

Model a strong example

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


SPIN-OFF SESSIONS

MINI-LESSONS
Session 1:
Master the
mini-lesson.

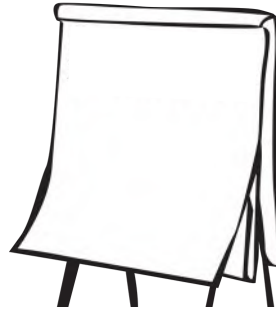
MANAGEMENT
Session 4:
Teach with
mentor text.

MANAGEMENT
Session 2:
Assign writing-
time tasks.

STEP 1 INTRODUCTION: (Re)Introduce the skill. **1 MINUTE**

STEP 2 INSTRUCTION: Explain & demonstrate the skill. **10 MINUTES**

STEP 2A | **SAY WHAT**



STEP 2B | **SHOW HOW**

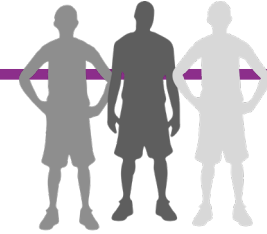
I do

STEP 3 INTERACTION: Guide students through a focused experience. **5 MINUTES**

We do

STEP 4 CLOSURE: Crystallize the skill. **1 MINUTE**

You do



Understand the purpose of Step 2B.

Transfer the skill knowledge and know-how from teacher to students.

VACUUM THE VAN.

USE TRANSITIONS.

ADD DETAILS.

Clean the van after our road trip.



STEP 2A | SAY WHAT

Please vacuum the floor and the seats of the van.

STEP 2B | SHOW HOW

I start by sweeping the main floor with the wide attachment. I'm getting all the big pieces.

This has me thinking that there may be dirt under the mat. I'm going to move it and see.

It looks like there is something stuck on the mat. I can't get it with the vacuum. Maybe I should try a tool to help me scrape it off.

When I try to vacuum between the seats, the big nozzle doesn't work. I wonder if I took off the attachment if that would help. Nope. Now what? Well, I could try a different attachment to see if it reaches into the cracks better. Yes! That worked!

Make your writing flow with transitions.

STEP 2A | SAY WHAT

SEQUENCE: first, second, later, then, again, until

ILLUSTRATION: for example, like, such as

CONTRAST: unlike, instead, but, however

COMPARISON: same as, both, also, similar, together

ADDITION: also, again, as well as, besides, in addition

EMPHASIS: above all, especially, particularly, specifically

EXCEPTION: beside, except, but not, excluding, other than



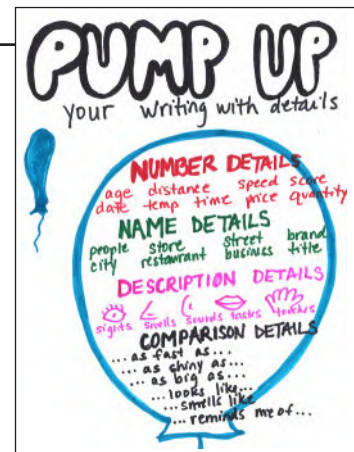
STEP 2B | SHOW HOW

1 In elementary school, everyone gets a recess. _____ For middle school students, walking between classes is as good as it gets.

2 When babysitting, sometimes the kids don't listen to the teenager in charge. _____ The sitter may tell them to go to their rooms, and the kids may just sit there— totally ignoring her.

Make your writing longer with more details.

STEP 2A | SAY WHAT



STEP 2B | SHOW HOW

A Weekend Walk

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

Ahas

Questions

Confusions

Validations

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

STEP 2A | Say what.

SAY 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.

SAY 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.



STEP 2B | Show how.

SHOW VISUALLY— MODEL *I do.*

You watch

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.

SHOW VERBALLY —THINK ALOUD *I think.*

You listen.

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.

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

STEP 1 Discover

Discover how the skill works.

- Execute the skill multiple times— thinking about what you are doing.
- Talk through the process with someone else.

STEP 2 Plan

Script out the most important points.

- Integrate “I” statements.
- Think of common struggle points and how to work through them.

STEP 3 Present

Execute the model & *Think Aloud* simultaneously.

- Look through, over, or above the students.
- Use “I” statements as you think through options and make decisions.

Plan your *Think Alouds* to include “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...

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...



RELEVANT RESOURCE

Think Aloud Cards

