

EXAMPLE LESSON STRUCTURE

ENTRY ROUTINE & DO NOW:

Greet students at the door then they complete a short pencil-to-paper activity that's waiting for them as they enter class (Retrieval or Error Analysis)

FLUENCY/ RETRIEVAL PRACTICE

Ask students to complete 5-20 bite-sized practice problems/retrieval questions within a brief window of time (e.g., 3-4 min). Fluency or retrieval practice should isolate a skill/knowledge that data shows students need to practice.

INTRODUCTION TO NEW MATERIAL – Learning Intention

Explicitly teach new material in meaningful chunks (e.g., procedures, sub-steps, technical vocab, rules, T&T, HOD, etc.)—often via modeling or Worked Examples. Intersperse w/ CFUs.

“YOU TRY” PROBLEM

Assign a problem that's similar to the teacher model and ask students to complete it independently so you can gauge their readiness for independent practice.

Launch Independent Work

INDEPENDENT PRACTICE:

Silent & solo practice with new material. Teachers monitor and respond to student learning w/ 1:1 feedback or Show Call.

*Batched
Feedback &
Feedback
Codes*

*Circulate
With
CFU
Intentionality*

1:1 Feedback & Collect CFU Data

EXIT TICKET

Assess students' progress towards mastery or conceptual understanding via 2-4 problems/ tasks.

CFU

CFU