**Backward Design for Explicit Instruction**

Backward design is a useful tool for planning an explicit instruction lesson. Use this table to ensure you have considered all key elements of explicit instruction while planning your lesson(s).

Activity Title: Extended Vocabulary Instruction (scrunched)

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| Independent Practice | * Describe the task that students should be able to do independently by the end of the lesson. * Include instructions, expectation, evaluation criteria and possible accommodations. | * students should be able to write an original sentence in their journal using the word scrunched |
| Guided Practice | * Design a parallel but different task that students will do during the guided practice stage. Chunk it into smaller units and sequence appropriately. * Decide what scaffolds are will be available to students while they practice. May include concrete tools, templates, lists, graphic organizers, verbal prompts, peers support, etc. * Create a list of questions or prompts to use to support and guide students in this stage. E.g. pitfalls to avoid, details to remember, self-questions to aid in meta-cognition to check own work, etc. | * students will participate in class discussion around the definition of scrunched and then physically try scrunching their hands, noses, toes * in sentences on board, the teacher will use nonexamples as a way for students to recall proper sentence structure   (e.g. the sentence has mistakes and the teacher asks students if they see any corrections that should be made; things like improper capitalization, etc.) |
| Modelling | * Design a parallel but different task that you will model for students. * Plan how you will demonstrate the use of scaffolds, and plan what you will say while thinking aloud (make you internal dialogue external). * Plan the example and non-examples you will use, and how you will help students know when they can use the skill in other settings. * Consider how you will elicit student responses and engagement to assess their level of understanding going into the activity. | • using a word map drawn on the board, the class will complete it collectively facilitated by the teacher   * teacher will scaffold sentence building by doing it as a group * teacher will ask open-ended questions, such as “what types of things can be scrunched?” |
| Preparation Stage | * Plan how you will complete an assessment for learning to verify students’ background knowledge, and evaluate their readiness for the activity. * Plan how you will address any gaps before the new learning. | * Explain that the class will be beginning a unit in math on measurement and starting off with a book called *Big Sarah’s Little Boots* * Preview Tier 2 words from the book * Go over definitions of the words with students as we are reading |