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INTERACTIVE MODELING FOR GRADES **K-2**

15 minutes

Walking Safely and Quietly in the Hallway

Steps	What It Might Sound/Look Like
1 Say what you will model and why.	<p>"This year in kindergarten, we'll need to go to lots of places in the school. We'll need to get there safely and quietly, so other people in our school can stay focused on their learning. Ms. Carrera, Mr. Allen, and I are going to show you what it looks and sounds like to walk in line. Watch and see how we do that."</p>
2 Model the behavior.	<p>Walk in line around the room, being especially careful to keep a steady pace, maintain a close but safe distance while walking, and keep eyes forward, hands to self, and voices off.</p>
3 Ask students what they noticed.	<p>"What did you notice about how we walked in line?" If necessary, follow up with questions such as "What did you notice about how far I was from Ms. Carrera? What were my hands doing? Where did I keep my eyes? What was my voice doing?"</p>
4 Invite one or more students to model.	<p>"Who can show us how to walk in line the same way we did?" After choosing volunteer models, give a simple direction: "Watch how Elena and Patrice walk in line."</p>
5 Again, ask students what they noticed.	<p>"How did Elena and Patrice show us safe and quiet walking in line?"</p>
6 Have all students practice.	<p>"Now we're going to play a game to practice walking in line. When you hear the music, you'll walk the same way we all did. I'll watch to see how you do. When the music stops, freeze just the way we practiced this morning, and then I'll tell you what I saw."</p>
7 Provide feedback.	<p>"Wow, you've got it! You all kept up with each other at a good pace, stayed close but not too close to each other, and were quiet. Your hands were at your sides, and you paid close attention to the person in front of you. Let's try again!"</p>

Note: Giving students something to do or think about when they practice actually walking in the hallway can also be helpful. For example, they could look for shapes, numbers, or objects that start with a certain letter.

INTERACTIVE MODELING FOR GRADES **K-2**

How to Sort Objects and Record the Sorting

Step	What It Might Sound/Look Like
1 Say what you will model and why.	<p>"Today, you're each going to receive a set of objects. Scientists and mathematicians often study objects by putting them into groups or categories. I'm going to take my set of objects and see if I can figure out some ways to group them. Watch and see what I do."</p>
2 Model the behavior. & 3 Ask students what they noticed.	<p>Use a small bag of attribute blocks and sort them into "round" or "have sides" groups. Then, ask students what they noticed. If necessary, ask: "How did I decide what to put in each group?"</p> <p>After students have identified why you sorted the way you did, write in the first box of your recording sheet and say as you write: "round/have sides." Next, ask students what they noticed about how you recorded your results. If necessary, ask about which box you used, how you wrote, and where you wrote within the box.</p> <p>Then sort the blocks according to color and ask students what they noticed about how you sorted. If need be, ask, "How did I decide what to put in each group?" Record results ("red/blue/yellow") in the second box. Again, ask students what they noticed about how you recorded.</p>
4 Invite one or more students to model.	<p>"Who can show us how to sort a group of objects according to their attributes or characteristics the same way I did and then record the results?" Have one student demonstrate one way to sort and record. Then ask a second student to use the same materials and demonstrate and record a different way.</p>
5 Again, ask students what they noticed.	<p>"What did you notice about how Derrick and Tricia sorted and recorded?"</p>
6 Have all students practice.	<p>"Now I'm going to give each of you a bag of blocks and a recording sheet. See how many ways you can sort and how accurately you can record your ideas. I'll check in with you to see how you're doing."</p>
7 Provide feedback.	<p>As you walk among students, point out thoughtful sorting: "I see that you are really thinking about what characteristics these shapes have in common. I think that you are sorting according to size. Am I correct? How are you going to record that on your sheet?"</p> <p>Because young children often struggle with neat recording of results, point out when they have been careful in their recording: "I see that you have neatly written 'three sides' on the left-hand side of your box, 'four sides' in the middle, and 'five sides' on the right. Writing them separately and neatly helps you and others easily see how you sorted."</p>

INTERACTIVE MODELING FOR GRADES 3-4



How to Measure With a Ruler

Note: Before doing this lesson, the teacher read *How Big Is a Foot?* by Rolf Myller aloud to the class to help them understand the importance of accurate measuring and to serve as motivation for their learning.

Steps	What It Might Sound/Look Like
1 Say what you will model and why.	"As the king learned, when we measure, it's important that we do it accurately and precisely. I'm going to show you how to do that by measuring the length of this book. Watch and see what you notice."
2 Model the behavior.	Without talking, carefully line up the ruler with the zero mark at one end of the book. Make sure the ruler is straight across the book and carefully mark the ending spot. Announce the measurement to the class: "Fifteen and a half centimeters."
3 Ask students what they noticed.	"What did you notice about how I tried to be accurate as I measured?" Make sure that students point out how to hold the ruler straight, carefully place it, and figure out the measurement. If students fail to point out that the zero mark was at the edge of the book, ask: "What did you notice me doing on this end to make sure my measurement was correct?"
4 Invite one or more students to model.	"Who can show us how to measure another book the same way I did?"
5 Again, ask students what they noticed.	"What did you notice Kira doing to make sure her measurement was accurate?"
6 Have all students practice.	"Now, we're all going to practice measuring a list of objects in the room. I'll be watching to see how precisely and accurately you use the ruler."
7 Provide feedback.	To reinforce individuals privately: "I noticed you lining up the ruler on the zero and being very exact at the end. That's what it takes for careful, accurate measuring."

INTERACTIVE MODELING FOR GRADES **3–4**

Entering the Art Room Ready to Learn

Note: This lesson is a collaboration between an art teacher and a third grade classroom teacher.

Steps	What It Might Sound/Look Like
1 Say what you will model and why.	<p>“Art is an important part of your education, but you have it for only one hour each week. To make sure that our time together is devoted to art, you need to enter the art room quickly and safely. Ms. Chavez and I are going to show you what that looks and sounds like. Watch and see what we do.”</p>
2 Model the behavior.	<p>Once the children are seated, both teachers leave the art room and then re-enter. They walk directly to the rug, sit down, and start reading a message and looking at a painting that the art teacher had set up earlier. After a minute or so, they quietly chat about the colors in the painting (the task in the message).</p>
3 Ask students what they noticed.	<p>“What did you notice about how we entered the art room?” If necessary, follow up with questions such as “How did we go to the rug? Did we stop and look at anything on the way? What did we do once we got to the rug? How did we talk so that we took care of ourselves and others?”</p>
4 Invite one or more students to model.	<p>“We need two volunteers to show us how to enter the art room and go to the rug the same way we did.”</p>
5 Again, ask students what they noticed.	<p>“What did you notice that Isabel and Xavier did?”</p>
6 Have all students practice.	<p>“Now we’re all going to practice. Pretend it’s the beginning of art class. Go back into the hall, and then enter the room and go to the rug the same way we showed you.”</p>
7 Provide feedback.	<p>“You all came in quickly and safely. Everyone walked straight to the rug and sat down. You read the message and looked at the painting. You talked quietly with those around you. It looks like we’ll have lots of time for art this year. Now, let’s talk as a group about what you noticed about the painting.”</p>

INTERACTIVE MODELING FOR GRADES 5–6



How to Disagree Respectfully During a “Turn and Talk” (partner chat)

Steps	What It Might Sound/Look Like
<p>1 Say what you will model and why.</p>	<p>“We all learn better when we share our ideas with other people and hear their ideas as well. Sometimes you may disagree with your partner. When you disagree, you need to take care of yourself and your partner. John and I are going to show you what that looks like by talking about whether <i>Toy Story</i> is a great movie or not. Watch and see what we do.”</p>
<p>2 Model the behavior.</p>	<p>Sit face-to-face and knee-to-knee with a partner whom you have prepared beforehand. Let your partner start by saying why <i>Toy Story</i> is a great movie. For example: “People of all ages enjoy it, and it has a great message of friendship. It’s funny and easy to watch again and again.”</p> <p>Show attentive listening as the student speaks and then show some disagreement: “I hear what you’re saying, and I do know many people like seeing it again and again, but I disagree that it’s a great movie. To me, a great movie is one that’s complicated and makes me keep thinking long after it’s over. I enjoy watching <i>Toy Story</i>, but I rarely think about it afterward.”</p>
<p>3 Ask students what they noticed.</p>	<p>“What did you notice about our conversation?”</p> <p>If necessary, follow up with questions such as “How did John and I take care of each other during our talk? How did we show we were listening? How did I state my disagreement? What did John do as I disagreed? What was our tone of voice? Why does this matter?”</p>
<p>4 Invite one or more students to model.</p>	<p>“Let’s see if we can have two volunteers partner chat about whether a different movie is great. Let’s try <i>Harry Potter and the Sorcerer’s Stone</i>. One of you say, ‘Yes, it’s great,’ and the other disagree.”</p>
<p>5 Again, ask students what they noticed.</p>	<p>“What did you notice about Chandra and Simi’s partner chat? How did they take care of each other even though they disagreed?”</p>
<p>6 Have all students practice.</p>	<p>“Now we’re all going to have a chance to practice. I have listed your partners on this chart. You’re going to turn and talk about one of these movies. Choose just one. If possible, try to disagree.”</p>
<p>7 Provide feedback.</p>	<p>Signal for quiet attention and then ask, “What did you notice your partner did well, especially in terms of disagreeing?”</p> <p>After children reflect, point out any positives you noticed: “You were looking at and listening to your partners. I heard people make their movie sound interesting without giving too much information. People were expressing their opinions using calm voices and respectful words.”</p>

INTERACTIVE MODELING FOR GRADES 5–6



How to Store a Tablet Computer on a Cart

Steps	What It Might Sound/Look Like
<p>1 Say what you will model and why.</p>	<p>“Our rules say that we will take care of our learning tools. One important tool is the set of tablets we have just used. We have to make sure we return them to the mobile cart carefully and store them properly so that they will be charged and ready for the next class. Watch and see how I place my tablet on the cart.”</p>
<p>2 Model the behavior.</p>	<p>Model shutting down the tablet. Then carefully carry it over to the cart. Check for your correct number slot and slide the tablet in vertically, facing in the right direction. Then return to your seat and take out a book to read.</p>
<p>3 Ask students what they noticed.</p>	<p>“What did you notice I did to take care of the tablet as I went to the cart and put it in?” If necessary, follow up with questions such as “How did I carry it? How did I make sure I got it in the right spot? What direction is it facing? What did I do when I finished?”</p>
<p>4 Invite one or more students to model.</p>	<p>“Who can show us how to shut down their tablet and put it in the cart the same way I did?”</p>
<p>5 Again, ask students what they noticed.</p>	<p>“What did you notice about the way Andre took care of his tablet?”</p>
<p>6 Have all students practice.</p>	<p>“Now I’m going to call you table by table to put your tablets away. I’ll be watching and seeing how you take care of them.”</p>
<p>7 Provide feedback.</p>	<p>“I saw everyone carrying the tablets with both hands and watching where you were going. You checked to make sure you put your tablet in your numbered slot, and you all made sure it was facing the correct direction. I know Ms. Pitt’s class will appreciate how well you took care of the tablets.”</p>