EXPLICIT TEACHING

Use these TOOLBOX resources:

Exercise

Instructions for getting to know explicit teaching

For each clinical vignette

- Imagine how to modify the lesson so that it falls under explicit teaching

Reminder of the phases of explicit teaching

Setting the scene: teach the learning objective with an action verb (describe, create) / present the expectations / activate prior knowledge.

Modeling: teach knowledge and skills through explanation, modeling or presentation of concrete modeling or presenting concrete objects. The importance of the 2nd lesson: different possible reasons

Guided practice: the teacher works with the students and checks for understanding as they go along.

Independent practice: the students have to do the exercises without the teacher's help. Students practice and apply the skills and concepts taught.

Situation 1

"To discover the notion of scales, the teacher gives small cars, maps of Europe and figurines. She asks the children to find their common point.
When they have found it, she asks the children to find the meaning of the scales. She then suggests that they calculate the actual size of the objects on the table in small groups. One child comes up to the class to explain his or her reasoning. Finally, students do scale problems on paper".

For each step of the lesson, think of ways to use explicit teaching :

Starting instruction :
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Modeling :
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Guided practice :
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Independent practice :
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Situation 2

" The teacher introduces the activity: we are going to discover a way to calculate more quickly: written calculation.

The teacher puts a written addition on the board.
The teacher then explains how to solve it.
The teacher asks a student to come and solve another written calculation.

Students then do exercises on their own.".

For each step of the lesson, think of ways to use explicit teaching :

Starting instruction :
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Modeling :
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Guided practice :
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Independent practice :
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Situation 3

" The teacher tells the students that they will learn to classify animals into different families.
She then gives them many pictures of animals and asks them to classify them.
She then hands out a reminder: a sheet of paper with 5 categories and in each category there are two animals.
The students then discuss their classification.
A pooling of results is done on the board. The teacher explains the characteristics of the animals in each family."

For each step of the lesson, think of ways to use explicit teaching :

Starting instruction :
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Modeling :
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Guided practice :
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Independent practice :
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