

+	• Provides assistance, cues or prompts to students as needed	Circulated among students as they were working both Lessons
+	• Engineers success	“
<i>4. Provides Post organizer</i>		
+	• Reviews the model	Time ran a little short to do a complete Post Organizer, but she was coming back again this week.
+	• Personalizes the strategy	
+	• Gives direction	
+	• States expectations	
	• Cues progress charts	

Discussion: Include cue cards in student folders (T, MI, D questions); possible use of Book marks to generalize strategy to other classes; highlighting MI and D in paragraphs for lessons (you’re already doing a great job of that for sentence phrasing)

Self-Reflections: Use this section to record any thoughts you had about how you might do something differently for other observations.

Video Reflection; Directly observed by Debbie Higginbothom, Co-Director of Institute

What went well?

Using the Promethean board, pre-made presentations, and cue cards offers students multiple visual supports throughout the lesson. This approach strongly supports oral and listening comprehension of the paraphrasing strategy. Since many students struggle with paraphrasing due to limited vocabulary and specific learning disabilities, it can be a difficult skill to master. However, this SIM strategy allows for consistent teacher modeling and guided practice, which helps students understand each step more clearly.

I also found that color-coding phrases was an effective technique. It helped students identify which words or parts of a sentence to focus on when paraphrasing. By visually chunking information, the task becomes more manageable and less overwhelming for my 8th grade students. I like the heavy emphasis on upper level vocabulary for secondary students; thus requiring students to paraphrase words, sentence, and multiple paragraphs.

What would you have done differently?

I wasn’t able to complete an entire lesson within the 45-minute time frame. I’ve noticed that lessons often take multiple days to finish. Because of the nature of my district-level role, my time with students is very limited. Ideally, I would have introduced Lesson 3 with a pre-lesson focused on color coding, allowing students to practice paraphrasing simple sentences and vocabulary beforehand. I also believe that incorporating a collaborative task where students work together to paraphrase simple sentences would have been helpful.

Applicant: Liz L _____ Date: 12/16/24

Name of LS: Fundamentals of Paraphrasing and Summarizing _____

Check one: Initial introduction of lesson? #4 Or Continuation of lesson? #3

Learning Strategy MODEL Stage Video (for application)

Present	Teacher Behavior	Notes
<i>1. Provides Advance Organizer</i>		
+	• Gains student attention	Personalized with weekend activities
+	• Reviews the previous learning	Used ppt for review of Lesson 3
+	• Personalizes the strategy	Learn-by-Practice for Lesson 3 Lesson 4 – incorporate information from science/social studies
+	• Defines the content	Drifted among students while completing Lesson 3; Began new lesson with some review
+	• States expectations	Use of timer for lesson completion
+	• Makes all necessary materials available	Assisted with Thesaurus upload; color-coded the sentence phrases for more success; student folders
<i>2. Presents Model of Strategy from Start to Finish</i>		
+	• “Thinks aloud”	Began with Learn-by-Watching
+	• Carries out self-instruction	Continued repetition of the 4 steps
+	• “Guides” self through strategy by verbalizing appropriate questions	
+	• Performs the physical behaviors involved in the strategy	
+	• Verbalizes problem-solving	
+	• Verbalizes self-monitoring	
+	• Performs model of all the steps	
<i>3. Enlists Student Involvement in Demonstration after Providing Complete Model</i>		
+	• Asks students to perform a certain part of the strategy	Learn by Sharing - involved all students, even those that didn't seem to be attending
+	• Checks students' understanding by questioning about what they observed	
+	• Asks students to identify the next step to be performed	
+	• Involves all students	
