

SIPPS Lesson Observation Form

Date: Teacher: Observer: Book Level: Lesson:

General Observations

Observations:	Observed?	Notes / Comments:
Fluent teaching routine		
Scaffolds as students need it		
Opportunities for student sot build fluency		
Provides immediate feedback/corrections		
Group responses used		

Part 1- Re-Read Story Chart (3 minutes) – **Beginning Level Only**

Teacher shows Story Chart and students read, following teacher prompts

Observations:	Observed?	Notes / Comments:
Story Chart visible to all students		
Teacher points to word at beginning of line		
Teacher provides cues to read sight words/sound decodable words		
Students respond chorally		
Correction procedure used if errors occur – Ends with a correct response		
Students actively engaged		
Students display knowledge of routine		
Story Chart ready		

Part 2: Phoneme Play (2-5 minutes) **Beginning/Extension/Plus**

Auditory Exercise

Observations:	Observed?	Notes / Comments:
Teacher state directions		
Visual Cues are presented		
Teacher presents phonemes to be blended /phoneme position to listen for		
Correction procedure used when errors occur		
Students actively engaged – choral responses observed		
Students display knowledge of routine		

Part 3: Phonics and Decodable Words (beginning/extension/plus)/ Single-Syllable Phonic/ Basic Concepts (challenge) (3 minutes)

Letter cards (Beginning); Sound cards/word list (extension) Sound cards/word list (Challenge)

Observations:	Observed?	Notes / Comments:
Teacher shows card/prompts/word list/syllable list – group response		
Mixed review of sounds		
Correction procedure used – Ends with correct response		
Students actively engaged		
Students display knowledge of routine		

Part 4: Sight Words (beginning/extension/plus)/ Irregular Words (Challenge)/Sight Syllables (Challenge Level) (3 minutes)

Word Cards

Observations:	Observed?	Notes / Comments:
Introduces new word (sentence/read/spell/read/spell)		
Mixed review of words		
Correction procedure used when errors occur		
Words read as ‘sight words’		
Students actively engaged		
Students display knowledge of routine		

Part 4: Syllabic Transformation/Reading by Syllables/Reading Entire Words – **Challenge Level Only**

(3 minutes)

Written on the board

Observations:	Observed?	Notes / Comments:
Activity written so all students can see		
Correction procedure used when errors occur		
Students actively engaged		
Students display knowledge of routine		

Part 5: Guided Spelling and Segmentation (5 minutes)

Visual Cue/Student paper or marker board.

Observations:	Observed?	Notes / Comments:
Visual Cue presented		
Student paper or maker board passed out		
Dictation of Sound (#1 & 2) B /Decodable words(1-4) E / words by syllables (1-5) C		
Dictation of sound position (#3&4)		
Dictation of Sight words (#5,6)		
Dictation of Sentence (#7)		
Correction procedure used when errors occur		
Students actively engaged		
Students display knowledge of routine		

Part 6: Story Chart /Read Story

B = Story Chart E = Story book P= Selections at back of manual

Observations:	Observed?	Notes / Comments:
Chart is visible to all students B /Every student has a story book E		
Reads underlined words B /Student reads sentence silently E		
Sounds decodable words B /Students read sentence aloud E		
Re-reads whole sentence B		
Students actively engaged		
Students display knowledge of routine		

Part 7: Fluency Practice/IDR

Observations:	Observed?	Notes / Comments:
Students have materials (books)		
Students engaged in reading		
Teacher listening to several students reading		