***Reciprocal Teaching Tutoring Lesson Plan***

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| **Student \_\_\_\_Anola\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Tutor: \_\_\_Beth\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Date: \_\_\_\_Sept. 27, 2013\_\_\_\_\_\_\_\_\_\_\_\_\_   Lesson # \_\_2\_\_\_\_\_** | | | |
| * ***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** | Paragraph  we read last time (page 4) | 5 minutes | \*Little recall of decoding skills worked on last week |
| **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)- Work and Home  Model the Fab 4 with the Food Section on Popsicles page 6   * Prior knowledge: I see on this page that there are lots of people eating popsicles and that’s the title of the page too.  I know that popsicles are frozen juice and they have a stick in them you can hold on to.  Sometimes in the summer I make popsicles by sticking a cup of juice with a stick in it in the freezer. * Question: Now I have a question I need to solve.   Were popsicles invented the same way I make them at home? * Predict: I predict that popsicles were invented by someone on a very hot day when they stuck a cup of juice with a stirring stick in the freezer to cool it off. * READ THE TEXT   -I wonder what a soft drink is?  I’m going to write that down and clarify on it after I finish reading.  -I don’t know what the word brand is either.  I’ll write it down and clarify later.   * Clarify: There were two word I didn’t understand two word in that text.  So now I need to clarify them.  For soft drink I think I understand it now because of what the sentence said.  It talked about a powdered mix with water so I think it’s like kool-aide or lemonade mix.  Brand is in bold.  So what do you think that means?  I bet we can look it up in the glossary to find out what it means. * Summarize: So there were a few main point I should put in my summary.  I don’t want to tell the whole text again just the very important parts.   Popsicles were invented by accident when Epperson left his soft drink with the stirring stick outside during the winter and it froze.  When he grew up he started a company that made popsicles.  NOW ITS YOUR TURN!  Using the Fab Four Chart with sticky notes   * Prior knowledge: * What do you know about matches? * What do you think this section will be about?      * Preview:   (write previewed words on white board)   * In this section there are a lot of words that go along with experiments that a scientist would do.  As we do a walk- through of the section and clarify on some words, think about how the words we see fit into an experiment. * page 8 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  How can we figure out what it means? * Did you notice all the bolded words in the text?  (look on page 9 the word chemicals is bolded) What did I do to clarify on a bolded word in the section on popsicles?      * *Predict:* * *I wonder….* * *In the popsicle section I wondered if the inventor discovered popsicles the same way I make them at home.* * *What do you wonder about matches? (have her say something she is wondering about and then write an I predict statement on a sticky note for the fab four chart)* * *Based on my I wonder statement I predicted that they were made the same way I make them at home.* * *What do you predict?* * Set a purpose for reading: * Let’s read the section and see if your prediction is 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 in my section . | 15 minutes | \* Knew that matches "light up when you strike them on something,"  but said she didn't know anything about matches.  Watched a youtube video to try and give more background on matches.  \*Question: "How do matches light up?"  \*PRediction: Required a lot of prompting.  With lots of support predicted that matches light up when you rub them on something.  \* When reading: struggled with compound words and was resistant to use any strategy other than "sounding it out" without hand over hand prompting for other strategies (maybe make strategy cue cards for ones we've worked on)  Also struggled with letter sound blends.  Most reading errors reflected attention to the visual (mainly beginning of the word) and ignored meaning  \*When asked what strategy she used to decode a word in the text she refused to give an answer.  Did not get to the summary stage of the lesson where we were going to use prezi to make a graphic organizer before we summarized.  Will try to use the prezi in the next lesson. |
| **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 I needed to clarify in my section I used 2 different strategies.  I used the information in the sentence and I looked in the glossary.* * *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:* * What questions do you still have? * Example: What else has been invented that works like a match? * Retell: * So can you tell me what happened in this section? * A retell is the long story.  I want to know as much detail as you remember.  Let's make a list of everything that happened.      * *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 popsicle section I thought the main points were it was made in the winter when he left his drink with a stirring stick outside and that he make a company to make popsicles.  So I summarized it as….* *Popsicles were invented by accident when Epperson left his soft drink with the stirring stick outside during the winter and it froze.  When he grew up he started a company that made popsicles.* * *What were the main points in your section?  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 | \*Didn't get to this stage |
| **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. |  | \*Didn't get to this stage- hopefully add into future lessons  \*Main Strategy- clarifying (break down the words) |