## Explicit Teaching Lesson Model – FNQ Region

*Explicit teaching - every day, every classroom.*

### Opening the Lesson

**Lesson Intent**
- Present the lesson objective/intent to the students.
- Have the students interact with the learning objective or lesson intent.
- Ensure that students can describe the learning objective or lesson intent.

**Success Criteria**
- Clearly explain success criteria to students (what they have to do to show mastery of the concept/skill).
- Include exemplars.

**Activate Prior Knowledge**
- Re-teach or review the critical prerequisites that link directly to the new content to be taught.

**Lesson Importance**
- Provide Personal, Real-Life or Academic reasons why the content is important to learn.
- Call on volunteers to provide additional reasons.

### I Do

**Content Delivery**
- Always use clear and concise language.
- Segment complex skills into smaller instructional units.
- Present content by:
  - Explaining (telling),
  - Modelling (thinking aloud),
  - Demonstrating (using physical objects).

**Concept and Skill Development**
- Identify the concept in the learning objective/intent.
- Provide a written bullet proof definition.
- Provide examples and non-examples and reveal critical and non-critical attributes.

**Working Together**
- Provide a range of opportunities for students to interact with the concept and to practise the skill.
- Ensure that the problem types worked match those of the “I Do” and those to be encountered in the “You Do” by students.
- Have students respond frequently (oral responses, written responses, action responses).
- Provide immediate affirmative feedback.
- Provide corrective feedback.

**Guided Practice**
1. “Copy me” - work problems step-by-step with students working them at the same time.
2. “Copy me to a point” – slowly release students to work steps by themselves.
3. Verbal prompts only.

**Check for Understanding (CFU)**
- Regularly check for understanding using a range of CFU strategies. Aim for 80%+ success rate before moving on.
- Before moving to the “You Do”:
  - Can the majority of my students correctly describe the concept I just taught them?
  - Can the majority of my students execute the skill I just taught them?

### We Do

**Independent Practice**
- Ensure that the independent practice matches examples worked in the “I Do” and “We Do”.
- Set minimum expectations for the whole class as to the amount of written work that has to be completed.
- Differentiate - have a range of more difficult and challenging activities for the more capable students.
- Actively monitor students and provide private, specific, individualised process feedback (encourage quality).
- In-class intervention (if required) – work with students identified through the “We Do” while other students complete the independent practice.

### You Do

**Lesson Review**
- Review and revise the critical content to aid with retention:
  - Concept definition,
  - Skill methodology.
- Revisit lesson importance.
- Ask students to reflect on what they have learnt and make a connection to the next lesson.

### Closing the Lesson

**CHECKING FOR UNDERSTANDING**

### “Verifying that Students are Learning”

Students' ability to successfully answer CFU questions determines the pace of the lesson and the need to re-teach.

**CFU Techniques**
- The TAPPLE technique.
  - T: Teach first
  - A: Ask a question
  - P: Pause
  - P: Pick a non-volunteer
  - L: Listen
  - E: Effective feedback

**Other CFU strategies**
- Pop sticks/dominoes etc. to select non-volunteers.
- Personal white boards
- Choral responding
- Action responses
- Using partners

**Feedback**
- Provide immediate affirmative and corrective feedback.

**The 3Es**
- Echo – when the student response is correct.
- Elaborate – when the student response is tentative or partially correct.
- Explain – (re-explain) when student response is incorrect.

**Student Accountability**
- Don’t let students off the hook - always cycle back:
  - “I’ll come back to you.”

**Acknowledgements**