

# Explicit Instruction Implementation Log

Date: \_\_\_ \_\_\_ Fall 06 \_\_\_\_\_

District: \_\_\_\_\_ SEEDS \_\_\_\_\_

School: \_\_\_\_\_

Name/Grade Level or Role: \_\_\_ G. Wickham Primary/Intermediate \_\_\_\_\_

## Check One:

I am using this log to plan or record notes for my lesson.

I am using this log as I observe my collaborative partner: \_\_\_\_\_

I am using this log as I observe a live or videotaped demonstration during staff development: \_\_\_\_\_

### 1. Lesson focus

Concept, process, skill, or strategy selected:

QAR-Think and Search, summarizing

\_\_\_ 1 \_\_\_ (#) Lesson in this explicit instruction sequence

### 2. Resources

—used for teacher modeling/demonstration and students’ practices and application activities:

“The Wall” by-----

Story Map

### 3. Lesson Introduction

Include introductory statement about what students will be learning to do and a brief explanation of why or how the concept, process, skill, or strategy will be useful to them as readers:

We are digging deeper into QAR today. I have told you all along that there are layers to QAR. The first layer is labeling a question that might be tricky for you. The second layer, the one we will be working on for awhile is answering the question once you know where to look for the information. Remember as we have been studying QAR I have been trying to make sure that you know when to use it to help you understand what you are reading and to help you answer questions. You use QAR when you don’t know the answer to a question. When a question is hard for you.

Today I am going to share with you how I think and search to be able to summarize what I’m reading. Sometimes teachers ask you to summarize books you are choosing to read, books they have assigned or from textbooks.

We just read the book “The Wall” yesterday to continue our study into how wars affect people, not just soldiers. We went through and listed all the events that occurred in the book after we read it. I had you do that so we could work on writing a summary today. It took us quite a while to list all the things that happened. A summary will help us tell about our books briefly and give our audience a view of just the most important things that happened. Instead of telling every detail that occurred (point to the chart we created) in a story or passage, a summary is a retelling of just the important parts of a story. The secret to making a summary is to think about story parts and to include just that information. Let me show you how I think about what is important and search through the text do it, and then we will use some of your books to try it out.

#### 4. Teacher Models and Demonstrations

Include key statements that describes your thinking as you apply the concept or strategy:

Using "The Wall" I'm going to share with you how I use a story map to create a summary. I will be searching through the text to fill in the map that will help me briefly describe what I read.

By using this story map (it should be a map that students have used before to learn about parts of a narrative story, but should include: beginning, {Who are the characters? Where is the story happening? What is the problem?} middle, {What two or three things happened as the characters tried to solve the problem?} end {How was the problem solved?}) I will tell only the important things that happened in the story.

First, I look at the beginning to find out who the characters are, where the story is happening and what the problem is. Right here on the first page, I find out that the characters in the story are a boy and his dad. The story is happening at a wall, and by using my prior knowledge and the clues from the picture, I can predict that it is the Vietnam Memorial. And it says the problem is to find Grandfather's name on the wall. So, now I have the first part of my summary. I can start by saying, "This is a story of a boy and his dad. They are looking for the grandfather's name on the Vietnam Memorial." In just two sentences I have summarized the beginning.

Now I have to move to the middle part of the story map. {What are two or three things that happened as the characters tried to solve the problem?} I'm going to look back at the list of events that we made yesterday and try to pick events that seem really important to the story and will be most helpful to my audience when I share this summary. One thing that seems important is that lots of other people are there too. It shows that lots of people think it is important to show respect to soldiers who lost their lives. Another thing that seems important is that when they find Grandfather's name they rub a pencil lead sideways over a sheet of paper so that the name shows. I think they want this to be more than a memory, they want something they can take away and look at for years to come. And the third event that I will use in my summary is that dad stands at the wall for a long time, even after all the school girls are there. I think that is important because it shows how he was thinking about his father. I will use these three events to fill in the middle part of my map. It's important to remember that I chose these three events, but you may choose a different set of events. Take the time to tell yourself, "why was each of the events I selected important?"

Now I have to tie this up. I will move to the end of the story. How was the problem solved in the end? On our chart we wrote at the end they found Grandfather's name, and they put a picture of the boy by the wall. But the boy ends up thinking that he would rather have his grandfather with him.

So, now I have a summary of the story that I can retell the story that I have read. (Read completed summary)

I used this story map to help me decide what is most important to tell my audience. By creating a summary it really helps me think back to what I have read and see what I remember and what I think is important. Good readers do this all the time, sometimes on paper like this and sometimes just in their heads. By knowing that I had to search through the text and think about what was most important I was able to summarize what I had read. Now let's see if you can do this.

5.

**a. Students' Practice and Application Activities**

Describe the activity and what is said to students as they begin their practices:

(The students will get out the books they are reading during independent reading time. )

Using your books we are going to work on finding out information for the first part of our summary. (point back to the story map)

On this index card, I want you to fill in the information about the characters, the setting and the problem~then create the beginning part of your summary.

Remember I was able to get this done in two sentences, that should be your goal; two or three sentences.

We will come back tomorrow and work on the middle and the end of our summary.

When students have completed their beginning ask the question, "was the information right there in one sentence, or did you have to think and search to find the answers?"

**b. Data Collection**

What data will you collect to determine student progress?

I will be using the summaries that they are completing over two days time.

There are 4 students that I will be calling back to work with me individually to make sure they are on the right track with their summaries.

**c. Reflections on Student Responses:**

\_\_\_\_\_ (#) Students who have performance and cognitive control

\_\_\_\_\_ (#) Students who are making good progress

\_\_\_\_\_ (#) Students who are struggling

**6. Items To Address or Emphasize in the Next Lesson**

—in the explanation, modeling, or design of activities and selection of materials:

**I will stick with narrative text to work on summarizing, but when I get to the point that a majority are able to summarize fiction, I will have them move into nonfiction, starting with their text book sections. I will continue to tie summarizing to QAR and use the graphic to show them how each question type lends itself to using different techniques to answer them. Students will be responding to me in their reading journals by writing summaries and I will also have them begin orally summarizing vs. always a written product.**

**7. Monitoring Transfer**

What student actions, statements, or products will you look for after the lesson(s) as evidence that students have transferred the application of the targeted concept, process, skill, or strategy to real reading situations?:

E.F. Calhoun, The Phoenix Alliance.

## Collaboration Data

**In the last five school days, have you worked with your collaborative partner to select and rehearse explicit instruction components?**

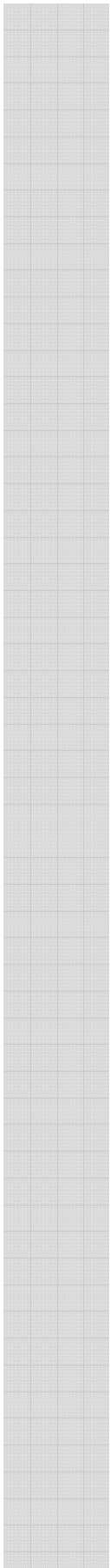
\_\_\_\_\_ Yes                      \_\_\_\_\_ No                      If "Yes," how many times? \_\_\_\_\_

**In the last five school days, have you demonstrated an explicit instruction lesson (with students) for your collaborative partner?**

\_\_\_\_\_ Yes                      \_\_\_\_\_ No                      If "Yes," how many times? \_\_\_\_\_

**Questions about explicit instruction lessons:**

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*Updated January 2004  
Last edited 02-13-04*