***Reciprocal Teaching Tutoring Lesson Plan***

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| **Student \_\_\_\_\_\_Anola\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Tutor: \_\_\_\_\_Beth Horihan\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Date: \_\_\_November 8, 2013\_\_\_\_\_\_\_\_\_\_\_\_\_\_   Lesson # \_\_4\_\_\_\_\_** | | | |
| ***Common Core State Standard:***     |  | | --- | | Ask questions throughout the reading process  RL.3.1, RI.3.1 |      |  | | --- | | Monitor and fix up: check for understanding /back up and reread  RF.3.4 |      |  | | --- | | Chunk letters and sounds together  RF.3.3 |      |  | | --- | | Make and adjust predictions; use text to confirm  RL.3.6, RI.3.6 |   ***I can*** ***learning target*** **(related to your goal for the reader and the Common Core):**   * **I can monitor my reading for meaning.** * **I can use strategies, like chunking and using words I know, to decode words.** * **I can ask questions and make predictions during reading.**   ***Text complexity:***  ***\* No bold terms or complex text features with the exception of one text box, the purpose is explicitly stated the beginning of the section, and 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:  How animal move. Re-Read on one of the moving on land passages we read the last time (she picks).   Work on appropriate phrasing.**  **Use me, we, you reading if needed to improve fluency.**  **Make sure she is checking for meaning when reading.** | **5 minutes** | Good recall on tricky words we had to decode last week!  Her phrasing was a little choppy the first read.  She responded well to the me-we-you approach though and read fluently the last time. |
| **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:**  **Text and level: How Animals Move Around (Level 20)- Land Part 2**  Let’s review the fab four.  Do you remember what these mean?  What is clarifying, predicting, questioning, summarizing?     * **Prior knowledge:**   Last time we met we learned about how some animals move on land.  What do you remember about what we learned?  (Review summary/ fab four chart)  What questions do you still have?   * **Preview:**   Today we’re going to read about 2 more animals that move on land.  Let’s look at page 9 and 10.  Look at this green box.  It’s called a text box, and it tells us more information on the topic.  What do the pictures and words make you wonder about?  (clarify)  Can you phrase that as a question?  (question)   * ***Predict:***   What do you think the answers to your questions might be?  What do you think we might learn about?     * **Set a purpose for reading:**   Let’s read and see what other ways animals move on land.  Don’t forget when we’re reading if there is a word or idea you don’t understand we’re going to write them down on sticky notes to clarify on when we finish. | **15 minutes** | She was really good at using what we read last time in our pre-book discussion.  With prompting she was able to tell me all of the different ways to move we learned last time.  Picked out things to clarify that I had highlighted on her own too!  (balanced and streamline)  - next time look at in the glossary too  Predicting was awesome today, but we need to work on intentional predicting.  Frequently dropped word endings and had vowel confusion while reading.  -did a good job going back when it didn't make sense, but we need to work on her coming up with strategies more independently when decoding. |
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| **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:***   Let’s look at the words and ideas we wrote down to clarify on.  Decode words, look up definitions online.   * ***Question:***   There were some ideas we wrote down to clarify too.  How could we make those ideas into questions we could search for online?  Do you have any other questions about what we’ve read?  What else do you wonder about how animals move?     * **Retell:**   What did this section tell us about animals who move on land?  Let’s make a list.     * ***Summarize:***   What are the most important things in our list?  How could we make that a summary?  Let’s combine that summary with our summary from last time and write it an exploration journal on the ipad.  Start making a how animals move exploration journal using book creator on the ipad. | **5 minutes** | She struggles with the use of the fab four after reading.  For questioning after reading try picking prompting question words for her and having her finish the question.  Summary was tricky today.  I think she'll respond better with more purpose to summarizing. We didn't have time to put it into the iPad so Monday will be when we first use the book creator app to start out scientific exploration on animals.  Use Voxie pro to record her reading and then have her go back and listen while following along.  I think this will reinforce self-monitoring and fluency in her reading.  Next time she wants to read about water animals. |
| **Teaching point(s)**  **Text categories and questions** | * **Decoding development:**   Discuss multiple different strategies that could be used to clarify on a word.  Look at why one strategy works well with one work but not another.     * **Vocabulary development:**   Use the ipad to go online and find definitions of unfamiliar words.  Also, research more to fine out more specifics and terminology for ideas that interest the student (moles may be good for this)     * **Fluency development:**    Once new terms have been defined re-read the sentence the word was in.   use the me, we, you approach is support is needed to read it in a fluent manner. |  | * **Key ideas and details:**   Remind that we miss important information if we don't understand what we're reading.  Its important to always ask if what we're reading makes sense and to think of questions about what we read.  Prompt her to go back and re-read if when I stop her she doesn't understand the section she just read especially if its from a non-meaning based miscue.     * **Craft and structure:**     Talk about the text box on page 10.  Why is it there?  How does it help the reader understand more about how animals move?  Why is it on page 10 and not page 11.   * **Integration of knowledge and ideas:**   Utilize information to create the introduction to our "scientist journal" about animals.  Will spring board into the Internet based exploration section of tutoring.  Use questions to direct post lesson explorations |