

The Lesson in Real Time

Strategy: Building and Using Schema

Lesson: Notice New Learning, Apryl Whitman, Teacher, Grade 2
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Videos of lessons shown in the Reading Comprehension modules have been edited so that they can be viewed in short segments. As it is helpful to know how time is used in a complete lesson, the approximate actual times spent in each segment are given below. This does not imply there is a specific amount of time that should occur for any part of a comprehension lesson, as time of course will vary depending on the lesson focus, familiarity of the students with the strategy(ies) being taught/applied, complexity of the texts, etc.

Lesson Segment ~ Real Time	Teacher and Student Actions (T = teacher, S=students)
Connect and Engage (8 minutes)	S. turn and talk about background knowledge about volcanoes; T. circulates and listens. S. share some of their bk. T. introduces background knowledge chart and lesson purpose.
Modeling (9 minutes)	T. reads aloud, thinks aloud about her new learning, and shows how she records her thinking, including both her reaction to the text and information from the text in her own words. S. turn and talk about their new learning. T. continues reading aloud and modeling with a few more pages and S. turn and talk.
Guided Practice (20 minutes)	T. distributes clipboards and sticky notes. T. shows picture and reads heading. S. turn and talk about their thinking. T. reads more and models noticing new learning. S. jot down their new learning. T. continues to read and cue students to jot down their new learning as she reads. S. jot a final sticky note about their learning and share.
Preparation for Independent Practice (3 minutes)	T. explains book choices, working with partners, and directions for noticing new learning in books about matter. S. are dismissed with partners to put sticky notes on anchor chart, choose books, and start reading.
Independent Practice (30 minutes)	S. work at desks in partners or independently; T. confers
Sharing and Closing (13 minutes)	S. turn and talk to share their new learning with a partner who did not read the same book with them. T. calls on 3 students to share what they did during collaborative practice, including a diagram, answering their own question, and drawing to hold thinking.