Project Ready! Implementation Checks – Telling Terrific Tales

Date: _____

Time: _____

Teacher: _____     School: _____     Grouping: ___Whole Grp ____Small Grp ___Individual

Completed by: _____     Purpose: ____Coaching ____Assessment Team

| Telling Terrific Tales Routine | Unit Class is On: _____ Tale: _____ Size of Group _____ | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Teacher's Instruction | | | | | Student Engagement | | | |
| Instructional Step | In Place | Partially Completed | Not Done | NA | High 85-100 | Med. 50-84 | Low <50 | Comments |
| 1. Read the story with appropriate pace with few interruptions. | | | | | | | | |
| 2. As the story is read, puppets are laid out as the characters are introduced in the story. | | | | | | | | |
| 3. As the story is read, sequence cards are laid out to highlight parts of the story. | | | | | | | | |
| 4. Handouts the puppets to the children, assigning roles to each child. | | | | | | | | |
| 5. Help the children to retell the story using the puppets. | | | | | | | | |
| GENERAL Instruction/Engagement | | | | | Feedback/Comments: | | | |
| 6. Uses clear supportive language | | | | | | | | |
| 7. Brisk Pace | | | | | | | | |
| 8. Listens carefully to responses & expands student language | | | | | | | | |
| 9. Redirects behavior when needed. | | | | | | | | |
| 10. Uses response procedures that involves all students (choral, partner, gestures, etc) and has children repeat the letter name/sound frequently. | | | | | | | | |

| 11. Provides adequate think time | | | | | |
|---|---|---|---|---|---|

The person completed the implementation check must have the scripted lesson as they are observing and completing the checklist. To receive an in-place check the instructional step must be completed as written in the lesson plan.