Demonstrations

- Explain why you are doing what you are about to undertake.

- Think aloud as you are modeling so students hear your in-the-head processes.

- Only demonstrate as much as the majority of students are capable of doing at this time.

- Check to see if students “got” your demonstration. Have them say back to you what you did or what you expect them to do.
  - What did you notice?
  - What did you see me do?
  - What did you like?

- One demonstration is rarely enough.

- Include scaffolded conversations between you and one or two students before expecting students to write.

- Have students talk to each other before attempting the task.

- Be available to give help as students attempt what you have demonstrated.