### THE HOOK
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 your students into the lesson?**

### LEARNING INTENTIONS
Make the LEARNING INTENTIONS and SUCCESS CRITERIA clear to students 2-5 minutes
- Use student friendly language
- Establish learning goals: write them on board or display on screen (Learning Intention).
- Make assessment and performance requirements clear (‘At the end of this lesson, you will know/be able to do/have done …’) (Success Criteria)
- Show examples, or models, of EXPECTED student performance (like an excellent sample of work by a student in a previous year) (Success Criteria)

**What are your learning intentions and success criteria, in student friendly language?**

### ACTIVATE/REVIEW
Activate prior knowledge and review relevant prior learning 5-10 minutes
- 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?**

### TEACHER INPUT
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 of vocabulary OR quick review of relevant vocabulary previously taught

**How will you teach the concept?**

### TEACHER INPUT
Explicitly teach and model the SKILL
- Steps provided as a scaffold
- Examples provided
- Information presented visually
- Provide ‘think-alouds’, talking about the thinking process while modelling for students.
- Modelling short and purposeful

**How will you teach the skill?**

### CHECK FOR UNDERSTANDING
Monitor whether students have ‘got it’ before proceeding If not, the concept or skill should be re-taught before guided practice begins
- 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?**

### 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
- Effective use of elearning tools and programs
- Lead students through practice examples of each step in order to reduce errors in the initial learning stages.

**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
- Teacher moves around the room
- Teacher provides immediate feedback and intervention as necessary.
- May return to this level at any time the students are unsuccessful in less structured phases of practice.

**Which students do you anticipate will need additional support?**

---

**Table: Essential Elements: Explicit Instructional Model of Teacher Practice**

<table>
<thead>
<tr>
<th>Phase O</th>
<th>Guided Practice</th>
<th>Presentation</th>
<th>Begin</th>
<th><strong>How will you</strong></th>
<th><strong>What</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Support as needed</td>
<td>Feedback and Individual Mastery</td>
<td></td>
<td></td>
<td><strong>provide feedback and individual support as needed</strong></td>
<td>** Necessary.**</td>
</tr>
<tr>
<td>Mastery</td>
<td></td>
<td></td>
<td></td>
<td><strong>are unsuccessful in less structured phases of practice.</strong></td>
<td></td>
</tr>
</tbody>
</table>
## Collaborative Practice

### FLUENCY & SUPPORTED APPLICATION
Move students toward fluency through application

- Teacher gradually reduces support and students eventually apply the steps independently.
- Teacher monitors students as they work independently, in partner pairs, or table groups.
- Teacher provides immediate feedback to pairs or small groups.
- Teacher and students review and clarify main points of the lesson ensuring utility of application.
- The visual representation is referenced as necessary to remind students of the concept and steps.
- Students use a wide range of idea creation techniques including brainstorming.
- Students process information using peer support.
- Students balance diverse views and beliefs to achieve outcomes.
- Students use interpersonal and problem solving skills to guide others toward a goal.
- Students develop and effectively communicate ideas to others.

Which students are assisting and leading their peers?
Which students require additional support?

### APPLICATION
Ask your students to apply the concept or skill in different contexts

- Students demonstrate knowledge of the concept and perform the skill without assistance from the teacher.
- Students define, monitor, prioritize, and complete tasks without direct oversight.
- Students are engaged in useful meaningful work in regards to the skill being taught.
- Ownership and responsibility of learning has shifted to the student and they can authentically transfer the learning to other areas of learning.
- Students extend and refine acquired knowledge to be able to use it automatically and routinely to analyze and solve problems and create unique solutions.
- Students use a wider range of idea creation techniques including brainstorming.
- Teacher may provide additional structured or guided practices to those students who are still in need.
- For students who are in the independent phase, feedback may be delayed.
- Students may self-assess or peer assess against the established criteria set by the teacher.

What independent practice will students undertake?

### Review
Bring the lesson presentation to an appropriate conclusion by reviewing and clarifying the keypoints, tying them together in a coherent whole. Evoke higher order thinking.

- Reinforce major points of lesson
- Students give feedback on what and how they’ve learned
- Students publicly share their work.
- Students monitor effectiveness of chosen strategy to solve a problem.
- Students manage and evaluate their own progress as a learner and set new goals.
- Students monitor their comprehension of learning outcomes.
- Students apply self questioning techniques.
- Students view failure as an opportunity to learn, and understand that creativity and innovation is a long term process of small successes and frequent mistakes.

How will you review the lesson?

References: