

EXPLICIT INSTRUCTION MODEL

Phase of Lesson	Essential Elements	Plan	
Beginning of Lesson HITS <i>Setting goals</i> <i>Structuring Lessons</i> <i>Questioning</i>	HOOK Gain students attention and put them in a receptive frame of mind (1 – 5 minutes)	Stimulate interest and curiosity (e.g. use visuals) Present a purpose for learning Connect learning to real world experiences Foster positive relations with and between student	How will you hook your students into the lesson?
	LEARNING INTENTION/OBJECTIVE Make the Learning Intention and Success Criteria clear to students (2 – 5 minutes)	Use student friendly language Establish learning intentions/objectives: 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 (e.g. high quality sample of work by a student in a previous year)	What are your Learning Intentions or Lesson Objectives?
	ACTIVATE / REVIEW Activate prior knowledge and review relevant prior knowledge (5 – 10 minutes)	Provide 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 prior learning?
Presentation HITS <i>Explicit Teaching</i> <i>Worked Examples</i> <i>Multiple Exposures</i> <i>Questioning</i>	TEACHER INPUT (I DO) Explicitly teach the concept	Provide clear explanation, definition or rule (short, sharp, shiny) Provide examples Use students' previous experiences as basis for explaining concepts Present information visually, and/or concrete examples Represent concept in multiple ways Explicitly teach vocabulary OR quick review of relevant vocabulary previously taught	How will you teach the concept?
	EXPLICITLY TEACH & MODEL THE SKILL (WE DO)	Provide steps as a scaffold Provide examples Present information visually Reveal your inner thought processes to students – modelling Modelling short and purposeful	How will you teach the skill and provide multiple exposures?
Guided Practice HITS <i>Worked Examples</i> <i>Collaborative Learning</i> <i>Multiple Exposures</i> <i>Questioning</i> <i>Feedback</i> <i>Metacognitive Strategies</i> <i>Differentiated Teaching</i>	CHECK FOR UNDERSTANDING Monitor whether the students have grasped the understanding before proceeding <i>(If not, reteach skill)</i>	Well-distributed questioning/checking for understanding Wait time Higher level questions Ask for justification (evidence) and clarification from students Restate fact or knowledge Have students paraphrase and summarise	Ask questions that require higher order thinking processing through Blooms taxonomy
	DEVELOPMENT & ENGAGEMENT (THEY DO) Develop student understanding of the concept or skill through activities or exercises	Provide tasks, activities or exercises to allow the student to practice and apply the knowledge or skill Provide clear instructions, clear lesson pace, and clear expectations Provide differentiated tasks to cater for all individuals	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 support	Identify students needing additional support/guided practice Move around the room providing direction and feedback Provide extension work to higher ability students (differentiated learning) Walk-around Look-around Talk-around Praise student achievement when task is completed (Quick notes & Verbal Feedback)	Which students do you anticipate will need additional support or extension work?
Independent Practice HITS <i>Feedback</i> <i>Metacognitive Strategies</i>	APPLICATION Ask your students to apply the concept or skill in different contexts	May happen within the same lesson, or in future lesson Must occur on a repeating schedule so that the learning is 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	Which metacognitive strategies will you use to achieve success in your lesson?
Review HITS <i>Feedback</i>	REVIEW / CLOSURE / REFLECTION 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 or how they have learnt 'Exit ticket' or other tools prior to student leaving classroom	How will you review the lesson?