***Reciprocal Teaching Web Lesson Plan***

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| **Student \_\_\_\_\_\_\_\_\_\_Anola\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Tutor: \_Beth Horihan\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Date: \_November 22, 2013\_\_\_\_\_\_\_\_\_\_\_\_\_   Lesson # \_\_\_7\_\_\_\_**  |
| ***Common Core State Standard:RL 3.1 Ask questions throughout the textRF 3.4 Monitor and Fix upRF 3.3 Chunk letters and sounds together******I can*** ***learning target*** **(related to your goal for the reader and the Common Core):****I can ask questions about what I'm reading AND about what I've read.****I can monitor my reading for meaning and use strategies to self-correct if needed.*****Text complexity: A lot more text features and links on the page.  The purpose is fairly explicit*** |
| ***Lesson Component***  | ***Description of Planned Activities***  | ***Time***  | ***Outcomes and Comments******(The reader and you)***  |
| **Warm-up and reading for fluency**  | **Running Record Level 24 text**  |   |  instructional level reading!Frustrational level comprehension |
| **Introduction and reading***Preview**Predict content and organization**Clarify (as needed)**Ask Questions**Set Purpose* | **Website:**[**abc.net.au/oceans/seals/adaptations.htm**](http://abc.net.au/oceans/seals/adaptations.htm)  * **Preview:  Let's talk about some of the features on this site that can help us find he information we need faster.  (title, subtitle, tabs, images...)   What do you think we need to read to learn what we want to know?**

  * ***Clarify:***

Now let's take a look at the words  in the text, the pictures, and the subtitles of the sections we want to read.  What makes you wonder?    * ***Question:***

***How can we turn the information you want to clarify on into questions?  Do you have any other questions about what we're going to read?**** ***Predict:***

***What do you think the answer to your questions will be?  What else do you have predictions about?**** **Write information: Record information being talked about during each fab four step on the chart.  Put main points in the summary sections while reading to help make the final summary after reading.**

  |   |  not as willing to ask questions today \* good at picking words that she needs to clarify.  Easily identified strategies to decode and define them |
| **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 find the answers to any of our questions?  Where in the text was our question answered?  Were our predictions right or wrong?  Why?* **Ask *new questions*:**

  Are there new things you wonder about?  How can we phrase those as questions?* **Share information**:

  Let's look at the important information we wrote down.  Do we need to add anything?  Do we need to learn more about or clarify on anything?* ***Clarify:***

***To better understand things sometimes it helps to actually see them.  Let's watch a video to help us better understand how seals move.***  www. [youtube.com/watch?v=uEmz2HXyrY8](http://youtube.com/watch?v=uEmz2HXyrY8)What else do we have to clarify on?  How do we do that?* ***Summarize:***

***How can we summarize all the important information for our journal????*** |   |  \* Rushed for time so wasn't as beneficial as usual. \* said her favorite strategy was predicting- let her use what she knew to figure out what would happen\* Still has trouble coming up with a summary.  She can come up with segmented things she learned usually in correct sequence, but can't put them together in a few sentences without support |
| **Teaching point(s)****Text categories and questions**  | * **Decoding development:**

  Use strategy card as reference.  Try and have her select a good strategy on her own today without narrowing it down for her.* **Vocabulary development:**

  Use [dictionary.com](http://dictionary.com/) to clarify on new words if needed.  First have her try and predict the meaning from context though.  * **Fluency development**

**After clarifying on a word, go back and read it again.  Use the me we you approach if needed.** |   | * **Key ideas and details:**

**Have her take notes on important information as we go.   Put sticky nots on Fab Four chart.**  * **Craft and structure:**

**Have her help identify text features online and talk about how we should use them when we're reading.**  * **Integration of knowledge and ideas:**

**If time allows compare today's search and information to what we learned last time.  What was the same about the creatures, what was different, why?** |