

Explicit Direct Instruction Lesson	
Subject:	Date:
Objective:	
Lesson Importance:	
Introduction:	

Body of Lesson	Skill or Strategy	Concept or Vocabulary	Academic Rule
I do it.			
We do it.			
	Closing the Lesson		
You do it.			

Independent Practice
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Check for Understanding: **Continually** verify that students are learning.

Explain: Teaching by telling.

Model: Teaching using think alouds

Demonstrate: Teaching using physical objects.

<p><b>TAPPLE</b></p> <p><b>TEACH FIRST</b></p> <p><b>ASK A QUESTION</b></p> <p><b>PAUSE</b></p> <p><b>PICK A NON-VOLUNTEER</b></p> <p><b>LISTEN TO THE RESPONSE</b></p> <p><b>EFFECTIVE FEEDBACK (ECHO, ELABORATE, EXPLAIN)</b></p>
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Explicit Direct Instruction Lesson			
Subject:		Date:	
Objective: Describe what students will be able to do by the end of the lesson. It must match the independent practice and be clearly stated to the children. Objectives state a concept (main idea), a skill (measurable student behaviour) and sometimes a context (condition).			
Lesson Importance: Teaching why the lesson content is important.			
Short Introduction: Activate prior knowledge—connect to what students already know about the Objective's concept or skill. Check for understanding before progressing.			
Body of Lesson	Procedural Knowledge: Skill or Strategy Taken directly from the objective. Teaching <b>how</b> to do it. Question students on: What, Where & How	Declarative Knowledge: Concept or Vocabulary Taken directly from the objective. Provide examples and non-examples. Ensure students interact with the concept (restate, apply & justify)	Academic/Concept Rule or Definition Clearly written. Reveal the attributes specific to this concept.
I do it.			
We do it.	Guided Practice—step by step with the student at the same time.		
Closing the Lesson Work problems to prove they have mastered the objective.			
You do it.	Aim for 80 to 100% success Can students execute the skill?	Can students describe the concept?	Can students tell why it is important to learn this?
Independent Practice: Have students successfully practise exactly what they were just taught without teacher help. The purpose is repetition to remember & to store the information in long term memory.			
Opportunity for teacher to provide in-class intervention to struggling learners.			

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