**Activity 7.5 – Evaluate a Lesson**

Evaluate the lesson below using the checklist for effective guided practice and eliciting responses and providing feedback. Explain why the lesson does or does not meet each criteria.

**Summarizing**

**Teach**: Ask students to tell the story of a recent class field trip or activity. Ask students: Did you tell every detail about the day, or did you choose the most important ideas? Point out that choosing the most important ideas of a story and telling them in a few sentences is called summarizing.

**Practice**: Have students reread the first section of today’s selection and have then summarize the section. Invite students to share their summarization with the class.

**Introduce**: Think about how you would tell someone the story of our recent field trip. Would you tell every single thing, or just the most important parts? Point out that choosing the most important ideas of a story and telling them in a few sentences is called summarizing.

**Teach:** Read aloud the first two paragraphs of the selection. Model your thinking about summarizing the important ideas:

 *”Although there are many details in this section, I try to narrow them down to just the most important ideas. Here are three important ideas: Each year, the puffins return to Iceland to lay their eggs and raise chicks. When the puffins get big enough to leave their nests, some become confused and land in the village. Children of the village then help them get to sea.”*

 (Lesson repeats same modeling and think aloud procedure with the next two paragraphs)

**Practice:** Read aloud the next two paragraphs of the selection.

Teacher*: “Now you are going to practice summarizing the important ideas. Everyone, what do you do when you summarize?”*

Students*: “You tell just the important ideas.”*

Teacher*: “Yes, that’s right, you just tell the important ideas. Everyone, write down one important idea” (provide wait time) Maria, what is one important idea from these paragraphs?”*

Student*:* (Student identifies an important idea.)

Teacher*: “Great job telling an important idea. Now, write down another important idea?”*

(Teacher completes this practice example and gives students guided practice with two more examples. Teacher corrects any errors immediately by modeling the correct response and giving students a second opportunity to respond correctly)

**Effective Guided Practice**

* Focus on same singular objective (using similar examples)
* Guide students through the skill/strategy
* Provide “just right” amount of guidance (based on students’ skills)
* Provide clear prompts and supports

**Eliciting Responses & Providing Feedback**

* Select most appropriate response format (type of response, number of students, time)
* Maximize engagement & opportunities to practice (#opportunities per minute)