

Be the Teacher

ThinkSheet for Explain

Step	Learning Activities: Some require checking off and others require responses.	I did it
1	<p align="center">FIND SOMEONE TO TEACH</p> <p>Think through the text after you have read it and solidify the concepts in your mind. Plan how to teach it.</p> <p>Find listener(s), real or imagined. Who or What? _____</p>	_____
2	<p align="center">EXPLAIN</p> <p>Invite the listener(s) to ask you questions at any time during your explanation—to clarify, to wonder, to probe your understanding, and to learn from you.</p> <p>Since explaining* is much more than retelling, do <u>at least</u> three of the actions below.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Make clear your knowledge of the concepts. (Isolate, organize, and elaborate the ideas.) <input type="checkbox"/> Speculate why the concepts are important and how they work. Make predictions about the importance and usefulness of the ideas and tell why you think this. <input type="checkbox"/> Tell how the ideas relate to other things, how they function, what causes them, what consequences follow from them. <input type="checkbox"/> Share your own examples, support, analogies, or perspectives. <input type="checkbox"/> Give your opinions about the concepts and argue for your views and against opposing views. <input type="checkbox"/> Tell how you arrived at your answers. <input type="checkbox"/> Help your listener see the guiding principles behind the concepts, problems, phenomena, or facts. <input type="checkbox"/> Use your critical thinking abilities to discuss the concepts: Where is this author coming from? What are his or her intentions? Should we believe this text? Why or why not? What might be consequences of acting on the information in this text? <input type="checkbox"/> Constantly monitor and evaluate your understanding and that of your listener. <p>What else did you do to explain the text? _____</p>	<p>_____</p> <p>_____</p>
3	<p align="center">SEEK for More Understanding</p> <p>Go over the text to identify parts that are still confusing to you and that you cannot explain well. Read and think about these parts again. What did you do with the text to strengthen your understanding of the unsure parts? _____</p> <p>_____</p> <p>If you cannot explain something to your satisfaction (or to your professor's probable expectations), seek answers through more study, reasoning, and going to outside sources. Then try to explain again—if only to yourself this time. What made you aware that you needed to obtain more knowledge? _____</p> <p>_____</p> <p>What did you do to learn more beyond the text? _____</p> <p>_____</p>	<p>_____</p> <p>_____</p>

Record *Be the Teacher* on your Reading Log on the AFTER line and complete the right-hand column, reflecting how this strategy helped you construct deeper meaning.

*This checklist was inspired by or adapted from Wiggins & McTighe. (1998).