

**C**

**E**  
**D** 8, 2022  
 9:25 A

**C F E E C E D C G E E G**

**G**

**E**

**C**

**A**

**E F C E A**  
**B**



- 6 0:09 10:15, [Blank string]
- 1 3 [Blank string], 36 [Blank string]
- 1 [Blank string] [Blank string] [Blank string]
- [Blank string]
- [Blank string], [Blank string] [Blank string]

[Blank string]

- C [Blank string] [Blank string] [Blank string]

E [Blank string] (CHEC F D E A D G)

- H [Blank string] [Blank string]
- H [Blank string] [Blank string]

EFEEA

[Blank string]

B [Blank string] [Blank string]

[Blank string]

- [Blank string], [Blank string]

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H [grid of 30 boxes, 10th box highlighted in blue]

[grid of 30 boxes, 10th box highlighted in red]

[grid of 30 boxes, 10th box highlighted in blue, 11th box highlighted in red]

[grid of 30 boxes]

o  [grid of 30 boxes, 1st box highlighted in red] 9:26 [grid of 30 boxes, 1st box highlighted in red] 9:33, [grid of 30 boxes]

o  [grid of 30 boxes, 1st box highlighted in red] 9:33 [grid of 30 boxes, 1st box highlighted in red] 9:40, [grid of 30 boxes]

o  [grid of 30 boxes, 1st box highlighted in red] 9:40 [grid of 30 boxes, 1st box highlighted in red] 10:09, [grid of 30 boxes]

- [grid of 30 boxes, 1st box highlighted in red] 1, 9:40-9:45
- [grid of 30 boxes, 1st box highlighted in red] 2, 9:45 [grid of 30 boxes, 1st box highlighted in red] 9:49
- [grid of 30 boxes, 1st box highlighted in red] 3, 9:49 [grid of 30 boxes, 1st box highlighted in red] 9:51
- [grid of 30 boxes, 1st box highlighted in red] 4, 9:51-9:55
- [grid of 30 boxes, 1st box highlighted in red] 5, 9:55 [grid of 30 boxes, 1st box highlighted in red] 9:56
- [grid of 30 boxes, 1st box highlighted in red] 6, 9:56 [grid of 30 boxes, 1st box highlighted in red] 9:59
- [grid of 30 boxes, 1st box highlighted in red] 7, 9:59 [grid of 30 boxes, 1st box highlighted in red] 10:02
- [grid of 30 boxes, 1st box highlighted in red] 8, 10:02 [grid of 30 boxes, 1st box highlighted in red] 10:05
- [grid of 30 boxes, 1st box highlighted in red] 9, 10:05 [grid of 30 boxes, 1st box highlighted in red] 10:09

o  [grid of 30 boxes, 1st box highlighted in red] 10:09 [grid of 30 boxes, 1st box highlighted in red] 10:15, [grid of 30 boxes]

E [grid of 30 boxes]

[grid of 30 boxes] (7/9) [grid of 30 boxes]

I [grid of 30 boxes]

- o I D [grid of 30 boxes, 1st box highlighted in red] 7 [grid of 30 boxes]
- o [grid of 30 boxes, 1st box highlighted in red] D [grid of 30 boxes, 1st box highlighted in red] 29 [grid of 30 boxes]



## BEFORE YOU BEGIN: TRANSITION

7 MINUTES

### Utilize the 4-step lesson architecture.

**STEP 1** INTRODUCTION: You (re)introduce the skill.

1 MINUTE

**STEP 2** INSTRUCTION: You explain and demonstrate the skill.

10 MINUTES

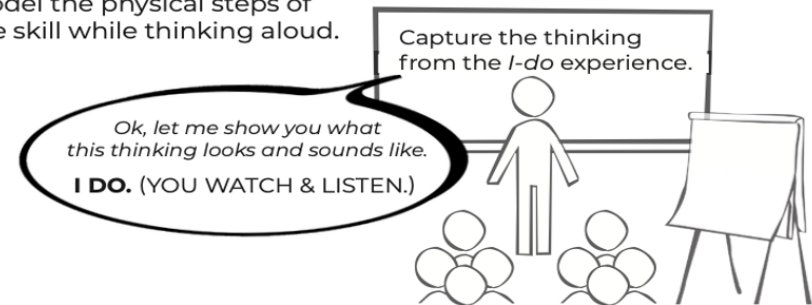
#### SAY WHAT | 5 MINUTES

Explain the specifics of the skill while building an anchor chart.



#### SHOW HOW | 5 MINUTES

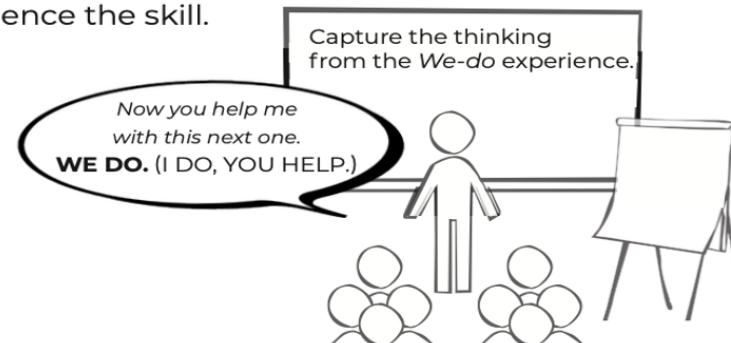
Model the physical steps of the skill while thinking aloud.



**STEP 3** INTERACTION: They experience the skill.

15 MINUTES

Execute the physical steps of the skill while encouraging students to help.



**STEP 4** CLOSURE: You crystallize the skill.

10 MINUTES

Describe the work-time task where students will practice/apply the skill.



## AT THE END: TRANSITION

7 MINUTES

## Embrace the power and purpose of Step 2.

### STEP 2A: SAY WHAT

**I teach.**  
You watch  
& listen.



This skill means...

It's an important skill because...

Readers use this when...

Authors expect readers to...

Authors give clues or details like...

Readers think about...

- State the significance of the skill.
- Shape & layer understanding.
- Emphasize with energy & emotion.
- Edu-tain with visuals & voices.

**I do.**  
You watch  
& listen.



### STEP 2B: SHOW HOW

*I know that readers...*

*In order to... I need to...*

*I know that authors...*

*I'll look for (what)...*

*I'll look (where)...*

*I see (this) and it makes me think...*

*I'm trying to... Maybe I could...*

- Provide the link between knowledge & know-how.
- Prepare to release students into *You-do* experiences.
- Simulate the skill in action.
- Model habits of a strategic reader.
- Engage students with the delivery.
- Elevate the skill to one that is memorable.

**I do  
another one.**  
You help.

### Execute a parallel experience in Step 3.

- Let students dabble with the skill— orally.
- Provide every-student-response opportunities.
- Massage their thinking.

# WHOLE-CLASS

# PLANNER

## STEP 1: Introduction

IDENTIFY THE SKILL

DEFINE IT SIMPLY

EXPLAIN ITS PURPOSE

1 minute

## STEP 2: Instruction

TELL THE CHILDREN THESE INSTRUCTIONAL POINTS

## I do (*You watch & listen*)

I DO — PLAN OUT A MODEL & THINK ALOUD

10 minutes

## STEP 3: Interaction

WE DO — PLAN A SECOND PARALLEL EXAMPLE

## We do (*I do, you help*)

15 minutes

## STEP 4: Closure

YOU DO — INVITE & TRANSITION

10 minutes