

EXPLICIT INSTRUCTIONAL MODEL – NEWMERELLA PRIMARY SCHOOL

Phase of Lesson		Essential Elements	Plan
Beginning of Lesson	<p>THE HOOK</p> <p>Grab students attention and put them in a receptive frame of mind (1-5 minutes)</p>	<ul style="list-style-type: none"> - 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?
	<p>LEARNING INTENTIONS</p> <p>Make the LEARNING INTENTIONS and SUCCESS CRITERIA clearly displayed and articulated to students (2-5 minutes) In terms of Knowledge, Skills, Attitudes, Understanding</p>	<ul style="list-style-type: none"> - 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?
	<p>ACTIVATE/REVIEW</p> <p>Activate prior knowledge and review relevant prior learning (5-10 minutes)</p> <p>GETTING KNOWLEDGE READY</p> <p>PREVIEW LEARNING</p>	<ul style="list-style-type: none"> - 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?

Presentation	<p>TEACHER INPUT</p> <p>Explicitly teach the CONCEPT</p>	<ul style="list-style-type: none"> - 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 	How will you teach the concept?
	<p>TEACHER INPUT</p> <p>Explicitly teach model and SKILL</p>	<ul style="list-style-type: none"> - 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?
	<p>CHECK FOR UNDERSTANDING</p> <p>Monitor whether students have 'got it' before proceeding</p> <p>If not, the concept or skill should be re-taught before guided practice begins</p>	<ul style="list-style-type: none"> - 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?

Guided Practice	<p>DEVELOPMENT AND ENGAGEMENT</p> <p>Develop student understanding of the concept or skill through activities or exercises</p>	<ul style="list-style-type: none"> - 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 	<p>What activities or tasks will you ask students to undertake?</p>
	<p>FEEDBACK & INDIVIDUAL SUPPORT</p> <p>Move around the room to determine the level of mastery, and to provide feedback and individual support as needed</p>	<ul style="list-style-type: none"> - Teacher identifies students needing additional support/guided practice and extension - Teacher moves around the room - Teacher provides explicit comments/written feedback on work 	<p>Which students do you anticipate will need additional support?</p> <p>How will you provide it?</p>
Independent Practice	<p>APPLICATION</p> <p>Ask your students to apply the concept or skill in different contexts</p> <p>Inquiry</p>	<ul style="list-style-type: none"> - 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 	<p>What independent practice will students undertake?</p>

<p style="text-align: center;">Review</p>	<p>REVIEW</p> <p>Bring the lesson presentation to an appropriate conclusion by reviewing and clarifying the key points, tying them together in a coherent whole</p>	<ul style="list-style-type: none"> - 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 	<p>How will you review the lesson?</p>
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