

# Demonstrations

- Explain why you are doing what you are about to undertake.
- Think aloud as you are modeling so students hear your in-the-head processes.
- Only demonstrate as much as the majority of students are capable of doing at this time.
- Check to see if students “got” your demonstration. Have them say back to you what you did or what you expect them to do.
  - *What did you notice?*
  - *What did you see me do?*
  - *What did you like?*
- One demonstration is rarely enough.
- Include scaffolded conversations between you and one or two students before expecting students to write.
- Have students talk to each other before attempting the task.
- Be available to give help as students attempt what you have demonstrated.