

Planning Tips (Courtesy of Edutopia, Todd Finley)

Modeling necessitates meticulous planning. Start with assessment to identify areas of greatest need. After identifying a skill or concept to model, anticipate areas that are most likely to confuse learners. If the skill is particularly difficult, try the following:

- Narrowing the steps
- Breaking the skill down into two or more chunks and modeling them over the next few days
- Modeling with an easier text to teach point of view (like Jon Scieszka and Lane Smith's *The True Story of the Three Little Pigs* instead of Virginia Woolf's *Mrs. Dalloway*)
- Preparing to model the procedure more than once, especially in a group including English-language learners and students with learning difficulties
- Asking more questions by writing down "check for understanding" questions in advance to reduce the number of details you have to juggle

Right Before Modeling. . .

I generally do three things in front of students before modeling a skill.

1. Review the previous lesson.

Example: "Yesterday, we learned how to add integers. There were three things we practiced. Who can tell me what those three things were? Today we are going to _____."

2. Introduce learning goals.

Example: "I'm going to teach you to/about _____. This skill/concept will help you _____. By the end of this demonstration, you'll be able to _____."

3. Introduce steps (in writing) and check for understanding.

Example: "So in this demo, we'll do _____ first, then _____, and then _____. Is there anything you want me to clarify before I start? Bob, tell me what you'll be able to do at the end of this lesson and why."

Explicit Modeling

Explicit modeling (EM), supported by ample research, works best for modeling facts and procedures that require precision, such as math and grammar. In the eight steps of EM, [summarized in this PDF \(44KB\)](#), the teacher:

1. Breaks down the concept or skill into critical features or elements
2. Clearly describes the concept or skill
3. Clearly models the concept or skill
4. Provides multi-sensory instruction (visual, auditory, tactile, kinesthetic)

5. Thinks aloud as she or he models
6. Models examples and non-examples
7. Works with cues (pointing, circling, or highlighting)
8. Provides high levels of teacher-student interaction (Source: [MathVIDS](#))

<https://www.edutopia.org/blog/nuts-and-bolts-explicit-modeling-todd-finley>