



On the same page with Explicit Direct Instruction (EDI)

Lesson Design Components

- **Learning Objective:** *A statement describing what students will be able to do by the end of the lesson. It must match the Independent Practice and be clearly stated to the students.*
 - *Standards-based – Pacing Guide appropriate*
 - *Concept (main idea) – Skill (measurable behavior)*
 - *Context (specific condition)*
- **Activate Prior Knowledge:** *Purposefully moving something connected to the new lesson from students' long-term memories into their working memories so they can build upon existing knowledge.*
 - *Activate – prior life experience or prior academic experience*
 - *Interact – facilitate student interaction*
 - *Connect – explain the connection to the new lesson*

TEACH

- **Concept Development:** *Teaching students the concepts contained in the Learning Objective.*
 - *What it is – the generalization – the big idea*
- **Skill Development:** *Teaching students the steps or processes used to execute the skills in the Learning Objective. Teaching students how to do it.*
 - *How to do it*
- **Lesson Importance:** *Teaching students why the content in the lesson is important for them to learn.*
 - *Reasons why students should learn the information*
- **Guided Practice:** *Working problems with students at the same time, step-by-step, while checking that they execute each step correctly.*
 - *Critical because it is not effective for students to listen and watch you and then move immediately into working by themselves.*
 - *Usually 3 phases –*
 - *Step by step together – continually checking – clarify, reteach, address errors on the spot*
 - *Start releasing to do some steps by themselves*
 - *Call out the steps – check student work*
 - *Dynamic, not static – don't always know how many examples you will need*
 - *Used to teach different variations – properly preparing for independent practice*
- **Lesson Closure:** *Having students work problems or answer questions to prove that they have learned the concepts and skills in the Learning Objective before they are given Independent Practice to do by themselves.*
 - *Prevents students from practicing incorrectly*
 - *Identifies students needing additional help*
 - *80% should be successful before independent practice*
- **Independent Practice:** *Having students successfully practice exactly what they were just taught.*
 - *An assignment students complete by themselves – in class or for homework*
 - *A time for in-class intervention*
 - *Purpose – provide students with additional repetitions of the lesson's concepts and skills so they will remember them.*