**Focus Lesson Checklist (with Lesson Orientation and Closure)**

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|  | **LESSON ORIENTATION:** |
|  | Is there a connection to a teaching point? |
|  | Do students engage with the learning target (beyond simply reading the target on the board)? |
|  | Does the lesson orientation include activation of background knowledge? |
|  | Does the lesson orientation include checking for understanding? |
|  | **FOCUS LESSON:** |
|  | Are the materials selected because of their connection to the teaching point? |
|  | Do the teacher’s behaviors make the concept transparent for students (teacher modeling, direct explanation, public problem solving, demonstration, or sharing thinking/reading)? |
|  | Are students given time to process or engage with information (contribute to anchor chart, foldable, note-taking, think-pair-share, journaling)? |
|  | Is the lesson designed so that students are not questioned during focus lesson? |
|  | Are the steps / directions for the lesson easily understood? |
|  | Can the lesson realistically be taught within 10 - 15 minutes? |
| **N/A for**  **9/18** | Does it include formative assessment (informal checks--one sentence summary of learning, exit ticket, etc.) strategies at various points in the focus lesson? |
|  | **GUIDED INSTRUCTION, COLLABORATIVE & INDEPENDENT PRACTICE:** |
|  | Are brief, general notes about these steps included? |
| **N/A for**  **9/18** | Does it include formative assessment (informal checks--one sentence summary of learning, exit ticket, etc.) strategies for each phase of gradual release? |
|  | **CLOSURE:** |
|  | Does closure return students’ attention to the learning target? |