

Mini-lesson: teacher shows students both **WHAT** and **HOW** to do the work during work time.

Guiding question for planning: What do students need from the teacher to work with more depth and more stamina than they would alone?

Opening: used to share the learning intention and build the “need to know” for the lesson.

Guiding questions for planning: What will help students connect one day to the next? How will the teacher share specifics of what and why students are learning today?

Debriefing: should include both a **share-time** and a **synthesis of learning**

Guiding questions for planning: What did students accomplish? What progress did the students make? What do students need next?

More work time (Release): Students: **read, write and/or talk** to make meaning of content and work with the learning intention.

Teacher: **confers** to learn about students, to both individualise and differentiate .

Work Time:

Students: **read, write, and/or talk** to work with the content and the learning intention.

Teacher: **confers** with individuals and small groups to learn more about the students and to provide appropriate guidance.

Guiding questions for planning: What will students DO tomorrow? What will they read, write and talk about to make the next steps in their learning? What concrete evidence of progress will they produce?

Catch: a quick, whole-class “time out” from work time to model or share a strategy that will help them re-engage in the work.

- **Planned in advance:** to scaffold multiple tasks or texts in a lesson in support of the learning goal.
- **Unplanned:** used to clarify confusion, misconceptions or share thinking the teacher noticed while conferring.

Guiding questions for planning: What do students need to KEEP working on? What will help them build their stamina and work smarter to gain knowledge, improve their skills and deepen their understanding?

