

Explicit Instruction Observation/Planning Form

Teacher Name: _____ Grade Level: _____ School: _____ Date: _____

Teacher states lesson objective: *What is being taught? How will students use this skill/big idea/concept? What is the relevance to students' real lives? When will they use this knowledge, understanding, or concept? Why do readers use this skill?*

Teacher activates prior knowledge about new learning or makes a connection to previously taught skills/concept/strategies

(I Do)

Teacher models stated objective: *(i.e. think alouds, examples, etc.)* (Tally on line) _____

(We Do)

Teacher provides opportunities for guided practice with **specific feedback**.

(You Do)

Independent Practice

- Students demonstrate the stated objective of the lesson, include specific examples:

- Teacher notes which student(s) struggled with objective, include specific examples:

Lesson conclusion/summarization with a focus on how/why the skill/strategy applies the learning to real life reading:

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Independent Practice

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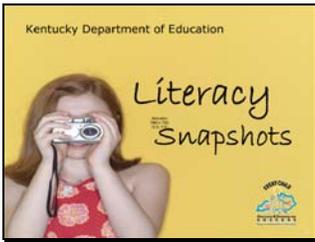
- Teacher notes which student(s) struggled with objective, include specific examples:

Lesson conclusion/summarization with a focus on how/why the skill/strategy applies the learning to real life reading:

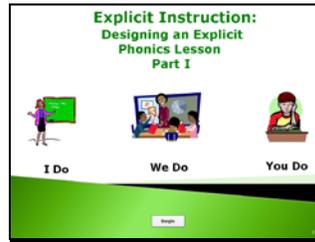


Effective Planning Tool

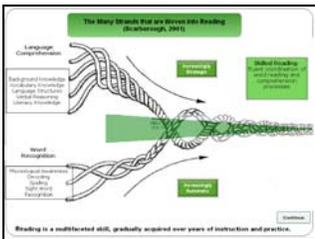
<p>How will I explain the lesson to students?</p> <ul style="list-style-type: none"> • Learning Target / Lesson Objective - <i>What is being taught? How will students use this skill/big idea/ concept? What is the relevance to students' real lives? When will they use this knowledge, understanding, or concept? Why do readers use this skill?</i> • How will I activate prior knowledge students may have about new learning or make a connection to previously taught skill/concept/strategy? 	
<p>What do I need to model for the students?</p> <ul style="list-style-type: none"> • Use think alouds and make new learning as visible as possible (e.g., use of manipulatives, graphic organizers, pictures, smart boards for websites, overheads, etc...). • Provide examples and non-examples of skills, when possible. • Break concepts or skills into manageable steps. 	
<p>Guided Practice</p> <ul style="list-style-type: none"> • Students need to practice skills or manipulate new concepts with guidance from the teacher. • All students need to be actively engaged (e.g., response cards, white boards, manipulatives, hands on activities, classroom performance systems (CPS), etc...). • Move from whole group guided practice to small groups and pairs before independent practice. • Provide specific feedback. • Differentiate to meet the needs of all learners. 	
<p>Independent Practice</p> <ul style="list-style-type: none"> • Provide various opportunities to practice new knowledge – small group, partners, individually. 	
<p>Lesson Conclusion</p> <ul style="list-style-type: none"> • Review the Learning Target / Lesson Objective. • Summarize how/why the new learning applies to real life. 	



Welcome



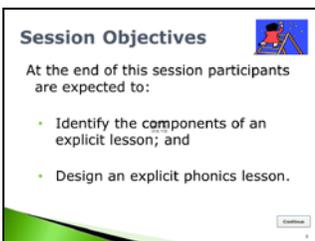
Phonics Explicit Instruction



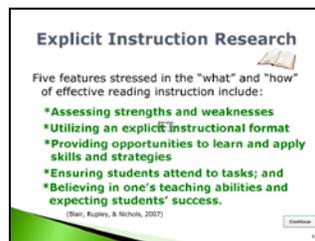
Scarborough rope



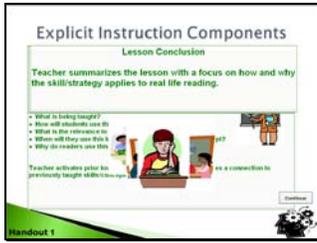
Session Goal



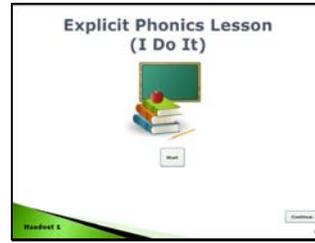
Session Objectives



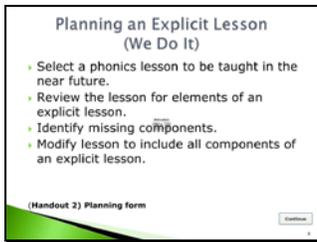
Research



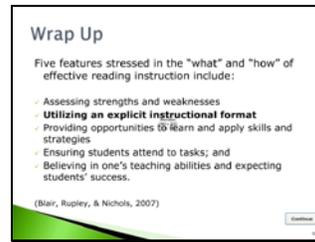
Components



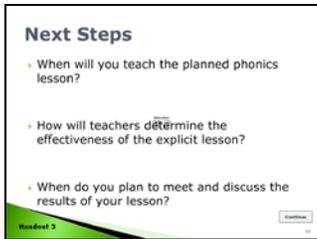
I Do It



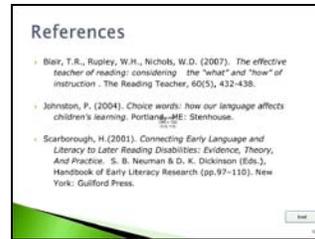
We Do It



Wrap Up



Next Steps



References
