***Reciprocal Teaching Web Lesson Plan***

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| **Student \_\_\_\_\_\_\_\_\_Anola\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Tutor: \_\_\_\_Beth \_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Date: \_\_\_\_November 15, 2013\_\_\_\_\_\_\_\_\_\_\_\_\_   Lesson # \_\_\_6\_\_\_\_** | | | |
| ***Common Core State Standard:***  [**LS3.B: Variation of Traits**](http://www.nap.edu/openbook.php?record_id=13165&page=160)  **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 explain that the way animals move is affected by their environment.**  **I can ask questions about what I am reading.**  **I can monitor and self-correct my reading for meaning.**  **I can use decoding strategies when I read.**  ***Text complexity: Lots of text features, the texts purpose is explicitly stated*** | | | |
| ***Lesson Component*** | ***Description of Planned Activities*** | ***Time*** | ***Outcomes and Comments***  ***(The reader and you)*** |
| **Warm-up and reading for fluency** | **Book and level:**  **Warm up on water animals level 20 read last time** | **5 minutes** |  |
| **Introduction and reading**  *Preview*  *Predict content and organization*  *Clarify (as needed)*  *Ask Questions*  *Set Purpose* | **Do the think aloud to reach this point…**  **Website:**  <http://www.enchantedlearning.com/subjects/insects/bugs/waterstrider/Wsprintout.shtml>     * **Preview:**   **Talk about text structure: diagram, bold words, title, subtitles, hyper-links.  What do you think these do for us when we are reading?**     * ***Clarify:***   **Let’s look through the text and see if there are any words or ideas we need to clarify on.  (Water strider, surface, water-repellant, larvae)**  **What makes you wonder?**   * ***Question:***   ***What question are we trying to answer when we read?  Do you have any other questions?***     * ***Predict:***   ***What do you predict the answer to your questions will be?  Do you have any other predictions about what we might learn on this page?***     * **Write information:**   **As we read we’re going to record important information in a graphic organizer.** | **15 minutes** | \*good monitoring for meaning- most errors indicated attention to meaning and how the word fit into the context of the sentence.  \*struggled with structure of the word today- frequently ignored end of the word and struggled with vowel sounds.  \*comprehension was a struggle- didn't' recall information after first reading but was better after second reading  Questions: How do water striders move on water? What does water-repellent mean?  Predictions: Water striders are very light and use their legs to swim.  Water-repellent means it keeps things dry. |
| **After reading discussion**  *Check*  *Verify predictions*  *Share*  *Reader talks about* *how* *he/she clarified a word (or an idea)*  *Reflect on the helpfulness of the strategies* | * **Check *predictions/questions*:**   **Did we answer any of our questions?  Were our predictions right?  Why were they right or wrong?  Do we need more information to answer any of our questions or check our predicitons?**     * **Ask *new questions*:**   **What more do you want to know about the topic?**  **How does what we’ve learned about this bug compare to how other animals move in water?  To how animals move on land?  Why do you think they’re different?**     * **Clarify:**   **How can we answer our new questions?  What do we need to research to answer them?**     * **Share information**:   **Let’s put what we’ve learned about movement differences into a summary statement in our journal**.     * ***Summarize:***   ***How can we summarize what we learned?*** | 10 minutes | Asking questions about what she has read is still a struggle for her.  She was really excited to clarify on ideas and words from the text which was awesome!  Summary: Water striders use their legs to move. The middle legs help paddle.  The back legs help steer.  The front legs get food.  Next time research how seals move on land. |
| **Teaching point(s)**  **Text categories and questions** | * **Decoding development:**   **Best decoding skill to focus on with words in this text would be chunking since they are longer words that don’t have many familiar words in them, and are probably not familiar to the student.**     * **Vocabulary development:**   **Several new vocabulary words.  Talk about how we can use dictionary.com to figure out what new words mean when we read so we better understand what we’re reading.**     * **Fluency development:**   **Explain if we have to stop to define a new word, then we should re-read the sentence after with our new understanding.** |  | * **Key ideas and details:**   **How to form questions to research (I provided todays, but she have to help create one for next time), how to select resources, how to clarify on terms and ideas in online text)**     * **Craft and structure:**   **Lots of smaller sections of text.  Talk about how to reference the diagram while reading, and how to use the subtitles to help us decide where we should read.  We don’t have to read the whole page to answer our question.**     * **Integration of knowledge and ideas: Talk about the different movement types we learned about in the book and how the material from the website relates to and expands on that idea.** |