CAFÉ Reading Instructional Model

Together We Learn
KOO WEE RUP Primary School

HITS links to e^5

EVALUATE
1 Setting goals
4 Worked examples
5 Collaborative learning
7 Questioning
8 Feedback
9 Metacognition
10 Differentiation

ENGAGE
1 Setting goals
2 Structuring lessons
4 Worked examples
5 Collaborative learning
7 Questioning
9 Metacognition

ELABORATE
4 Worked examples
5 Collaborative learning
6 Multiple exposures
7 Questioning
8 Feedback
9 Metacognition

EXPLORE
1 Setting goals
4 Worked examples
5 Collaborative learning
6 Multiple exposures
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EXPLAIN
1 Setting goals
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The stages of a lesson may be flexible, dependant on the topic, content and delivery however every lesson is to include all 5 components of the e^5 instructional model.

Engage
*Set learning behaviours
*Read to Self/ Buddy Reading
*Reading conferences - student unpacks current reading goal, i.e. what and how
*Introduce mentor text
*Make connections with prior knowledge

Explore
*Conduct Reading Groups
*Work with teacher focus group
*Opportunities for student led conversations
*Differentiated tasks - enabling and extending prompts used
*Develop vocabulary required
*Small group / independent task to practise the skill taught

Explain
*Read aloud / shared reading of mentor text
*Create anchor charts (where applicable)
*Explicit instruction
*Teach academic skills - routines, how to ask questions and how to engage in academic conversations
*Unpack and model the CAFÉ strategy being introduced / revised
*Opportunities for Turn and Talk activities
*Learning Target & Success Criteria unpacked
*Referral to anchor charts or prior learning
*Gradual release (I do, we do, you do)
*Unpack new vocabulary

Elaborate
*Feedback
*Individuals within teacher focus groups work on current strategy
*Literature Circle / Reading Response work
*Encourage students to share and challenge learning
*Justify and prove thinking

Evaluate
*Reflection on Learning Target and Success Criteria and show evidence of achievement
*Reflect on effort and behaviour (self, peer and teacher)
*Conferencing—reflect on how the student went and set new goal if needed
*Review personal learning goals
*Exit ticket, Checklist, Check-in, formative/summative assessment
*Create anchor charts to review new focus
*Teacher feedback (were students engaged)

Little Learners Love Literacy Instructional Model

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The stages of a lesson may be flexible, dependant on the topic, content and delivery however every lesson is to include all 5 components of the e^5 instructional model.

Engage
*Chitter Chatter Chants
*Speed Sounds / Words
*Secret Sound Box
*Use of mentor text
*Sound detectives - locating previously taught sounds within the room.

Explore
*Small group reading of decodable books
*Reading words with the focus sound
*Let's Spell / Let's Write
*Activity Sheet from LLLL
*Word Sort
*Read and Grab
*Sound Swap Word Game
*Milo's Making Words Flipbook
*Milo's Read and Match
*Bingo Games
*Dictation
*Read, Write and Draw

Explain
*Learning Target & Success Criteria unpacked
*Phonemic Awareness activities
*New Sound introduction and explicit instruction (phoneme / grapheme)
*Explicit teaching—see it, say it, write it
*New Speed Sound Chants

Elaborate
*Small group reading of decodable or levelled books to practise skills taught
*Students complete task based on explicit instruction
*Buddy reading
*Super spelling
*Guided reading / conferencing
*Extension tasks

Evaluate
*Reflection on Learning Target and Success Criteria and show evidence of achievement
*Reflect on effort and behaviour (self, peer and teacher)
*Create anchor charts
*Teacher feedback
*Quiz, Exit ticket, Checklist, Check-in, formative/summative assessment

Mathematics Instructional Model

KOO WEE RUP Primary School — Together We Learn

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Engage
*Set learning behaviours
*Hook, i.e. text, images, media, problem, story, game, concept cartoons etc.
*Get knowledge ready about problem (elicit discussion of prior knowledge of the self/world)
*Tell students who they imagine they will be today from the real world, e.g. engineer, designer, architect etc.
*Remind students to think about what Mathematician Strategies might be needed today

Explore
*Cooperative Investigation/hands-on exploration
*Identify student misconceptions during roving and talking with students
*Begin thinking of Mathematician Strategy to use
*Explore equipment
*Develop vocabulary required
*Fish Bowl students discoveries and thinking - brainstorm questions to lead into the 'Explain Phase'

Explain
*Vocabulary organising
*Explanatory videos
*Explicit instruction
*Clarify misconceptions
*Learning Target & Success Criteria unpacked
*Referral to Mathematician Strategies, anchor charts or prior learning
*Gradual release (I do, we do, you do)
*Worked examples (use grid book)
*Scaffold the learning (use of concrete, pictorial and abstract examples)

Elaborate
*Tasks (problem solving, group investigations, real world tasks, rich tasks, independent practise, stations, critical/creative tasks)
*Feedback
*Try or apply another strategy
*Support the formation of theories, laws, find patterns
*Encourage to share and challenge learning
*Justify thinking, prove thinking, analyse someone else's ideas, check answers
*Clinic/focus group/fish bowl (to provide enabling or extending prompts)

Evaluate
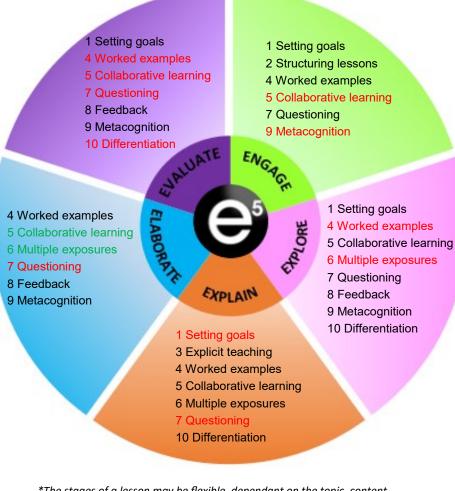*Reflection on Mathematician Strategies (most efficient to least efficient)
*Quiz, Exit ticket, Performance task, Checklist, formative/summative assessment
*Reflection on Learning Target and Success Criteria and show evidence of achievement
*Reflect on effort and behaviour (self, peer and teacher)
*Create anchor charts or do a journal task
*Teacher feedback (were students engaged)

Writing Instructional Model

Together We Learn — KOO WEE RUP Primary School

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The stages of a lesson may be flexible, dependant on the topic, content and delivery however every lesson is to include all 5 components of the e⁵ instructional model.

Engage
*Set writing behaviours
*Introduce mentor text or writing prompt
*Provide experiences to stimulate writing ideas
*Make connections with prior knowledge
*Lesson Hook / Address misconceptions from prior lesson
*Warm-ups such as handwriting or letter formation / Heart Word review / writing conventions focus

Explore
*Opportunities for student led conversations
*Develop vocabulary required
*Student centred (allows for student voice and agency) - student input / choice
*Differentiated tasks - enabling and extending prompts used
*Tasks (real world tasks or based on experiences, allows for practise of skill taught, linked to integrated topic, clear purpose and audience outlined)
*Small teacher focus group / independent task to practise the skill taught
*Independent conferencing—focus on skill identified as an area of improvement for the student/s - (this may include goals being set)
*Provide regular opportunities to work through the writing process
*Shared, interactive, guided or independent writing undertaken
*Students write part of a text or whole piece

Explain
*Use of mentor text to show how quality authors write and what illustrators draw
*Create anchor charts (where applicable)
*Explicit instruction of Writing skills / genre / new vocabulary / editing or revising skills
*Unpack and model the Writing strategy being introduced / revised
*Precise worked examples
*Opportunities for Turn and Talk
*Learning Intention & Success Criteria unpacked
*Referral to anchor charts or prior learning
* Modelled writing

Elaborate
*Tasks (independent / small group practise) – may extend or enable
*Feedback to and from students
*Individuals within teacher focus groups work on current strategy - goals may be set
*Encourage students to share and challenge learning
*Justify and prove thinking
*Editing and revising—with teacher, partner or independent
*Writing practices such as shared, modelled, interactive, guided or independent writing are undertaken.
*Explicit teaching or reteaching of a skill for a small group
*Misconceptions addressed

Evaluate
*Reflection on Learning Intention and Success Criteria and show evidence of achievement
*Reflect on effort and behaviour (self, peer and teacher)
*Conferencing—reflect on how the student went and set new goal if needed
*Review or reflect on personal learning goals
*Exit ticket, Checklist, Check-in, formative/summative assessment
*Create / refer to anchor charts to review new focus
*Teacher feedback (were students engaged)
*Work may be shared

Digital Technologies Instructional Model

Koo Wee Rup Primary School — Together We Learn

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Engage
*Set the purpose of the lesson and relate the learning to real-life application.
*Use a video/clip/image to engage students in the lesson.
*Turn and talk activity to promote thinking between students.

Explore
*Students work independently to practise taught skill.
*Students can work with peers / ask each other questions.
*Check for common misunderstandings.
*Question students.

Explain
*Explicit teaching of the skill / strategy / concept.
*Teacher to model what to do and how to do it (Worked Example).
*Make reference to the Success Criteria of the lesson.

Elaborate
*Fishbowl using a student work sample or re-show students expectations with a worked example.
*Provide small group support.
*Provide enabling and extending prompts.
*Students to buddy-share their work and seek feedback from classmates

Evaluate
*Discuss next point of learning.
*Use of media clip to bring knowledge together.
*Highlight where to next.
*Discussion of learners' behaviour—focus on metacognition.
*Use of exit tickets, checklists etc

The stages of a lesson may be flexible, dependant on the topic, content and delivery however every lesson is to include all 5 components of the e⁵ instructional model.

Physical Education Instructional Model

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Engage
*Plan to students interests (not sure this is part of the instructional model) - happens prior to the lesson
*Games

Explore
*Activities are set for the students to explore.
*On the spot feedback provided to students
*Provide students multiple ways to solve challenges.

Explain
*Introduce Learning Intention and Success Criteria.
*Teacher models skill / concept being taught.
*Students are selected to model the skill / concept being taught to the rest of the class.
*Video clips used where appropriate.
*Goal setting for the lesson.

Elaborate
*Encourage students to problem solve
*Provide individual feedback to students.

Evaluate
*Check boxes (please elaborate what this means)
*Students reflect on goals set.
*Future lesson goal setting.
*Celebrate student learning.

(LOTE) Italian Instructional Model

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KOO WEE RUP Primary School

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Engage
*Games, songs and relevant video clips
*Questioning to activate prior knowledge

Explore
*Provide opportunities for students to demonstrate and share their understanding of concepts taught.
*Work with focus groups.
*Roam and provide support to students.

Explain
*Identify Learning Intention and Success Criteria
*Introduce new vocabulary or the theme for the lesson.
*Make connections to real-world experiences.

Elaborate
*Students are provided opportunities to reflect on their work and to identify if they've met the success criteria.
*Students ask questions.

Evaluate
*Gallery walks / sharing work
*Reflective conversation with students on the mat
*Pair and share
*Celebrate learning success.
*Hook for next lesson.

The Arts Instructional Model

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Engage
*Introduce an 'inspiration artist'
*Observe videos and images of artworks
*Share teacher worked examples
*Introduce the style, medium or material for the lesson.

Explore
*Roam the room while students attempt to apply skills taught to the task.
*Pause class regularly to clarify misconceptions.
*Share strong examples of student work with the rest of the class.

Explain
*Model and explain the processes and techniques for the lesson.
*Break lesson down into small steps.

Elaborate
*Provide explicit, specific individual feedback to students to support and extend their learning.
*Conduct focus groups.
*Encourage students to problem solve and to think creatively.

Evaluate
*Gallery walks / sharing work
*Reflective conversation with students on the mat
*Pair and share
*Celebrate learning success.
*Hook for next lesson.