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| Stop sign with file folder inside.  Activity 6.4 – Analyze a Curriculum Example  *Apply your Knowledge*  Workbook |

Review the curriculum example below. Identify the purpose for each response elicited on the line beside the section of the script where a response was elicited (indicated by an \*). Remember, the purposes for eliciting a response are (1) to maintain processing and (2) to check accuracy of processing. The formatting of the curriculum example indicates the following: **Teachers say words in bold.** (Teachers do words in parentheses). *Students are expected to say words in italics.*

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|  | **Identify the purpose for each response elicited on the lines with an \* below:** |
| **There are some sounds we need to know** (‘show and hold’ 1 finger for each continuous sound for 2-3 seconds) ***mmm, aaa, sss, rrr***. |  |
| **These are called continuous sounds**. |  |
| **What are these sounds called?** (signal student response: *continuous sounds*). |  |
| **We say or hold continuous sounds for 2-3 seconds.** | \* |
| **Why are they called continuous sounds?** (signal student response: *because we say or hold these sounds for 2-3 seconds*). | \* |
| **I am going to say some sounds and I want you to tell me whether each sound is a continuous sound or a stop sound. Remember, we say or hold continuous sounds for 2-3 seconds and we say stop sounds ‘quick and soft’.** |  |
| **First sound** (‘show and hold’ 1 finger for 2-3 seconds) ***aaa*** (as in ‘at’). |  |
| **Is it a continuous sound or a stop sound? Show me your response card.** (signal student response: *continuous sound*). | \* |
| **Tell your partner why** (signal student response: *we say or hold continuous sounds for 2-3 seconds).* | \* |

*Real Video Example: Mr. Kearns*

* Determine whether the teacher is maintaining accuracy or checking accuracy of processing. (A script of the lesson can be found on the following page.)

Lesson Script:

*There's one word that's really important that we've already kind of talked about before and that word is immigrant. What's the word? That's immigrant, right. An immigrant is a person who moves to a new country permanently. Let's say that all together: a person who moves to a new country permanently. What does permanently mean? Tell your partner what permanently means. Alright who wants to tell me what permanently means? In the green shirt? Forever. Forever, so if you move to a new country, if you're an immigrant do you go for a couple of weeks? No, you go for like the rest of your life, right. When you're an immigrant, you move to a new country permanently, forever, like you were saying. Good, what was your name? Julia, thanks that was great. Okay, so I'm going to give you a couple examples and I want you to tell me if these are examples of immigrants, alright? So you’re going to give me thumbs up if it’s an example of an immigrant and thumbs down if it's not. But don't do it right away. I'm going to show you the example, I want you to think, and then I'll say “go” when I want you do thumbs up or thumbs down, okay? So when I put up the example are you going to do thumbs up thumbs down? No, you're going to wait until I say “go,” right? Okay, here's the first example: someone who visits the country of Spain for a month, think about it, is that an immigrant? Go. I see thumbs down. Tell the person next to you why is that not an immigrant.*