

Pittsburg Direct Instruction Model

Criteria for Transitional Checking For Understanding (CFU):

85% Before Moving on

Teaching Standard/Chunk:

RI 5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information within the text.

Chunk: Identifying the point of view of the text

Instructional Expectation:

(What will students produce to show evidence of their learning?)

Students will be able to identify the connection between two systems in their body

DOK Level:

1

I. Opening:

- Student Friendly objective:

Today we will discover the relationship between the circulatory and respiratory system.

- Activate Prior Knowledge/Hook:

Ss Jog in place and take their pulse.

Relationship between pulse and breathing.

Students record at rest pulse rate and after jogging.

- Importance to Student:

If we understand how details work together



Transitional CFU: Chorally repeat objective. Pull several sticks.

OBJECTIVE

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II. Presentation of Material:

DOK Level: 1

- Concept Development:
 - Definition(s)
 - Relationship: how the details work together
 - Circulatory: heart, blood vessels and blood
 - Respiratory: lungs, nose, mouth
 - Examples (JUST SHOWING—NOT EXPLAINING)
Pictures from The Way Things Work



Transitional CFU:

_____ Pull sticks—What does _____ mean?

DEFINITION

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DOK Level:

1-2

III. Build Schema/Teacher Model:

This is (skill) because (process). Why/How did I know?

TEACHER	STUDENT
Modeling-Think Aloud	Active Engagement Processing Teacher Thinking
<p>Wonders pages 36-37 copied 3 different color pencils (red, blue, purple)</p> <ol style="list-style-type: none"> 1. Read the text 2. Reread underlining details for the heart in red, details for lungs in blue, and how they interact in purple 3. Ask yourself How do these relate? 	
<p><u>Worm Statements (three)</u> "What is our purpose for reading?" (back to objective)</p> <p>"The first step is to read the text and Think: Are there details about circulatory system, the respiratory system or both?" T reads the text</p> <p>"Step 2 is to find details for each system or both."</p> <p>"This author says ____ (underline), ____ (underline), and ____ (underline). I underlined those words in blue because it tells about the respiratory system. Why did I underline them in blue?</p> <p>Model in the same way for circulatory details and the details for how the two relate.</p>	<p>Chorally read sentence(s).</p> <p>What are we doing next? Partner share/sticks</p> <p>What is step 3? Chorally repeat Why did I highlight those words? Partner share/sticks</p>

Transitional CFU: [How did I underline these details?](#)

Partner share/stick

HOW DID I DO THAT?



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IV. Guided Rehearsal: (Teachers & Students working together to monitor and clarify)
PRACTICE! PRACTICE! PRACTICE!

DOK Level:

2

TEACHER QUESTIONING Including How? and Why?	STUDENT ACTIVITY/THINK-ALOUNDS
<p><u>Section B</u> Let's try it again with Paragraph B. Remember: "Here's a tip... What is our purpose?</p> <p>What is step 1? Let's read the text together. Think about details that...</p> <p>What is step 2? As we read, let's look for some clues...What are we looking for? Put your finger on any clues that you see. (eye hustle to see what they are pointing to)</p> <p>Read the paragraph again. Stop after each sentence asking if there are any clues and check in with how to text code for each</p> <p>Give feedback to student's think alouds. Model underlining the words they identify.</p> <p>What is step 3? Review the underlined clues. Share with your partner. Pull sticks and ask why do you think that?</p>	<p>Chorally repeat Chorally repeat</p> <p>Chorally repeat Chorally read Paragraph B. Partner share Pull sticks</p> <p>Chorally repeat</p> <p>Chorally repeat</p> <p>Partner share words that should be underlined. Pull sticks. As students share what should be underlined, ask for them to explain WHY they would underline that.</p> <p>Chorally repeat.</p>

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Section C

Let's try it again with the last paragraph.

Do you see a detail?

Does it pertain to one system or both?

What color do you underline with?

Repeat similar engagement strategies.



Transitional CFU: What details show a relationship between 2 systems?

Check for student readiness for Independent Practice
Reteach if not ready

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V. Independent Practice: (Matches Guided Practice)

Students will independently color code details.

DOK Level:

Follow up ideas:

- Make a flap book (respiratory, both, circulatory)
- Talk through the diagram on page 37
- Using such sources as this article, the diagram, and the magic school bus video write a description explaining how these two systems interact.



CFU: **Evidence of Learning (80-85%):**

Possible Differentiation:

English Learners:

Special Needs: