



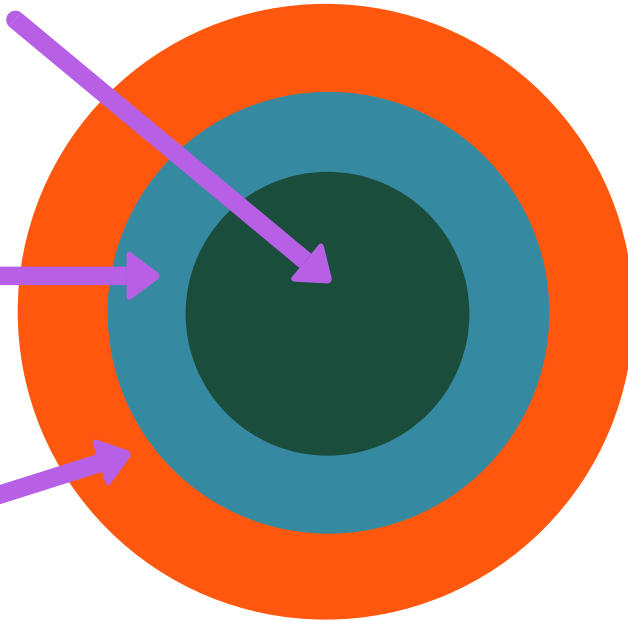
Model

Goldberg (2016, pp. 135 - 152)

What the learner can do independently

What the learner can do with support

What the learner cannot do yet



"What the child can do in cooperation today he can do alone tomorrow," (Vygotsky, 1978).



Intentional vs. Incidental Modeling



Proactive



Reactive

Being an (Intentional) Model

1. Set the context.
2. Show the steps, and include the "why".
3. Summarize by naming what was done, and create an anchor chart that serves as an "artifact" of the modeling.

"...[W]hen we are modeling, we are starring in our own learning show," (p. 152).

