

Explicit Instruction: Lesson Plan for Skills & Strategies

- **Cue** up the lesson
- **Do** the lesson
 - I do
 - You do
 - We do
- **Review** the lesson

Explicit Instruction: Lesson Plan for Skills & Strategies

- **Cue** up the lesson
 - **Review** previous lessons
 - Access previously learned knowledge critical to lesson
 - Practice previously learned skills or strategies critical to lesson
 - **Preview** today's lesson
 - Discuss what is going to be learned
 - Discuss why it is going to be learned
 - Discuss how it is going to be learned
- Let's practice! Learn how to paraphrase text by using a cognitive strategy called the paraphrasing strategy.

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 - Discuss what is going to be learned
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 - Discuss how it is going to be learned

Explicit Instruction: Lesson Plan for Skills & Strategies

- **Describe** new skill or strategy using clear and concise language
 - Break down the skill into teachable parts
- **Model** new skill or strategy using carefully selected and sequenced steps
 - Show how to perform physical behaviors for skill or strategy
 - Show how to think while performing skill or strategy
- **Practice with feedback**
 - Verbal practice with feedback (**check for understanding**)
 - Guided practice with feedback
 - Independent practice with feedback

Explicit Instruction: Lesson Plan for Skills & Strategies

- **Do** the lesson
 - **Describe** new skill or strategy using clear and concise language
 - e at the end of a CVC word is silent
 - e at the end of a CVC word makes the vowel say its name
 - can cane hop hope
 - Read consonant-vowel-consonant-final e words (CVCe) (e.g., cave, make, like, mole)

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- **Do** the lesson
 - **Describe** new skill or strategy using clear and concise language
 - **Model** new skill or strategy using carefully selected and sequenced steps
 - Show how to perform physical behaviors for skill or strategy
 - Show how to think while performing skill or strategy
 - kit kite man mane

Explicit Instruction: Lesson Plan for Skills & Strategies

- **Do the lesson**
 - **Practice with feedback (gradual release)**
 - Verbal practice with feedback (**check for understanding**)
 - Guided practice with feedback (I do, we do)
 - Independent practice with feedback (you do)
 - Read consonant-vowel-consonant-final e words (CVCe) (e.g. bike, cave, make, like, mole)

Explicit Instruction: Lesson Plan for Skills & Strategies

- **Review** today's lesson
 - Discuss what was learned
 - Discuss why it was learned
 - Discuss where it is to be used
- Read consonant-vowel-consonant-final e words (CVCe) (e.g., cave, make, like, mole)

References

- Archer, A. L., & Hughes, C. A. (2011). *Explicit instruction: Effective and efficient teaching*. New York, NY: Guilford Press.
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