

**Figure 5.1** Planner for Sharing Lessons

Eighth-Grade Reading With James (the teacher) and Lisa (the coach)

<b>What's Happening</b>	<b>What It Will Look Like</b>	<b>Who Will Take the Lead? What Will the Other "Teacher" Do?</b>
Reflect on the Learning Target	<p>Students will reflect on the learning target with a partner.</p> <p><i>Learning Target: I can analyze how the form or structure of a text contributes to its meaning and style.</i></p>	<p>Lisa <i>micro models</i> this part of the lesson. James has set this as a goal for his teaching and would like Lisa to demonstrate what it looks like to have students self-assess against a learning target.</p> <p>As Lisa <i>micro models</i>, she will <i>think aloud</i> so that James gets a sense of what she is thinking throughout this portion of the lesson.</p>
Mini Lesson	<p>In the lesson, James will remind the students of the following elements of fiction: plot, character, setting, and conflict. This will be review. Then, he will use examples of familiar literature to illustrate how fiction writers create structure around these elements. James will think aloud using a book that he is currently reading where each chapter is written in the voice of a different character. He will explain how this lends itself to a character-based plot structure. Lastly, he will think aloud about how the structure supports the overall meaning of the book.</p>	<p>James teaches the mini lesson. He requests that Lisa clarify and add on if she notices any confusion. She may also redirect any students who aren't engaged.</p>
Discussion Groups	<p>Students work in small groups to discuss the texts they are reading. Their prompt is, <i>Which is the most dominant feature of your book: plot, character, setting, or conflict? How does this contribute to the overall meaning of the book?</i></p>	<p>Lisa and James work with small groups. Their plan is to stick together so they can hear the same conversations. This way they will be able to take what they hear into account when they co-plan.</p>
Reflect	<p>After the small groups, the students reflect on the learning target one more time. This is done on an index card and is turned in at the end of the class period.</p>	<p>Lisa and James collect student evidence by listening to what the students say and how they explain their thinking. They also review the index cards during their co-planning session.</p>