## Explicit Teaching

| **WARM UP** | Review prerequisite skills/knowledge  
Revise or make connections to previous related work  
Quick and focussed, a few examples or CFU (Check for Understanding) |
| **WALT WILF TIB** | **We Are Learning To**  
• Lesson goal  
**What I’m Looking For**  
• Success Criteria  
**This Is Because**  
• Purpose for Learning |
| **I DO** | Define concept/skill to be taught  
Explicitly model skill/strategy being taught, demonstrating and describing verbalising thought processes using concise ‘think-alouds’  
Break down into clearly defined steps. Often more than one demonstration is needed  
Revise, reinforce and CFU (Check for Understanding) |
| **WE DO** | Question students throughout, rehearsing critical content and steps to CFU  
Students provided with prompts/scaffolds as they all work through the same example/s. Prompts may include explicit instructions, visual prompts, questions, directions, clues or reminders  
Several opportunities should be given for students to practice skill/strategy and experience success  
Scaffolds gradually withdrawn [gradual release model) to develop student independence  
Constant CFU throughout to ensure every child has understood the skill/concept - show me boards, chanting back steps |
| **YOU DO** | Students perform skill/strategy that was modelled - individual activities that every child should be able to do independently  
Teacher constantly CFU and providing individual feedback  
Differentiation evident - work given at their level – teachers differentiate by providing scaffolding or working 1-on-1 or in a small group, while providing others harder examples or extension |
| **PLOUGH BACK** | Review WALT and WILF – students should be able to articulate ‘what they learnt’ or purpose of lesson, chant back steps or answer questions  
CFU (Check for understanding)  
Ensure every child understands skill/concept |
| **CFU** | CFU needs to occur throughout every step of the lesson. Strategies include:  
Choral response, Partner response, Individual response [ask question first, then choose student, give thinking time], Walk around, look around, talk around [observation of all responses with communication to students, affirming correct responses, correcting any errors, and encouraging effort], Show Me Boards (SMB), response cards or actions  
Providing immediate affirmative and corrective feedback is crucial. Feedback should be specific and timely and may include: Echo – affirmation, Elaborate – reinforce and paraphrase, Explain - reteach  
Goal of feedback is to close the gap between student’s current responses and the desired response. Corrections to be positive, constructive and encouraging. |