Madera EDI Lesson Components – Initial Lessons

Learning Objective
- Includes a concept(s) (big idea), skill(s) (measurable), and sometimes a context.
- Must match independent practice.
- Teacher reads, students read, pair-share, non-volunteers.

Activate Prior Knowledge
- Universal experience or sub-skill pertinent to lesson.
- Teacher models one first.

Concept Development
- Written bulletproof definition.
- Kinesthetic movements if applicable
- Examples and non-examples (sometimes) related to critical attributes of definition.
- R-Rephrase (What?), A-Apply (Which one?), J-Justify (Why?/ How do you know?)

Importance
- Provide personal, real-life, and/or academic examples of why the lesson is important.
- Pair-share and pick non-volunteers and/or volunteers

Skill Development
- Present steps and/or graphic organizer, as appropriate
- Teacher modeling – "I do"
- Questioning on teacher thinking process

Guided Practice
- Work matched problems for each variation on white boards – "We-do"
- Check white-boards at each step
- Release students to "You do" with gradual release
- Questioning on student thinking process

RULE OF TWO

Closure
- Final check – goal is 80%
- C- Concept, S- Skill, I-Importance
- Identify students for a small group

Independent Practice
- Must match objective
- No new variations
- Teacher works with small group.

Continual CFU throughout lesson.

Instructional Norms

1. Pair-Share
   A – B, B – A
2. White boards
   "Chin-it"
3. Complete Sentences
4. Track with Me
5. Read with Me
6. Listen to Learn

Every Lesson, Every Day!

TAPPLE

T- Teach first
A – Ask a question
P – Pause and Pair-Share
P- Pick a non-volunteer
L- Listen to the response
E – Effective feedback (Echo, elaborate, or explain)

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