

# Explicit Instruction - Example Lessons

These lessons are found in the following book:

Archer, A. and Hughes, C. (2011). *Explicit instruction: Effective and efficient teaching*. NY, NY: Guilford Press.

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## Lesson #1 – Strategy Lesson

**Group being taught:** 5<sup>th</sup> graders in supplemental reading class

**Prior instruction:** In past lessons, students were taught how to use wording in the question to formulate a partial answer. On the previous day, they read an article about Gandhi.

**Strategy to be taught:** Students are being taught a comprehension strategy for responding to short answer questions. The strategy includes the following steps:

1. Read the item.
2. Turn the question into part of the answer and write it down.
3. Think of the answer or locate the answer in the article.
4. Complete your answer.
5. Reread your answer. Ask yourself: Does it make sense? Are all parts of the question answered?

**Goal of this lesson:** Students will learn a strategy for answering written questions in all of their classes.

**Larger goal:** To empower students with efficient and effective reading comprehension/study skill strategies that will enhance their academic performance.

**Prerequisite skills:** Can read the article accurately and turn questions into partial answers.

Adapted from the following reading intervention program for students in grades 6 through 12. Archer, A. L., Gleason, M. M., & Vachon, V. (2005). *REWARDS Plus: Reading Strategies Applied to Social Studies Passages*. Longmont, CO: Sopris West Educational Services.

### Opening of Lesson

**Gain student attention.** Let's begin.

**State the goal of the lesson.** Today you are going to learn a strategy for answering written questions.

This strategy uses the skill of turning the question into part of the answer that we focused on in past lessons.

**Discuss the relevance of the target skill.** There are many times when you need to write out answers in response to a written question. Usually when you write answers, you need to write a complete sentence or a paragraph. For example, after we read each article in our reading program, you will be writing answers to comprehension questions. However, you will also be able to use this strategy outside of school when you answer questions on a job application. Please list classes or situations where you have answered written questions. (Students record ideas as the teacher monitors and writes ideas and corresponding student names on an overhead transparency.) Now, share your ideas with your partner. If your partner has an excellent idea that you do not have, add it to your list. (Teacher monitors and continues to add ideas to the overhead transparency.)

Let's look at your classmates' ideas. (Teacher and students read ideas: science class, social studies class, English class, health class, state test, application to summer drama camp, Boy Scout badge documentation). Yes, these are all situations in which you could apply the strategy for answering written questions.

**Review critical prerequisite skills.** Before we look at the strategy, let's review how to turn the question into part of the answer. (Teacher displays this question on screen: Why was Gandhi's education in law critical to his later activities?) On your paper, turn the question into part of the answer and write the partial answer. (Teacher monitors.) Read your partial answer to your partner. (Teacher monitors.) Chloe, read your partial answer. *Gandhi's law education was critical to his later activities in a number of ways.* Excellent partial answer. You used words from the question in your partial answer. Also, you clearly understood what the question is requesting. Aden, read your partial answer. *Gandhi's law education was important to later activities for the following reasons:* Again, an excellent

partial answer.

### Body of Lesson

**Introduction to the strategy.** Let's learn about the strategy for answering written questions. (Teacher points to the strategy.) Read Step #1. *Read the item.* Yes, first you would read the question carefully. Read Step #2. *Turn the question into part of the answer and write it down.* This is the skill that we have been practicing . . . using words from the question in the answer. Read Step #3. *Think of the answer or locate the answer in the article.* Sometimes you know the answer, but often you will need to look back in the article or chapter to locate an answer or additional examples to explain your answer. Read Step #4. *Complete the answer.* Now, you are ready to complete your answer. Read Step #5. *Reread your answer. Ask yourself: Does it make sense? Are all parts of the question answered?* Of course, when you are done you should reread your answer to be sure that it makes sense and is complete.

**Modeling (I do it.)** My turn to use the strategy. Read Step #1. *Read the item.* (Teacher displays question.) Read the question with me. *When Gandhi lived in South Africa, what were some of his acts of nonviolent resistance?* Read the Step #2. *Turn the question into part of the answer and write it down.* This is my partial answer. (Teacher displays partial answer.) Read it with me. *When living in South Africa, Gandhi engaged in a number of acts of nonviolent resistance.* Notice that I used words from the question in the partial answer. Read Step #3. *Think of the answer or locate the answer in the article.* I am going to look back in the article. (Teacher looks at the article.) Here is one example . . . Gandhi refused to move to third class seats on the train and was finally thrown off the train. In the next section, the article tells about Gandhi refusing to get off the stagecoach even when he was beaten. Now I have ideas for the answer. Read Step #4. *Complete your answer.* (Teacher displays completed answer.) Read my completed answer. *When living in South Africa, Gandhi engaged in a number of acts of nonviolent resistance. In one incident, Gandhi purchased a first class train ticket but was told to*

*move to the third class seats, which he refused to do. Read the final step. Reread your answer. Ask yourself: Does it make sense? Are all parts of the question answered? Read my answer again. When living in South Africa, Gandhi engaged in a number of acts of nonviolent resistance. In one incident, Gandhi purchased a first class train ticket but was told to move to the third class seats, which he refused to do. When I reread my answer, I realized that it did not make sense and was incomplete. The answer suggests that Gandhi engaged in a number of acts of nonviolent resistance but I only provided one example. Here is my edited answer. Please read the entire answer. When living in South Africa, Gandhi engaged in a number of acts of nonviolent resistance. In one incident, Gandhi purchased a first class train ticket but was told to move to the third class seats, which he refused to do. At another time, Gandhi refused to sit on the dirty footboard of a coach even when he was beaten. In both cases, he did not respond with violence. He did not fight, yell, or call the drivers names. Now, the answer is complete.*

**Prompted or Guided Practice (We do it.)**

(Tell them what to do.) (The teacher displays this question on the screen: Why was Gandhi able to practice law in Great Britain, South Africa, and India?) Let's use the strategy together. Read item #1. (Teacher and students read the question.) *Why was Gandhi able to practice law in Great Britain, South Africa, and India?* Turn the question into part of the answer and write it down. (Teacher moves around the room, monitoring and coaching.) Read your partial answer to your partner. (Teacher monitors.) Malcolm, read your partial answer. *Gandhi was able to practice law in Great Britain, South Africa, and India because . . .* Great, you used wording from the question in your partial answer. Think of the answer or look back in the article, but don't write anything down yet. (Teacher monitors.) Ones, then Twos, tell the answer to your partner. Begin with your partial answer. (Teacher monitors.) Dalsha, tell us your answer. *Gandhi was able to practice law in Great Britain, South Africa, and India because*

*these three countries were part of the British Empire. The countries in the British Empire were all under the same rule of law.* Excellent. Everyone, complete your written answer. (Teacher monitors.) Reread your answer and ask yourself if the answer makes sense and if you answered all parts of the question. If it doesn't make sense or all parts are not answered, fix it up. (Teacher monitors and provides feedback.) First Ones, then Twos, read your completed answer to your partner. Partners, listen carefully to be sure the answer makes sense and is complete. (Teacher monitors.)

**Prompted/Guided Practice (We do it.)** (Ask them what to do.) (The teacher displays this question on the screen: Why was life difficult for Indians living in South Africa?) Ones, tell your partner what we should do first to respond to this question. (Teacher pauses.) Isabella, what should we do first? *Read the item.* Everyone, read the question with me. *Why was life difficult for Indians living in South Africa?* (Teacher and students read the question.) Twos, tell your partner the next step in the strategy. (Teacher monitors.) Asher, what is the second step? *Turn the question into part of the answer and write it down.* Everyone, do that. (Teacher monitors and coaches.) Ones, then Twos, read your partial answer to your partner. (Teacher monitors.) Ones, tell your partner the third step in the strategy. (Teacher monitors.) Quentin, what is the step? *You have to either think of the answer or locate the answer in the article.* Yes, Quentin that is the next step. Everyone, I want you to look back in the article so that you can add examples to your answer. Ava, what is the 4<sup>th</sup> step? *Complete your answer.* Everyone, please complete your answer. (Teacher monitors and coaches while students look back and write.) Finally, you need to reread your answer. Tell your partner what you should ask yourself as you reread your answer. (Teacher monitors.) Madison, what should you ask yourself? *Does the answer make sense? Are all parts of the question answered?* Reread your answer and fix it up if necessary. (Teacher monitors.) Please read your answer to your partner. Give feedback to your partner. (Teacher monitors.) Zachery, please read your answer to the class. *Life was difficult for the Indians who lived in South Africa because they were*

*treated as racial outcasts. For example, South African whites considered Indians “inferior” because of their race. As a result, Indians faced many racial injustices such as having to ride in the third-class section of a train or on the outside of a stage coach rather than sit inside with white passengers. Your answer is well formulated. You used words from the question, answered all parts of the question, and the answer makes sense.*

**Prompted/Guided Practice. (We do it.)**

(Remind them what to do.) (Teacher displays this question on the screen: What kinds of nonviolent actions did Gandhi support?) Read item #3. *What kinds of nonviolent actions did Gandhi support? Use the strategy to answer this question. Be sure that you include words from the question in your answer and that you look back in the article. When you are done, reread your answer to be sure it is complete and makes sense. (Teacher monitors and coaches.) Read your answer to your partner. (Teacher monitors.)* Jasmyn, please read your completed answer. *Gandhi supported a number of nonviolent actions in his campaigns against the British government, both in South Africa and India, including: refusing to fight back when attacked, distributing pamphlets, collecting names on petitions, organizing Indians to protest British practices in nonviolent ways, and refusing to move out of preferred seats on trains and stagecoaches.* Jasmyn, a carefully considered answer. You included wording from the question and located examples in the article to complete your response.

## Lesson #2 – Strategy Instruction

### Background Information

**Group being taught:** 8<sup>th</sup> graders in beginning algebra class

**Prior instruction:** The students have been introduced to the concepts of variable and expression and how to evaluate a simple expression.

**Goal of the lesson:** The students will learn the first step in the order of operations: solve the operations in the parentheses first.

**Larger goal:** Students will learn all components in the order of operations: 1) parentheses, 2) exponents, 3) multiplication/division left to right, 4) addition/subtraction left to right. They will learn a mnemonic device to help them remember the order of operations: 1) Please, 2) Excuse, 3) My Dear, 4) Aunt Sally.

### Opening of Lesson

**Gain Students Attention.** Students, please put all of your materials away except your math log, a pencil, and your math book. (The teacher pauses.) Look up here.

**State the goal of the lesson and its relevance.** Today we are going to continue our work with variables and expressions. You are going to learn how parentheses are used in expressions. This knowledge is critical in solving algebraic equations.

**Review Critical Prerequisite skills.** But first, let's do a little review. Ones, tell your partner what a variable is? (The teacher monitors and calls on a student.) *A variable is a symbol that represents a number.* Yes, a variable is a symbol that represents a number. Look at these expressions ( $3 + x$ ;  $t - 6$ ). In the first expression, what is the variable? Everyone. *X*. Yes, *x* is a symbol that represents a number. Everyone, what is the variable in the second expression? *T*. Correct.

Let's look again at the definition of an expression. (The teacher displays the definition on the

overhead.)

expression

- mathematical statement
- that may use
  - numbers
  - variables or
  - both

(The teacher displays the following items on the overhead.)

1. 2

2.  $x$

3. 

4.  $2 + 6 - y$

5. 

Check each of these items against the definition. On your paper, write the items that are expressions

(Teacher monitors and then asks individuals the following questions.) Why is 2 an expression? *It is a number.* Why is  $x$  an expression?  *$X$  is a variable.* Why is the heart not an expression? *It is not a mathematical statement. It is not a number or a variable representing a number.* Why is  $2 + 6 - y$  an expression? *It contains both a number and a variable.* Why is the square not an expression? *It is not a mathematical statement. Also, it is neither a number nor a variable.*

WOW... you really have mastered these concepts. Let's learn more about expressions.

### Body of Lesson

#### Modeling (I do it.)

(The teacher writes  $5 \times (6 + 3)$  on the overhead transparency.) Look at this expression. When an expression contains more than one operation, parentheses can be used to show which computation should be done first. So when we have an expression, we first look for parentheses and do the

operation or operations inside the parentheses. In this problem,  $6 + 3$  is inside the parentheses, so I will do that operation first. What is  $6 + 3$ , everyone? *9*. (The teacher writes *9* below  $6 + 3$ .) After I have done the operation inside the parentheses, I can do the remaining operation. Everyone, what is  $5 \times 9$ ? *45*. The value of this expression is *45*.

Look at this expression. (Teacher writes  $(5 \times 6) + 3$ .) Notice that it has the same numbers and operations as the previous problem. However, the parentheses are in a different location. First, we do the operations inside the parentheses. What is  $5 \times 6$ , everyone? *30*. (Teacher writes *30* below  $5 \times 6$ .) Now, I can do the remaining operation. What is  $30 + 3$ ? *33*. Notice that the expression has a different value when the parentheses are in a different location.

(Teacher writes  $63 - (4 - 3)$  on the board.) Help me do this problem. Should I do the operations inside or outside of the parentheses first? *Inside*. What is  $4 - 3$ ? *1*. (The teacher writes *1* under  $4 - 3$ .) Now, I can do the remaining operation. What is  $63 - 1$ ? *62*.

### **Prompted/Guided Practice (We do it.)**

Let's do some problems together. Please stay with me so we can do these items correctly. (Teacher writes  $(63 - 4) - 3$  on the transparency.) Write this expression on your paper, but don't solve it. Do we do the operations inside or outside of the parentheses first? *Inside*. Write the answer to  $63 - 4$  on your paper. Put your pencil down to show that we can go ahead. (The teacher writes *59* below  $63 - 4$ .) Check your answer. Now, do the remaining operation. (Teacher monitors and writes *56*.) So, the value of this expression is *56*. Notice that the expression has a different value than the previous expression when the parentheses were in a different location.

(Teacher writes  $15 - (9 + 6)$  on the transparency). Write this expression on your paper. Put your pencil down when you are done. Do we do the operations inside or outside of the parentheses first? *Inside*. Good, find the value of this expression. (Teacher moves around the room and monitors

students. Then, the teacher writes the completed item on the transparency and has students check their work.)

(Teacher writes  $(15 - 9) + 6$  on the transparency.) Write this expression on your paper. Do we do the operations inside or outside of the parentheses first? *Inside*. Find the value of the expression.

(Teacher monitors and provides feedback.) Look at these two expressions. They had the same numbers and operations but different values. You can see how important it is to do the operations within the parentheses first.

(Teacher writes  $(35 - 5) - (4 + 2)$  on the transparency.) Copy this expression. Do we do the operations inside or outside of the parentheses first? *Inside*. Yes, here you have two sets of parentheses. Do the operations inside both sets of parentheses and then subtract. Find the value of the expression.

(Teacher monitors and provides feedback.)

(Teacher writes  $(9 + 16) - (16 - 8)$  on the transparency.) Copy this expression and find the value of the expression. Don't forget . . . parentheses first. (Teacher monitors and provides feedback.)

Terrific.

### **Unprompted Practice (You do it.)**

Find the value of item #A. Put your pencil down when you are done. (Teacher monitors and then provides feedback on the item. This is repeated for #B.) Now, complete the remaining problems and then we will go over them. (Teacher monitors and then provides feedback to the group.)

A.  $(6 \times 5) - 4$    B.  $6 \times (5 - 4)$    C.  $(5 + 6) \times (8 - 2)$    D.  $(13 - 3) \times (10 - 5)$    E.  $(9 \times 2) - 8$

### **Closing of the Lesson**

**Review.** Today you learned the first step in an algebra strategy called the Order of Operations. First, we do the operations that are inside the \_\_\_\_\_. *Parentheses*.

Yes, we always do the operations inside the parentheses before those outside of the parentheses.

**Preview.** Tomorrow, we will learn about the second operation in the order of operations: exponents.

**Independent Work.** Please open your Algebra book to page 5. Complete the items in Set A. We will check your homework at the beginning of class tomorrow.

Lesson #3. Vocabulary Instruction

**Setting:** 8<sup>th</sup> grade language arts

**Situation:** Preparation for reading a portion of a biography about Harriet Tubman.

**Step 1. Introduce the word.**

(Display the word.) This word is **elude**. What word? *Elude*. We pronounce it as “ē lüd.” Say the word again. *Elude*.

**Step 2. Introduce the meaning of the word.**

**Option #1. Provide a student-friendly explanation.**

If you avoid someone or escape from them, you **elude** them. If you avoid someone or escape from them, you \_\_\_\_\_. *Elude them.*

**Step 3. Illustrate with examples.**

If runaway slaves were able to hide from patrollers who were hunting for them, the slaves were able to **elude** them. If a convict was able to escape and hide from police officers for 10 years, the convict was able to \_\_\_\_\_. *Elude them.* If other players were not able to catch Jason during a game of hide and seek, he was able to \_\_\_\_\_. *Elude them.*

**Step 4. Check students’ understanding.**

**(Option #1. Have students discern between examples and non-examples.)** Please get out your Yes and No cards. I will ask a question. When I say “Show me”, hold up a Yes or No card.

If a slave wanted to **elude** patrollers, would that slave protest slave practices in the market place? (Pause.) Show me. (Students hold up a No card.) Ones, tell your partner why runaway slaves would not protest slave practices in the market place. *If they protested slave practices in the market place, they would be noticed and caught.*

If a slave wanted to **elude** patrollers, would that slave move only at night and then sleep

undercover during the day? (Pause.) Show me. (Students hold up a Yes card.) Twos, tell your partner why a slave would move only at night and sleep undercover during the day. Use the word **elude** in your explanation. *If they moved only at night and slept during the day, they would be able to elude patrollers.*

**(Option #3. Ask questions that require deep processing of the word's meaning.)**

If you were a slave and you wanted to **elude** patrollers, would you want to leave in the morning or evening? *In the evening.* Twos, tell your partner why evening would be better. Start with: If you wanted to **elude** patrollers, it would be better to leave in the evening because. . . . *If you wanted to elude patrollers, it would be better to leave in the evening because it would be dark and the patrollers would be at home sleeping.*

If you were a slave and you wanted to **elude** patrollers, should you walk down a road or in the forest? *In the forest.* Ones, tell your partner why walking in the forest would be better. Start with: If you wanted to **elude** patrollers, it would be better to walk in the forest because. . . . *If you wanted to elude patrollers, it would be better to walk in the forest because you could hide behind tree trunks or under leaves. On the road, you could not hide.*

Think about how the word **elude** might be used in a passage about Harriet Tubman. (Provide thinking time.) Now talk it over with your partner. *When Harriet escaped, she might have eluded people and dogs that were hunting her down. When Harriet helped other slaves escape on the underground railroad, she might have helped them elude patrollers.*

**Extensions - (Synonyms: Introduce or have students generate synonyms for new word. Allow use of reference materials.)** Working with your partner, list words or phrases that are synonyms for **elude**. You are welcome to use a dictionary or thesaurus. (Teacher monitors and records words on an overhead transparency.)

Lesson # 4 - Vocabulary

**Setting:** 5<sup>h</sup> grade language arts

**Situation:** Introduction of new genre (autobiography)

**Step 1. Introduce the word.**

(Display the word.) This word is **autobiography**. What word? *Autobiography*.

**Step 2. Introduce the meaning of the word.**

**(Option #2. Analyze the meaning of the word using the morphemes, the meaningful parts of the word.)**

(Teacher underlines biography in **autobiography**.) We have just finished reading a biography. Ones, tell your partner what a biography is. (Teacher monitors.) Yes, a biography is an account of someone's life that is written by another person. (Teacher circles auto in **autobiography**.) **Auto** means *self*. What does **auto** mean? *Self*. So, an **autobiography** is an account of someone's life that is written by the person himself or herself.

**Step 3. Illustrate with examples.**

If I wrote about my life, it would be an \_\_\_\_\_. *Autobiography*. If the leader of a country wrote about his or her life, he or she would write an \_\_\_\_\_. *Autobiography*.

**Step 4. Check students' understanding.**

**(Option #1. Have students discern between examples and non-examples.)**

Please take out your Yes and No cards. Hold up Yes or No when I say "Show me." Barbara Kramer wrote *Michael J. Fox: Courage for Life*. Think. Is the book an **autobiography**? Show me. (Students hold up a No card.) You are correct. This would not be an **autobiography** because another person wrote it. Michael J. Fox wrote about his own life in a number of books, including *Always Looking Up*. Is that book an **autobiography**? Show me. (Students hold up a Yes card.) Yes, Michael

J. Fox wrote about his own life.

Barak Obama wrote about his life in a book called *Dreams From My Father*. Is the book an **autobiography**? Show me. (Students hold up a Yes card.) Ones, tell your partner how you know it was an **autobiography**. *It was about Obama and written by Obama*. Garen Thomas wrote *Yes We Can* about Barak Obama. Is that book an **autobiography**? Show me. (Students hold up a No card.) Twos, tell your partner how you knew it was NOT an **autobiography**. *It was about Obama but was written by someone else*.

**(Option #3. Ask questions that require deep processing of the word's meaning.)**

There are many reasons that someone might choose to write an **autobiography**. Think of some reasons. (Pause and allow thinking time.) With your partner, come up with a number of reasons. (Teacher monitors.) Ones, I am going to call on a number of you to report for your partnership. (Teacher calls on students.)

**Extensions - Word Parts: Introduce other words containing the word part.**

(Write automobile on the board.)

Let's look at other words containing **auto**. This word is **automobile**. What word? *Automobile*. What is another word for automobile? *Car*. What does **auto** mean? *Self*. Mobile means to move. Why do you think cars were given the name **automobiles**? Ones, tell your partner your explanation. (Teacher calls on a student.) *You can use an automobile to move yourself from place to place, unlike a train, which requires that someone else drives*.

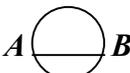
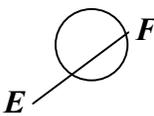
This word is **autocrat**. What word? *Autocrat*. An autocrat is a leader of a government. Do you think an autocrat would head a dictatorship or a democracy? Twos, tell your partner. (Teacher monitors and calls on a student.) *Auto means self, so I think an autocrat would head a dictatorship where one person had power*.

This word is **autograft**. What word? *Autograft*. If a person was in a fire and some skin was burned, that person might need a graft where new tissue would be placed over the burned area. If the person got an autograft, where would the skin come from? Tell your partner. (Teacher calls on a student.) *From another part of the person's own body. For example, if they had a burn on their arm, skin might be taken from their leg to form an autograft.*

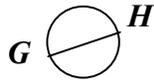
What word? *autograph* Think about the meaning of auto. If I wrote down your name, would that be an autograph? Ones, tell your partner. (Teacher calls on a student.) *No, because auto means self, I would have to write the name myself.* If you wrote down your name, would it be an autograph? Twos, tell your partner. (Teacher calls on a student.) *Yes, because auto means self, I would write the signature myself.*

## Lesson #5 - Vocabulary

Setting: 8 <sup>th</sup> Grade Geometry Situation: Vocabulary Instruction	
<b>Step 1.</b>	<b>Introduce the word.</b> (Display the word.) This word is <b>chord</b> . What word? <i>Chord</i> .
<b>Extensions</b>	<b>Multiple-Meaning Words: Introduce other familiar uses of the word.</b> You probably have heard the word <i>chord</i> in the past. In music, it is a group of three or more notes that are sounded together. For example, if you were playing piano, you might play three notes with the same hand at the same time. The group of notes would be a _____. <i>Chord</i> . On a guitar, the musician might press three fingers onto three different strings on the neck of the guitar to create a _____. <i>Chord</i> . In geometry, <i>chord</i> has an entirely different meaning.
<b>Step 2.</b>	<b>Introduce the meaning of the word.</b> <b>(Option #3. Have students locate the definition in the glossary or text and break the definition into the critical attributes or parts OR tell students the critical attributes.)</b>  Please locate the word <b>chord</b> in the glossary. (Teacher monitors.) Read the definition with me: <i>A chord is a line segment whose endpoints lie on a circle.</i> Record the word <b>chord</b> in your vocabulary log. (Teacher monitors.) Let's break the definition into the critical attributes. First, a <b>chord</b> is a _____. <i>Line segment</i> . We know that a line segment is straight. Next, the endpoints of the line segment lie on a _____. <i>Circle</i> . Please list the critical attributes under the word.  (Students' logs would be similar to this: <div style="margin-left: 40px;"> <i>chord</i> <ul style="list-style-type: none"> <li>• <i>line segment</i></li> <li>• <i>endpoints lie on circle</i>)</li> </ul> </div>

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<b>Step 3.</b>	<b>Illustrate with examples and non-examples.</b>	
		The line segment AB is a chord. It is a line segment, a straight line with two end points, and the endpoints lie on a circle.
		The line segment CD is a chord. It is a line segment and its two end points lie on a circle.
		The line segment EF is NOT a chord because endpoint E is not on the circle.
		The line segment GH is NOT a chord because only endpoint G lies on the circle.

<b>Step 4.</b>	<b>Step 4. Guide students in analyzing examples and non-examples using the critical attributes. (We do it.)</b>	
		Is AB a line segment? <i>Yes</i> . Are the endpoints on the circle? <i>Yes</i> . Is AB a chord? <i>Yes</i> .
		Is CD a line segment? <i>Yes</i> . Are the endpoints on the circle? <i>No</i> . Is CD a chord? <i>No</i> . Yes, even though it is a line segment, the endpoints are not on the circle.
		Is EF a line segment? <i>No</i> . No, it is not a line segment since it is not a straight line. Is EF a chord? <i>No</i> . Correct. Remember, if either of the critical attributes are missing it cannot be a chord.



Is GH a line segment? *Yes*. Are the endpoints on the circle?  
*Yes*. Is GH a chord? *Yes*.

**Step 5.**

**Check students' understanding. (You do it.)**

**Option #2. Have students generate examples and non-examples.**

Please take out your slates. Draw a circle on your slate. Add three chords.

Label them AB, CD, and EF. (Teacher monitors as students draw a circle with three chords.) Please check your partner's drawing. Be sure that all three lines are chords. (Teacher continues to monitor.) Hold up your slates. (Teacher examines slates.) Erase.

Draw a new circle on your slate. Draw three new lines that are NOT chords. Label the lines AB, CD, and EF. (Teacher monitors as students draw three lines that are not chords.) Everyone, hold up your slates. (Teacher examines slates.) Ones, explain to your partner why each of your lines is NOT a chord. Twos, explain to your partner why each of your lines is NOT a chord.