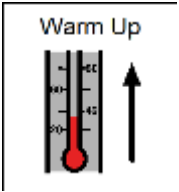
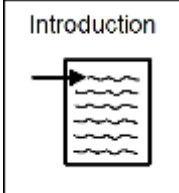





Model of Explicit Teaching

<p>WARM UP</p> <p>Activating prior knowledge</p>	<p>Review prerequisite skills/knowledge</p> <p>Revise or make connections to previous work and prior knowledge</p>	
<p>LESSON INTRO</p> <p>Purpose & Goal</p> <p>WALT We are learning to</p>	<p>State the purpose /goal of the lesson “WALT”</p> <p>“Today we are learning to identify groups of materials that show the numbers 1 to 4 “</p> <p>“Today we are going to learn to compare bigger and smaller numbers”</p>	
<p>I DO</p> <p>Explicit teaching & modelling of concept/skill</p>	<p>Explicitly model skill/strategy being taught</p> <p>Demonstrate and describe what you are doing consistently. Verbalise thought processes and use “think-aloud” and watch me” strategies (repeating as often as necessary)</p> <p>Break the lesson down into clearly defined steps</p>	
<p>WE DO</p> <p>Guided Practice</p>	<p>Question students throughout, rehearsing critical content and steps</p> <p>Students are provided with prompts, scaffolding and individualised differentiation</p> <p>Provide multiple opportunities to succeed</p>	
<p>YOU DO</p> <p>Independent Practice</p> <p>WILF What I’m looking for</p>	<p>Students independently perform skill/strategy ensure they understand “WILF”</p> <p>Evidence of differentiated activities and levels of independence</p> <p>Constantly check for understanding (CFU) and provide individual feedback to each student</p>	
<p>REVIEW</p> <p>Ploughing Back</p>	<p>Review purpose, goal and content</p> <p>Students express what they have learnt/understood using their preferred communication system</p>	