

**Simulation Script**  
**Student Profile for Neutral Explicit Instruction**  
**How to Pack a Lunch**

You will be representing a first-grade student. Please do not alter your tone of voice to attempt to sound like a young child. Keep in mind, when provided with engaging, clear instruction, most first-grade students can track on the teacher's instruction, turn to their neighbor to check for understanding, and respond chorally or individually to cues from the teacher. Finally, most first-grade students can identify the steps for packing a lunch correctly and fluently, provided the teacher effectively enacts explicit instruction.

The teacher will be **describing and modeling** how to pack a lunch in anticipation of an upcoming field trip. You will respond positively to effective attempts at **describing and modeling** with an emphasis on engagement; pacing; clear, student-friendly language; and clear, logical examples and non-examples. Please read the guidelines below to accurately represent the responses of a first-grade student in this simulation.

**Describing/Explaining**

- **Clear, logical steps in student-friendly language**
  - Begin the lesson listening to the teacher and engaging through choral response and turn and talk to your neighbor (TTYN).
  - If the steps are clear and logical, stay focused on the content and exhibit a positive demeanor.
  - If the steps are unclear or not in a logical order, say, "I don't understand" or "I'm confused."
  - If questions are clear, answer questions.
  - If questions are unclear or meaningless to the lesson, respond by saying, "I don't know what you mean" or "I'm not sure how to answer that question."
  - As the lesson moves along and the teacher uses clear, student-friendly language, remain focused and positive.
  - If the teacher's language is confusing or at a level significantly above or below that of typical first-grade students, become frustrated and either daydream, put your head down, or engage in peer socializing.

**Modeling/Think-Aloud**

- **Engagement**
  - Begin the modeling component of the lesson listening to the teacher and engaging through choral response and TTYN.
  - As the lesson moves along, remain engaged as long as the teacher offers regular opportunities to answer questions, TTYN, and offer ideas and input.
  - If the teacher engages in too much teacher talk, stop paying attention and either daydream or engage in peer socializing.
  
- **Clear, logical examples and non-examples**

- As the model moves along and the teacher provides helpful examples and non-examples, students remain focused and positive.
- If the teacher's examples and non-examples do not make sense or are confusing, become frustrated and either daydream; put your head down; engage in peer socializing; or say, "I don't understand" or "I'm confused."

## **General**

- **Pacing**

- Begin the lesson listening to the teacher and engaging through choral response and TTYN.
- As the lesson moves along at a pace that is not too fast or too slow, remain attentive and positive.
- If the pace is too fast or too slow, become frustrated and either daydream, put your head down, or engage in peer socializing.