

TEACHER SELF CHECKLIST

Presentation Name: Teacher: Reviewed by: Date:				Explanations
No	?	Yes	Aspect	
			The topic is introduced in a way that gets students' attention.	<i>This could be a headline, graphic, punchy phrase, or picture; compelling question (did you know).</i>
			The presentation starts with a topic sentence that makes a clear point.	<i>A topic sentence is a complete sentence that captures the meaning of the entire presentation.</i>
			The presentation includes important details to help students understand concepts, issues, and ideas.	<i>Use details to explain what you mean by your topic sentence: Taxpayers may get a rebate. Explain which tax payers? Why 'may' and not will? What's a rebate? How much?</i>
			The teacher uses details to illustrate the main point.	<i>Use details and examples that students can relate to (money, getting sick; Mexico-US)</i>
			The teacher uses key vocabulary in various forms.	<i>Immunize – immunization; elect – election President – presidential</i>
			Paraphrasing is used to explain key vocabulary and ideas in different ways.	<i>Get immunized – get shots Immunization – vaccination Rebate means getting money back</i>
			Key information and key vocabulary are repeated.	<i>Next month, the Superbowl will take place and competing teams will play for the championship. This year, competing teams will be</i>
			Presentation includes both direct and indirect speech	<i>You might say: "it's probably too late" but doctors assure us that it's not too late"</i>
			The structure should be transparent enough for students to re-create the story.	<i>Aids to retelling can include identifying who, what, how etc; completing a graphic organizer, or using chalk talk or story boards to demonstrate understanding</i>
			There is a concluding sentence.	<i>The concluding sentence can sum up information and make a connection to the learner. It should not move in a new direction.</i>
			Transition sentences keep students on track	<i>"This is not all. There's more ...</i>
			The language is clear and concise although individual words and structures may be sophisticated	<i>Many people believe that flu season is over and that influenza is not longer a danger. Although it is now January, this danger persists. In fact, ...</i>
			There is a concluding sentence.	<i>The last sentence can make a connection to the learner. It should not move in a new direction.</i>