**Activity 6.4 – Evaluate a Lesson**

Read the lesson and use the checklist to evaluate for effective modeling and guided practice. Explain why it does or does not meet the criteria.

**Effective Modeling**

Directions for teaching **open syllables:**

1. Write the following words on the board – me, hi, no, she. Ask students: *Look at these words. How many vowels do you see in each word? (1)*
2. Then ask: *What does each word end with?* (One vowel). *Can these be closed syllables?* (No, closed syllables end in a consonant.)
3. Have the students read the words, paying attention to the way each is pronounced. Ask: *How are the words pronounced at the end?* (The mouth is open.)
4. Say: *What would be a good name for this syllable?* Open syllable because our mouth is open.
5. Define **open** syllables for students. (*An open syllable ends in a vowel and the sound is long).*
6. Write the following sentences on the board for students to complete: An open syllables ends in a \_\_\_\_\_\_ (vowel). The vowel sound is \_\_\_\_\_ (long).
7. Extend the lesson by writing two-syllable words with an open first syllable: *tiger, lady, secret.* Help students blend each syllable to read the words. Talk about what they are hearing.
* Focus on a singular objective
* Explain with clear, concise, consistent language
* Model/demonstrate the skill/strategy (show the thinking)
* Select appropriate examples to model
* Model additional examples (use multiple models)

**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