**Module 3: Activity Sheet 1**

Review each of the teacher responses to evidence below and discuss which deliberate act of teaching they are using.

1. Pairs of sixth-grade English language learners are reading an article from a health magazine in which the author wishes to persuade readers that, contrary to a lot of advertising, energy drinks are not good for them. Once the students have read and discussed what they think the article is about, they answer a series of questions focused on the language and structure of persuasive text. As the teacher engages with one pair to discuss their written responses, she notices that they appear not to havean understanding how to use the genre text structure to determine the main argument. She says” What are clues in the text we have discussed in class that could help you determine the main argument?”
2. After her conversation with this pair of students, she moves to another pair, and sees that they are overly relying on visuals in the text to determine their answer (e.g., deriving their answer only from the image). She says to the students “some text near the image can help you understand what happens when you drink too much caffeine.”
3. When listening to a first-grade student reading aloud to assess his fluency, the student stops and stumbles over a word, so the teacher says **“**That word is ‘forever’. Continue reading.”
4. In a science class where students were learning to design a fair test (testing a hypothesis), the teacher reviewed a student’s design with him and said: “Your design shows you are clear about what you want to measure, and you have listed four factors that should remain constant and one that will change. For your test to be fair, there is one other factor that must remain constant. Can you review your plan and think about what else needs to be constant? I’ll be back in a few moments to hear your ideas.”
5. In a second-grade class in which students are learning how cloud types can predict weather, the teacher asks the students to write predictions based on their cloud observations. As they do this, he notices that some of their predictions do not make sense and that they lack casual reasoning. He decides to bring the class together and to write prediction on the whiteboard, talking about what he is thinking as her writes.
6. In a fifth-grade classroom, students are learning about writing argument. During the course of independent writing, one student requests assistance from her teacher about an issue she is thinking about in her writing: can she put two rhetorical questions consecutively? The teacher spends some time discussing the issue with the student and finally they agree that the two questions contain ideas that are connected to her counterargument. The teacher suggests that the student considers how she might combine these ideas in one question and the student agrees to this plan, which resolves the issue she had identified. Later the teacher checks back with the student to assure herself that the student’s issue has been resolved.
7. In a high-school math lesson on visualizing two-dimensional cross-sections of representations of 3-dimensional objects, the teacher notices that students are confused between a two-dimensional representation of the shape and a two-dimensional representation of the surface of the water. He interrupts their work time and says: “your drawings do not need to include the shape of the vessel, just the shape of the water. Imagine looking down on the vessel as the water flows out of it. Sketch the shape of the surface of the water.”
8. Later in the same lesson, the teacher notices that a student’s description of the drawing does not state that the triangles will be equilateral as the level of the water changes. He says to this student: “what can you say about the properties of triangles?”