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 | High85-100 | Med.50-84 | Low <50 | Comments |
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| Part 1: Phonological Awareness (Alone)1. **Complete the name activity** connected to the lesson. Provide modeling, support, and corrective feedback.
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| 1. **Play the PA game** connected to the lesson. Provide modeling, support, and corrective feedback.
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| 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)**
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| **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.
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| **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. |  |  |  |  |  |  |  |  |
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| 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.
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| 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 |  |  |  |  |  |  |  |  |
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| 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.