<table>
<thead>
<tr>
<th>Class &amp; Teacher</th>
<th>Observer</th>
<th>Date</th>
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### Beginning of the lesson
Is there a ‘hook’? Clear learning intentions? Activation of prior knowledge?

### Presentation
Did the teacher explicitly teach the CONCEPT? Did the teacher explicitly teach the SKILL? Did the teacher check for understanding before proceeding?

### Guided Practice
*Development and engagement*: develop student understanding of the concept or skill through activities or exercises.
*Feedback and individual support*: determine the level of mastery and provide feedback and individual support where needed.

### Independent Practice
Are students being given the opportunity to apply the concept of skill in different concepts?

### Review
Does the teacher bring the lesson to a conclusion by reviewing and clarifying key points and tying them together into a coherent whole?

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The 5-8 Project – Supporting Literacy and Numeracy across Years 5 to 8