew she was not only teaching them phonics but also inspiring a love for reading that would last a lifetime.

Teacher: _____ Grade: _____ Module: _____ Lesson: _____

Part of Lesson Observed: Opening Work Time Closing

The lesson is presented to actively engage students.


Did not observe

Teacher 	Skills taught through song, movement, chants, discussion, etc. Transitions are used effectively	Students 	Students actively listen and participate in whole-group instruction
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Notes:

The lesson provides time for direct teacher instruction and student practice.



Did not observe

Teacher 	Pacing is appropriate for the group Teacher explicitly teaches the skill Students have time to practice the skill presented using reading, writing, speaking, etc.
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Notes:

The Instruction of skills is explicit, clear, and correct.


Did not observe

Teacher 	Teacher pronounces sounds (phonemes) clearly and accurately Rules for sound and spelling patterns (graphemes) are explained Visual aids are used during the lesson Teacher models blending, segmenting, and other routines	Students 	Students know the learning target
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Notes:

The teacher assesses student learning and makes adjustments to the lesson as needed.


Did not observe

Teacher 	Teacher provides on-the-spot feedback to students Teacher corrects or confirms student responses immediately
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Notes:

The instruction provides a chance to apply foundational skills to make meaning of the text.

Did not observe





Students 	Students answer text-dependent question with decodable texts Students use newly decoded words in meaningful sentences
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Notes:


Observer: _____ Date: _____ Time: _____

Teacher: _____ Grade: _____ Module: _____ Lesson: _____

Part of Lesson Observed: Opening Work Time Closing

The students are actively engaged with the content.			
Did not observe			
Teacher 	Support provided to students to ensure participation in rotations	Students 	Students are practicing new and/or previously taught foundational skills
Notes:			
The students practice targeted content and skills using provided materials.			
Did not observe			
Teacher 	Teacher provides a variety of written and oral tasks	Students 	Students read texts containing new and/or previously taught skills
Notes:			
The students practice target skills utilizing decodable texts.			
Did not observe			

<p>Students</p> 	<p>Students read decodable texts multiple times Students practice reading for fluency and accuracy</p>
<p>Notes:</p>	

<p>The students have multiple opportunities for a variety of activities.</p>	
<p>Did not observe</p>	
<p>Teacher</p> 	<p>Teacher provides games and puzzles for practicing skills Teacher provides music and movement to practice skills Teacher provides oral and written tasks to practice skills</p>
<p>Notes:</p>	

Observer: _____ Date: _____ Time: _____