

Teaching Decisions Examined through the Conditions of Learning

Read Aloud from Chapter 4, Immersion and Demonstration

Text: The First Revisit to *The Other Side* (Woodson, 2001)

Teacher: *Trish Candia*

Lesson	Teaching Decisions	How the Conditions and Processes are Affected by these Teaching Decisions (Specific Conditions and Processes are in bold)
<p>Ashley: <i>She said I couldn't swing 'cause I wasn't big enough and I said yes, I was, but she still wouldn't let me play.</i></p> <p>Trish: <i>How did you feel when the girl wouldn't let you play?</i></p> <p>Ashley: <i>I felt sad. I almost cried but I didn't.</i></p> <p>Trish: <i>So, Ashley, you felt sad when someone said you couldn't play. How do you think Annie feels when Sandra says no, you can't jump rope with us?</i></p> <p>Ashley: <i>Annie feels sad.</i></p>	<p>Trish probes the learner to support the student to expand her own thinking.</p> <p>Trish helps Ashley relate her connection to a character in the book and understand how this connection helped her understand the character.</p>	<p>When teachers follow up by asking students to expand on their thinking, students make attempts free from the fear of being wrong, a critical factor for engagement.</p> <p>The teacher has communicated her expectations and beliefs that the learner is capable, helping the student assume responsibility for her own thinking.</p> <p>These interactions allow teachers to assess authentically and to provide appropriate responses to learners.</p>
<p>Trish (to the entire class): <i>When Ashley remembered how sad she felt when someone wouldn't let her play, Ashley knew how Annie felt when Sandra told Annie she couldn't play</i></p> <p>(Refers back to relevant pages in the book)</p> <p><i>Connections can help us understand how characters are feeling in a story. They make the story more interesting to us and make us want to know more about our characters. Thank you, Ashley, for helping us understand how our connections help us understand the stories we read.</i></p>	<p>Trish helps other students understand how connections help us as readers, using Ashley's connection as an example.</p>	<p>Response to students about a process they used supports them to understand how they made meaning (assumed responsibility) and why doing so is important for readers (a factor for engagement).</p> <p>This articulation of student employment of a reading strategy communicates that students have taken responsibility for learning and have met expectations we have for them as learners.</p> <p>Engagement increases as readers see themselves as capable and have a clear understanding of how our demonstrations relate to meaning-making.</p>

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<p>Trish continues to read.</p> <p>A few pages later, Trish read: <i>“Some mornings my mama watched us. I waited for her to tell me to get down from that fence before I break my neck or something. But she never did.”</i></p> <p><i>“I see you made a new friend,’ she said one morning.”</i></p> <p>Trish paused, and silence hung in the air. After a few seconds of quiet, Maya spoke up: <i>I wonder why her mama changed her mind?</i></p> <p>Trish was silent, allowing time and space for the other students to respond to Maya’s “wondering.” No one did. Trish hesitated, then continued reading to the end of the story.</p>	<p>Trish pauses and allows space for thinking to occur. She does not require students to raise their hands to share thinking.</p> <p>Trish’s silence gave space for the other students to decide for themselves if they wanted to respond to Maya’s question; they did not.</p> <p>Trish also did not offer an “answer” herself.</p>	<p>A belief in learner’s thinking and their abilities supports engagement. It strengthens the relationship that is crucial for engagement to occur.</p> <p>Offering to students the opportunity to decide when and how to share thinking also supports engagement, ensuring students see themselves as “doers” of reading.</p> <p>Not providing easy answers to student’s questions sets up expectations of learners that they can be solvers of their own questions and problems. This kind of response to a learner increases engagement and responsibility.</p>

What decisions might you make next time? How will this affect each of the Conditions?

Supporting students to discuss another student’s question will strengthen the Condition of Responsibility by turning the discussion over to the students. It can also strengthen Engagement and the Process of Evaluation as the students engage in further discussion about Maya’s question. This will make a strong “next lesson” focus.