

# Models of Modeling Procedures

## Model #1

- Pass out sheet of clean white paper and a ruler to each student
  - On overhead, draw a 1" line, using a ruler, while telling the students what you are doing
  - Have students draw a 1" line as demonstrated by teacher
  - On overhead, draw a 2" line using a ruler, while telling the students what you are doing
  - Have students draw a 2" line as demonstrated by teacher
  - Monitor (Have students swap papers and measure each other's lines)
  - Show and tell students how to find the 1/2" mark
  - On overhead, draw a 3 1/2" line using a ruler, while telling the students what you are doing
  - Have students draw a 3 1/2" line as demonstrated by teacher
  - Monitor (Have students swap papers and measure each other's lines)
- etc., etc.

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## Model #2

- Show students how to sit up straight while remaining relaxed
  - Students imitate model
  - Head should be comfortably positioned and pointed straight ahead
  - Students imitate model
  - Horn should be positioned at a forty to forty-five degree angle with the body
  - Students imitate model
  - Hands should be relaxed, and finger slightly curved on top of each of the tone holes
  - Students imitate model
- etc., etc.

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## Model #3

- On overhead, write the addition problem of  $2 + 3$
- Students write this problem on their paper, and have them read problem out loud
- Find a cuisenaire rod that is 2 blocks long and lay it on overhead
- Students find cuisenaire rod that is 2 blocks long and lay it on their paper
- Monitor (ask students to name color of their rod to be sure that they have correct rod)
- Find rod that is 3 blocks long and lay it on overhead
- Students find rod that is 3 blocks long and lay it on their paper
- Monitor
- Put the two rods together so that they look like a train
- Students imitate model on their paper
- Find rod that is same length as train and lay underneath the train on overhead
- Students imitate model
- Count number of blocks in train
- Students imitate model
- Monitor (ask several students how many blocks are in the rod underneath the train)
- Conclude that  $2+3=5$
- Check for understanding . . .etc., etc.

## **Model #4**

- Give informal definition of a preposition (see attached)
- Give students several examples of definitions (see attached)
- Show students several example sentences with prepositions in them and point out prepositions (see attached)
- Check for understanding -- (Show students other examples of sentences with prepositions, ask students to identify prepositions)
- Divide students into small groups and have groups list words they think are prepositions
- Monitor by walking around and looking at group lists
- Have groups share their lists (Check for understanding by having students show hands for agreement/disagreement)
- Model and explain a prepositional phrase (see attached)
- Check for understanding by showing students examples and nonexamples of prepositional phrases (Have students raise hands to show agreement/disagreement)
- Divide students into small groups and have groups create prepositional phrases etc., etc.

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## **Model #5**

- Look, Listen, Feel: Roll victim over on his back, supporting their head and neck. Open airway by tilting head back and lifting the chin up. Put your ear just above their mouth, with your head pointing so that you watch the victim's chest to see if it rises and falls and also at the same time listen for breathing in your ear. Do this for 5 seconds by counting, 1001, 1002, 1003, 1004, 1005. (Model each of these steps as you explain each one)
- Students imitate modeled steps, teacher monitors by walking around room
- If person is not breathing, then keep head tilted back and pinch nose shut, seal your lips tightly around the victim's mouth, give 2 slow breaths, each about 1 1/2 seconds. Watch as you do this to see if the chest rises and falls. This tells you if your breaths are going in. (Model each of these steps as you explain each one)
- Students imitate modeled steps, teacher monitors by walking around room.
- Check for a pulse. Do this by locating the adam's apple, slide fingers down into the groove of the neck on the side closest to you, feel for a pulse for 5-10 seconds, counting 1001, 1002, 1003, etc. (Model each of these steps as you explain each one)
- Students imitate modeled steps, teacher monitors.  
etc., etc.

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*(We all owe our colleagues a debt of thanks for their providing us with such useful models of an important pedagogical technique.)*