

Did the tutor:	Comments / Notes
<b>OPENING</b>	
Gain students' attention	
Preview new learning <ul style="list-style-type: none"> <li>• State goal of the lesson</li> <li>• Review prerequisite skills</li> </ul>	
<b>BODY</b>	
<b><i>Modeling</i></b>	
<b>Show</b> students how to perform the skill or strategy. <ul style="list-style-type: none"> <li>• Step-by-step</li> <li>• Exaggerate the steps</li> </ul>	
<b>Tell</b> students how to perform the skill or strategy. <ul style="list-style-type: none"> <li>• "Think aloud"</li> <li>• Describe what is being done (actions and decisions)</li> </ul>	
<b>Involve students in modeling</b> ( <i>elicit responses; teacher does the work, OTR</i> )	
<b><i>Guided Practice</i></b>	
Provide opportunities for <b>guided practice</b> (practicing with the teacher's guidance) <ul style="list-style-type: none"> <li>• Students practice the skill or strategy</li> <li>• Teacher provides prompts (directions, clues, cues, reminders)               <ul style="list-style-type: none"> <li>○ Physical prompts</li> <li>○ Verbal prompts</li> <li>○ Visual prompts</li> </ul> </li> <li>• Fade prompts as students improve / understanding increases</li> </ul>	
<b><i>Independent Practice</i></b>	
Independent practice (or UNprompted practice) <ul style="list-style-type: none"> <li>• Students work independently</li> <li>• Teacher checks work periodically and provides feedback</li> </ul>	
<b>CLOSING</b>	
Review the critical content	
Preview content of the next lesson	
<b>CLOSING</b>	
Clear, consistent, and concise language	
Frequent opportunities for practice	
Immediate, high quality FEEDBACK!	

\*Organizer created by E.A. Stevens and adapted from Archer & Hughes (2011)