

The Bridge

FEBRUARY 2015

Planning Think Alouds

1. Select a task or example that requires the successful application of the skill.
2. Figure out the exact steps needed to complete the task, which you want students to later apply on their own.
3. Plan a think-aloud script as if you are a student. Anticipate pitfalls, difficulties and how to overcome them.
4. Determine how to explain to the students why the teacher is doing the modeling.
5. Script how you will model the skill.

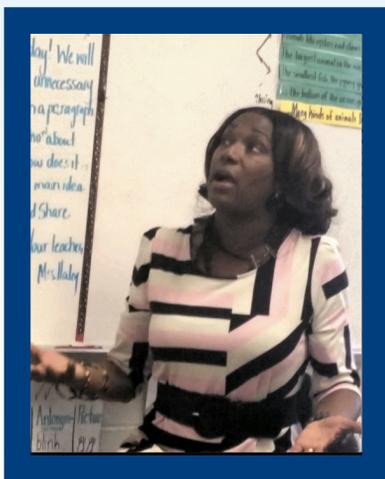


MODELING

Modeling is important as it helps students visualize what is invisible. In a lesson there are various places where modeling is powerful. Modeling is an effective instructional strategy that allows students to observe the teacher's thought process. Using this type of instruction teachers engage students imitation of particular behaviors that encourage learning.

SPOTLIGHT ON SUCCESS

Keisha Flowers-Haley, Southwind Elementary: Mrs. Haley's is extremely dedicated to her coaching work; even coaching by telephone and submitting logs while out sick. She notes that, "*The greatest benefit of being a learning coach is sharing strategies and ideas with a mentee and just knowing I am making a positive impact on them.*" One mentee was quoted saying, "*I really appreciate all the ideas Mrs. Haley has given me. I learn more from her in one day than I have with all other experiences combined.*"
Way to go Mrs. Flowers-Haley!



I Do-We Do-You Do

I Do: Teacher establishes a purpose and goal for learning and models the learning expectation for students.

TLAC “I” Technique:

Technique 13: NAME THE STEPS – Champion teachers help their students learn complex skills by breaking them down into steps and often naming those steps. Giving the steps a name helps students recall those steps. For example, to help students learn to make an inference, one teacher broke this down into three steps (figure out the *context*, look for an *appositive* – a restatement of the word’s meaning in the sentence, and find *relational* words – like *and*, *but*, and *because*.) Then to make this more memorable, more “sticky,” she used the acronym CAR for the three parts and made up the phrase, “To gather the clues, you’ve gotta drive the CAR!”

We Do: Students participate in a guided practice with the support of their peers and teacher.

TLAC “We” Technique:

Technique 16: BREAK IT DOWN – When students don’t understand, break down the material into its parts to focus on the problematic area. Champion teachers don’t simply repeat the question, they think about the part of the material that most likely caused the confusion and ask smaller, simpler questions about this part. The goal is to provide the smallest hint possible and do it quickly. This is a challenging technique and it is best to prepare for this during planning by considering possible wrong answers and cues to use for those errors. There are many ways to break down the material, such as the suggestions below:

- **Provide an example.** If asking for the definition of a prime number, provide an example, “7 is one, but 8 is not.”
- **Provide context.** To help a student who does not understand *ancient*, “I hope nobody ever calls me ancient.”
- **Provide the missing (or first) step.** “What do we always do when the numerator is larger than the denominator?”
- **Eliminate false choices.** “If it were a verb, it would be an action. Is *owner* an action?”

You Do: Students work independently or collaboratively on authentic task that “show what they know”.

TLAC “You” Technique:

Technique 19: AT BATS – In baseball, to perfect your swing, you need as many “at bats” -- or practice sessions batting – as possible. In the same way, students need lots and lots of practice to master a new skill entirely on their own. Also make sure students can solve questions in various formats.

TEM Connections

	Teacher Action	Student Action	TEM Connection
I Do Direct Instruction	- Models - Think Aloud	- Actively Listens	Teach 1 Teach 2
We Do Guided Instruction	- Interactive Instruction - Works with students - Checks and prompts - Scaffolding	- Ask and responds to questions - Practice with teacher and peers	Teach 1 Teach 4 Teach 3 Teach 6
You Do Independent Practice	- Provides Feedback - Evaluates - Determines level of understanding	- Collaborates on authentic task - Takes responsibility for outcomes	Teach 1 Teach 3 Teach 4