



LESSON STRUCTURE

ELEMENT	TEACHER	STUDENT	CONSIDERATIONS
WARM UP	<ul style="list-style-type: none"> Revise cognitive verb (spaced practice) Aim to build automaticity and speed in student recall Brisk pace is key to engagement Build success with corrective feedback 	<ul style="list-style-type: none"> Arrives on time and is prepared Draws on prior knowledge and makes connections Responds every time, every question 	<p>What cognitive verb do I want students to consolidate?</p> <p>Is there opportunity for all students to experience success?</p>
WALT/WILF	<ul style="list-style-type: none"> Explicitly state the cognitive verb Explicitly state and explain success criteria Explicitly state the learning purpose 	<ul style="list-style-type: none"> Can state the cognitive verb Can state what they will be able to do if they are learners Can state the learning purpose 	<p>Are the questions effective?</p> <p>Can students state the outcome of the lesson?</p> <p>How will they know if they achieve success?</p>
I DO	<ul style="list-style-type: none"> Explain, model using clear concise language Explain, model to demonstrate the cognitive verb using graphic organiser Learning is sequenced into small steps Think-aloud strategy is used Examples and non – examples are modelled Can occur in one lesson or a series of lessons 	<ul style="list-style-type: none"> Takes responsibility for learning Actively listens Asks for clarification Responds to questions 	<p>Have I identified the critical vocabulary to be explicitly taught?</p> <p>Is the cognitive verb graphic organiser appropriate?</p> <p>How will I elicit student responses?</p> <p>How will they know if they achieve success?</p>
WE DO	<ul style="list-style-type: none"> Guided practice in differentiated groups or whole class, build proficiency and confidence Fade out support to You Do partner / independent Observation, frequent questioning and corrective feedback are used to ensure understanding Can occur in one lesson or a series of lessons 	<ul style="list-style-type: none"> Takes on more responsibility as the phase progresses Ask questions Provides and explains responses in oral or written form Prepared to work with others 	<p>What instructional strategies are appropriate?</p> <p>Is the language clear and concise?</p> <p>Have I differentiated the lesson / group appropriately?</p> <p>Is the feedback specific and timely?</p>
YOU DO PARTNER INDEPENDENT	<ul style="list-style-type: none"> Partner, Individual or group work aligns to I Do, We Do Differentiate tasks Actively monitor students and provide feedback Can occur in one lesson or a series of lessons 	<ul style="list-style-type: none"> Takes responsibility for learning Completes task using a graphic organiser or refers back to previous work Prepared to work with a partner by sharing or clarifying ideas 	<p>How will I know students are learning?</p> <p>How will I know how well students are learning?</p>
REVIEW REFLECT RESPOND	<ul style="list-style-type: none"> Initiate reflection, Guide, question and prompt as required Review cognitive verb using graphic organiser Summarise learning Go over big idea 	<ul style="list-style-type: none"> Articulates steps of lesson and their new learning Responds to learning using oral and written form Responds using sentence starters from graphic organisers in oral or written form Set future goals 	<p>Can students explain how to improve their learning?</p> <p>Can students explain how they know their learning is improving?</p>