# EXPLICIT INSTRUCTIONAL MODEL – NEWMERELLA PRIMARY SCHOOL

<table>
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<tr>
<th>Phase of Lesson</th>
<th>Essential Elements</th>
<th>Plan</th>
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<td><strong>THE HOOK</strong></td>
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| Grab students attention and put them in a receptive frame of mind (1-5 minutes) | - Stimulate interest and curiosity (for example, by using visuals)  
- Present a purpose for learning  
- Connect learning to real world experiences  
- Foster positive relations with and between students | How will you hook students into the lesson? |
| **LEARNING INTENTIONS** |                    |      |
| Make the LEARNING INTENTIONS and SUCCESS CRITERIA clearly displayed and articulated to students (2-5 minutes) In terms of Knowledge, Skills, Attitudes, Understanding | - Use student friendly language  
- Establish learning goals: write them on board or display on screen  
- Make assessment and performance requirements clear (At the end of this lesson, you will know/be able to do/have done…)  
- Show examples, or models of EXPECTED student performance (like and excellent sample of work by a student in a previous year) | What are your learning intentions and success criteria, in a student friendly language? |
| **ACTIVATE/REVIEW** |                    |      |
| Activate prior knowledge and review relevant prior learning (5-10 minutes)  
GETTING KNOWLEDGE READY PREVIEW LEARNING | - Opportunities for students to demonstrate their current level of understanding through verbal and non-verbal means  
- Review/connect to prior learning  
- Use questioning techniques  
- Brainstorm  
- Key words elicited/taught/displayed | How will you activate prior knowledge and review relevant prior learning? |
<table>
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<tr>
<th>Presentation</th>
<th>TEACHER INPUT</th>
<th>How will you teach the concept?</th>
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| Explicitly teach the CONCEPT | - Provide clear explanation, definition or rule (short, sharp, shiny!)  
- Provide examples and non-examples  
- Uses students’ previous experiences as basis for explaining concepts  
- Information presented visually, and/or concrete examples  
- Concept represented in multiple ways  
- Explicit teaching vocabulary OR quick review of relevant vocabulary previously taught |                                 |
| TEACHER INPUT         | - Steps provided as a scaffold  
- Examples provided  
- Information presented visually  
- Reveal your inner thought processes to students – modelling  
- Modelling short and purposeful | How will you teach the concept? |
| Explicitly teach model and SKILL | - Well-distributed questioning/checking for understanding  
- Wait time  
- Higher level questions  
- Asks for justification (evidence) and clarification from students  
- Adjustments made due to feedback if needed  
- Challenge misconceptions  
- Have students paraphrase and summarise | How will you check for understanding? |
<table>
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<tr>
<th>Stage</th>
<th>Description</th>
<th>Examples</th>
<th>Questions</th>
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| Guided Practice        | DEVELOPMENT AND ENGAGEMENT  
Develop student understanding of the concept or skill through activities or exercises | - Tasks, activities or exercises provide well scaffolded opportunity for students to apply the knowledge or skill  
- Clear instructions, clear timeframe, clear expectations  
- Range of tasks that appeal to different learning styles and ability levels (rotating tasks at times)  
- Effective use of eLearning tools and programs | What activities or tasks will you ask students to undertake? |
| FEEDBACK & INDIVIDUAL SUPPORT | Move around the room to determine the level of mastery, and to provide feedback and individual support as needed | - Teacher identifies students needing additional support/guided practice and extension  
- Teacher moves around the room  
- Teacher provides explicit comments/written feedback on work | Which students do you anticipate will need additional support?  
How will you provide it? |
| Independent Practice   | APPLICATION  
Ask your students to apply the concept or skill in different contexts  
Inquiry | - May happen within the same lesson, or in future lesson  
- Must occur on a repeating schedule so that the learning is reinforced and not forgotten  
- May be homework, or individual or group work in class  
- Teacher makes connections – explains how this knowledge/skill can be applied/transferred to other learning contexts | What independent practice will students undertake? |
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| Bring the lesson presentation to an appropriate conclusion by reviewing and clarifying the key points, tying them together in a coherent whole | - Reinforce major points of lesson  
- Students give feedback on what and how they've learned  
- Discuss with students where to next?  
- Check in with review, SELF REFLECTION and PEER FEEDBACK of LEARNING INTENTIONS and SUCCESS CRITERIA  
- SELF and PEER ASSESSMENT RUBRICS | How will you review the lesson? |