




Maximize the *I Do* Component of Every Lesson


Deliver explicit instruction within 15-minute whole-class mini-lessons.

STEP 1
1 MINUTE



INTRODUCTION: You (re)introduce the skill.

STEP 2
7-8 MINUTE



INSTRUCTION: You demonstrate the skill.

Tell what.
EXPLAIN


Show how.
MODEL

Narrate thinking.
THINK ALOUD



I do.


STEP 3
5-6 MINUTE



INTERACTION: They experience the skill.

We do.

STEP 4
1-2 MINUTES



CLOSURE: You crystallize the skill.

You do.

SPIN-OFF SESSION

LESSON ESSENTIALS | Session 3:
Deliver best-practice lessons regardless
of your classroom setting.

Deliver explicit instruction.

Understand the purpose of Step 2.

- Add to their writer's playbook.
- Break down the skill into small baby steps.
- Transfer the skill knowledge and know-how from teacher to students.

Move beyond telling *what* to teaching *how*.

STEP 2

7-8 MINUT



INSTRUCTION: You demonstrate the skill.

Tell what.

EXPLAIN VERBALLY

Explain the specifics of the skill.

- *What* it is (i.e., definition).
- *What* it includes (e.g., parts, types, etc.).
- *What* it looks like (i.e., exemplar, mentor text).
- *Why* writers would utilize it (purpose).
- *Why* readers value it (impact).
- *When/Where* it's useful to incorporate into a piece.

EXPLAIN VISUALLY

Record the specifics of the skill on an anchor chart.

- Create a visual resource that includes the skill name/academic vocabulary with the essential information/steps needed to execute the skill.
- Build the chart in a permanent format.
- Grow the chart in front of the students.

Show how.

SHOW VISUALLY— MODEL

Execute the physical steps to the skill.

- Model the skill from beginning to end.
- Model the small and deliberate actions.
- Jump between the anchor chart and the writing sample— pointing to the different “tools” as you utilize them.
- Do all this “live” in front of the students.
- Model what to do when you encounter the skill in an authentic situation.

Narrate thinking.

SHOW VERBALLY — *THINK ALOUD*

Verbalize a one-person monologue.

- Think aloud about every thought (while modeling the skill) from beginning to end.
- Reveal *how* you go about applying the skill.
- Reveal *how* you make decisions along the way.

Execute the skill live...
I do, you watch.

...while thinking aloud.
I think, you listen.

Juggling these three components in Step 2 requires most skills to be part of a multi-day mini-lesson series.

Adjust the view so that students can see the essential “tools” during the lesson— the anchor chart, the writing sample, and you.



TARGET SKILL: Add supporting details/elaborate on ideas

STEP 2

7-8 MINUT



INSTRUCTION: You demonstrate the skill.

Tell what.

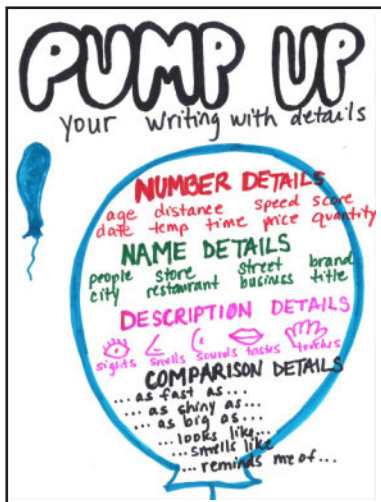
EXPLAIN VERBALLY

Explain the specifics of the skill.

- *What it is*— Make writing longer by adding sentences, telling more about ideas you mentioned.
- *What it includes*— Introduce different types of details that could generate additional sentences (e.g., number details, name details, description details, comparison details, etc.).
- *What it looks like*— Hold up deflated balloon compared to a pumped-up balloon.
- *Why writers would utilize it*— Adding details gives your reader a better understanding of what you are describing. They can better visualize it in their own heads.
- *When/Where it's useful to incorporate into a piece*— Look for where you mention something in general and then move onto another idea. Those are the places you could add more specifics. Look to add 2-3 sentences after each broad/big idea.

EXPLAIN VISUALLY

Record the specifics on an anchor chart.



Show how.

SHOW VISUALLY— MODEL

Narrate thinking.

SHOW VERBALLY — *THINK ALOUD*

A Weekend Walk

This weekend I took my dog for a long walk. We went far and saw a lot. It was fun.

A Weekend Walk

This weekend, August 10, 2019, I took my four-year-old golden retriever Mazie for a long walk. We strolled down Main Street and Wayne Street looking for something to do. We waved to Mrs. Lucy and Mr. Roberts at the pharmacy. We heard the laughter of people mingling in the McDonald's parking lot, and we visited with a round woman walking her black-and-white speckled Dalmatian.

We continued our adventure; we went down to Tower Park in Warren, IN. It's about six blocks from my house. The flowers that lined the walkway were beautiful. Mazie walked quickly by them with her nose close to the blooms. I think she was getting a whiff of their sweet fragrance.

As we walked the curve of the sidewalk, Mazie saw the slide and began pouncing excitedly. We went up and down the slide together seven times. With each "ride" I had to haul my 20-pound dog up the steps to the top of the slide. It was like carrying a large sack of sand— awkward and heavy. But it was worth the effort. Sliding down the sleek aluminum strip was hilarious.

Starting out about 4:30 p.m., we were gone for almost two hours. It was a great way to spend the afternoon.

This has me thinking that...

Now I can...

So, I'm going to...

When I...

I should...

I see ___ and I think...

I remember...

I'm wondering if...

Maybe I...

What if I...

I could try...

I know...

But then I...



Don't attempt an off-the-cuff *Think Aloud*.

DISCOVER

Discover how the skill works.

- Execute the skill multiple times.
- Talk through the process with someone else.
- Watch one another and inquire about actions and decisions.

PLAN

Script out your most important points.

- Utilize first-person point of view.
- Integrate “I” statements.
- Think of common struggle points and how to work through them.
- Eliminate thoughts that reference other skills.

PRESENT

Execute simultaneous model and *Think Aloud*.

- Look through, over, or above the students.
- Reveal how an expert acts and thinks when executing the task.
- Think through options and choices and how you make decisions.
- Hold up the *Think Aloud* cards.

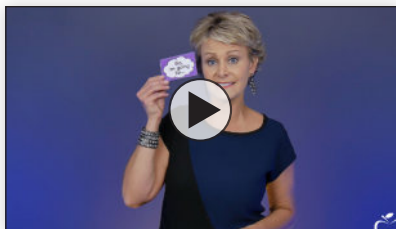


SECRET SITE RESOURCES

Go beyond a model; reveal a *Think Aloud*.



Teach explicitly—*I do, You Watch & Listen*.



Introduce Step-2 procedures.

- *Every day we will meet for a whole-class lesson.*
- *Every day I will teach you something about writing.*
- *Every day I will model the skill first (and by myself).*
- *I'll sometimes ask myself a question— but don't answer me!*
- *I might even remind you to “Put your hands down.”*
- *Your job is to watch and listen to my thinking, because after Step 2 /I do is Step 3/We do.*

LIVE AT SCHOOL



LIVE ON VIDEO



PRE-RECORDED



Plan *Think Alouds*— I STATEMENTS

I know! It means...

that I should...
something about...
the opposite of...
the author...
the answer...
to try to...

This has me thinking that...

it isn't true that...
I should try...
I need...
I want...
I can...
the author meant...
the next step...

Now I can...

solve...
figure out...
see...
find out who...
go on to...
discover...
learn...
decide...

Wait! I should stop and...

try...
reread...
check...
find...
consider...
rethink...

So, I'm going to...

try...
check...
solve for...
look back at...
reread...
redo...
think about...

When I...

look at...
read the...
factor in...
do that...
consider the...
reflect on the...
think through the...

I should...

look back...
look at...
check...
try the next...
think about...
consider a different...
redo...

I see ___ and I think...

what if it meant...
the author...
that I was wrong about...
the answer must be...
that might cause...
I should redo...

I remember...

that the author...
when this happened before...
something about...
when this happens, then...
learning that...

I'm wondering if...

the author wants...
this part means...
I should try...
it wasn't...
the next step will be...
it is true that...
it is false that...

Maybe I...

should recheck...
could solve part by...
was wrong about...
was right that...
need to find...
will try to...
need another way to...

What if I...

tried to...
find out that...
was wrong that...
was right about...
think about a different way to...
could ___ this with...
was supposed to...
didn't need to...

I could try...

to add to...
rereading the part...
looking back at...
checking another source for...
finding out if...
thinking more about...

I know...

it is...
why...
the author thinks...
how to solve...
when this happens that...
that ___ means that...
what will happen when...

I don't...

think...
understand...
like...
know...
see...

But then I...

think that...
wonder if...
want to...
could try...
should try...
will need to...