### Explicit Instruction: Lesson Planning

(Handout to accompany Professional Learning on the components of Explicit Instruction)

| Ready to learn | • Children are sitting down quietly  
• Sitting in correct spot  
• Eyes on the board and teacher |
|----------------|--------------------------------------------------------------------------------|
| Warm Up        | • Tune students into the subject  
• Review previous learning  
• Fluency drills  
• Spaced practice of prior learning |
| Literacy or Numeracy | • Write and read learning outcome  
• What will success look like? |
| Learning Intention | • State learning outcome / WALT (what are we learning today)  
WILF (what am I looking for) |
| Lesson Importance | • Why are we learning this? |
| Check for Understanding (CFU) | • Call on non-volunteers |
| Activate Prior Knowledge | • Place new knowledge, skill, strategy in the context of what students already know  
• Review any required sub-skills |
| CFU | • Explain the knowledge, strategy or rule  
• Model the steps, process, skill  
• Think aloud  
• Check for understanding (non volunteers) |
| I do | • Guided practice as you work through the examples step by step with the children  
• Check for understanding at each point  
• Unison oral responses, pair and share, individual work  
• If possible, begin with easier and progress to harder examples as students begin to demonstrate the knowledge, rule or strategy  
• Extend more able students and provide additional examples for weaker students |
| We do | • After students have achieved success during guided practice, test their knowledge.  
• This can include differentiated activities for individual student needs |
| You do | • Review lesson, “in this lesson we have learned about...”  
Have students demonstrated the knowledge, rule or strategy?  
• Review the steps, process, knowledge |
| Review critical content (Ploughback) | • What are we learning next? How does this knowledge fit with what we are learning next. |

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Teacher Observation

Warm up (Begin and end time)

Observed Lesson

<table>
<thead>
<tr>
<th>Elements of an Explicit Instruction Lesson</th>
<th>Observations</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gain students’ attention</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State learning outcome / WALT (what are we learning today) WILF (what am I looking for)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CFU</td>
<td></td>
<td></td>
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<tr>
<td>Lesson importance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activate Prior Knowledge and review necessary pre-skills or background knowledge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preview the lesson content/goals/activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I do (Begin and end time)</td>
<td></td>
<td></td>
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<tr>
<td>We do (Begin and end time)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>You do (Begin and end time)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review critical content (Ploughback)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Close</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preview next lesson</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Other aspects of the lesson

Teacher is teaching critical content.
Teacher and students have all necessary materials.
Teacher provides clear, easy to understand explanations and directions.
Teacher is using positive and encouraging techniques to respond to behaviour.
Students receiving instruction are attentive and actively participate.
Fast pacing (min 10 – 12 responses per minute)
Teacher elicits responses throughout the lesson and corrects errors.
Teacher monitors students’ performance, circulating around the room when necessary.
Students are making written responses when requested.
Students are following directions.

General comments

Things to work on for next time

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Observation 2

(The following feedback was given to a Year 5 teacher after viewing a lesson)

Spelling Lesson

Warm up (9.00 – 9.15am)

1. Students are reading high frequency words. Look at sleeping / spell aloud. Could you group sleep/cheers/queen and ask about position of medial vowel?
2. Digraph definition, drill of digraphs. You may need to lead more here, there are some incorrect answers. Stop and ask the students to give you a word that contains the ‘ai’ sound
3. Short vowels, the list of words was great – maybe get them to read them to substitute the short vowel sound for some of the endings (ie. Ramp, remp, rimp, romp, rump)
4. Long vowels, fry and cry might be a good reminder that y is a long vowel sound.
5. Common long vowel sounds (so, in the word sight which letters say the /i/ sound?)
6. Syllables definition, practice identify syllables in words. I’d ask the students to identify the vowel sounds too to check for understanding and link to the bigger goal of spelling.

Summary – there were no shortage of examples and the students were responding together well. You need to check for understanding by asking more individuals. It was 9.15 until you asked Sherry to respond on her own.

Observed Lesson

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<tbody>
<tr>
<td>Gain students’ attention</td>
<td>Clear instructions about what was required were given.</td>
<td></td>
</tr>
<tr>
<td>State learning outcome / WALT (what are we learning today) WILF (what am I looking for)</td>
<td>To identify the purpose between open syllables and closed syllables.</td>
<td>Learning outcome was clearly stated and regularly referred to throughout the lesson.</td>
</tr>
<tr>
<td>CFU</td>
<td>Yes, five children were asked. Popsticks were used.</td>
<td></td>
</tr>
<tr>
<td>Lesson importance</td>
<td>This came after the ‘I do’, you might move it up to earlier.</td>
<td></td>
</tr>
<tr>
<td>Activate Prior Knowledge and review necessary pre-skills or background knowledge – CFU</td>
<td>Quick revision of consonants, long and short vowels might have helped here just to tune them in. I know it was in the warm up, but it’s the critical knowledge required here to</td>
<td></td>
</tr>
<tr>
<td>Preview the lesson content/goals/activities</td>
<td>Not stated</td>
<td>Maybe they know the routine? It’s good to restate it.</td>
</tr>
<tr>
<td>I do 9.20am (10 mins)</td>
<td>Explanation of rule for open syllable? Position of vowel in a syllable? You might need to review what a vowel is. Four children</td>
<td>I think this section might be too long. I am wondering if you should treat one aspect in a mini</td>
</tr>
</tbody>
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were asked to repeat the rule as you checked for understanding. You colour coded the vowels to highlight the rule. Good use of the popsticks. I’d extend the answer given. So if it says the “vowel name”, what are the names of the vowels? Closed syllable definition and examples followed lesson, get them to respond more, go to independent practice and then do a second lesson on closed syllables.

**We do 9.30am - 9.45am (15 mins)**
Guided practice, CFU

Closed or open task (“free to move or locked in” – great explanation) I’d add for ‘re’ – tell me a word that starts with re (remember). That’s right the first syllable is re so when we spell this word we break it into syllables and work out whether the vowel is open or closed. You should also tell the students that re is a prefix. Can you use the whiteboards at this stage to have students identify the vowels as open or closed? They are getting a little inattentive.

With the whiteboards. I’d get them to all write the word, then turn over their boards. You can then say ‘chin it’ and they all show you at once.

Good clarification with tie, vowel sound is long, and two letters go together to make the i sound – i and e.

Subject – good to see you review the steps, break into syllables, underline the vowel. That’s the process you want the students to follow.

If students are finding this hard, you can give the easier examples to the first row and the harder words to other rows.

**You do 9.45am – 9.55am**
The independent task matched the concepts taught and it was good to see you had a harder sheet for the more able students.

Choosing the open or closed syllables was good idea. Maybe at the end you can have the students apply their knowledge to spell some new words that you dictate?

Review critical content (Ploughback) Good to see you bring them together in the end to review the difference between open and closed syllables.

Close
Preview next lesson
Teacher is teaching critical content. Yes Perhaps you need to link to the task of spelling an unknown word by demonstrating this process.

Teacher and students have all necessary materials. Yes

Teacher provides clear, easy to understand explanations and directions. Yes
Teacher is using positive and encouraging techniques to respond to behaviour. | Yes |
---|---|
Students receiving instruction are attentive and actively participate. | Yes | Particularly in the lead (we do) phase with the whiteboards |
Brisk Pacing (10 – 12 responses per minute) | Yes |
Teacher elicits responses throughout the lesson and corrects errors. | Yes |
Teacher monitors students’ performance, circulating around the room when necessary. | Yes |
Students are making written responses when requested. | Yes |

This lesson really showcased how far your skills have developed in the last month! You have really impressed me. I can see how well you prepared the powerpoint and examples. The structure of the lesson was a strength and the students were responding in unison regularly. They clearly knew the routine and so did you. I might have checked for understanding with individual students earlier.

With respect to your warm up, I can see that the words you used were relevant, however I am wondering if you could reinforce some spelling concepts as the students read the words. So, the position and sound of vowel digraphs – there were lots of patterns. Keep in mind that the warm up is your opportunity to review the subskills you want the students to automatically access during the lesson.

When you got the whiteboards out they were excited and you said, “probably too much talking from me”. I think you are right. I would speed up the model (I do phase) or if the students are not sure, break the two aspects in half and get the students identifying vowels earlier with the whiteboards. You may need to differentiate at the lead phase and give some students easier tasks. You can also bring a student up to the board and ask them to demonstrate the process for you of determining long and short vowels.

You were teaching process and strategy and this is what you need to keep reminding them about as you check for understanding and extend their responses. So, don’t be afraid to be that broken record and keep saying, “Step 1, break the word into syllables. Step 2, identify whether the vowel is long or short depending on the sound you hear, the position of the vowel and the surrounding letters”.

Finally, I’d have some examples for the students at the beginning in the warm up that require them to apply their understanding (so far) of long and short vowels and syllables.. If they wrote them on their whiteboards you could remind them about phoneme segmentation too. “Step 1, listen to the word, Step 2 say it in your head, Step 3 break it into sounds, Step 4 write it down, Step 5 check the vowel sound”.

**What to work on next?**
More succinct ‘I do’, more examples for students on the whiteboards linked to applying the knowledge gained about process to spell an unknown word.

Dr Lorraine Hammond  *Sydney Successful Learners Conference 2013*