Learning Intention
To explain the function of Daily Review, Engagement Norms and TAPPLE to support recall and student engagement.

Success Criteria
- You can identify the features of Daily Review.
- After viewing Brooke, Jordan and Jared you can identify Engagement Norms and TAPPLE.
- You can explain the relationship between long term memory, automaticity and learning.

Setting and articulating your learning objectives and how you and the student will know whether they have been achieved is central to an explicit approach.

Part 1:
The challenge of group instruction

How many students are in your class?
Instructing more than one student, be it an entire class or a small group, presents five simultaneous challenges:
1. maintain students’ attention
2. give each student sufficient opportunities to respond
3. provide individualised feedback for students’ responses
4. monitor each students’ learning
5. prevent and deal with disruptive behaviour (Twyman & Heward, 2016, p. 1).

Meeting these challenges is so demanding that when students simply pay attention (e.g., look at the teacher, the board, or lesson materials; watch a peer respond) and do not misbehave, it is taken as evidence of a successful lesson.

Explicit instruction is instruction that is **concrete** and **visible**. The teacher *explains* new concepts and strategies in **clear and concise language**. Explicit instruction involves **modeling** and explaining concepts and skills using **many examples**. Teachers provide a **high level of support** as students **practice** and apply newly learned concepts.

**Explicit Instruction Model**

- **Daily Review**
  - Beginning of the session
  - 5-10 minutes.

- **Explicit Instruction Lesson**
  - Lesson Design & Lesson Delivery
  - Remainder of the session and subsequent sessions.

**Continuum of Instruction**

<table>
<thead>
<tr>
<th>Explicit Instruction</th>
<th>Discovery Learning / Student-Centred / Constructivism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fully guided instruction, structure, scaffolding and practice. What’s the most effective and efficient way to teach students how to…</td>
<td>Discovery, inquiry and students constructing essential information with minimal guidance. What activities can I provide so that students will come to their own understanding of how to…</td>
</tr>
</tbody>
</table>

**Daily Review**

- Read and spell words
- Calculate the area of a rectangle
- Write simple/compound/complex sentences
- Explain the significance of an individual, group or event on the Federation of Australia
- Identify the use of six artistic processes and techniques in examples of art.

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"Daily review, Consolidation, Warm-Up"... whatever you call it, it’s a gamechanger.
**Daily Review**

*Practice, consolidation and automaticity* of knowledge, skills and strategies from short term to long term memory.

**Recite**

**Recall**

**Apply**

+ **Pace**

**Rehearsal** of knowledge, skills and strategies from required in next lesson.

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**Learning is a change in long-term memory**

“The aim of all instruction is to alter long-term memory. If nothing has changed to long-term memory, nothing has been learned” (2006, p. 77).


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**A minimum of 24 repetitions is needed to take information to long term permanent memory (Allard, 2007)**

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**What did you see?**

Brooke: Synonyms are…. (Teach something first)
Children: repeat definition
Brooke: gives examples for “happy”
Children: call out a synonym for “happy” (All respond)
Brooke: asks individual children and put it in a sentence (Independent Practice)

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**The Forgetting Curve**

If you review...

- After first learning
- Within 24 hours later
- One week later
- One month later

More remembered

80%

60%

40%

20%

No review, limited recall

One review, better recall

Reviewing = remembering

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**54 x 32**

How would you teach your partner to solve this?
What elements of Explicit Instruction are present in that video?

<table>
<thead>
<tr>
<th>Obvious</th>
<th>Less Obvious</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Self-verbalisation</td>
<td>• Students have been taught to do</td>
</tr>
<tr>
<td>• Choral responses</td>
<td>this. They are transferring this</td>
</tr>
<tr>
<td>• Multiple opportunities for</td>
<td>to LT memory.</td>
</tr>
<tr>
<td>practice</td>
<td>• Sub-skills were taught and</td>
</tr>
<tr>
<td>• Whole class</td>
<td>mastered in isolation before</td>
</tr>
<tr>
<td>– This is above year level work for these</td>
<td>this concept was taught</td>
</tr>
<tr>
<td>students, yet they all receive the same</td>
<td>– Multiplication &amp; addition</td>
</tr>
<tr>
<td>instruction.</td>
<td>facts</td>
</tr>
<tr>
<td></td>
<td>– Addition algorithm</td>
</tr>
<tr>
<td></td>
<td>– Multiplying two by one-digit</td>
</tr>
<tr>
<td></td>
<td>without regrouping</td>
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<tr>
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<td>– Multiplying two by one-digit</td>
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<tr>
<td></td>
<td>– Multiplying single-digit</td>
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<tr>
<td></td>
<td>numbers by multiples of ten</td>
</tr>
<tr>
<td></td>
<td>– Multiplying two-digit numbers</td>
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<td></td>
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</tbody>
</table>

However, this is what teachers typically think a Daily Review is

- 3-2-1 Mugshot
- Hashtag wipeout

What do we mean by Explicit Instruction?

Regularly Checking for Understanding: means the teacher can adapt their teaching in relation to how students are learning while they are teaching.

- Mini-whiteboards
- Questioning

Lesson Delivery

**Any questions?**

- Assumes that students feel brave enough to ask
- Assumes that students can put into words what they don’t know
- Assumes that students know they don’t know something

When you see a great teacher, you are seeing a work of art.

—— Geoffrey Canada

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Daily Review - Reading and Spelling

Could include:

- Phonological awareness (particularly isolating phonemes, short and long vowels)
- Syllabification
- Read and spell high frequency words to automaticity
- Vocabulary
- Phonics: short/long vowels, digraphs
- Spelling, punctuation, grammar rules
- Non-word decoding practice
- Passage reading and comprehension strategies

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Daily Review - Maths

Could include:

• Tables
• Number facts, Fractions, Counting in 2s, 3s, 5s, 10s, 100s
• Processes - adding, subtracting, multiplication and division.
• Time – reading clocks, days, months, years, calendar work
• Shapes – 2D, 3D
• Metric conversions
• Vocabulary
• Converting word problems to numbers and vice versa

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Daily Review

Could include:

In any learning area:

- Vocabulary - revise subject specific words
- Read and spell subject specific words to automaticity
- Knowledge, strategies or rules you have taught or students have previously learned that they must draw upon to undertake higher order tasks (times tables, formula, terminology etc)

**Science** - Periodic Table, Explain the difference between sedimentary, igneous and metamorphic rocks, label a diagram.

**English** - Spelling, punctuation, grammar rules, literary terms, quotes, text types, identifying genre, passage reading and comprehension strategies

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Explicit Direct Instruction: Lesson Delivery

Checking for understanding – verify students are learning while you’re teaching

- Helps students read new words
- Support students with pronunciation
- Store information in multiple ways
- Process new information to understand
- Refocus students during the lesson
- Check that all students are understanding.

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**Pronounce with Me, Track With Me, Read With Me:** Ensure students are engaged by directing them to track with you while you read, read chorally as you read, and repeat what you’ve said so they can practice using vocabulary.

**Gesture With Me:** Use meaningful gestures wherever appropriate and possible to enhance and support cognitive understanding.

**Pair-Share:** Establish partners and make sure to direct students to share information equally with each other.

**Attention Signal:** To save valuable teaching time, use an attention signal to gain the attention of the entire class at once, like, Teacher: “1-2”, Students: “eyes on you”.

**White Boards:** Use them not just for yes or no answers but with Higher-Order Checking for Understanding Questions. Teachers can see all the answers at once and either move forward or reteach.

**Complete Sentences:** Require students to answer questions in complete sentences using the lesson’s vocabulary. Students can be prompted with sentence frames.
Checking for Understanding **TAPPLE** Rubric

**Teach First**
before you ask the question (equal opportunity)

**Ask a specific question**
about what you just taught (no opinions)

**Pause, Pair-Share, and Point**
Wait 3-5 seconds or up to 8-10 seconds (complete sentences)

**Pick a Non-Volunteer**
to measure if everyone is learning

**Listen to the Response**
to make a decision

**Effective Feedback**
*Echo* if correct, *Elaborate* if tentative, or *Explain* if incorrect

All posters can be downloaded from: [https://dataworks-ed.com/resources/](https://dataworks-ed.com/resources/)