**SESSION 8: Role Play and Observation**

*Use this Spelling Alternatives Lesson Quality Implementation Checklist and reflection tool with the* ***Grade 2*** *lesson designated for this activity.*

| **Lesson Component** | **Critical Behaviors for Implementation of Skills Lesson Types** | **E** = Evident  **NE** = No Evidence | **Cite specific behaviors** |
| --- | --- | --- | --- |
|  |  |  |  |
| **2. Introduce the Spelling Alternative** | 1. Does the teacher review the spelling(s) the children already know for the sound? 2. Do children generate lists of words in which the sound is represented by the spelling they already know? 3. Does the teacher explicitly present the spelling alternative? 4. Does the teacher provide multiple words/examples that use the new spelling alternative? 5. Does the teacher provide advice about where this spelling is likely to occur in words? 6. Does the teacher create a visual that ‘models’ the idea of a word sort for the children? |  |  |
| ***REFLECT*** | **List ideas for *REFINING* or *ADDING* to the introduction to the spelling alternative. Consider how you would provide FEEDBACK:** | | |
| **2. Review the Spelling Alternative** | 1. Does the teacher support the children in an engaging activity? 2. Does the teacher support or model the process of completing the activity?      1. Does the teacher visually draw attention to the spelling alternative? |  |  |
| ***REFLECT*** | **List ideas for *REFINING* or *ADDING* to the review of the spelling alternative. Consider how you would provide FEEDBACK:** | | |
| **3. Spelling Alternative in Context** | 1. Is there a poster or visual to support alternative spellings? 2. Does the visual convey the key idea of spelling alternative? |  |  |
| ***REFLECT*** | **List ideas for *REFINING* or *ADDING* to the spelling alternative in context component. Consider how you would provide FEEDBACK:** | | |
|  | | | |