

CHAPTER 8

Creating Lesson Plans Using the SRSD Model

In the previous chapters we presented three major topics. First, we discussed critical components of strategy instruction, such as the role that information processing, attributions, working memory, and metacognition play in learning. Next, we introduced the SRSD model for teaching strategies. The model includes a series of six stages to ensure that a strategy is taught systematically using a step-by-step process. Finally, we discussed self-regulation strategies, such as self-instructions and goal setting, that can and should be incorporated into strategy instruction. Until now, we have talked about the different components of strategy instruction in isolation. However, it is important to note that, in practice, the actual lessons used in strategy instruction will typically combine, reorder, or even omit stages, depending on the strategy being taught or the students for whom the strategy will be used. In this chapter we discuss how to create detailed lesson plans when teaching a strategy and provide sample lesson plans to guide you in the creation of your own lesson plans.

SRSD LESSONS

In Chapter 4 we illustrated how to implement structured and unstructured strategies by illustrating the six stages of the SRSD model. Here again we noted that the six stages can be reordered, combined, and in some instances, even omitted. However, we have found that, in practice, it can sometimes be difficult for teachers to visualize how to reorder or combine the SRSD stages into workable lesson plans to implement in classrooms. In part, this is due to the fact that we present the SRSD model in a linear fashion (i.e., Stage 1, Stage 2) so it seems natural that actual lessons would follow the same order. However, in practice this may not be the case. Additionally, teachers' lack of experience

with strategy instruction also plays a part—sometimes teachers just don't have a feel for what stages of strategy instruction go together. To help teachers better understand how to create their own lessons to teach strategies using SRSD, this chapter provides two sets of sample lesson plans. One set of lessons (Porath, 2012) is for a simple math strategy, LAMPS, which helps students with computation of multidigit addition problems (Reetz & Rasmussen, 1988). The second set of lessons is for a reading comprehension strategy, PARS, which helps students identify and remember important information in reading passages (Cheek & Cheek, 1983). We use a format for these lessons that was developed and implemented for strategy instruction (see Harris, Graham, Mason, & Friedlander, 2008; Mason, Reid, & Hagaman, 2012) and that has been proven to be effective. Please note that although this is a *format* for SRSD instruction, it is *not* the only way to create lesson plans using the SRSD model.

Scripting Lessons

In the lesson plans we provide, you will notice that in some places we provide scripted examples of what the teacher could say and the responses expected from students. This scripting helps to illustrate how teachers can approach teaching some of the stages of strategy instruction (e.g., providing metacognitive knowledge to students, attributing success to effort and strategy use, self-reinforcing statements). However, scripting out some parts of a lesson is also useful in the process of creating lesson plans for strategy instruction. We recommend that teachers self-script portions of lessons when creating lesson plans. In our experience, we have found that both preservice and practicing teachers alike find the process of self-scripting lesson plans to be a very useful in planning and creating lessons. Self-scripting can help ensure that all the necessary components of strategy instruction (e.g., buy-in) are included and that the actual way that information will be presented (e.g., examples, self-statements) has been planned. It also makes it easier for teachers to remember how they wish to present information. Remember that in practice, teachers may not be able to work directly off a lesson plan. Scripting can also be especially helpful for the think-aloud in modeling; few teachers can improvise an effective think-aloud without considerable experience. Note, however, that we are *not advocating that entire lessons be scripted*. Teachers should only script out the portions that they believe are most demanding or new to them and critical for their students. Additionally, it's not necessary for the scripted portions to be repeated exactly; it's fine if the scripted portions are changed or paraphrased so long as the gist of the information the teacher is trying to convey is included.

Developing Checklists

In addition to self-scripting lessons, we recommend that teachers develop checklists for each lesson. A lesson checklist consists of a simple list of tasks that should be done in the course of the lesson and the order in which they should occur (e.g., review the steps of the strategy, model self-statements). There are several reasons for using checklists. First, if a teacher loses his or her place or gets off track, the checklist serves as a quick reminder for what he or she should be teaching and when. Second, the checklist

provides a simple, step-by-step "roadmap" to follow. Having a short checklist helps to keep the lesson on track and ensures that critical steps or stages of instruction are not missed. Third, a checklist can be used easily by an outside observer (e.g., co-teacher, principal) as a checklist for fidelity of implementation. In this case, an outside observer could provide a teacher with critical information about teaching behaviors (e.g., pacing, enthusiasm, clarity of instructions) in addition to the steps of strategy instruction. This feedback can be very useful for teachers who are using SRSD for the first time. A sample checklist for the LAMPS strategy is provided in Figure 8.1.

The remainder of this chapter provides sample lesson plans. Throughout the lesson plans we highlight important aspects of each lesson (e.g., when a teacher provides metacognitive knowledge during a think-aloud) using sidebars and thought bubbles. We also highlight the stages of the SRSD model used in each lesson and note where we combine or reorder the stages of instruction, and how and why we chose different types of scaffolding (e.g., content, task). These lessons may also be reproduced, as needed, for educational purposes.

Here are a few points to note as you read through the lesson plans:

- It's possible for stages to be presented "out of order," depending on teacher and student characteristics. For example, the first sample lesson for LAMPS begins with the Discuss It stage, rather than the Develop Background Knowledge stage. This reordering should be done only when the teacher determines that students already have the background knowledge needed, or when the teacher prefers to develop background knowledge after discussing the strategy (or the two can be done in combination).
- Stages can be repeated in multiple lessons (e.g., memorization in LAMPS); note also that stages can be recursive, returned to as necessary when the whole class or individual students need to do so.
- There is much more involved in teaching a more complex strategy such as PARS (e.g., activities, modeling, self-regulation) than there is in a simple strategy such as LAMPS.
- Lesson plans are guides. They are not written in stone. For example, if students quickly memorized strategy steps, memorization activities in later lessons might be curtailed or even skipped.
- Once again, the format we present is only one of many possible ways to prepare SRSD lessons.

LAMPS LESSONS

Lesson 1: Introducing LAMPS

Lesson Overview

The purpose of the first LAMPS lesson is to introduce and describe the strategy, discuss current performance, obtain student commitment to learn and use the strategy, and set an initial performance goal.

Lesson Components	Yes	No
Set context for student learning		
Discussed why it is important to be able to add by hand		
Introduced students to their current performance in adding		
Develop background knowledge		
Addressed why it is good to use strategies		
Acquired "buy-in"		
Introduced steps of the LAMPS strategy		
Discuss LAMPS steps		
Described each step		
Gave examples of how to complete each step		
Memorization		
Worked on memorization		
Allowed students time to practice memorizing		
Obtain commitment		
Encouraged students to use the LAMPS strategy		
Discussed when it would be a good time to use the strategy		
Obtained verbal commitment		
Set a goal		
Discussed why it is important to set goals		
Prompted students to set a goal		
Assisted students in creating realistic goals		
Wrap-up/generalization		
Reminded to practice		
Reminded to memorize		
Teacher behaviors		
Materials ready for each activity		
Instruction delivered with enthusiasm		
Maintained appropriate pace during instruction		
Monitored and checked for understanding		

FIGURE 8.1. LAMPS Lesson 1 checklist.

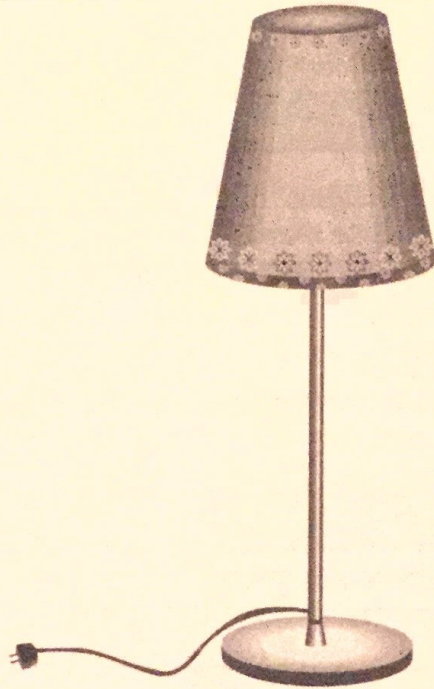
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Student Objectives

The students will commit to learn the LAMPS strategy and establish goals for LAMPS.

Materials

Poster/PowerPoint with LAMP steps (Figure 8.2) and flash cards; for each student provide marker board markers, matching worksheets, and a blank graph (goal chart) (Figure 8.3).



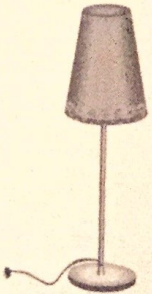
- L** Line up the numbers you are going to add
- A** Add up the numbers
- M** More, did the numbers add up to more than 9?
- P** Put the ones below the column
- S** Send the tens to the top of the next column

FIGURE 8.2. LAMPS poster.

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My Math Goal!

20						
19						
18						
17						
16						
15						
14						
13						
12						
11						
10						
9						
8						
7						
6						
5						
4						
3						
2						
1						
No. of Problems Correct	Baseline	Worksheet 1	Worksheet 2	Worksheet 3	Worksheet 4	Worksheet 5



Draw a line to show your goal. After you finish your math, color your chart to show your progress.

FIGURE 8.3. LAMPS goal sheet.

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SET THE CONTEXT FOR STUDENT LEARNING

At first, the LAMPS strategy and steps should not be displayed.

1. SAY, "I want to talk with you today about why it's important to add numbers by hand." Discuss why it is important to be able to add by hand. Solicit specific instances when it is important to add without the use of a calculator. Ask for examples (e.g., for a test or quiz, doing homework, grocery store).
2. SAY, "I am concerned that you may have a problem adding numbers by hand." Hand out graph of last assignment (quiz) or other sources. Discuss the results and consequences (e.g., low grades on assignments or tests).
3. SAY, "How many of you are happy with how well you can add numbers by hand? How many of you would like to do better? Today I am going to teach you about a strategy to help you add numbers by hand, including numbers with decimals. This strategy has been used with lots of kids just like you, and it really helped them get much better at adding numbers."

The teacher begins by "selling" the importance of math and adding numbers by hand.

Note: These lessons begin with components from Stage 2 of the SRSD model: student buy-in and why math is important. Stage 1 (develop background knowledge) could be assessed before teaching LAMPS (e.g., determine whether students have the necessary skills to use LAMPS) or discussed after students "buy in" to the strategy.

DEVELOP THE STRATEGY AND SELF-REGULATION

Step 1: Develop Background Knowledge

1. SAY, "The strategy is called LAMPS. Each letter stands for a different step we will take when adding up complicated numbers. It's easy to remember because when you get confused or feel like you are in the dark, all you have to do is turn on the LAMPS!" Show the LAMPS poster.
2. Put out the mnemonic chart/poster so that only the heading "LAMPS" shows. Uncover each step of the strategy as you introduce and discuss it.

SAY, "It's important for you to learn the steps really well. It will help you use the strategy more effectively and that will help you remember what you read. There are five steps to the LAMPS strategy. If you use the LAMPS strategy, it will make it much easier to add!"

Material scaffolding (i.e., poster with strategy steps).

Step 2: Discuss LAMPS Steps

1. Line up the numbers you are going to add.

SAY, "The first step in LAMPS is to look at the problem and line up the numbers so all the same-place values are on top of each other, and all the decimal points are on top of each other. We have to be careful to do that or we won't get the correct answer. So let's look at a quick

Note: The teacher explains the steps in detail, but this is not modeling.

example. If I had the problem '12 + 18,' I would want to start by lining up the numbers, which means I should stack these two numbers so that one number is on top of the other. Doing this makes it easier to add the numbers. When I line up the numbers, I am also going to look to see if there are any decimal points—and in this problem there are not. So, I should line up the numbers like this":

$$\begin{array}{r} 12 \\ +18 \\ \hline \end{array}$$

The teacher includes metacognitive knowledge for each step.

2. Add up the numbers.

SAY, "When you are done lining up the numbers, you add up the numbers. You start with the farthest right column of numbers. It's important to remember that you start on the right because it is the opposite of reading where you start on the left. If we look at our sample problem, starting on the right means that we would add 2 and 8 first because they are in the right-hand column (the 1's column)."

3. More—did the numbers add up to more than 9?

SAY, "Next, you need to ask yourself, did the numbers add up to more than 9? If the farthest right-hand column of numbers adds up to more than 9, then go to the next step, P. If the numbers don't add up to more than 9, you write down the number and then move to the next column and start back over with AMPS. We don't have to do the L step again because the problem is already lined up. Let's look at our sample problem again. If we add our right-hand column, 2 plus 8 is 10. Is that more than 9? Yes. So that means we can go to the next step in LAMPS, P."

4. Put the 1's below the column.

SAY, "If the number is more than 9, we need to put the 1's below the column we just added. We got 10 when we added our 1's column, so I am going to write 0 below the 8 and 2 because I remember that the number 10 means that there is 1 ten and 0 ones."

$$\begin{array}{r} 12 \\ +18 \\ \hline 0 \end{array}$$

5. Send the 10's to the top of the next column.

SAY, "After you place the 1's below the column. You send the 10's to the top of the next column by writing it on top of the next column. That means I have to take my 1 from my 10 and put it on top of the other two 1's in the problem:

$$\begin{array}{r} 1 \\ 12 \\ +18 \\ \hline 0 \end{array}$$

Once you finish, LAMPS for the farthest right-hand column, you start on the next column of numbers and begin again with AMPS until there are no more columns to add! I can see that this is my last column, so I'm almost done. So, if I use my A step again, I need to add up the numbers in this column. And I get 3 when I add 1, 1, and 1. Then the M step means I ask 'more than 9?'—and I know that 3 is less than 9. So I can go to my P step, which tells me to put the number below the column—so I will write 3. And I'm done!"

$$\begin{array}{r} 1 \\ 12 \\ +18 \\ \hline 30 \end{array}$$

Step 3: Review and Making Flash Cards

1. SAY, "That's it! That's all it is; five easy steps that will make it so much easier for you to add complicated numbers by hand. Let's review. Who can tell me what the L stands for in LAMPS?" Wait for 50% of hands to be raised and then call on a student. Continue this process for the rest of the letters.
2. SAY, "Excellent job, everybody! You are on the right track to knowing LAMPS by heart. Now, can I have a volunteer to please hand out five note cards to each student?" While the note cards are being handed out, explain that students will be making flash cards. Discuss how flash cards are a great tool to help memorize terms and facts.
3. SAY, "We are all going to make our own set of flash cards, but we're going to do it together as a group. On your first note card write the first letter in LAMPS. Once you are done, hold up your note card for me to see." Wait for students to write and hold up their cards.
4. SAY, "Great! Now on the backside of that card, write what L stands for and then hold it up for me to see." Continue this pattern for all of LAMPS. Check for student understanding. Make sure that students have the correct definition for each step.

Creating flash cards will help students commit strategy steps to memory.

Step 4: Practice Memorizing

1. SAY, "I would like everybody to take their flash cards with them and find a partner. With your partner I want you to quiz each other on the steps in LAMPS."
2. SAY, "One person should hold up the letter side of the card and the other person will say the definition of that letter. Once you have gone through all the flash cards, switch jobs so that the other person is being quizzed. You should try to quiz each other at least twice." Monitor students while they practice. Do not offer help unless a student(s) asks for it. Once students are done, give them a matching worksheet.

Step 5: Obtaining Commitment

1. SAY, "Now that we've practiced memorizing our LAMPS strategy, I want your commitment to learn and use the strategy. I want you to try using the LAMPS strategy because it can help you add numbers by hand. If you learn the strategy and use it, you will start getting better grades on your assignments and quizzes or tests."
2. SAY, "The LAMPS strategy works, but it's going to require some effort and practice on your part. I will work with you and help you learn the strategy, but I need you to promise to learn the strategy and try your hardest." Obtain students' commitment.

Note: Stage 4 (memorization) came before obtaining student commitment, which is part of Stage 2. Note also that the memorization activities will occur multiple times throughout these lessons.

Attribute success to effort and use of strategy.

Step 6: Set a Goal

1. Show graph (Figure 8.3). SAY, "Each time we work problems using the LAMPS strategy, we will graph the results. This will show you how much better you are getting at solving math problems by hand. Let's set a goal for our next practice." Discuss why goal setting is important and the reasons/situations for which we might set goals.
2. SAY, "Look at your last score from your worksheet and decide what you want your goal to be. Then draw a line on the graph to show what your first goal will be." Help students set realistic goals that are not too high and can easily be met with effort. Be sure all students are setting goals and writing their goals on the goal chart. It may be appropriate for the teacher to give an example of an appropriate goal (e.g., "somewhere between _____ and _____"). SAY, "OK, I see a lot of very good goals, and if you use the LAMPS strategy, you are more likely to meet your goals. You might even go higher than your goal on the first day!"

Goal setting, a self-regulation strategy, is a powerful way to motivate students to use the LAMPS strategy.

Step 7: Wrap-Up

SAY, "For next time, I want you to be thinking about some situations in which you might use the LAMPS strategy. Think about the steps I taught you and how you can use the strategy. Tomorrow I am going to ask you for some situations in which you might use the strategy. Also, I am going to quiz you on the steps of LAMPS. I want you to be able to tell me the steps of LAMPS and what you do at each step."

Asking students to think of situations in which to use the strategy helps them to generalize the strategy to other settings.

Lesson 2: Modeling LAMPS**Lesson Overview**

In this lesson the teacher and students discuss the strategy, the teacher models its use, and students continue to work on memorizing the strategy.

Student Objectives

Students will be able to line up numbers and supporting decimals. Students will be able to state the steps of LAMPS and the actions at each step.

Materials

Poster board, markers of different colors; for each student provide worksheets with 20 addition problems and a goal chart.

SET THE CONTEXT FOR STUDENT LEARNING

1. SAY, "Who remembers the name of the trick we learned yesterday to help us add large numbers with decimals? (Wait for 50% of hands and call on a student.) Yes, it was called LAMPS. At the end of class yesterday you all worked so hard to memorize the steps of LAMPS. I don't know about you, but I even have a hard time remembering all the steps from day to day."
2. SAY, "What we're going to do this morning to review as a class is to make a poster that we can hang up in the room to remind us of the steps. Someone, tell me again the name of our trick." As a class, make a LAMPS poster. See Figure 8.2 for an example.

Making a poster as a class is material scaffolding and it assists with memorization.

DEVELOP THE STRATEGY AND SELF-REGULATION

Step 1: Think-Aloud: Model Use of LAMPS and Thought Process

1. Write the problem on the board: $7.0 + 13.8 + 21.6 + 3.0$
2. SAY, "Now I want to show you how I use the LAMPS strategy. I am going to use the strategy on the math problem I have written on the board and then I am going to ask you to try using the strategy." Start by using some self-statements such as "Wow, math always makes me nervous—but that's OK. I have my LAMPS strategy!"
3. SAY, "LAMPS will help me set up my problem correctly and help me remember each step. Now what did L stand for again? L . . . L . . . oh, yeah, line! I have to line up the numbers so all the decimal points are on top of each other. OK, I can do that, that's easy." Write the numbers in a vertical setup on the board.

$$\begin{array}{r} 7.0 \\ 13.8 \\ 21.6 \\ \underline{3.0} \end{array}$$

4. SAY, "Hey, when I line up the decimals, all the place values are on top of each other. All the 1's are in a column, all the 10's are too, and so are the 10ths and 100ths. That's nice; it looks so neat and tidy now. This will make sure that I am adding the right numbers together because

Plan which math problem(s) will be modeled during the think-aloud.

Notice the different types of self-statements: problem definition, approaching task, and coping.

- all the place values are lined up with each other. OK, focus. I'm adding numbers and I lined them up. That was L.
5. SAY, "So that means I have to do A next because it's the next letter in LAMPS. A is easy because it stands for add, which is what we're doing—how convenient! Do I start on the right or left column? Oh, I remember, I start with the right-hand column because it's the opposite of when you read. OK, so 8 and 6 are the only numbers in the far right column, and they equal 14 when you add them together. Man, that's so easy, a second grader could do that."
 6. SAY, "Now I'm on a roll, so let's keep going. What's next? LAMPS, L-A- . . . M! What was M again? I remember it had something to do with 9. Hmm . . . oh, yeah—more than 9. If it's more than 9, I have to keep going. 14 is more than 9, so I guess I have to keep going."
 7. SAY, "OK, I need to focus so I will get all the steps in LAMPS. I just did M for more, so there's only two steps left. I can do this. Now I have 14, but I can't write it down as my answer yet. If I don't write it down soon, I'm going to forget it and have to start all over. OK, L . . . A . . . M . . . P—put! Because I have this sum of 14 floating around, I have to put the 4 from 14 below the column because it's in the 1's column of 14. I have to remember to put only one number down in the answer place for each column. Each column can only have a one-number answer below it. Yes! But wait, I have the 1 left still. What do I do with it, just throw it out? No, that can't be it because I still have one step left: S."
 8. SAY, "Awesome, I'm already on the last step—that wasn't so hard. But I'm not done yet, just keep going, finish it out. S . . . OK, well I've already put something below, so now I have to send the 1 to the top to even it out. Put one number below, send the 1 to the top. All right, so now I have the 1 on top of the next column over. Sweet, that was LAMPS! That trick was pretty easy. And now I've got it down, so it's going to be easy to finish out this problem."
 9. SAY, "Now I start back at A in LAMPS, so it's AMPS with the second column. A stands for add—this is too easy. I have to add the second column now: $7 + 3 + 3$ —and oh, yeah, I can't forget the 1 that I sent to the top. So that equals 14 again. I just did A so M is next. M is for more than 9. 14 is more than 9, so I have to keep going. I've added and now have this number and I have to write it down before I forget. Oh, shoot, what was next? Uhhh, I know . . . it starts with a P, but what was the trick? Oh, duh, it was put the 1's below and move the 10's to the top! But don't get ahead of yourself now, just do P. I put the 4 from the 1's place below, and I send the 1 from the 10's place to the top—that's the S. Sweet, so my answer so far is 4.4."
 10. SAY, "One column left. I can see home base—I'm doing great! I finished AMPS with the second column, so now I start again with AMPS on the third column. A—add. I love this step; it's so quick and easy. $1 + 2 +$ the 1 I sent up from the last column. Easy! That equals 4. AMPS: so M is next. Is it more than 9? Nope it's not, so I'm done! All I have to do is write down the 4 below the column. My answer is 44.4. Yay! I did it without a calculator! Thank you, LAMPS!"

Reinforcing self-statements.

The teacher might model a particular step or process that he or she knows students struggle with. In this case, knowing how to carry when adding might be an issue for students in the class.

Modeling confusion and/or frustration during the think-aloud can help students see that it's not the end of the world if they get confused.

Step 2: Review

After the students have watched the teacher model the strategy for a few problems, he or she should involve the students by reviewing the modeled problems.

1. SAY, "See how useful LAMPS can be! All right, let's go back through the same problem I just worked with all of you as a class. What do I do first with LAMPS?" Wait for 50% of hands and call on a student. Students should be very accurate at this point. If errors occur, stop and review the steps in LAMPS. "Right! We line up the numbers using the decimal points."
2. SAY, "What's next?" Wait for hands. "Yes, we add the right-hand column." While going through the steps, point to the problem you worked on the board, emphasizing each step.
3. SAY, "Next is M. What did I do at that step?" Wait for hands. "Remember, M means you ask yourself, more than 9? $8 + 6$ equals 14, so you're right—that is more than 9 so we move to the next step. Someone explain to me what I did next." Wait for hands. "I put the 4 below the column, not above. Remember, the 1's place goes below the column. What did I do next?" Wait for hands. "Good! I sent the 1 to the top of the next column. Good work, class!"

Step 3: Guided Practice and Monitoring

1. SAY, "Now that you have seen me use the LAMPS strategy, it's your turn to try using it. Let's work on some problems together on the board."
2. Write a two-digit by two-digit addition problem on the board horizontally. Call on a student and have him or her come to the board.
3. SAY, "What should we do first?" The student should be able to give the step and write the problem in a vertical format. Go through each of the steps in LAMPS. Call on different students for each step. If a student is confused, allow the other students to help or provide the answer and briefly reteach the step.

Note: Transfer of strategy ownership (Stage 5) should begin after the think-aloud.

This is task scaffolding.

INDEPENDENT PRACTICE

1. SAY, "Great job, class! Now I want to see how well you can use the strategy on your own. I am going to hand out a worksheet with five problems on it." Ask for volunteers to hand out the worksheet.
2. SAY, "You will see that I have already completed four of the math problems for you! But, I may have made some mistakes. I want you to look at my answers and circle the problems that I answered correctly. If you get stuck, you can look at the poster we made for a hint."
3. SAY, "For an extra challenge, solve the fifth problem on your own!"

This is content and task scaffolding. The students only need to complete one problem on their own—as students practice the strategy, they will complete more problems on their own.

4. Walk around the room, checking to see that students are using/checking the strategy steps. Do not help students unless they ask for it.
5. Once all students have completed the worksheet, go over the questions as a class.

WRAP-UP

SAY, "Today we spent some time practicing the LAMPS strategy that will help us do better in math. Tonight, I want you to be thinking about some situations in which you might use the LAMPS strategy and I want you to think about the goal you set yesterday. Tomorrow we are going to see if we met our goals!"

Lesson 3: Guided Practice

Lesson Overview

The purpose of this lesson is to provide guided practice for students and for the teacher to begin transfer of strategy ownership by gradually lessening support.

Student Objectives

The students will use LAMPS on two-digit math problems with teacher support.

Materials

Flash cards; for each student provide worksheet, graphs, marker boards, markers.

SET THE CONTEXT FOR STUDENT LEARNING

1. SAY, "Hello, everybody! Have you been thinking about LAMPS all night? I sure have. You did great on your worksheets yesterday—I'm very impressed. Has anyone been quizzing themselves with their flash cards? We are all going to play a game using them as a warm-up today; this will get our minds focused on LAMPS again. I am going to split the class into two groups. Once I am done, I want group 1 students to bring their chairs and set them up in a circle on this side of the classroom. Group 2, do the same on the other side of the classroom."
2. The groups should be split up based on grades from the worksheets from the previous lesson. The higher grades will all in one group and the lower grades in the other. This will ensure that all students will benefit from this activity and that a few students aren't continually winning.

Beginning each lesson with a quick memorization activity is an easy way to ensure that students are working toward memorizing the strategy.

3. SAY, "Now that we're all set up, we're going to play *Around the World* with our flash cards." Designate one student from each group to grab his or her flash cards.
4. A student in the higher grade group will be told that he or she is going to be the facilitator of the game for that group. This student will be the one with the highest grade on the worksheet from yesterday. The teacher is the facilitator of the lower-grade group. Designate one student from each group to begin standing behind the chairs. Play *Around the World* for approximately 5 minutes.

SUPPORT THE STRATEGY AND SELF-REGULATION

Step 1: Guided Practice

1. SAY, "Today I am going to give you a worksheet with 20 math problems. I want you to use your LAMPS strategy to solve all of the problems. While you are working on this worksheet, I want you to be thinking about the goal that you set a few days ago."
2. SAY, "Everyone should take out your graphs and look to see what your goal is. If you use the LAMPS strategy on every math problem, you will get more problems right and you will be closer to your goal—you might even do better than your goal!"
3. Hand out the worksheet. Walk around the room and guide students through strategy use as needed. It is best to intervene only if students are struggling.
4. As students finish, check their work and show them how to graph their performance.
5. Ask students if they met their goals. Praise them and remind them that using the LAMPS strategy will make them better at math and help them to continue meeting their goals.
6. Students who exceeded their goals can set new goals. You may want to check on students who did not meet their goals to make sure the goals they set were realistic; help them to lower their goals if necessary.

Student performance on this worksheet will be used to monitor progress toward the goals set in Lesson 1.

Remember: A good goal is specific, proximal, and challenging.

Step 2: Modeling and Generalization

1. SAY, "Yesterday and today we've been practicing adding numbers with only two digits—and many of you already saw how much LAMPS can help you because you met your goals! Today we are going to add numbers with three or four digits. LAMPS can help us add larger numbers, and it will be just as easy as adding smaller numbers. LAMPS helps us organize our numbers and then walks us through each step. So as long as we follow the steps, we'll be fine."
2. SAY, "Let's start with just two numbers with three digits each: $10.5 + 27.9$."
3. Write the numbers on the board. As you work through this

This is task scaffolding and generalization. The teacher is helping students to generalize the LAMPS strategy to larger numbers.

problem, continue to show your work on the board so everyone can see. Prompt students to suggest each step of the strategy (e.g., "What's the first step? What's next?")

4. After completing the strategy once (i.e., the first right-hand column), spend a little time discussing what comes next. SAY, "We made it all the way through LAMPS for the first column. We have to start back over for the next column—but, remember, we start at A instead of L. A for add up the numbers is where we will start for the next column."
5. Continue on through the problem. SAY, "We are going to add $1 + 0 + 7$. Remember, we always have to add the numbers we move to the top of the column, so don't forget about it once you send it to the top. $1 + 0 + 7$ equals 8. That was A for add, so now we move to the next step, M. What do we ask ourselves? We ask ourselves, more than 9? 8 is not more than 9, so do not go on with the rest of the steps in LAMPS. This is because we do not have a number to send to the top of the next column. 8 is only a one-digit number, you see. So all we do with the 8 is put it below the sum line."
6. SAY, "Our answer so far is 8.4, but we're not done yet; we still have one more column to add. Where do we start at now? We don't start at L because we already have our numbers lined up. We start at A again. Remember, after the first column one we always start at A—A for add—so in our final column we are adding $1 + 2$, which equals 3. What do we ask ourselves next? We ask ourselves, more than 9? Is 3 more than 9? No, it is not, so we do not have to continue with the rest of our steps. We just place 3 below the sum line and we are done because we have no more columns to add. Our answer is 38.4. Good work, everybody, we just used LAMPS to help us add three-digit numbers!"

The teacher briefly models a problem.

Step 3: Guided Practice

1. SAY, "Now I want us to practice using LAMPS on larger numbers because tomorrow we will try to meet our goals again. Practicing our strategy will make us better at math and more likely to meet our goals!"
2. Pass out marker boards and markers to each student (or small groups of students).
3. SAY, "I want you all to add these numbers: $54.98 + 643.1$. I want you all to do the L step of LAMPS and hold up your board when you are done." If students are correct, praise them. If they are incorrect, ask them to try again. If they still get it wrong the second time, model it for them. "Excellent, everyone was able to line the numbers up by the decimals. Now, everybody do the A step of LAMPS." Continue with this process all the way through the problem. Make sure to keep complimenting, correcting, and modeling as needed. Repeat with several problems. The problems should have multiple digits and decimal places.

After the teacher models how to use LAMPS on larger numbers, students should practice as soon as possible, while the modeling is still fresh in their minds.

Note that the complexity was increased.

Here the two addends have a different number of decimal places.

WRAP-UP

SAY, "Today we spent more time practicing the LAMPS strategy that will help us do better in math. Tonight, I want you to be thinking about some situations in which you might use the LAMPS strategy and I want you to think about your goals. Tomorrow I am going to challenge you with all different types of addition problems—some with only two digits and some with four digits! I bet if you practice and use your LAMPS strategy, you will continue to meet your goals!"

Lesson 4: Independent Practice*Lesson Overview*

The teacher provides the students with independent practice in using LAMPS.

Student Objective

The students will use LAMPS independently.

Materials

Small ball, sales flyer from a local business; for each student provide worksheet and graphs.

SET THE CONTEXT FOR STUDENT LEARNING

1. SAY, "Good morning, class! Has anyone been reminded of our LAMPS trick when they've turned on a light at home? I sure have—I started whispering the steps to myself last night when I turned on my reading lamp! To start today, we are going to play a little game to review the steps of LAMPS. Everybody stand in a circle over in our reading area." As students move around the room, grab the ball from your desk. "We are going to softly toss this ball around the circle. When you catch the ball, you have to say the next step in LAMPS or what it stands for. You can't toss the ball to someone who has already had it. Toss it to a new person. Ready, I'll start. The first step in LAMPS is L for line."
2. Toss the ball to a student. Hopefully, he or she will say that L means to line up all the decimal points. If the student does not say this, prompt him or her toward the right answer. After you have gone through the strategy once, time students the second time and on the third time, motivate them to beat their previous time. Make sure that all the students get the ball at least twice.

This lesson begins with another memorization activity (Stage 4).

GUIDED PRACTICE AND GENERALIZATION

This is task and content scaffolding and generalization.

1. SAY, "We've been using LAMPS the last couple days to help us add large numbers with decimal points. But we don't only add large numbers at school or on worksheets. When you buy items at a store, their prices have three or more numbers, and they always have decimal points! If you only have so much money you can spend, you need to add up your purchases so you don't spend more than you have. I bet LAMPS can help us with that!" Turn the Elmo on, projecting it on the board, and place a grocery store ad on the Elmo.
2. SAY, "I need to choose five items from this ad to buy. The only problem is, I only have \$25 to spend. Can I have five volunteers to come up and circle items for us to buy?" Call on five students and have each circle an item.
3. SAY, "Interesting choices! So now we need to add all these prices up and see if we are under \$25."
4. Write down all your work for the students to see. However, have the students walk you through the steps. Prompt for each step. SAY, "What do I do first when using the LAMPS strategy?" or, "Now that I have put a number below the sum line, that is a cue for me to do what?" Check for understanding by having the students walk you through the problem by using the strategy.
5. Once you have gone through all the steps and have your answer, SAY "Good work, you guys made that look like a breeze, you told me all the right steps to do. Now we have our answer. Did we stay under \$25?" If it is under \$25, congratulate the students on being frugal. If you are over \$25, tell the students, "We'll have to switch out some items so that we do stay under our budget." Once the items to be removed are selected, have the students walk you through LAMPS again.

SUPPORT THE STRATEGY AND SELF-REGULATION

1. SAY, "Now that we have spent some time getting better at using our LAMPS strategy in other situations, today I have another worksheet with 20 math problems on it. This time you will notice that it's not just two-digit math problems. This time there are two-, three-, and four-digit problems all mixed up. Your job is to use your LAMPS strategy to solve all these math problems and meet your goal."
2. Have students take out their goal sheets and remind themselves of their goal.
3. Pass out worksheets and walk around the room. Assist and intervene only if students are struggling.

Note that, again, the difficulty level is increased gradually. Results from this worksheet will be used to graph progress toward goals.

4. As students finish, have them check their work (or allow a peer to check their work) and graph the results.
5. Ask students if they met their goals. Praise them and remind them that using the LAMPS strategy will make them better at math and help them to continue meeting their goals. Students who exceeded their goals can set new ones.

WRAP-UP

SAY, "Can somebody raise your hand and tell me why LAMPS is an important strategy to know?" Call on students and make sure they state these points: organization, less mistakes, and don't forget steps. "Good job. When else will we use LAMPS other than when we're in math class?" Call on students and look for answers such as planning budgets for trips, balancing checkbooks, when adding scores to figure out your average, etc. "Those are all great examples. We can use LAMPS with lots of things in life. So remember, if you ever feel in the dark when adding, just remember to turn on the LAMPS!"

The teacher is helping students with some of the metacognitive knowledge important to using strategies—specifically, why and where to use the LAMPS strategy.

Note: This lesson can be repeated until students have the strategy memorized and can successfully use the LAMPS strategy to solve multiple types of problems (e.g., two-digit, four-digit) on their own. After teaching the strategy once, it may be helpful to create a checklist to follow. See Figure 8.1 for an example of a checklist.

PARS LESSONS

Lesson 1: Introducing PARS

Lesson Overview

The purpose of the first lesson is to introduce and describe the strategy, discuss current performance, obtain student(s) commitment to learn the strategy, and set performance goals.

Student Objectives

The students will commit to learn the PARS strategy, set goals for using PARS, and work on memorizing the strategy.

Materials

Poster/presentation with PARS steps (Figure 8.4), previous quizzes/tests for each student, blank graph (Figure 8.5).

Preview	Preview the material to identify main ideas by scanning the chapter/passage and surveying: <ul style="list-style-type: none"> • The title • The introductory statement • Headings • Graphic aids • Chapter summary
Ask	Ask questions that relate to the main ideas discovered when surveying the chapter.
Read	Read the chapter to answer the questions developed.
Summarize	Summarize the main ideas in the chapter.

FIGURE 8.4. PARS poster.

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SET THE CONTEXT FOR STUDENT LEARNING

1. SAY, "Today we are going to talk about reading your textbooks and understanding what you read. The first thing I want to do is come up with situations where it is important for you to read and understand information in a textbook. Let's do a little brainstorming. I am going to write our ideas on the board as we go. Does anyone have an idea of a time when it would be important to read and understand your textbooks?"

- Studying for tests

2. SAY, "Great! This is a perfect example of when it is really important for us to read our textbooks and understand what we're reading. Why is that important? Because the better you understand what you're reading, the better you will remember it, and the better you will do on tests! When else is it important to understand texts?"

- Quizzes, completing assignments, to gain information, to be able to get homework done more quickly so you can do something fun, making an informed decision

3. SAY, "These are all great ideas of when it is important for you to read and understand your textbooks. I think two very important times to understand what you are reading is when you're reading for tests and

Note: These lessons begin with Stage 2 of the SRSD model: "selling" the strategy and why it is important to understand what you read.

Prerequisite knowledge for using the PARS strategy includes the ability to read independently and fluently, a basic understanding of different types of text (e.g., textbooks vs. novels) and the structures of textbooks (e.g., headings, graphics).

How much can I remember?

Goal								
10								
9								
8								
7								
6								
5								
4								
3								
2								
1								
	Baseline	Quiz 2	Quiz 3	Quiz 4	Quiz 5	Quiz 6	Quiz 7	Quiz 8

Write your goal at the top. Draw a line to show your goal.

After you read, fill in your chart to show how much you remembered.

FIGURE 8.5. PARS goal sheet.

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quizzes. You all want to do well on the tests and quizzes you take, right? Well, you know what? I have a simple trick, called PARS, that will help you read and better understand what you are reading, and that will help you remember what you read too!"

DEVELOP THE STRATEGY AND SELF-REGULATION

Step 1: Discuss PARS Steps

1. Put out the mnemonic chart/poster so that only PARS shows. Uncover each step of the strategy as you discuss it. See Figure 8.4 for an example of a chart/poster.
2. SAY, "Each of the letters in PARS stands for something you do to help you to remember what you read."
3. Preview the chapter. SAY, "The P in PARS stands for preview the chapter, which is the first step you will do when you are using this strategy. You will preview the chapter to identify main ideas by scanning it and reading some of the main points in the chapter, such as the title, introductory statement, any headings, looking at some of the graphics (e.g., tables, graphs, pictures), and reading the chapter summary at the end of the chapter. Then you will identify the main ideas of the chapter from what you previewed. Doing this is going to help you access any information you already know about the topic and get you ready to learn more!"
4. Ask. SAY, "The second step in PARS is the A, which stands for ask. You're going to ask questions related to the chapter's main ideas, which you discovered when you were previewing. You might want to ask general questions about the main idea—for example, you could ask 'What new information will I learn about bugs?'—or you might want to ask specific questions related to the headings you read or the pictures you saw. Asking questions before you read will help guide your reading and organize any new information you learn."
5. Read the chapter. SAY, "The third step in PARS is the R, which stands for read the chapter. While you are reading the chapter, you are going to be looking for the answers to the questions you asked about the main ideas in the chapter. In some cases you might want to write down your answers or take notes."
6. Summarize. SAY, "And the last step in PARS is the S, which stands for summarize. After reading the chapter and answering all your questions about the main ideas, you will summarize the main ideas in a few sentences. When you summarize, you should say the main ideas in your own words. This is a way to make sure you truly understood what you read, and it also helps you to remember what you read!"

Teachers can supply metacognitive information on the strategy at any stage. Here the teacher provides it in several places while discussing the strategy.

Again, the teacher provides metacognitive information about the strategy.

Following the explanation for each step of the strategy, the teacher provides metacognitive information (e.g., why the step is helpful).

Step 2: Obtaining Commitment

1. SAY, *"So that is how PARS works, and we're going to learn even more about it so you can do really well on your quizzes and tests. If you work really hard and use this strategy, you will improve your scores. Right now, I want to look at some of your old quizzes, so that you can see how you have been doing before using PARS. I'm going to give each of you a blank graph. Then I'm going to give you your old quizzes, and you're going to graph your scores so you can see how you have been doing up until now. We're going to learn this awesome trick, PARS, and once you start using PARS, you're going to graph your new scores next to your old scores to show how much you have improved!"*
2. Hand out graphs and previous quizzes.

Showing current performance and establishing a need for improvement is a great way to "sell" the strategy and gain student commitment. Note that the teacher attributes success to effort and use of the strategy.

Step 3: Set a Goal

1. Hold up a copy of the graphs. SAY, *"When we practice using PARS, we will graph the results. This will show you how much better you are getting at understanding what you read. Let's set a goal for our next practice."* Discuss why goal setting is important and reasons or places where students might set goals (e.g., gives you something to work toward, can help to motivate you).
2. SAY, *"Look at what your last scores were and decide what you want your goal to be. Then draw a line on the graph to show what your first goal will be."* Help students set realistic goals. Set a goal that is not too high and can be met with effort. Stress that students will be more likely to meet their goals if they work hard and use the PARS strategy.

WRAP-UP

1. SAY, *"For next time, I want you to be thinking about some situations in which you might use the PARS strategy. Think about the steps we discussed and how you can use the strategy on almost anything you read—especially on textbooks. Tomorrow I will ask you if you thought of some more situations you could use the PARS strategy."*
2. SAY, *"Tomorrow I will also quiz you on the PARS strategy. Your assignment for tonight is to learn the steps in PARS and be ready for the quiz tomorrow. I want you to be able to tell me the steps in PARS and what you do at each step."*

Lesson 2: Modeling PARS

Lesson Overview

In this lesson the teacher and students will discuss the strategy. The teacher will model strategy use, and students will begin to memorize the strategy.

Student Objectives

Students will be able to state the steps of PARS and the actions performed at each step.

Materials

For each student provide reading passage, graph, self-monitoring checklist (Figure 8.6), self-statement worksheet (Figure 8.7).

<input type="checkbox"/> Preview	Preview the material to identify main ideas by scanning the chapter/passage and surveying: <ul style="list-style-type: none"> <input type="checkbox"/> The title <input type="checkbox"/> The introductory statement <input type="checkbox"/> Headings <input type="checkbox"/> Graphics <input type="checkbox"/> Chapter summary <input type="checkbox"/> Highlight, use stickies, or write the main ideas.
<input type="checkbox"/> Ask	<ul style="list-style-type: none"> <input type="checkbox"/> Use the main ideas identified to ask questions. <input type="checkbox"/> Questions use <i>who, what, when, where, why</i>. <input type="checkbox"/> Write down the questions.
<input type="checkbox"/> Read	<ul style="list-style-type: none"> <input type="checkbox"/> Read the chapter to answer the questions developed. <input type="checkbox"/> Check to see if all your questions were answered.
<input type="checkbox"/> Summarize	<ul style="list-style-type: none"> <input type="checkbox"/> Summarize the main ideas in the chapter. <input type="checkbox"/> Write or say your summary in your own words.

FIGURE 8.6. PARS checklist.

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My Self-Statements

Here are some things I can say to myself **before** I read:

Four horizontal lines for writing self-statements before reading.

Here are some things I can say to myself **while** I read:

Four horizontal lines for writing self-statements while reading.

Here are some things I can say to myself **after** I read:

Four horizontal lines for writing self-statements after reading.

FIGURE 8.7. PARS self-statements.

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SET THE CONTEXT FOR STUDENT LEARNING

1. SAY, "Yesterday I taught you about a trick to help you understand more of what you read. Who can tell me the name of the strategy?" Pause for responses. "Yes! PARS! Now who can tell me the steps of that strategy?" Pause for responses. "Wow, you all remembered most of the steps of the strategy and it's only the second day! Tomorrow I am going to ask you to write the steps of the strategy from memory."
2. SAY, "Today, we are going to practice using the strategy. But first, did you think of some situations in which you could use the strategy?" Solicit responses and add some of your own as appropriate (e.g., social studies textbook, reading for homework).
3. SAY, "There are lots of places you could try using the PARS strategy. I'm noticing that almost anything I read to understand, I can try the PARS strategy!"

After Lesson 1, each PARS lesson begins with Stage 4, memorization.

DEVELOP THE STRATEGY AND SELF-REGULATION

Step 1: Discuss Previewing Text and Asking Questions (Prerequisite for Strategy Use)

1. SAY, "One really important step in PARS is previewing a chapter or section before we read it to find the main ideas and asking questions about those main ideas."
2. Discuss why it's important to spend time predicting and previewing text (e.g., predictions help students think about what they already know about a topic and access this prior knowledge; previewing can help to create a "map" of what information will be included in a chapter). Discuss text elements that are helpful in previewing (e.g., chapter title, headings, pictures, tables, charts).
3. Give students 5 minutes to do a quick activity with text elements. First, organize students into small groups or pairs. Give each group or pair a stack of sticky notes or page markers (e.g., sticky flags), preferably with several colors. Hand out a short chapter or use a current textbook (e.g., social studies). Ask students to identify different text elements by sticking notes on different pages. For example, headings could be pink, graphics/tables could be green, and chapter summaries could be yellow. After 5 minutes, go through the text as a class.
4. Then discuss prediction questions that could be generated based on previewed text.
 - Questions should start with words such as *who*, *what*, *when*, *where*, *why*, *how*. These words make it easier to generate questions and help to focus student attention on important information in a chapter (e.g., important people, dates).
 - Provide sample questions—for example: "What might this chapter tell me about animal cells? Why is it important to learn about animal cells?"
 - Make sure students understand that predicting and generating questions should be "educated guesses" based on information previewed (e.g., questions should relate directly to possible information in text). However, the teacher should also note that not every question generated can be answered in a passage/chapter. Using the text elements to generate good questions can increase the likelihood that the question can be answered.
5. Have students get back into their groups or pairs. Ask groups to go back through the text and generate questions using the post-it notes as a guide. For example, if a group put a post-it next to a heading, they should create a question using the

Note: Previewing text and self-questioning is part of Stage 1, background knowledge. In some cases, important prerequisite knowledge can be incorporated into strategy instruction rather than simply assessing for it. For these lessons, the teacher explicitly teaches how to preview text, important text structures, and how to "self-question." Some students may already have this knowledge—in this case, this instruction serves as a critical review.

Note: How and why questions are generally more difficult to answer because answering them requires going beyond literal comprehension and possibly making inferences.

heading. After groups have generated three to five questions, go over questions as a class.

Step 2: Think-Aloud: Model Use of PARS and Thought Process

1. SAY, "Now I want to show you how to use the PARS strategy. I am going to use the PARS strategy on this chapter from a science text and then I am going to ask you to try using the strategy!"
2. Introduce the checklist (Figure 8.6). Show the students the self-monitoring checklist that you will use while reading the passage. Tell the students that you will show them how to use the checklist and then ask them to try using the checklist on another passage. Explain that using the checklist will remind them of the steps and also ensure that they don't forget a step in PARS.
3. Start by using self-statements such as "Ugh—it's time to do my homework. It always takes me so long and I have to reread my textbook over and over to remember what the chapter is about."
4. SAY, "I'm going to get started on reading the chapter. Oh man, this chapter is so long, and it looks really hard! Wait, I remember that if I have a chapter in a textbook I need to read, then I should use the trick we learned in class, the PARS strategy, because it will help me to read and understand the information in the chapter, and then I will remember it better for the quiz!"
5. Begin by stating the first step of the PARS strategy. SAY, "The first step in PARS is *P*, which means *preview*. In this step, I need to preview the chapter by scanning it for the introductory statement, any headings, visuals, pictures, or the chapter summary. Looking over these items in the chapter will help me to figure out the main idea and important details about the main idea. Knowing the main idea of the chapter will help me to understand what I am reading and then I will be more likely to remember it for the quiz and I will hopefully meet my goal! OK! I can do this!"

"I know when I scan the chapter I just look over the material without actually reading the paragraphs. However, I do want to read some things—such as the introductory statement, headings, and chapter summary—so that I can get an idea of the main ideas before I really read the chapter. OK, I'm going to start by looking at the first page of this chapter . . . I see that there is a title to this chapter. Actually, I think the title of the chapter is important because it gives me a really good idea of what the chapter is going to be about. The title of the chapter is 'Geology.' Under the title, the first sentence, which is sometimes called the introductory statement, says, 'Geology is more than the study of rocks.' I think I will put a sticky note next to that sentence so that I can remember to look at it when I'm figuring out

Note: This scripted think-aloud includes a number of self-statements. These will serve as a basis for introducing self-instructions later in the lesson.

Any chapter, passage, or text could be used to perform the think-aloud for PARS.

The checklist serves as both a self-regulation technique and as scaffolding. During the think-aloud the teacher also models how to use the checklist.

what the main ideas in this chapter are. I could highlight that sentence, but this isn't my book, so it's best to just use sticky notes.

"I'm already feeling pretty good about this—I think the chapter is about geology. The next thing I need to do is look at headings in the chapter. Headings are usually bold and all by themselves—and there can be several headings throughout the chapter, so I need to make sure that I look through the whole chapter. I don't want to miss any because then I might miss something important about the main ideas of the chapter. OK, so I start at the beginning of the chapter and look for bold statements above the paragraphs. The first heading I see is 'History of Geology.' I'm going to put another sticky note by the heading because it will remind me to look back at it when I'm figuring out main ideas. OK, I have to keep going.

"So now I'm scanning down the page, but there aren't any more headings, so I'm going to keep going. . . . OK, several pages later there is another bold heading. I'll put a sticky note next to the heading, 'Geologic Materials,' as a reminder. I need to keep going through each page until I get to the end of the chapter, and mark each heading in the chapter because they all give me an overview of what the main ideas of the chapter are."

Continue on through the remaining headings of the chapter. Next, model checking off your self-monitoring sheet. SAY, "I'm going to look at my strategy checklist to make sure I'm doing this right. . . . OK. Well, I can check 'title' because I already previewed that. I can also check 'headings' because I went through the whole chapter and looked at all the headings! Awesome! I am right on track!

"What else am I supposed to look for when I'm previewing the chapter? Hmmmm. I looked at the title, the first sentence, and the headings. . . . Oh, right, I need to look for tables and graphics! I remember that pictures, charts, or graphs can help me better understand what I'm going to read. Just like I did when I was looking at headings, I'm going to start at the beginning of the chapter and go through each page looking at all the graphics. It's really easy to find the graphic aids because they're not in the paragraphs—they're always off to the side and have something written below them explaining what the picture or graph is. Cool—it looks like there are lots of pictures and a timeline to help me understand geology. . . . OK, done with that." Check off your self-monitoring sheet.

SAY, "But wait, there's one more thing I need to look for when I preview the chapter—the chapter summary. Reading the chapter summary can give me a good idea of what the main ideas of the chapter are. And that's the next thing that I need to do—come up with the main ideas of the chapter based on the information I found previewing the chapter! The main ideas tell me what the chapter is going to be about so I have an idea before I start reading. Having an idea before I start reading helps me better understand when I'm actually reading

the chapter. And the better I understand, the better I will remember the information, and the better I will do on my quiz!

"So, when I'm trying to come up with main ideas about the chapter, I need to make sure they're not too specific because then they would be more like a detail and not a main idea. A main idea should tell me what something is about very generally. How do I think of a main idea? Wait! You know what, as part of the PARS strategy, I'm supposed to use the information I previewed—the introductory statement, headings, graphics, and chapter summary—to come up with the main ideas of the chapter. OK, so I am going to look back at my chapter and find the sticky notes I put in there. The sticky notes make it so easy to find the things I previewed in the chapter—I'm sure glad I used them! OK, I think I know what the main ideas of the chapter are. I am going to write them down so I can remember them. It will be important to remember the main ideas for the next step in PARS. These are the main ideas of the chapter."

6. Write the main ideas for the chapter/passage on the SMART board. Check off that step on the self-monitoring sheet.
7. SAY, *"OK, I think I am finished with the first step in PARS. Wow! I feel like I've already learned a lot and I haven't even read the chapter yet! The second step in PARS is the A, which stands for ask. In this step, I need to ask questions related to the main ideas that I will hopefully be able to answer by reading the chapter. When I ask myself questions about the chapter, I get really interested in finding the answers to my questions, and then I understand what I read better. So, I will create some questions using the main ideas I wrote down. I need to focus—this is really important. It's a good thing I wrote down my main ideas so I can remember them when I'm asking my questions—I knew it would be a good idea to write them down! I think I will write down my questions too because then I can remember the questions I want to answer while I am reading. I am going to come up with a question about each main idea I found because that way I will have questions for more than just one section of the chapter. And, all of the main ideas are important, not just one. I also need to remember the kinds of words you use to ask questions, such as who, what, when, where, why, and how. So, I think these will be my questions for each main idea":*
8. Use the main ideas from the previous step to create questions. Write the questions down. Check off this step on your self-monitoring sheet.
9. SAY, *"All right, so now I created my questions about the main ideas in this chapter. That really got me thinking about what I might learn, and now I'm really excited to find out the answers to my questions. OK, the next step in PARS is the R, which stands for read. Now I need to read the chapter to try to answer the questions that I asked myself!*

I am going to keep my list of questions right next to my book, so that I can look at my questions as I read. If I forget my questions, then I won't be able to answer them, and I won't understand the information in the chapter as well. It's really important for me to understand the chapter because then I will do well on my quiz and meet my goal. I really want to meet my goal. If I keep at it and use PARS, I know I can do it! I am going to start reading and see if I can answer all of my questions. When I find an answer to a question, I will write down the answer under the question, so I can remember the answer after I get done reading."

Read through the chapter, searching for answers to the questions, and continue to use self-statements throughout. When you've read through the passage, check off this step on your self-monitoring checklist.

SAY, "Hmmm . . . I found all the answers to my questions except my question about _____. I wonder if I just missed it when I was reading. I think what I'll do is go back and look for a heading about _____, and then I will reread that section to see if I can find the answer. Yep, there it is! It's a good thing I went back to check! I will write that down so I can remember it, and now I'm done with that step of PARS. I found out some really interesting answers to my questions when I was reading that chapter! But, before I move on, I should double-check to make sure all my questions were answered. . . . I did! Great!

"OK, the last step of PARS is the S, which stands for summa-rize. In this step I write down a summary of the chapter in my own words. I remember that it needs to be in my own words because that will help me understand the information better than if I just copy it down from the chapter summary. And I'm going to try to summarize the chapter without using the book or anything I wrote down. That way, I will have a good idea of whether or not I really understood what the chapter was about. I need to keep in mind all of the really important information when I write my summary, but I remember that it can be pretty general too and it shouldn't be more than a few sentences."

Write a brief summary of the chapter. Check off this step on your self-monitoring sheet.

SAY, "Now, I'm going to look back at the main ideas I wrote down when I did the first step in PARS to make sure my summary includes all of the main ideas. Yep, it does. Wow, I think I really understood that chapter about geology! I did a great job! The PARS strategy really helped me to understand what I was reading, and then I remembered so much of what I read when I was finished. I know that my hard work and using PARS will help me to do well on the quiz tomorrow because I understood the chapter, and I can remember what I read about!!"

The teacher would have previously identified some important areas or areas of difficulty (e.g., coping, persisting with the task, staying focused) and developed sample self-statements to use in the think-aloud.

Here the teacher models making a mistake and then going back to fix it.

The teacher continues to include self-statements. In this case, the teacher uses self-reinforcement statements.

Step 3: Reinforce Performance

Review the PARS checklist with students. Answer any questions students may have and check that all steps of the PARS strategy were performed (and checked off on the self-monitoring checklist, Figure 8.6).

Step 4: Develop Self-Instructions

1. Give each student a blank copy of the self-instruction worksheet (Figure 8.7). Explain that they will use the worksheet to write things that they can say to themselves when reading and using PARS. Discuss the self-statements the teacher used while modeling (e.g., what was said, when self-statements were used, how self-statements helped).
2. As a class, brainstorm some self-statements that could be used before reading, during reading, and after reading.
3. Have students independently write one or two statements that they could say to themselves when reading a passage. Tell the students that these are statements they can say to themselves, inside their heads, when they use the PARS strategy.

Self-statements can help to keep students motivated while using a strategy or help students deal with confusion or frustration.

Note: If students resist creating their own statements, they can use statements from a peer or statements that the teacher used during the think-aloud.

WRAP-UP

SAY, "Tonight, I want you to think about situations in which you would use the PARS strategy. Think about the steps I taught you and how you can use the strategy on most things you read. Tomorrow I am going to ask you to write whatever you can remember from the strategy. Tomorrow we will also practice using the strategy and see if we met our goals!"

Lesson 3: Guided Practice

Lesson Overview

The purpose of this lesson is to provide guided practice on the PARS strategy. The teacher should facilitate transfer of ownership by lessening support.

Student Objectives

The students will use the PARS strategy with peer and teacher support.

Materials

For each student provide reading passage, self-monitoring checklist, quiz, graph.

SET THE CONTEXT FOR STUDENT LEARNING

1. SAY, "Yesterday we talked about PARS and I showed you how I use the strategy. Right now, I want you to write down everything you can remember from the PARS strategy. If you can, I also want you to write down what you do at each step." Provide enough time for students to write. Praise students for remembering and support them when necessary.
2. SAY, "Today we are going to continue to practice our PARS strategy. Before we practice, did any of you think of more situations you could use the strategy?" Solicit student responses. "Did any of you try to use the strategy on your own last night? I encourage you to try using the strategy on your own—the more you use the strategy, the better you will be at it and the closer you will be to your goal!"

SUPPORT THE STRATEGY AND SELF-REGULATION

Step 1: Guided Practice

1. Hand out a short reading passage and a PARS checklist. Ask students to get out their self-statement worksheet (from previous lesson). Remind students that they can refer to the self-statements while they use the PARS strategy, especially if they have difficulty or feel frustrated.
2. Tell the students that you will complete the steps of PARS together and that the goal is to use all the PARS steps. They are expected to use the PARS checklist to monitor their strategy use. Remind them that the more they practice the strategy, the better they will get and the more likely they will meet their goals.
3. SAY, "I just gave you a passage to read—what is the first step of the PARS strategy?" Students should respond, "Preview." "And what do you do when you preview?" Prompt students for responses (e.g., look at the title, look for headings, look at graphics and pictures). Praise students as they respond correctly. Guide students through the first step as necessary (e.g., "What do you notice about the headings in this passage? Are there a lot of tables/graphics in this passage?"). Check off the self-monitoring checklist.
4. SAY, "Now that we've done the first step in PARS, what should we do next?" Prompt students for the next step (Ask). "What kinds of questions should we ask ourselves?" Students should respond with *who, what, when, where, why, how*, etc. Have students generate questions on their own or in pairs. Then ask for volunteers to share their questions and write the questions on the board. Check off the self-monitoring checklist.

In this lesson, students practice the PARS strategy with guidance from the teacher and the self-monitoring checklist (task and material scaffolding). For additional scaffolding (i.e., content scaffolding), the reading passage could be shorter in length, written at a lower grade level, or on a topic of interest to the class.

5. SAY, "Now that we have some good questions to guide us as we read, what do we do next? What is the next step in PARS?" Wait for student responses (i.e., read). Praise them for knowing the steps of the strategy.
6. Allow students time to read—this can be done in pairs or individually. Remind students to think of the questions they generated and find answers. When students are finished reading, ask them if they were able to find the answers to their questions.
7. Prompt students for the final step in PARS (summarize). As a class, create a summary of the passage. Discuss what makes it a good summary (e.g., "It's in our own words, it mentions the main ideas of the passage, it includes important details about the main ideas"). Praise students and remind them of the goals they set.

Note: They may not find all the answers to their questions. Remind them that this is OK. Sometimes we might generate questions that we can't answer in one chapter or passage.

Step 2: Comprehension Quiz

1. SAY, "You used the PARS strategy on that entire passage! Now I want to see how much you can remember and what you learned from that passage." Hand out a short 10-question quiz about the passage they just read. Remind students that the quiz is just for practice—but that results will be graphed to see if they met their goals. Students can work with a partner to complete the quiz (if necessary).
2. Once students have finished the quiz, go through the answers and have students add up their results. Show students how to graph their scores.
3. Praise students for effort and strategy use (and meeting their goals). Remind students that using the PARS strategy will make them better readers and help them to continue meeting their goals.

WRAP-UP

SAY, "Tonight, I want you to practice using the PARS strategy on any homework you have. Tomorrow I am going to quiz you again on the steps of PARS and we will try meeting our goals!"

Lesson 4: Peer Practice

Lesson Overview

The purpose of this lesson is to provide additional guided practice on the PARS strategy. The teacher should facilitate transfer of ownership by lessening support.

Student Objective

Pairs of students will collaboratively practice PARS.

Materials

For each student provide reading passage, self-monitoring checklist, quiz, graph.

SET THE CONTEXT FOR STUDENT LEARNING

1. Make sure any posters or visual reminders are removed or covered for testing of memorization.
2. SAY, "Yesterday we talked about PARS and we practiced using the strategy. Right now, I want you to write down everything you can remember from the PARS strategy. If you can, I also want you to write down what you do at each step." Provide enough time for students to write. Praise students for remembering and support them when necessary.
3. SAY, "Today we are going to continue to practice our PARS strategy. Before we practice, did any of you think of more situations in which you could use the strategy?" Solicit student responses. "Did any of you try to use the strategy on your own last night? I encourage you to try using the strategy on your own—the more you use the strategy, the better you will be at it and the closer you will be to your goal!"

SUPPORT THE STRATEGY AND SELF-REGULATION**Step 1: Guided Practice**

1. SAY, "Today I have another reading passage for you. I want you to read this passage with a partner." Allow students time to find a partner. "Remember to use all the steps of PARS to help you remember and understand what you are reading."
2. SAY, "While you are using the PARS strategy with your partner, I want you to remember to check each step of the strategy on your self-monitoring sheet. I also want you to remember that you each set a goal." Encourage students to take out their graphs and look at their goals.
3. Give students a few minutes, in pairs, to preview the passage together. Then solicit student responses (e.g., "What did you notice about this passage?"). Remind students (as necessary) to check off each step as it is completed.
4. Guide students to the next step of PARS (Ask). Give the pairs a few minutes to generate questions about the passage. Encourage each pair to create three questions. Review the questions as a class. Praise students for their effort and strategy use (e.g.,

In this lesson, the teacher's role should be reduced. Students should work with peers while using the self-monitoring checklist.

The reading passage used could slightly increase in length, readability, or difficulty (e.g., fewer headings, no graphics). This increase provides an opportunity for the teacher to assist students as they assume more responsibility for the strategy and aids in generalization of strategy use.

"I can tell that you have been practicing your strategy, and I like that you used words like who, what, and when to create your questions").

5. Prompt students for the next step of the strategy. Allow them to read the passage individually. As they finish reading, encourage students to check with the partner to see how many questions were answered. Remind students to use the checklist.
6. Ask students to create a summary of the passage with their partner. As a class, ask for volunteers to share their summary.

Step 2: Comprehension Quiz

1. SAY, *"You and your partner used the PARS strategy on that entire passage! Now I want to see how much you can remember and what you learned from that passage."* Hand out a short 10-question quiz. Remind students that the quiz is just for practice—but that results will be graphed to see if they met their goals. Students should work individually to complete the quiz.
2. Once students have finished the quiz, go through the answers and have students add up their results. Ask students to graph their results.
3. Praise students for effort and strategy use (and meeting their goals). Remind students that using the PARS strategy will make them better readers and help them to continue meeting their goals.

WRAP-UP

SAY, "Tonight, I want you to practice using the PARS strategy on any homework you have. I also want you to think of some situations in which you could use the PARS strategy—maybe you could use the strategy in other classes! Tomorrow I am going to quiz you on the steps of PARS one more time and we will try to meet our goals again!"

Note: This lesson should be repeated if students struggled with using the strategy.

Lesson 5: Independent Practice (Fading Instructional Supports)

Lesson Overview

The teacher provides the students with independent practice in using PARS.

Student Objective

The students will use PARS independently.

Materials

For each student provide reading passage, short quiz, graph.

SET THE CONTEXT FOR STUDENT LEARNING

1. Review the steps of PARS. Call on students to help explain what should be done at each step of the strategy.
2. SAY, "Today we will continue to practice our PARS strategy and we will see if we meet our goals!"

Make sure any visuals are hidden or removed while you test for memorization.

SUPPORT THE STRATEGY AND SELF-REGULATION**Step 1: Guided Practice**

1. SAY, "Today I have a different passage for you to read. This time, I want you to read it on your own and try to remember all the steps of PARS without our self-monitoring checklist. While you are using the PARS strategy, I also want you to remember the goal you set!"
2. Encourage students to use the strategy independently. Walk around the room and guide students only as needed.

For this lesson, the reading passage should be at grade level. Students should work independently and without the self-monitoring checklist.

Step 2: Comprehension Quiz

1. SAY, "You used the PARS strategy on that entire passage all by yourself—and without any reminders of the strategy steps! Now I want to see how much you can remember and what you learned from that passage." Hand out a short 10-question quiz. Remind students that the quiz is just for practice—but that results will be graphed to see if they met their goals.
2. Once students have finished the quiz, go through the answers and have students add up their results. Show students how to graph their scores.
3. Praise students for effort and strategy use (and meeting their goals). Remind students that using the PARS strategy will make them better readers and help them to continue meeting their goals.

WRAP-UP

1. Discuss how the passages that students have been reading might look different from other types of reading they do in school (e.g., there might be more or fewer headings, no pictures, chapter books).
2. Explain that the PARS strategy can be modified to fit the type

This discussion can help students to generalize the strategy to other settings or types of text.

of text being read. For example, if they are reading a novel, they can use the PARS strategy on chapters by still previewing and asking questions related to the title of the chapter.

Note: This lesson can be repeated with different reading passages until students are able to successfully use the PARS strategy independently and fluently. In addition, the fading of instructional supports can be changed to meet the needs of students. For example, the first time the lesson is taught, the students could use the self-monitoring checklist but work independently (or vice versa). The second time the lesson is taught, both supports should be removed (i.e., students should work independently and without the checklist).