<table>
<thead>
<tr>
<th>STAGE OF LESSON</th>
<th>These are what TEACHERS could be doing</th>
<th>These are things STUDENTS could be prompted to do</th>
</tr>
</thead>
</table>
| I INTRODUCE     | • Stimulate interest and curiosity, e.g. through use of visuals  
                  • Present a purpose for learning  
                  • Connect learning to real world experiences  
                  • Foster positive relations with and between students | • Watching eyes to stimulus  
                  • Listening  
                  • Curious |
| LESSON GOAL     | • Use student friendly language  
                  • Set learning goals and write them on board or display on screen  
                  • Success criteria: Make assessment and performance requirements clear (“At the end of this lesson you will know/be able to do/have done...”)  
                  • Show examples or models of EXPECTED student performance (e.g. excellent sample of work from previous year level etc)  
                  • “Hook” can be done later in the lesson | • Looking at the goals  
                  • Listening to the plan for the lesson  
                  • Ready for learning  
                  • Know expectations |
| 1-2 minutes     | • Opportunities for students to demonstrate their current level of understanding through verbal and non-verbal means  
                  • Review/connects to prior learning  
                  • Use questioning techniques  
                  • Brainstorming  
                  • Academic Vocab/Key words elicited/taught/displayed | • Answering questions  
                  • Offering ideas  
                  • Several students explain their current understandings |
| M MOTIVATE with | • ADD NEW TEACHER INPUT – Explicitly teach the CONCEPT.  
                  10-15 minutes | • Listening  
                  • Following instructions  
                  • Watching & looking  
                  • Show interest |
| a HOOK          | • Provide clear explanation, definition or rule (short, sharp and shiny)!  
                  • Provide examples and non-examples  
                  • Uses students’ previous experiences as basis for explaining concepts  
                  • Information presented visually, and/or concrete examples  
                  • Concept represented in multiple ways  
                  • Explicit teaching of vocabulary OR quick review of relevant vocabulary previously taught | • Listening  
                  • Follow instructions  
                  • Watching |
| P PRIME with    | • ADD NEW TEACHER INPUT – Explicitly teach the SKILL.  
                  10-15 minutes | • Working on tasks  
                  • Comparing, classifying  
                  • Solving, analysing, constructing, generating  
                  • Writing, making, reading, drawing, doing, saying, planning  
                  • Asking for assistance as needed  
                  • Moving from task to task as required  
                  • Re-practising tasks following teacher advice |
| PRIOR KNOWLEDGE | • Steps provided as a scaffold  
                  • Examples provided  
                  • Information presented visually  
                  • Teacher inner thought processes revealed to students through modelling  
                  • Modelling short and purposeful | • Working on tasks  
                  • Comparing, classifying  
                  • Solving, analysing, constructing, generating  
                  • Writing, making, reading, drawing, doing, saying, planning  
                  • Asking for assistance as needed  
                  • Moving from task to task as required  
                  • Re-practising tasks following teacher advice |
| - activate it   | • CHALLENGE with APPLICATION & DEVELOPMENT  
                  10-15 minutes | • Working on tasks  
                  • Comparing, classifying  
                  • Solving, analysing, constructing, generating  
                  • Writing, making, reading, drawing, doing, saying, planning  
                  • Asking for assistance as needed  
                  • Moving from task to task as required  
                  • Re-practising tasks following teacher advice |
| 3-5 minutes     | • Tasks, activities or exercises provide well scaffolded opportunity for students to apply the knowledge or skill. Marzano et al 9 essentials;  
                  1. Identifying similarities and differences  
                  2. Summarizing and note taking  
                  3. Non-linguistic representations  
                  4. Cooperative learning  
                  5. Generating and testing hypotheses  
                  6. Cues, questions, analysis and advance organizers  
                  • Clear instructions, clear time frame and clear expectations  
                  • Range of tasks that appeal to different students and ability levels (rotating tasks at times)  
                  • Effective use of eLearning tools and programs  
                  • Walking around the room monitoring student work & progress | • Working on tasks  
                  • Comparing, classifying  
                  • Solving, analysing, constructing, generating  
                  • Writing, making, reading, drawing, doing, saying, planning  
                  • Asking for assistance as needed  
                  • Moving from task to task as required  
                  • Re-practising tasks following teacher advice |
| CHECK FOR       | • Teacher identifies students needing additional support/guided practice  
                  UNDERSTANDING,  
                  FEEDBACK & INDIVIDUAL SUPPORT  
                  (Throughout the lesson)  
                  3-5 minutes | • Answering questions  
                  • Listening  
                  • Asking clarifying questions  
                  • Paraphrase  
                  • Understand what needs to be done |
| 3-5 minutes     | • Teacher moves around the room  
                  • Teacher provides comments/written feedback on work  
                  • Well-distributed questioning/ checking for understanding  
                  • Wait time  
                  • Higher level questions  
                  • Asks for justification (evidence) and clarification from students  
                  • Adjustments made due to feedback if needed  
                  • Challenge misconceptions  
                  • Have students paraphrase and summarise | • Be ready to begin the independent activities  
                  • Know how to complete their homework  
                  • Asks clarifying questions |
| C CULTIVATE     | • May happen within the same lesson, or in future lesson  
                  INDEPENDENT  
                  PRACTICE  
                  5 minutes | • Be ready to begin the independent activities  
                  • Know how to complete their homework  
                  • Asks clarifying questions |
| PRACTICE        | • Must occur on a repeating schedule so that the learning is not forgotten  
                  • May be homework, or individual or group work in class  
                  • Teacher makes connections – explains how this knowledge/skill can be applied/transferred to other learning contexts | • Be ready to begin the independent activities  
                  • Know how to complete their homework  
                  • Asks clarifying questions |
| TIME for GOAL   | • May happen within the same lesson, or in future lesson  
                  REVIEW  
                  3-5 minutes | • Be ready to begin the independent activities  
                  • Know how to complete their homework  
                  • Asks clarifying questions |
| 3-5 minutes     | • Reinforce major points of lesson  
                  • Students give feedback on what and how they’ve learned  
                  • Evaluation, self-report or statement of understanding re goal | • Be ready to begin the independent activities  
                  • Know how to complete their homework  
                  • Asks clarifying questions |