

Figure 4.2: Modeling Example

<p>Think Aloud (What the Teacher Says)</p>	<p>Modeling (What the Teacher Does)</p>
<p>Preview the task. The task is to write a paragraph with sensory details about my protagonist that I'll eventually incorporate into my story. My goal is to write so descriptively that the personality trait I assign to this character is implied rather than stated directly. Before I can begin, I need to refer to the assignment sheet, which outlines these three steps.</p> <ol style="list-style-type: none"> 1. Identify traits for my protagonist that reflect how he or she develops throughout the story. Choose one as the focus for this task. 2. Brainstorm a list of detailed phrases like actions, thoughts, and emotions that support the trait. Later, I can repeat this exercise to reflect other traits my character exhibits as he or she changes throughout my story. 3. Draft a character sketch using these phrases to vividly describe my character at some point in the plot. 	<ul style="list-style-type: none"> • Prepare in advance an assignment sheet on a handout or electronic device and distribute or transmit it to students. • While thinking aloud, point to the associated parts of the task. Highlight or circle important words or phrases of the task.
<p>First, I brainstorm traits for my protagonist that I can express as adjectives. If the word can fit into this construct, then I know it's an adjective: The very _____ man. Let's see, <i>courageous, honorable, appreciative, free-spirited, gracious, supportive</i>. They all fit, so I need to select one that matches the protagonist I want to create at some point in the story.</p>	<ul style="list-style-type: none"> • Write "the very _____ man" for students to see. Ask them to turn and talk with each other to provide other traits to engage them and check for understanding. • Make a T-chart. Label the left column <i>Traits</i> and the right column <i>Support</i>. • Enter personality traits in the <i>Traits</i> column. Circle one that appeals to the protagonist and will be the focus for modeling.
<p>Next, I create supporting phrases to show this trait. I want to include imagery, so I must rely on words that appeal to the senses. I don't necessarily need to use all five, but I should be mindful of them. Also, I may want to include other forms of figurative language like simile or metaphor. [The teacher might recite the definitions of imagery, simile, and metaphor.]</p>	<ul style="list-style-type: none"> • Write phrases that are appropriate for the targeted trait in the <i>Support</i> column. Use imagery and other forms of figurative language as appropriate. • When inventing phrases, say aloud: What would a _____ (enter the trait) person do? • Invite students to turn and talk about other examples. Call on a few volunteers to share; add their phrases to the T-chart.
<p>Finally, I use the support that I brainstormed to draft a character sketch based on the trait. I need to avoid using the character trait in my paragraph. Therefore, my details need to be descriptive enough that someone can infer the trait based on my writing. I'm going to review all the entries and circle those that I think are most descriptive. I'll determine which phrases I want to circle based on those that create visuals in my head as I read them.</p> <p>Now that I've circled several, I need to figure out an order that makes sense. (<i>Teacher explains rationale for order.</i>) Okay, I'm ready to draft my paragraph using this order and adding transitions to make it flow.</p>	<ul style="list-style-type: none"> • Read and circle phrases from the <i>Support</i> entries in the T-chart that are particularly descriptive because they foster mental images. • Number the phrases in a logical order. • Use these phrases to draft a descriptive paragraph that includes transitions.