### Before the Lesson

- T1 and T2 discuss the upcoming lesson in the combined reading/writing unit about food.
- T1 and T2 break down what is expected of the students into manageable parts to reveal that students will need to:
  - Read a passage about how a specific food gets onto their plates or into their lunchboxes
  - Identify the steps that it takes the food to get to them
  - Sequence the steps
  - Write the steps in order in their own words
- T1 and T2 agree that this lesson will combine many discrete skills.
- T1 and T2 agree to model the lesson together, so that the students can see the one of the teacher's thinking about how this large task should be chunked.
- T1 nominates T2 to do the think aloud, stating this is a strength of T2's.
- T2 agrees and thinks it might be helpful for T1 to read the whole sequence through first, and then to go back and re-read each step aloud. That way, the students can understand the food's journey in a complete manner and T2 can rephrase each step.
- T1 and T2 read through the two-page spread together explaining how cheese "gets into your lunchbox," especially thinking about where to stop, and what to write on the board.

### During the Lesson

- T1 explains the lesson as a whole.
- T1 reads the two-page spread aloud without stopping or clarifying (*not shown*).
- T1 re-explains today's task.
- T1 shows graphic organizer, and explains how to use it.
- T1 reinforces T2's vocabulary.
- T1 re-reads one section at a time and then turns the attention to T2's modeling.
- T1 prompts students to pay attention to certain aspects of what T2 is modeling:
  - What words can you put at the beginning of each step?
  - Should you just copy the page?
  - Remember to rephrase the steps in your own words.
- T1 explicitly says the steps:
  - Read the whole page or passage first
  - Go back and re-read it part by part
  - Put each step into your own words before you write it down.
- T2 rephrases the lesson objective in her own words, so that the students can hear two different ways of thinking about the same task.
- T2 reinforces T1’s vocabulary.
- T2 models the assignment and thinks aloud.
- T2 writes each step in her own words.
- T2 is careful to write succinctly in her model.