

**EXPLICIT DIRECT INSTRUCTION LESSON PLAN TEMPLATE**

Grade Level: IDA8

Discipline: T-APPLE

Content Standard: N/A

(Underline the part of the content standard that is being addressed in the lesson.)

<p><b>Routine 1: PRESENTATION</b></p> <p><b>LEARNING OBJECTIVES</b>                  Must be written in terms of a situation and a behavior objective. Defines what the student will be able to do <b>after instruction</b>. When stating the learning objective, teachers are making a commitment to teach it so the students will learn to do it successfully independently.  <input type="checkbox"/> Learning Objective taught to students in language they understand.  <input type="checkbox"/> Cognitive strategy included to help students remember.</p> <p>Describe the Independent Work:</p> <p><b>Lesson's Learning Objectives:</b></p> <p>Content Objective as stated to the students:</p> <ul style="list-style-type: none"> <li>We can model checking for understanding using T-APPLE.</li> </ul> <p>Language Objective as stated to the students:</p> <ul style="list-style-type: none"> <li>We can orally implement T-APPLE to check for our students' understanding of the content.</li> </ul> <p><b>Check for Understanding (CFU):</b> Popsicle Sticks, Go Kinetic, Numbers Head Together, Think Time, Paraphrase, Playing Cards, White Boards</p> <p><input type="checkbox"/> Teacher verified that students know what they will learn.</p> <p>What are we going to do today?                  What are we going to model?</p>
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<p><b>Routine 2: ACTIVATE PRIOR KNOWLEDGE</b></p> <p><input type="checkbox"/> Preview: Students' prior knowledge activated. It was universal and engaged most students in the class. It was directly related to the new content.  <input type="checkbox"/> Or Review: Directly pertinent sub-skill taught.  <input type="checkbox"/> Students told connection of Preview/Review to new content to be taught.  <input type="checkbox"/> Cognitive strategy included to help students remember.</p> <p><b>When observing lessons, in what ways are teachers checking for understanding?</b></p> <ol style="list-style-type: none"> <li>Take some 'I' time, and write as many ideas as you can</li> <li><b>Mix, Pair &amp; Share</b></li> <li>When the music begins stand and walk around the room.</li> <li>When the music stops, freeze and pair with the nearest person</li> <li>Share your ideas</li> <li>Repeat the pattern with a new partner and a new topic</li> </ol> <p><b>CFU:</b> Popsicle Sticks, Go Kinetic, Numbers Head Together, Think Time, <b>Paraphrase</b>, Playing Cards, White Boards</p> <p><input type="checkbox"/> Teacher verified that students understood the Preview or sub-skill Review.  <input type="checkbox"/> Teacher verified that students understood Preview or Review connection to new content.</p> <p><b>Debrief:</b> What were some common themes you heard around this topic?  <b>PICK VOLUNTEERS</b></p>
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<p><b>Routine 3: CONCEPT DEVELOPMENT: EXPLAIN (What it is. Why it is important. How it is done.)</b></p> <p><b>EXPLAIN (What it is.)</b>  <input type="checkbox"/> "What it is" (the big idea, new concept or skill) clearly explained during the lesson. (I.e., Persuasive Essay: You are trying to convince someone.)  <b>What?</b> Checking for Understanding using T-APPLE. The teacher <b>continually</b> verifying that students are learning what is being taught while it is being taught. The teacher explicitly verifying that students are learning while they are learning, not after the lesson is over.</p> <p><b>CFU:</b> Popsicle Sticks, Go Kinetic, <b>Numbers Head Together</b>, Think Time, Paraphrase, Playing Cards, White Boards</p> <p><input type="checkbox"/> Teacher verified that students understood "what it is" (the big idea, new concept, or skill).</p>
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# Lesson Plan Template For Explicit Instruction

**Mike Howarth, David Lynch, Richard  
Smith**



## **Lesson Plan Template For Explicit Instruction:**

**Everyday Executive Function Strategies** Valerie Saxton Sharpe, Roberta Strosnider, 2022-10-03 Everyday executive function strategies to engage and motivate YOUR students With an impressive collection of 75 grade appropriate executive function strategies this practical guide addresses student needs in areas such as planning working memory time management inhibitory behavior cognitive flexibility and self regulation Inside you ll find the strategies shown most effective in facilitating students readiness and success in learning plus Suggestions for incorporating executive function skills into your daily lesson planning and teaching routine without detracting from instructional time A step by step manual for explicitly teaching metacognitive skills Grade level appropriate strategies grouped according to elementary middle and high school levels Guidance for adapting strategies to meet a wide range of individual student needs

**Structured Literacy** Jacquelyn Chovanes, Emily Sharp, 2025-03-04 This book follows the explicit instructional sequence noted by educational researchers as the most effective means of teaching students new skills and content It begins by offering a rationale for why students should be interested in learning about structured literacy and how they can use it in their teaching practice It provides background knowledge needed to contextualize the book s content Then it takes learners step by step through the process of assessing students and creating effective structured literacy instructional routines Detailed information about how to implement structured literacy instruction and intervention at all three tiers is provided This textbook will be a unique and valuable addition to the extant literature because thus far no book has approached the topic in this way There are books about structured literacy that include examples of learning activities Spear Swerling et al 2021 but there is no single comprehensive textbook that can be readily picked up and used by college instructors and their students This book is not a compendium of the research nor is it a program with scripted lessons It is a comprehensive textbook that uniquely provides the background information on structured literacy and the methods related content needed to successfully prepare preservice teachers to assess plan and implement structured literacy instruction and intervention The book is designed to be used in the context of a college level one or two semester undergraduate or graduate literacy course Currently no similar textbook exists This book defines structured literacy describes the history of reading research and the science of reading Then the book provides explicit information about how students learn to read and the most effective methods and strategies teachers can use to teach reading to all students Next the book provides detailed and specific instruction in specific structured literacy practices to use at Tiers 1 and 2 Intensive assessment diagnostic and instructional strategies for learners who require individualized Tier 3 intervention are thoroughly explained Many detailed examples of specific instructional routines and corrective procedures are included along with reproducibles that support lesson planning implementation and assessment At the end of each chapter discussion questions and suggestions for hands on learning activities are provided Preparing pre service teachers in the whys and hows of structured literacy instruction and intervention allows them to teach

reading effectively according to current understanding of the science of reading Teachers prepared with this knowledge base will be able to use the resources in this book to create additional materials and adapt materials from any literacy program to individualize instruction according to the needs of their students This book will be a valuable addition to any college level general or special education reading methods course The instructional routines taught in the book are designed to be accessible to students with and without disabilities Effective reading instruction such as the kind described in this book increases educational equity for students of color and English learners Suggestions for differentiating instruction based upon individual student needs are provided

**Classwide Positive Behavioral Interventions and Supports** Brandi

Simonsen,Diane Myers,2025-01-24 Now in a revised and updated second edition addressing the evolving needs of today s K 12 educators this established classroom resource is written by leaders in positive behavioral interventions and supports PBIS Brandi Simonsen and Diane Myers provide a vital classroom management and behavior support toolkit with a primary focus on universal Tier 1 support In a convenient large size format the book provides step by step guidelines for structuring the classroom environment actively engaging students in instruction setting clear expectations and implementing a continuum of strategies to reinforce positive behavior and respond to inappropriate behavior Teacher friendly features include classroom vignettes bulleted chapter objectives end of chapter learning activities and reproducible forms that can be downloaded for repeated use Key Words Subject Areas best PBIS book for teachers Tier 1 multi tiered systems of support MTSS evidence based strategies data based decision making training coaching trainers universal managing disruptive behaviors plans planning supporting students prevention Audience School psychologists classroom teachers and special educators school administrators PBIS trainers and coaches behavior specialists school counselors and school social workers working with children ages 5 17 grades K 12

Concept-Based Literacy Lessons Lois A. Lanning,Tiffanee Brown,2019-01-10

For literacy teachers looking for practical ways to implement a Curriculum and Instruction Model that s more inquiry driven and idea centered look no further than this book This resource helps bridge the divide between conceptual curriculum and actionable practice and provides practical support for teachers implementing Concept Based literacy lessons Readers will find Step by step help with lesson planning for conceptual understanding and transfer Ideas for supporting inductive learning Classroom Snapshots that showcase familiar literacy practices in Concept Based classrooms Strategies to promote critical reflective and conceptual thinking Model elementary and secondary Concept Based lesson and unit plans A chapter devoted to answering frequently asked questions

**Teaching Reading Across the Day, Grades K-8** Jennifer Serravallo,2024-04-12

Reading well across disciplines and within varied contexts will help students to be versatile flexible deep readers who can better learn from their reading transfer skills across subjects and use strategies to meet the unique demands of reading in each content area Jennifer Serravallo Research based easy to use lesson structures for explicit and engaging teaching In Teaching Reading Across the Day literacy expert Jennifer Serravallo provides nine effective predictable research based lesson structures that

help busy teachers save planning time and focus their teaching and student attention on content rather than procedures Each of the nine lesson structures read aloud phonics and spelling vocabulary focus shared reading close reading guided inquiry reader s theater and conversation has its own chapter and features a wealth of resources that let you see the lessons in action in ELA Science and Social Studies classes including An annotated teaching vignette lesson explanation and research notes Tips for planning structure and timing suggestions and ideas for responsive teaching Detailed planning templates and 22 accompanying online videos covering over 3 hours of classroom footage Jen s reflections key look fors and ideas for next steps The nine lesson structures can be used with any curriculum or core program text and subject making it easier for teachers to maximize explicit and engaging teaching time across the day and simplify planning and preparation Jen incorporates a wide range of compelling research about how best to teach reading to every student in your class and translates the research or the science of teaching reading into high leverage moves you can count on to deliver powerful lessons again and again She also honors the art of teaching reading helping teachers tap into their experience and hone their expertise to make quick effective classroom decisions that take student learning to the next level

**Student Teaching in Your First Inclusive Classroom** Janet VanLone,Karen Robbie,2025-09-30 As the first inclusive classroom guide for student teachers specifically this book provides essential support as you navigate your student teaching placement and build the skills you need to support all students With a focus on how you can effectively apply high leverage practices in inclusive K 12 classrooms the book covers a range of relevant topics including how to understand the needs of students in an inclusive classroom differentiated lesson planning and delivery implementing evidence based instructional and classroom management practices carrying out individualized education programs providing appropriate accommodations and modifications and collaborating with other educators and families Each chapter features suggestions for online resources classroom activities to try and questions for your own self reflection making this book a key resource for pre service teachers working to obtain elementary or secondary teacher certification as well as their university supervisors and cooperating teachers

*The Teacher Residency Model* Cheryl A. Torrez,Marjori Krebs,2019-11-26 Teacher residencies are on the rise across the United States as a successful way to address the high rate of teacher shortages and attrition The National Center for Teacher Residencies NCTR has been guiding this work for over ten years partnering with teacher preparation institutions local school districts and community partners to implement best practices for teacher preparation With an introduction by NCTR on the key components of successful residencies each subsequent chapter is written by an exemplary NCTR partner who have successful residency programs and who share specific aspects of their programs from which others can learn

**The Practical Guide to High-Leverage Practices in Special Education** Ruby L. Owiny,Kyena Cornelius,2024-06-01 Designed for teacher preparation programs as well as teacher professional development The Practical Guide to High Leverage Practices in Special Education The Purposeful How to Enhance Classroom Rigor is the first book of its kind to introduce

multiple HLPs working in tandem to implement evidence based practices EBPs The Practical Guide to High Leverage Practices in Special Education is a powerful tool for those dedicated to improving student outcomes Planned with the practitioner in mind the text s main objective is for teachers to recognize EBPs as what they teach and HLPs as how they teach The book is written with a focus on inclusive education making it a valuable resource for both general and special educators What s included in The Practical Guide to High Leverage Practices in Special Education A focus on one HLP per chapter and descriptions of connected HLPs and how to use them for implementing featured EBPs Classroom scenarios for both elementary and secondary classrooms Tables of the crosswalks of connected HLPs and EBPs with resources for further learning The Practical Guide to High Leverage Practices in Special Education The Purposeful How to Enhance Classroom Rigor provides educators with the understanding of how HLPs and EBPs connect to effectively implement them for student success and is also an effective teaching and learning tool for teacher education preparation programs **Quality**

**Instruction and Intervention for Elementary Educators** Brittany L. Hott,Pamela Williamson,2024-10-02 Effective teaching starts with quality instruction that most students respond well to However about 35% of students will require specialized and more intensive instruction to meet academic and behavioral standards Both students with exceptionalities who are eligible to receive special education and related services and students who are placed at risk due to circumstance require deserve and are legally entitled to quality intervention Quality Instruction and Intervention for Elementary Educators offers an accessible resource for educators interested in evidence based strategies to ensure all students have access to an excellent education Two dedicated chapters authored by leading content and strategy experts in the field are devoted to content areas The first chapter focuses on quality instruction with academic subject matter specialists as lead authors with interventionists supporting The second chapter focuses on effective intervention with the interventionists taking the lead author roles and academic subject matter specialists supporting Between the two chapters is a dialogue between the teams of authors bridging instruction and intervention This unique approach bridges the gap between quality instruction and effective intervention an often overlooked component of teacher education The book also includes dedicated chapters on the integration of instructional technology and executive functioning After reading the book educators will be able to describe the components of effective instruction and intervention in each of the content areas access empirically validated materials and locate resources for continued learning **Bilingual Special Education for the 21st Century: A New Interface** Colón,

Gliset,Alsace, Tamara O.,2022-05-13 Bilingual students with disabilities have an established right to be educated in their most proficient language However in practice many culturally and linguistically diverse students still do not receive the quality of education that they are promised and deserve Multilingual learners with disabilities must be acknowledged for the assets they bring and engaged in classroom learning that is rigorous and relevant Bilingual Special Education for the 21st Century A New Interface addresses the complex intersection of bilingual education and special education with the overlay of

culturally and linguistically sustaining practices This work provides practical solutions to current dilemmas and challenges today s educators of multilingual learners with disabilities face in the classroom Covering topics such as dual language education identification practices and transition planning this book is an essential resource for special education experts faculty and administration of both K 12 and higher education pre service teachers researchers and academicians **From Fluency to Comprehension** Timothy Rasinski,Nancy D. Padak,2013-08-30 Helping teachers move beyond fluency as measured by speed alone this book focuses on building the skills that students need to read accurately meaningfully and expressively the essential components of reading comprehension Each concise chapter presents a tried and true instructional or assessment strategy and shows how K 12 teachers can apply it in their own classrooms using a wide variety of engaging texts Special features include classroom examples Your Turn activities and 24 reproducible forms in a large size format for easy photocopying Purchasers also get access to a Web page where they can download and print the reproducible materials

Getting Started with Teacher Clarity Marine Freibrun,2021-05-25 Help elementary school students engage in the learning process and achieve their goals in the classroom with this effective proven teaching method Clear communication between students and teachers is crucial for effective learning When students understand the why and how of learning a k a teacher clarity it s so much easier for them to fully engage with the process and achieve their goals This book details the benefits that clear communication can have in elementary classroom from breaking down the basics of teacher clarity and shared learning progressions to providing classroom ready activities Plus you ll discover suggestions for effective classroom teaching practices including Deconstructing state standards to develop learning intentions and objectives Developing success criteria to support new learning Building student awareness through structured language talk Embedding self assessment checks for students to assess their levels of understanding throughout a lesson And much more Through the research based methods of teacher clarity educators will understand the importance of partnership between students and teachers which in turn fosters improved student success **Mathematics, the Common Core, and RTI** Dolores Burton,John

Kappenberg,2013-09-12 Don t let the revolution in math education pass your teachers by Individually the Common Core and RTI are formidable enough Together they create a perfect storm of challenges with most teachers left wondering where to turn first Finally here s a resource that distills the central elements of the Common Core and RTI into a single manageable instructional strategy for serving all students It provides Real world scenarios Classroom ready work samples Content area applications Recommended online resources Guidance on special needs students behavioral issues ELLs and parent involvement

**Goal-Driven Lesson Planning for Teaching English to Speakers of Other Languages** Christina Michaud,Marnie Reed,2010-07-29 This book is more than a collection of activities or ready made lesson plans to add to a teaching repertoire Instead Goal Driven Lesson Planning is intended to empower teachers and help them create a principled framework for their teaching a framework that will shape the varied activities of the ESL classroom into a coherent teaching

and learning partnership After reading this book teachers and prospective teachers will be able to articulate their individual teaching philosophies Goal Driven Lesson Planning shows readers how to take any piece from English language materials an assigned text a random newspaper article an ESL activity from a website etc and use it to teach students something about language Readers are walked through the process of reflecting on their role in diagnosing what that something is what students really need and planning how to get them there and how to know when they got there in a goal driven principled manner This book has chapters on the theory of setting specific language goals for students how to analyze learner needs including an initial diagnostic and needs analysis templates to use when planning goal driven English language lessons explicit instruction on giving corrective feedback how to recognize and assess student progress and the mechanics and logistics that facilitate the goal driven language classroom

### **Building Academic Language through Content-Area Text**

Erica Bowers, Laura Keisler, 2011-04-01 Set the stage for effective academic language instruction with strategies that are designed specifically for English language learners and support instruction in content area vocabulary The teacher friendly format includes strategy descriptions rationale and resources for easy implementation Each strategy features examples for different grade levels and content areas Complete sample lessons demonstrate how strategies can support content area literacy using informational text This resource is correlated to College and Career Readiness and other state standards and includes digital resources [That's a Great Answer!](#) Nancy N. Boyles, 2007 Introduction Great objectives Great books Great instruction Great discussions Great answers Forming a general understanding Developing an interpretation Connecting and reacting to text Examining the content and structure of text *Accelerating K&8 Math Instruction* Nicki Newton, 2023 Schools have been using various approaches to address the struggles that students are having with mathematics learning that have been compounded by the pandemic There is an overwhelming consensus by both educators and researchers that we need to adapt acceleration rather than remediation as a tool to counteract the challenges that students currently face Acceleration is about equity which allows all our students to access an engaging standards based academically rigorous grade level curriculum In this book educational consultant Dr Nicki Newton shows K 8 teachers how to accelerate mathematics instruction so that all students learn and work on grade level receive the right scaffolding when they need it and feel a sense of achievement and success Educators will in turn experience lower frustration and the joy of helping students thrive Taking a deep dive into in school acceleration chapters address research planning assessment pedagogy teaching math vocabulary lesson planning goal setting and motivation and action planning Readers will learn how to use acceleration to get everybody motivated to learn and to create pathways of achievement Book Features Unpacks accelerating instruction as a way of saying everybody is invited to this party Looks at how acceleration provides a pathway to helping academically challenged students achieve and move in step with their grade level standards Offers detailed ways to plan implement and evaluate accelerated math lessons in grades K 8 Provides numerous tools templates and strategies so readers

can use ideas right away      **Inspiring Meaningful Learning** Brenda Stein Dzaldov,2018-10-09 This remarkable book explores the essential steps for planning lessons that grab the attention of students and make them care about their learning from activating prior knowledge and sparking curiosity to focusing on content skills and inquiry to reviewing work and finding students next steps Built around the three key areas that are most important to meaningful learning content pedagogy and building rapport with students this practical book shows you how to make every lesson engaging impactful and even fun      *Teaching Students with Emotional and Behavioral Disabilities* Brittany L. Hott,Kathleen M. Randolph,Lesli Raymond,2020-10-23 Teaching Students with Emotional and Behavioral Disabilities provides a comprehensive resource for preservice and in service educators to teach and support academic social and behavioral development The text focuses on implementation of evidence based interventions strategies and practices Dedicated chapters address quality service delivery models including individual classroom and school wide supports In addition academic intervention chapters concentrate on reading mathematics writing and study skills Finally the book includes step by step directions for conducting Functional Behavior Assessments FBA developing Behavior Intervention Plans BIP and monitoring student progress The book will serve as a valuable reference for educators supporting students with challenging behaviors Key Features Case studies written by PreK 12 practitioners based on their experiences supporting students with emotional and behavioral disorders Numerous worksheets and examples to support implementation of evidence based practices Accessible and consistent format across all chapters Pedagogical aids reinforce understanding chapter objectives key terms chapter summaries discussion questions and lists of additional resources and readings Disclaimer Please note that ancillary content such as documents audio and video etc may not be included as published in the original print version of this book      Designing the Classroom Curriculum Exploring Curriculum, Assessment and the Incorporation of Technology in Classrooms Mike Howarth,David Lynch,Richard Smith,2016-05-26 This book is about designing the effective classroom curriculum The authors argue that an effective classroom curriculum should be the goal of every teacher in every classroom around the world effective that is for every student not just those who find school easy But how does one go about designing a classroom curriculum that is effective What are the essential ingredients and how should these ingredients be organised for teaching effect What role does Technology play in such classroom plans In this book Lynch Smith and Howarth provide an insight into these questions by providing a text that focuses on classroom teaching diagnostic and design strategies Their intent in writing such a book is to enable the classroom teacher to develop teach and assess a classroom curriculum where learning success for all students is the central goal This text is compulsive reading for the teacher who wants to make a difference in their classrooms

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