



Handout 11 Circle of Fives Directions

Objective: Practice modeling metacognitive strategies such as thinking aloud as you read complex text. You are making your thinking visible as you read the text. Pretend you are alone, trying to figure out the meaning of the text. This is NOT the time to teach how to model; you **are** modeling just like you want your candidates to model for their students.

At another time you can talk about how you planned the model.

Procedures:

1. Choose a 2-3 paragraph text
2. Decide objectives for using strategic modeling. Examples of objectives include modeling how to:
 - discern the meaning of new vocabulary by using text. For example:
 - *“epidermis. I’m not sure what that means. I go to a dermatologist so I think dermis refers to skin. Let me reread the sentences before and after this word. ‘The epidermis, the outer layer of skin, protects the body.’ So epidermis is the outer layer of skin. Got it!”*
 - note what concepts you don’t understand
 - *“The epidermis is composed of 4-5 layers depending upon the location on the body. ‘I don’t understand that. How can the skin be different on different parts of the body? I’ll read on and see if this is explained.”*
 - use fix-up strategies to address comprehension problems (i.e. *“This doesn’t make sense to me. I am going to read it again.” “I’m not sure what is going on. I think I need to start at the beginning and read this passage again.” “At first I thought this was about flying to the moon but now that doesn’t make sense. I need to think of other possibilities that make sense with all the information provided.”*
3. Decide which strategies to model, when to model, and how to model
 - Note in the text where you plan to stop. Write down exactly what you’re going to say. Not only are you modeling the strategies, you are demonstrating to your candidates that you plan for the model. After you have discussed the model with your candidates, you can discuss how you planned.

5 Minutes: Each person reads a small portion of text and models metacognitive strategies to support comprehension of the text. The objective is to make your thinking visible as you tackle problems in comprehending the text.

2 Minutes: The others in the circle provide Gems and Jewels.

Gems are things observed that were effective and should be continued.

Do NOT use the phrase “I liked the way you...” Rather, use statements such as:

- “When you reread the sentence with the difficult concept, I started to make sense of it, too. Teaching our students to reread text would be helpful to them.”
- “When you paused after asking yourself a clarifying question, I had time to contemplate the answer also.”

Jewels are tidbits that are offered to improve the model. Example include:

- *“I didn’t understand the reference to your background experiences.”*
- *“I was confused when you.....”*
- *“It would help me understand if you.....”*

The person modeling simply replies to both the gems and the jewels by saying “thank you” and no more!

When everyone has had a chance to teach for 5 minutes, share you thoughts about this activity. How could you use it with your teacher candidates?