***Reciprocal Teaching Tutoring Lesson Plan***

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| **Student \_\_\_\_Anola\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Tutor: \_\_\_Beth\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Date: \_\_\_\_Sept. 27, 2013\_\_\_\_\_\_\_\_\_\_\_\_\_   Lesson # \_\_1\_\_\_\_\_** | | | |
| * ***Common Core State Standard:***[CCSS.ELA-Literacy.RF.3.3c](http://www.corestandards.org/ELA-Literacy/RF/3/3/c/) Decode multisyllable words.   ***I can*** ***learning target*** **(related to your goal for the reader and the Common Core):**   * **I can use segmenting to help me decode multisyllable words** | | | |
| ***Lesson Component*** | ***Description of Planned Activities*** | ***Time*** | ***Outcomes and Comments***  ***(The reader and you)*** |
| **Warm-up and reading for fluency** | Book and level:  Text level 13 | 5 minutes |  |
| **Book introduction and reading**  *Preview/text feature walk*  *Record predictions*  *Remind to think about questions to ask and* *to look* *for a word(s) to clarify during reading* | Book and level: Accidental Inventions (LVL20)  Using the Fab Four Chart with sticky notes     * Prior knowledge: * Definition of inventions and how you invent things * I know that people invent things using trial and error.  This means that they are experimenting.  Scientist experiment so an inventor could be a scientist. * What do you know about inventors and inventions?      * Preview:   (write previewed words on white board)   * In this book there are a lot of words that go along with experiments that a scientist would do.  As we do a walk- through of the book and clarify on some words, think about how the words we see fit into an experiment. * page 3 look at the word accidentally (how can we CLARIFY this word?  Let’s break it apart to figure it out…)  a- cc-i-dent-ally accidentally * Let’s look at page 9 (chemicals)  I want you to try and clarify it on your own by breaking it apart.  What are some parts that you know?  Chem-i-cals chemicals * Page 10 adhesive- how can we work through this word?  Ad-he-sive * Did you notice all the bolded words in the text?  (look on page 15 the word packaged is bolded) At the end of the book there is a glossary.  The glossary tells us what all those key words mean.      * *Predict:* * *I wonder…. How the inventors in the book came up with their inventions.  Since the word accidentally was in the text a lot, I predict that the inventors didn’t mean to make their invention.* * *What do you wonder? (have her say something she is wondering about and then write an I predict statement on a sticky note for the fab four chart)* * Set a purpose for reading: * Let’s read the book and see if any of our predictions are right. * Don’t forget to look for words or ideas that you might want to clarify on (words you don’t understand in the text).  We will clarify these words just like we did when I didn’t understand the word accidentally. | 15 minutes | \*Revised Lesson- did pre-reading instruction and then read page 4 for the text  \* When writing prediction:  - directionality with the letter p was consistently confused  - spelling reflected some knowledge of consonant sounds but a lack of familiarity with different vowel sounds.  - prediction was a contradiction of the modeled prediction.  \* Word decoding strategy instruction:  - was able to accurately use the chunking strategy when prompted to.  Without prompting though resorted to figuring out individual letter sounds without looking through the whole word.  - another important strategy to introduce may be using words you already know to figure out what the word is.  \* While reading observations:  - most errors were the result of not reading all the way through the word.  She would figure out the initial sounds in a word and then guess. |
| **After reading discussion**  *Strategy use highlighted*  *Verify predictions*  *Reader talks about* *how* *he/she clarified a word (or an idea)*  *Write a question*  *Reflect on the helpfulness of the strategies* | * *Clarify:* * *When we were reading there was something I didn’t quite understand.  I didn’t understand what the word chemicals meant.  To figure it out I’m going to reread the sentence.  (page 14)  I think that chemicals means a substances scientists use.* * *What word can you clarify in this text?  (Have Anola pick out a term.  And then prompt her “What in that sentence can help you figure out the meaning of that word?”)* * *Question:* * I wonder what a soft drink is…  (page 6)  -  If you are mixing powder with water I bet it’s like lemonade. * What questions do you still have? * Retell: * So can you tell me what happened in the book?  Let’s just look at one invention.  I’m going to start by retelling everything in the post-it note invention. * I’m going to give as much detail as you can remember.  Post-it notes were invented in 1969 by Spencer Silver.  He wanted to make a very strong glue (also known as an adhesive).  When he used it to hold together paper, the papers stuck but could be easily peeled apart.  His friend Arthur decided to use the glue on paper to keep his place in books.  That’s how post-it notes were made. * What section would you like to retell?  Don’t forget to give as much detail as possible.      * *Summarize:* * *Okay so now that we’ve retold what we remember about some inventions, let’s summarize it.  What were the main points in the section?(record on white board)  In the post-it section I think that the main points were that Spencer Silver was trying to make strong adhesive, it could hold paper together, and the papers could be pulled apart easily.  So to summarize that I would say Spencer Silver tried to make strong adhesive.  What happened though was the paper was held together by the glue, but could easily be taken apart so someone decided to use it to make sticky-notes.   How can we put that in one or two sentences to share with someone who hasn’t read the book? (write on sticky note for fab four chart)* | 10 minutes | \* Needs more explicit instruction on clarifying  - part of the struggle may have been a result of only reading a few sentences of the text where we had already previewed the "tricky" words together and there weren't many new ideas introduced.  \* Didn't get to the questioning stage.  \* In retell was only able to repeat back the first sentence of the text.  Needed lots of prompting and text support to recall more detail. |
| **Teaching point** | * WHAT STRATEGY HELPED YOU THE MOST WHEN YOU WERE READING? * Decoding development: * Let’s practice breaking apart the words we didn’t know in the text. * Write out words that were tricky on the white board.  Draw boxes around chunks in the word.  Then put the chunks together      * Vocabulary development: * Define the tricky words in the text.  What do you think that word means?  Let’s check it against the context.  Have student reread the sentence.  Does your meaning make sense in the sentence?      * Fluency development: * Now I’m going to read the whole sentence for you.   Notice how I’m reading it like I talk.   Now let’s read it together.  Now you read it just like if you were talking. |  | \* Strategy that helped the most according to Anola - Clarifying by breaking apart the word.  \* did not really reach this stage of the lesson |