

Lesson Plan for a 5th Grade Mathematics Class

Think Aloud

Topic: Solving word problems using two steps

Objectives: The student will...*(to be completed by the classroom teacher)*

Set Induction: Say to students, "I'm thinking about something, and I want you to tell me what I'm thinking about. Who can do this? (Pause.) No one can tell me? Well, what would it take for you to be able to tell what I am thinking? You'd like me to write it? ...to tell you? OK then, I will tell you what I am thinking—listen closely." The teacher then thinks aloud through the solution of one of the student's word problems for the day.

Activities:

1. Students turn to the assigned problems for the day.
2. Teacher thinks aloud through 2 or 3 examples, pointing out to the students how the **Think Aloud** reveals how to attack and solve the problem.
3. Students solve each sample problem after the teacher does the **Think Alouds**.
4. Next the children try **Thinking Aloud** with a partner on several problems. The teacher circulates and listens to the interaction, offering suggestions and modeling for those who are having difficulty.
5. Finally, students work on the assigned problems using **Think Aloud** "silently" as they work.

Closure: Ask the students to share what **Think Aloud** has done for them and to generate other content areas where they might use it.

Evaluation suggestions:

- observation of the paired **Think Alouds**
- observation of students as they work on the assigned problems (looking for "silent **Think Aloud**" behaviors)
- students' success on solving the assigned problems
- students' journal entries for that day and subsequent days
- students' future attitude toward word problems
- results on test and quizzes which include word problems.

Resources and Materials: assigned and sample word problems, student paper/pencils

Other Applications

The **Think Aloud** can be useful any time that students have to read or think through content material that is difficult for them. Science passages that contain many new concepts present such a challenge, so teachers can model **Think Aloud** and urge students to use it silently as they read through and study assigned reading passages. The strategy is useful as well in other content areas when difficult text is encountered.

Instructions for carrying out complex processes present another opportunity to use **Think Aloud**. Students can see how **Think Aloud** helps them to visualize what they must do and to then translate that visualization into concrete action.

Finally, teachers can model **Think Aloud** when students are being taught to make critical judgments about what they read, such as in social studies current events materials where techniques such as propaganda are being presented and analyzed. In short, **Think Aloud** can be useful in many situations, for it always reminds students that reading for meaning requires thinking.

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