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| Unit: | Date: |

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| WHAT: |
| WHY: |
| HOW: |

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| WARM UP (1+ min.) *The teacher speaks of work that has been done and then tells of today's work as part of the ongoing unit. Then the teaching point/objective is stated: the* ***WHAT*** *and the* ***WHY****.* | "Writers/Readers, we've been working on…" "So today I'd like to teach you that writers/readers (teaching point…..)"  |
| TEACH (5 +- min.) *The teacher tells/shows the students what writers/readers do, preferably by modeling a strategy, the* ***HOW****.* | "Watch me while I… (model the strategy, or explain how a writer/reader did the strategy or admire/recount how a student did the strategy….)" "Your job will be…" or "You are thinking how this (teaching point) will work for you in your writing/reading…" |
| TRY (2+- min.) *Students may be asked to quickly practice what has just been taught. Teacher listens in and then shares what s/he heard 2 students say.* | "Turn to your writing partner…" or "Think in your head…" or "Look at your piece of writing that is in your lap…" Try this with the text you have…" |
| NOTE: When appropriate for the lesson being taught, a teacher may go back and forth between teach and try multiple times, extending the teach and try period. |
| CLARIFY (1 min.) *The teacher reiterates the objective/teaching point and links the lesson to the students' writing/reading lives. The teacher reminds students there will be a share or debrief of the process for the wrap up.* | "Writers/Readers I heard you say ... (teaching point/objective.) Today and forever you can do what writers/readers do (teaching point/objective). At closure, we will share today's product and/or process - how today's strategy (the How) worked for you." |
| PRACTICE (20-30 min.)*Students work independently and/or in small groups to apply today’s teaching objective.* | THIS IS THE HEART of the lesson structure – The extended time where students are independently using the strategy taught to build and extend their learning. |
| WRAP UP (5-10 min.)  *The wrap up/debrief is tied to the objective/teaching point and is used as a time to validate, troubleshoot, and/or further instruct.* | "Writers/Readers, you've worked hard today." (There are so many ways to share the product created or process used - just make sure the wrap up focuses on the objective/teaching point.) |