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| --- | --- |
| Teacher: | Date: |
| Lesson (unit # and story #): | Number of students in lesson: |
| Observer: | Time of day: |
| Score: |  |

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| Instructions: During “Step 1a Vocabulary” take data on the teaching of each word for the first student. For all subsequent steps take data on the first student. When there is more than one Sd per step, record for the first student (this is more common in the lower support level lessons [e.g. Sd1: Where did Caleb enter the store? What point? Sd2: Now it’s your turn. Show where Caleb entered the store. Circle the point on your grocery store map.]). | | | |
| Opening | Script | | |
| Step 1a Vocabulary | Materials Ready | | |
| Step 1b Introduce Story | Script | Requires students to respond | |
| Step 2a Read story | Reads Story | Requires students to respond | |
| Step 2b Identify the Problem | Reads script | A  Sd  w  P |  |
| Step | Reads script | A  Sd  w  P |  |
| Step | Reads script | A  Sd  w  P |  |
| Step | Reads script | A  Sd  w  P |  |
| Step | Reads script | A  Sd  w  P |  |
| Step | Reads script | A  Sd  w  P |  |
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| Step | Reads script | A  Sd  w  P |  |
| Step | Reads script | A  Sd  w  P |  |
| Step | Reads script | A  Sd  w  P |  |
| Step | Reads script | A  Sd  w  P |  |
| Step | Reads script | A  Sd  w  P |  |
| Restate the Problem Statement | Reads script | A  Sd  w  P |  |
| State Solution in Story Context | Reads script | A  Sd  w  P |  |
| Additional Notes: | | | |

A= gains student attention, Sd= Discriminative Stimulus, w = Appropriate wait time, P = prompt or praise contingent on student response