**Before the Lesson**
- T1 and T2 discuss how the new read aloud is progressing in the classroom
- T1 brings up the concern that it might be difficult for the students to understand that most of the action is happening in the past in the form of flashbacks
- T2 suggests beginning the next read aloud with a clarification of which events are happening in the present and which events are memories. T2 suggests teaching the word “flashback.”
- T1 and T2 agree that a mini-lesson at the beginning of the next read aloud would be best
- T2 creates the graphic organizer used in the lesson
- T2 suggests teaching the word “flashback.”
- T1 and T2 agree that a mini-lesson at the beginning of the next read aloud would be best
- T2 creates the graphic organizer used in the lesson
- T2 scans a copy of the graphic organizer to project on the board, and keeps the original to use during the lesson with a few students at the back of the rug
- T1 and T2 plan out the length of the mini-lesson
- T1 and T2 decide the rest of the flashbacks can be recorded as they continue reading
- T1 and T2 discuss which events they anticipate students will remember as flashbacks
- T1 and T2 discuss which students T2 should support at the back of the rug with the physical copy

**Mini-Lesson**
- T1 discusses where the book is taking place
- T1 introduces vocabulary word “flashback”
- T1 discusses how the events that are taking place in the present are different from the memories/flashbacks
- T1 prompts for examples of flashbacks
- T1 records the examples of flashbacks on the board
- T2 reinforces T1’s questions with pre-selected students (making sure they understand and that they are focused)
- T2 uses physical copy of projected graphic organizer to support selected students
  - T2 can point to the exact place on the page she is referring to (as opposed to pointing to the board as a whole)
  - T2 can encourage students to write their own answers
- Students use T2 to ask for clarification
- T2 goes back into the text with individual students as needed for support
- T2 clarifies vocabulary word “flashback”
- T2 echoes T1’s prompt for examples of flashbacks
- T2 manages the selected students’ attention from herself, to T1, to peers as they speak
- T2 prompts students to make connections from her chart to T1’s chart and to peers
- T2 leads a small group discussion about one specific flashback the class read about the day before *(when the characters put on a play)*