***Reciprocal Teaching Tutoring Lesson Plan***

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| **Student \_\_Anola\_\_\_\_\_\_\_\_\_\_\_\_\_  Tutor: \_\_\_Beth \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Date: \_\_\_November 11\_\_\_\_\_\_\_\_\_\_\_\_\_   Lesson # \_\_5\_\_\_\_\_** | | | |
| ***Common Core State Standard:***  **RL 3.1 Ask questions throughout the text**  **RF 3.4 Monitor and Fix up: Check for understanding/ back up and re-read**  **RF 3.3 Chunk letters and sounds together**  ***I can*** ***learning target*** **(related to your goal for the reader and the Common Core):**  **I can monitor my reading.**  **I can use strategies to decode words.**  **I can ask questions about what I'm reading.**  ***Text complexity:  No bold terms but some vocab is in glossary, text box/ header/ and pictures are main text features, purpose is explicitly stated 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: Read Mole Passage (page 11) from last lesson**  **(Record reading on VOXIE Pro for me to review, but also have her listen to it. )  Follow along with the text while you listen to yourself read.  Did everything match and make sense?  Did you sound like you were talking?  How can we make it match? How can we make it sound like you're talking?  Let's try one more time.  (If needed)** |  |  |
| **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 Level 20**     * **Prior knowledge: We've been reading about how animals move.  The last few times we met we read about moving on land.  What do you remember about how animals move on land?  Today we're going to read about how animals move in water?  What do you know about how animals move in water?**      * **Preview:**     Let's look at the pages we're going to read today.  Do you remember what this is called... (header and text box)  What does it tell us about?  Does it make you wonder about anything?  (CLARIFY)  How could we phrase that as a QUESTION?   * ***Predict:***   What do you think the answer to your question might be.  Let's PREDICT .  Why do you think that?   * **Set a purpose for reading:**   *Let's read and see if we can answer any of our predictions.  Don't forget to read carefully so we can get more information to help us with our project.*  *If you get stuck on a word and need help to CLARIFY on it check the bookmark to remind you of some strategies you can use.* |  |  |
| **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 what we wrote down to clarify on.***  ***-how can we phrase these as questions that we can look up?***     * ***Question:***   ***where could we figure out what this word means?  (glossary and google)***  ***How would I find the answer to this question?***  ***(look it up on KidRex)***     * **Retell:**   **So what happened in this section?  What did we learn about how animals move?**     * ***Summarize:***   ***Let's turn that into a summary.  What would a snapshot of that section be?***  ***Let's combine everything we've learned so far to make an intro for our scientist journal (book creator)  What do you want people to know about how animals move?***  ***What is your biggest question about how animals move?  (Prompts: we look at a specific animal?  Should we look at animals who move on land or in the water?  Should we look at animals that move in a certain way?)*** |  |  |
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| **Teaching point(s)**  **Text categories and questions** | * **Decoding development:**   **Help Anola reference the strategy list to start trying to decode independently. Use prompting to have her pick between 2 strategies at first and talk about why one would work better than another)**     * **Vocabulary development:**   **Clarify on new terminology on-line and in the glossary.**  **Review text terminology before the lesson begins and as needed throughout the lesson.**     * **Fluency development:**   **Work with Voxie Pro in warm-up to start reinforcing fluency** |  | * **Key ideas and details:**   **Did that make sense?**  **Can we go back and make sure that matches?  Can we go back and make that sentence make sense?**     * **Craft and structure:**     Talk about why text features are where they are.  Start thinking about what she might want to include in her book on animal movement.   * **Integration of knowledge and ideas:**   **Use information to prep for on-line exploration on Friday on animals.  Talk about what we need to learn more about to make our scientist notebook.** |