

Figure 3.6 Lesson Plan for Student Think-Alouds

Assessed Need: I have noticed that my students need: To use academic language to express ideas.
Standard(s) Addressed: 11–12.1.D: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
Text(s) I Will Use: Passage from “Abraham Lincoln and the Self-Made Myth”
Learning Intention for This Lesson: We will use spoken language and visuals to share ideas with others.
Success Criteria for This Lesson: Think-aloud checklist
Direct Instruction: Model: Strategies/skills/concepts to emphasize Review the student think-aloud checklist to reinforce knowledge of elements. <u>Name the strategy, state its purpose, explain its use:</u> I am going to model how I use the think-aloud checklist to help me remember all the things I should do when I think aloud for a partner. When I remember to do these, I help my partner understand. <u>Analogy:</u> When I go to the grocery store, I have a list so I don't forget to buy something I need. The think-aloud checklist helps me remember everything. <u>Demonstration:</u> Think aloud using sections from “Abraham Lincoln and the Self-Made Myth.” I am going to think aloud today with Luis. First, I will read the checklist to myself to make sure I remember everything I am looking for. I know I need to let my partner read first, so he knows what I am talking about. Next, I will use “I” statements to summarize what I think the section is about. I will point out areas that I find to be particularly effective, keeping in mind that I also want to identify areas where I am left with questions. For example, this passage makes it sound like the author is jealous: “No man ever had an easier time of it in his early days than Lincoln. He had. . . influential and financial friends to help him; they almost fought each other for the privilege of assisting Lincoln. . . . Lincoln was a pet in his family.” I wonder if there is a way to confirm this statement. Maybe I could do more research. <u>Errors to avoid:</u> One mistake would be to talk too softly. It would be hard for my partner to hear if I am too quiet. <u>Assess the skill:</u> I will check with my partner to ask how I have done. Luis, can you give me feedback using the checklist? Guide and Scaffold: Questions to ask What can be hard about thinking aloud? How will you know you have been successful? If you are having a difficult time, how could you get help? Assess: These are the students who will need further support I am thinking aloud with Luis as my partner so he can be more actively engaged in this lesson.

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Dialogic Instruction:

Teacher-Directed Tools

Students will complete the checklist with their partners to rate how they did.

Student-Enacted Tools

N/A

Assess: These are the students who will need further support

David, Kenny, Angelica, Omar, and Kimberly need to be monitored for use of the checklist.

Feedback Opportunities: I will listen to the think-alouds that Scott, Miteesha, Jacque, and Thomas perform with each other. The rest of the class will get written feedback on their checklists.

Independent Learning and Closure: Students will select a section of "Abraham Lincoln and the Self-Made Myth." They will receive feedback from their peers using the checklist and note at least one area in which they would like to grow.

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