***Reciprocal Teaching Tutoring Lesson Plan***

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| **Student \_\_\_Anola\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Tutor: \_\_\_Beth\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Date: \_\_\_November 1, 2013\_\_\_   Lesson # \_\_\_3\_\_\_\_**  |
| ***Common Core State Standard:***R.F. 3.3 Decode multisyllable words.R.F. 3.4 Cross checking… do the pictures and/or words look right? Do they sound right? Do they make sense?R.F. 3.3 Recognize words at sight***I can*** ***learning target*** **(related to your goal for the reader and the Common Core):**I can use words I already know to help me decode words. I can monitor my own reading for meaning. I can identify sight words in a text. ***Text complexity:*** Purpose is clearly stated; language is accessible (no terminology in section being used); Structure is apparent  |
| ***Lesson Component***  | ***Description of Planned Activities***  | ***Time***  | ***Outcomes and Comments******(The reader and you)***  |
| **Warm-up and reading for fluency** | **Text and level:****iPad games on decoding strategies****(magnetic letters and sight word games)** | **5minutes** |   |
| **Text 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* | **Text and level: How Animals Move Around (Level 20)- Land**Let’s review the fab four.  Do you remember what these mean?  What is clarifying, predicting, questioning, summarizing?  * **Prior knowledge:**

What do you know about how animals move?  What are some of the ways they move?  What animals do you know that move on land?  How do they move?  * **Preview:**

Let’s take a walk through our book.  When we do our book walk we’re going to look for things we want to CLARIFY on and QUESTONS we have. * What does this heading tell you about what we might read?
* Look at the text box on page 10.  Why do you think the author included this?

  * ***Predict:***

What did you see in the pictures?  What questions do you have?  - pick a QUESTION and make a PREDICTION based on the question.   * **Set a purpose for reading:**

Let’s read and see if your prediction is right.  When we’re reading I want you to write down any ideas or words you need to CLARIFY on so we can come back to them.  Make sure you also remember to think about if what you are reading makes sense.  If it doesn't make sense that's okay, just go back and try it again.   |   |  \* Needs prompting to remember fab four- with review she is beginning to more independently apply them though\* She had good prior knowledge on animal movement, and was using background knowledge while reading text.  \* During preview she struggled to come up with clarification areas and questions independently.  With prompting and modeling though she was able to come up with some.  She was much better at coming up with questions while reading.  Also, the way she spoke I could tell she was questioning and thinking of things to clarify on but she didn't explicitly verbalize it.  \* Predictions are a weak point for Anola.  She has been improving on making predictions, but I think I may need to come up with a different way of explaining them.   |
| **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:***

What were some of the words and ideas that you wanted to clarify on?  I wanted to clarify on the word balance.   To clarify on it I’m going to see if I can find the word in the glossary.   * ***Question:***

When we ask questions there are two types of questions we can ask. We can ask quiz questions where the answer can be found in the box.  The other questions are thinking questions that mean the answer is in your head not in the book. Let’s both come up with a quiz question and we’ll see if the other person can answer it. * **Retell:**

Now let’s get ready to SUMMARIZE.  Before we summarize let’s make a chart on prezi.  (use ipad) .  What were the main points in the book.  Let’s think of three main things we learned about animals that move on land.  What are some animals that fit those characteristics.  * ***Summarize:***

To SUMMARIZE we take a snapshot of the story or tell the short version.  Based on our retelling, let’s tell a short version (the main points) of what we learned.  |   |  \*After modeling decoding strategies a few times Anola began to attempt to use them independently!  \*Self-monitoring began to happen a little toward the end of the lesson.  i think modeling self-monitoring in a warm-up would be beneficial in a future lesson.  \*Her retelling was focused on the first few pages of the text.  Implementing some form of graphic organizer may help.  \*She may need a little more work on summarization.  With prompting she was successful though.  \*Had an impromptu exploitation using the iPad to look up more information on Kangaroos. This really sparked her interest and engagement improved.   |
| **Teaching point(s)****Text categories and questions**  | * **Decoding development:**

Look at words that Anola struggled with in the text.  Write them on the white board and talk about what strategy we could use to solve the word  * **Vocabulary development:**

Take the same words she struggled with reading or clarified on and talk about using context clues and the glossary to figure out what they mean.   * **Fluency development:**

Reread sentences she needs help decoding.  Use the I read, we read, you read method.  |   | * **Key ideas and details:**
	+ Some animals move using 4 legs
	+ Some walk on 2 legs
	+ some animals hop
	+ and some use muscles to slither across the sand
	+ the images can help us anticipate how the animal we're reading about moves
* **Craft and structure:**
	+ simplistic formatting- header and images, but no bolded terms or captions
	+ allowed for focus on self-monitoring and decoding words

  * **Integration of knowledge and ideas**: Anola did an awesome job using her background knowledge when reading.  She needs to work on making sure it makes sense when she reads though.
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