Project Ready! Implementation Checks - **Alphabetics**

Date: \_\_\_\_\_\_\_\_\_Time: \_\_\_\_\_\_\_\_\_

Lesson Duration:\_\_\_\_\_\_\_\_\_\_\_\_



Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grouping: \_\_\_Whole Grp \_\_\_\_Small Grp \_\_\_Individual

Completed by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Purpose: \_\_\_\_Coaching \_\_\_\_Assessment Team

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| Alphabetics Book # \_\_\_\_\_ Size of Group \_\_\_\_\_\_\_ Lesson #: \_\_\_\_\_\_\_\_\_\_\_Review Lesson\_\_\_\_\_ Practice & Play Lesson\_\_\_\_\_ New Letter: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | |
| Teacher’s Instruction | | | | | Student Engagement | | | |
| Instructional Step | In Place | Partially Complete | Not Done | NA | High  85-100 | Med.  50-84 | Low  <50 | Comments |
|  | | | | | | | | |
| Part 1: Phonological Awareness (Alone)   1. **Complete the name activity** connected to the lesson. Provide modeling, support, and corrective feedback. |  |  |  |  |  |  |  |  |
| 1. **Play the PA game** connected to the lesson. Provide modeling, support, and corrective feedback. |  |  |  |  |
|  | | | | | | | | |
| Part 2: Phonological Awareness (PA & Letters Together)   1. **New Letter Introduction**: move from speech to print to intro & explore the initial sound of the target picture, connect the sound to the letter symbol and model the name and sound.  * Provide positive, corrective feedback and multiple opportunities for student practice. * **Read the poem (Poem is NOT read in Review A and B lessons)** |  |  |  |  |  |  |  |  |
| **4.Letter Exploration:**  - Explore the initial letter sound (name the pictures)  - Capital and lowercase are same/different  - Provide positive, corrective feedback and multiple opportunities for student practice.  (**Additional Activities**)   * Does anyone in the group of this letter to start their name? * How the mouth is formed to produce the sound. * Letters are how we write words. |  |  |  |  |  |  |  |  |
| **5.Letter Formation: (NOT in Review lesson B)**  - model proper letter formation using scripted language  - use glitter letters for student practice  - Provide positive, corrective feedback and multiple opportunities for student practice with a focus on students saying the letter name multiple times. |  |  |  |  |  |  |  |  |
|  | | | | | | | | |
| Part 3: Letters  **6.Review Letters:**   1. Model: identify target picture, isolate the initial sound, state the letter name, and demonstrate proper letter formation.  * Provide positive, corrective feedback and multiple opportunities for student practice with a focus on students saying the letter name multiple times. |  |  |  |  |  |  |  |  |
| 1. **Play the review game connected to the lesson (pick one)**   **Letter Sort**  **Review A: Letter Hunt**  **Review B: Letter Card Sort** |  |  |  |  |  |  |  |  |
| 7. **Make the Letters:** **(NOT part of Review A & B)**  - Use the activity connected to the lesson to practice making the letters  - Provide modeling, support, and positive corrective feedback with a focus on students stating the letter names as many times as possible. |  |  |  |  |  |  |  |  |
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| \***Practice and Play Lessons** (complete all steps below- skip #1-9 above)  1. Play a PA Game |  |  |  |  |  |  |  |  |
| 2. Review Known Letters (target picture, sound, and letter name) |  |  |  |  |  |  |  |  |
| 3.Play a Review Game (Letter Statues, Seek and Find Letters, OR Bean Bag Toss Letters) |  |  |  |  |  |  |  |  |
| 4. Visual Drill with known letters |  |  |  |  |  |  |  |  |
|  | | | | | | | | |
| GENERAL Instruction/Engagement | In Place | Partially Complete | Not Done | NA | Feedback/Comments: | | | |
| 1. Uses clear supportive language |  |  |  |  |
| 2. Moves at an appropriate pace |  |  |  |  |
| 3.Listens carefully to student responses & expands student language |  |  |  |  |
| 4. Redirects behavior when needed. |  |  |  |  |
| 5. Uses response procedures that involves all students (choral, partner, gestures, etc) and has children repeat the letter name/sound frequently. |  |  |  |  |
| 6. Provides adequate think time |  |  |  |  |  | | | |

The person completing 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.