

HLP #2: Explaining and modeling content

Decomposition of modeling

The teaching practice of modeling content, practices, and strategies contains the work of **demonstrating** and **explaining**. All three practices involve the work of planning, launching, doing the content area work, using language and representations carefully, and closing. Explaining and modeling also include the work of highlighting core ideas. Modeling layers on the work of making thinking visible by emphasizing thinking and key elements.

Planning to model	<p>Evaluating whether modeling is appropriate in terms of the specific content and student learning</p> <p>Selecting content, practice, or strategy to be modeled.</p> <p>Choosing strategic examples and appropriate representations.</p>
Framing	<p>Opening <i>Connecting</i> ideas that are about to be shared to other topics or experiences e.g. to previous learning, work, or trends.</p> <p>Locating the work in the trajectory Explaining the purpose of the content about to be modeled which may include stating what is already known and what needs to be determined and/or stating the ways content being modeled is typically used in the content area.</p> <p>Closing Reinforcing the purpose of the modeling OR recapping the key points of the modeling, and emphasizing the result of the modeling.</p>
Doing the content area work	<p>Demonstrating working through the content, practice or strategy in real time in front of students.</p>
Highlighting core ideas	<p>Backgrounding Avoiding highlighting aspects of the content or task that are distracting or may lead to misconceptions.</p> <p>Foregrounding <u>Using explicit verbal markers</u> to draw students' attention to important aspects of the content or the work; e.g., "Watch as..." "First ... then..." and elaborating and emphasizing the part of the explanation that is most complex or confusing.</p> <p>Marking Highlighting or drawing attention to important ideas by <u>naming key elements</u> while progressing in a logical fashion and being careful not to skip any elements.</p>
*Making thinking visible by	<p>Annotating Adding or filling in ideas necessary to support students' understanding including clearly articulating what you are doing and why you are doing it.</p>

emphasizing thinking and key elements*	<p>Marking Metacognition Using markers (verbal, tone, or visual) to indicate when thinking is being made visible.</p> <p>Thinking aloud Making appropriate thinking visible through narration.</p>
Using language and representations carefully	<p>Connecting Representations Making explicit correspondences between the problem, text or task, the verbal/written explanation, and any representations.</p> <p>Consistency (Consistent Verbal and Visual Representations) Using content-specific terms and representations clearly, concisely, and consistently throughout the modeling and using language and representations that are <u>developmentally appropriate and accessible to learners</u>.</p> <p>Defining Content Terminology Using and <u>defining terms</u> related to the content being modeled.</p> <p>Recording and Representing Translating verbal ideas into a visual form in the public space in ways that are likely to support student understanding, are clearly labeled, and are accurate. Using and explaining (if necessary) representations that illustrate your thinking and record the process used.</p>

Microteaching #1

*5-minute Think Aloud Presentation *

Writing Strategy: If It Can Go on Facebook, You Can Jot It in a Notebook

(Erase the gray sample writing as you write your own plan)

Component of the HLP	What it Means for this Lesson	My Notes (planning)
These items happen before the lesson.		
Planning to Model	Selecting content, practice, or <u>strategy</u> to be modeled.	Q>Strategy name? If It Could Go on Facebook, You Can Jot It in a Notebook

		<p>Q>Source? (strategy #, page, book title)</p> <p>3.27, 120, The Writing Strategy Book by Jennifer Serravallo</p>
Framing	<p>Determine connecting ideas, plan the closing</p>	<p>Q. Opening>What would you do to help students make a connection between their prior knowledge and skills and the new strategy?</p> <p>I want to talk about the sparks that make students take out their phone in order to document it and post it because these are the moments that students will be motivated to write about. By sharing and modeling what these sparks are in my own life, I want students to realize that they can make connections between those beautiful life moments and their writing, and that their everyday moments can become a story. This strategy also touches on social media, which many students take very seriously, so it is making a connection with their personal life rather than solely 'writing for school'. I want them to bring in their prior knowledge about discerning the shareable moments of their day and their knowledge about what makes a moment worth sharing.</p> <p>Q> Why do you want to teach this strategy?(share the purpose of teaching this particular strategy)</p> <p>This writing strategy will help students plan out their writing before they begin. This strategy will allow students to pick subjects that interest them personally as they think about the moments of their day that they want to share with others. No story will look identical to another because each student will choose ideas and moments that they love and that provide that spark in their unique life. By</p>

		<p>thinking of many moments that they want to share, students can go through and decide which spark is most compelling to write a story about, as all of them will hold an important story to tell.</p> <p>Q. Closing> What would you do at the closing to help students use the strategy independently afterwards?</p> <p>After having my students draw and write out the moments that they believe are worth capturing and explain why they selected these moments, I would explain that they now have many different moments that they can write about. I will tell them that they can now pick one or two moments that they believe are the most compelling and that they can even add a visual element to show why this moment was worth capturing.</p>
Demonstrating	<p>Practice your think-aloud until you feel confident. Revise your think-aloud script as needed.</p> <p>Time yourself, your lesson must be at least 5 minutes and not exceed 10 minutes.</p>	<p>Q. What would you do to effectively demonstrate the strategy?</p> <p>I will practice many times writing and drawing out my sharable moments in front of the camera to ensure that I have good timing and can both explain the strategy and complete the activity. I will practice until my presentation remains around 5 to 7 minutes and I feel confident presenting this strategy clearly.</p>
This happens during the lesson.		
Highlighting Core Ideas	Avoid backgrounding, use foregrounding, marking key ideas	<p>Foregrounding:</p> <p>Q: What are the important aspects of the strategy(use) and what kinds of verbal and/or visual markers are you going to use to draw students' attention to them?</p>

		<p>I want my students to realize that they have various topics that they can write about, and that when we write them down, it visualizes all of the ideas that interest us. The worksheet diagram with their sharable moments will show the students see all of the different moments that are important to them. Students can document any moments that are worth capturing for them, which will always give them an idea to write about because these moments connect with what they love and what things are important to them. I want to emphasize how everyone has different things that they love and that they think are important so their worksheets might look different from another student's. I want to make these differences clear by using verbal markers such as "By the way" or "Meanwhile" at the beginning of the lesson.</p> <p>Marking key ideas:</p> <p>Q: What key elements are you going to name to highlight the key elements of the strategy?</p> <p>I want my students to understand the concepts of 'generating' and 'collecting' moments. I will be modeling how to generate these moments and collect them by writing them down on my own chart. I will walk them through each step of this strategy so that eventually they will be able to complete this task independently.</p>
Making Thinking Visible	Annotating, noting metacognition, thinking aloud	Q. What will be your approach to make your inner thinking visible and explicit?

		To make my inner thoughts visible to the students, I will be using a physical piece of paper/worksheet that will be divided into sections to make a chart to map out my personal moments that I think are worth sharing. In addition, I am going to think aloud about each important moment in my day and explaining why these are important to me so that the students see and can relate to those moments and ideas and come up with their own chart of important moments to write about.
Using Language and Representations	Consistency, defining appropriate terms	<p>Q. What are some terms you plan to define and use during modeling in a consistent manner?</p> <p>I will make sure to explain this strategy by using the words 'generating', 'collecting', 'important moments', and 'capturing' in a consistent manner to emphasize the importance of the meaning-making process in writing. This will help students learn in which phase of writing they are in and how they can use this strategy independently.</p>

Think Aloud Script Writing

Hi everyone! I am so excited to introduce to you a new writing strategy. This strategy is called "If It Could Go on Facebook, You Can Jot It in a Notebook." Have you ever had a moment during the day or seen something during the day, and you immediately wanted to post it? This writing strategy gives you the chance to dwell more on those moments! I am going to be charting out my own moments and generating and collecting ideas that I love and can write about.

Today's strategy will help us plan our writing before we start. During the early stage of the writing process, we plan our writing by generating and collecting meaningful topics, which is really important in writing! We actually have so many ideas and experiences to

write about. Sometimes it is necessary to find those many topics by writing them down and seeing them all together visually. This strategy, “If It Can Go on Facebook, You Can Jot It in a Notebook”, effectively helps us come up with ideas of what to write about, especially things that we find important in our own lives, and see what we love to write about as well!

Now I am going to chart my shareable moments as an example so that later when you all make your chart you have an idea of what it looks like. I am going to start by drawing a chart on this piece of paper. First I will write the question “What makes a moment worth capturing?” at the top of the paper. Then, I will create three columns in the middle of the paper, and title this space as “Memorable Moments Worth Sharing”. Finally at the bottom, I will write “How will you capture the moment?” and “How might you be able to use this to share with others?” All of these spaces will allow us to keep our main goal in mind as we begin this activity.

I will first think of what makes a moment or idea important to me and write that under the first question. For me, a moment that gives me chills or makes me feel loved is a moment that I find important and want to share it. Next, I will think of at least three moments that I want to share about my day; this is the generating component. When I am around friends or family or watching a sunset, it makes me happy, and I want to pause the moment because I enjoy it so much! I try to make these shareable times a priority which means it is at the top of my list of things I want to do. Everyone has different things that are important in their own lives and that it may look different to others. So, what are three moments today that have been important and have made me feel loved.

I am going to be as specific about these moments as possible. In the first column, I am going to write about making breakfast for my housemate. I love to cook and bake, especially with and for others, so cooking my housemate breakfast was a very important moment in my day. So I am going to write this. By writing this idea down, I am collecting my ideas that I generated. I can see that this moment made me feel loved, and it was a special moment in my day because I was able to give and receive love. Now that I have filled out the first column, I am going to fill out the other two columns of important moments in my day.

The next thing that comes to mind is watching the sunset. I love sunsets! I love watching sunsets because they are always unique each day. This evening, there were so many colors; red, orange, pink, and purple. Since it is winter, it was chilly, but it is refreshing to feel the cold breeze against my face as I peacefully watch the sun beyond the horizon for yet another day. It reminds me of the beauty and immensity of God, and so watching sunsets is very important to me and to the center of who I am.

In the last section, I am going to write repotting my plants with my friend because my friends and plants are very central in my life. I love taking care of plants, and I love finding unique types of plants, and seeing the different ways that plants grow and

survive. Again, plants and friends important to me because I am reminded of who my God is, and how He has given me good things to enjoy while I glorify Him on this earth. The amount of different people and plants that you can find on the face of the earth is innumerable, and that means that God is bigger than all of these things and that brings me peace and comfort.

And now that I have picked the three moments of my day that I wanted to capture, I am going to answer the questions at the bottom of the page. The first question is how I can capture these moments. For cooking and baking for and with friends, I would say I capture these moments with photographs or the feeling that I get when I am able to share these moments with others. Sometimes capturing the moment means being present in the moment and collecting a memory. For sunsets, I love to journal, and when I watch the sun go down, I write down things that are on my mind at the time. For plants and friends, I try to capture these moments by keeping an object or plant as a reminder of the beautiful moment that I experienced.

The next question is how I can share these moments with others. I am going to write that I can show my photos to others, journal about how I was feeling in the moment and share that with others, or even just verbally share these beautiful moments with others.

I have now charted out my shareable moments with lots of things that I love and this is now a resource that I can use to determine what I can write about. Whenever I can't think of a topic to write about, I can look back at my chart and see all the ideas that I can write about! I can always recreate the chart as well as I experience more moments everyday. I do not have to write about all of these topics, but I can look back at my chart and look at the ideas I have already generated and collected to find a new topic I can write about! This will be also helpful to write in my writer's notebook because now if I do not have a prompt I have so many prompts right here!

So now I want you to take out a blank piece of paper and create a chart filled with moments during your day (or if it has been a bad day, a good moment you can think of)! While you are writing in your chart, I want you guys to be very aware of all of the things during the day that we take for granted. When you are all done writing the ideas in your chart, you can go on to add pictures and sketches to help you show your thinking! Have fun!

*** Complete your Modeling Plan (chart & think-aloud script writing on this doc) and upload your microteaching #1 video by Thursday, February 24, 9:30am.***

=> Meet Professor Han for getting feedback on your
microteaching #1 modeling plan and presentation

(Sign-up link:

https://docs.google.com/spreadsheets/d/1-2z_8nuvCCc20jiBRPJFuXm5hokL8yi4jcGfBy8yfjE/edit?usp=sharing

=>= Complete a Reflection Writing below by Tuesday, March 8,
9:30am.

After meeting Professor Han you will write a microteaching #1 reflection describing

- 1) what you have learned about modeling, thinking aloud, and enacting the HLP #2 and
- 2) what you would do differently if you were to model the strategy again.

Your reflection writing starts here:

After completing all of the steps for the Microteaching #1 assignment, I have learned a lot about modeling, thinking aloud, and enacting the HLP #2 practices. For starters, my understanding of the importance and effectiveness of modeling writing and reading strategies to students has been reaffirmed and has grown. It is crucial that students observe their teachers using the reading or writing strategy as they learn how to use it, so that they can understand exactly what the strategy will look like when applied to real content. Before completing the modeling and think aloud outlines, I did not realize how much time is required to ensure that I understand and could explain the strategy. I have never tried to write out what I am going to say entirely, but rather outline what I plan to say, and make changes as I actually teach a lesson. However, it was helpful for me to 'think aloud' and know exactly what I needed to say. Although during my actual recording, I did not stick to the script verbatim, but I had a general direction of where I needed to go within my time-limit. In addition, I learned many new ideas by applying the HLP #2 after looking at them in depth. It was helpful to understand them

more fully and how they are beneficial to use as I actually used them myself in my own teaching.

After meeting with Professor Han, I would say that one thing I would like to change/apply in my next microteaching assignment is the way that I open my lesson. She suggested that I start my lesson by asking an overriding question that will not only allow students to begin to collect their background/prior knowledge on a topic, but also allows me, as the teacher, to preassess where my students are. If I were to specifically redo this microteaching, I would work on condensing the information so that I do not go over the time limit. I believe that it would be beneficial to focus on the most important aspects of the strategy and modeling rather than some of the extra ideas I added to increase the excitement for the lesson, although I do think this is a crucial part of teaching the strategy to students. If students do not observe the teacher being excited about the lesson, then they will be more likely to be bored or not see the purpose in using it. Overall, I really benefitted from this assignment so that I can build on the methods I used for my next microteaching assignment. I think this helped me to visualize how to apply a writing strategy to a lesson, and showed the crucial aspects of modeling, thinking aloud, and HLP practices to me.

