

Model Lesson to Support Content Challenges

Who: small group

When: during next writing assignment when they begin to edit

PHASE	ACTION
LEARNING CONTEXT <i>Why learn?</i>	Students are writing a narrative story about their visit to the Holocaust Museum. In their essay, they need to use relative clauses to strengthen their descriptions of the event.
LEARNING OUTCOME <i>What learn?</i>	Students will analyze relative clauses in order to peer edit a colleague’s paper.
LEARNING PROCESS <i>How learn?</i>	Gradual Release of Responsibility: <ul style="list-style-type: none"> • Model relative clauses—purpose and use • Entire group identifies relative clauses; entire group then corrects relative clauses • In pairs, students write sentences with relative clauses • Independently, students write sentences
LEARNING DEMONSTRATION <i>How show?</i>	In pairs, students edit their papers for relative clauses.
LEARNING APPLICATION <i>How use?</i>	Students peer edit their colleague’s paper for relative clauses.
LEARNER’S ROLE	Students will gradually take ownership of their learning as they identify relative clauses as a group and then work with their partners to write sentences with relative clauses, leading to independently writing sentences with relative clauses.
<i>How will I share this information before, during, and after the lesson?</i>	Before the lesson, teacher will review the five phases and the learner’s role. Then students will tell their partners what they are learning, how they will learn it, and how they will show they’ve learned it. During the lesson, teacher will periodically ask students to tell their partners what they are learning, why, and how they will use it. After the lesson, teacher will ask students to review with their partners what they learned, why they learned it, how they knew they learned it, and how they will continue to use it. Students will share out what they discussed with the whole class.