Reciprocal Teaching



Reciprocal Teaching

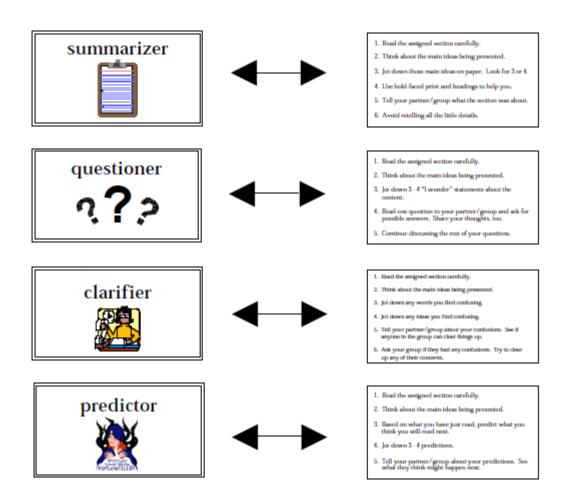
Purpose of Reciprocal Teaching Strategy:

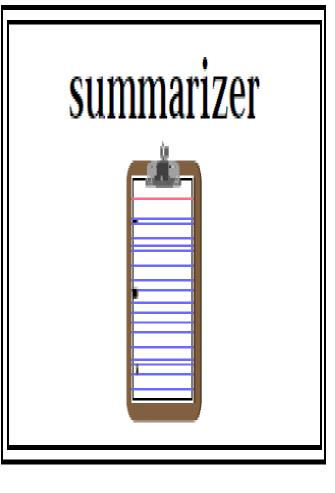
Reciprocal Teaching (Palinscar & Brown 1984) is a guided reading comprehension strategy that encourages students to develop the skills that effective readers and learners do automatically (summarize, question, clarify, and predict).

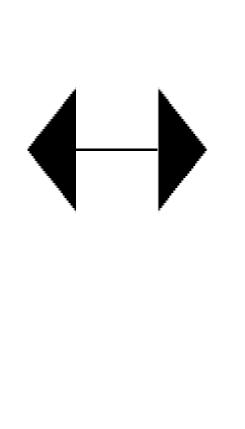
Students use these four comprehension strategies on a common text, in pairs or small groups. Reciprocal Teaching can be used with fiction, nonfiction, prose or poetry.

Reciprocal Teaching Cards

Student role cards have been printed up at the Administration Building Print Shop. Each deck of cards is color-coded. There are 32 cards (8 cards for each role). Please contact your Language Arts Department Chair or Amy Goodman at 267-0221 if you need a replacement set of cards.







2. Think about the main ideas being presented.

3. Jot down those main ideas on paper. Look for 3 or 4.

4. Use bold-faced print and headings to help you.

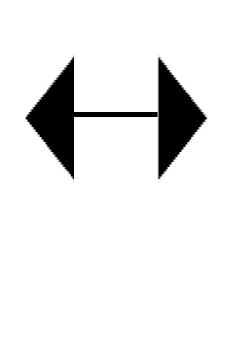
5. Tell your partner/group what the section was about.

6. Avoid retelling all the little details.

Restate the text in your own words.

Explain what you read in two or three sentences.





2. Think about the main ideas being presented.

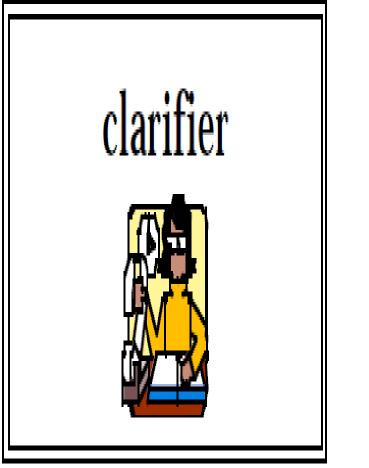
3. Jot down 3 - 4 "I wonder" statements about the content.

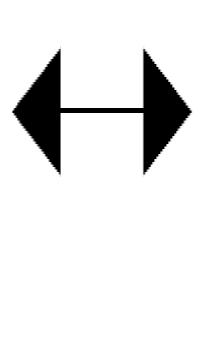
 Read one question to your partner/group and ask for possible answers. Share your thoughts, too.

5. Continue discussing the rest of your questions.

Ask one on- and one under-the-surface question.

The answer for *on-the-surface* questions can be found right in the text.





2. Think about the main ideas being presented.

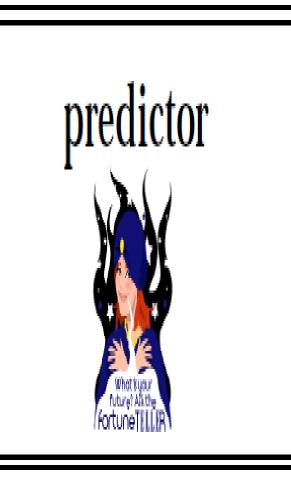
3. Jot down any words you find confusing.

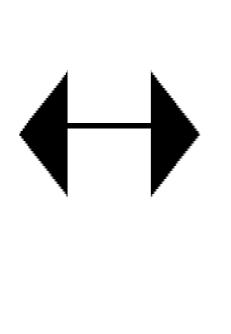
4. Jot down any ideas you find confusing.

5. Tell your partner/group about your confusions. See if anyone in the group can clear things up.

6. Ask your group if they had any confusions. Try to clear up any of their concerns.

Write down words or ideas that need to be clarified Discuss with your group.





2. Think about the main ideas being presented.

3. Based on what you have just read, predict what you think you will read next.

4. Jot down 3 - 4 predictions.

Tell your partner/group about your predictions. See what they think might happen next.

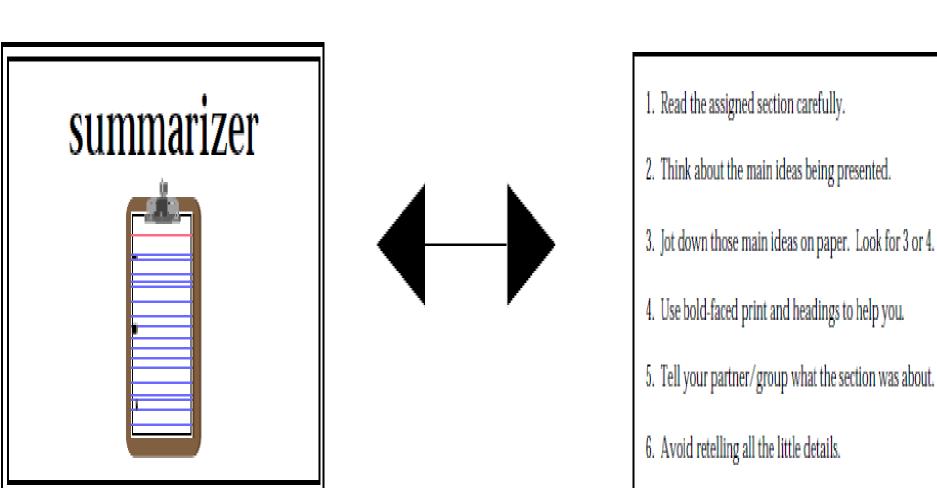
Predict what is likely to happen next and later. Give evidence for your prediction.

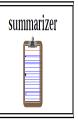
Reciprocal Teaching

"Harlem" By Langston Hughes

Harlem BY LANGSTON HUGHES

Harlem BY LANGSTON HUGHES





I. Read the assigned section carefully.
 I. Think about the main takes being presented.
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 Use bold faced print and headings to help you.
 S. Tell your partner (group what the section was about.
 A. Avoid retelling all the limit details.

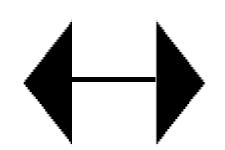
Harlem BY LANGSTON HUGHES



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Harlem BY LANGSTON HUGHES





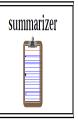
1. Read the assigned section carefully.

2. Think about the main ideas being presented.

 Jot down 3 - 4 "I wonder" statements about the content.

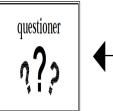
 Read one question to your partner/group and ask for possible answers. Share your thoughts, too.

5. Continue discussing the rest of your questions.



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 Joir down those main takes on paper. Look for 3 or 4.
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Harlem BY LANGSTON HUGHES



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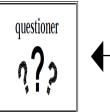
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5. Continue discussing the rest of your questions.



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Harlem BY LANGSTON HUGHES



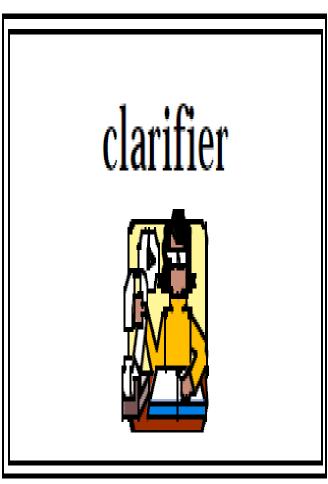
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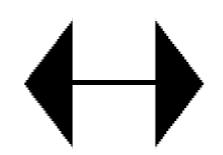
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5. Continue discussing the rest of your questions.





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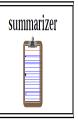
2. Think about the main ideas being presented.

3. Jot down any words you find confusing.

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 Tell your partner/group about your confusions. See if anyone in the group can clear things up.

Ask your group if they had any confusions. Try to clear up any of their concerns.



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Harlem BY LANGSTON HUGHES



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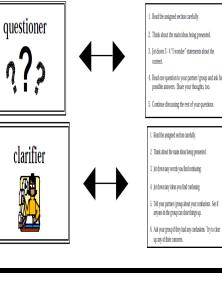
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Harlem BY LANGSTON HUGHES



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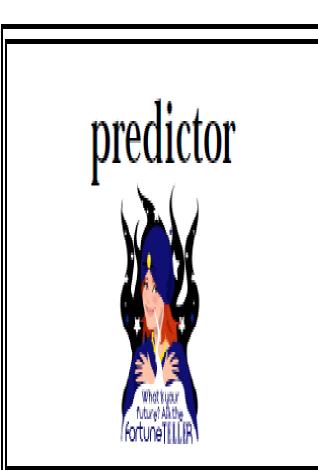
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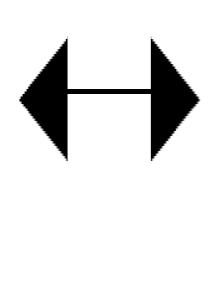
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Tell your partner/group about your predictions. See what they think might happen next.







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Harlem **BY LANGSTON HUGHES**







4. Jot down any ideas you find confusing. 5. Tell your partner/group about your confusions. See if anyone in the group can clear things up.

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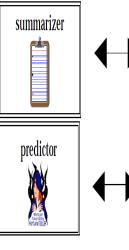
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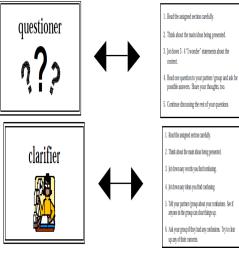
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Harlem BY LANGSTON HUGHES

What happens to a dream deferred?





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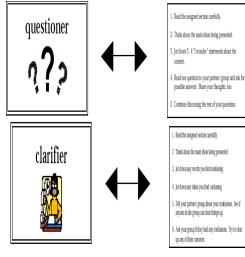
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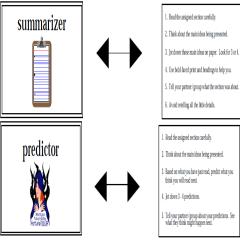
Harlem BY LANGSTON HUGHES

What happens to a dream deferred?



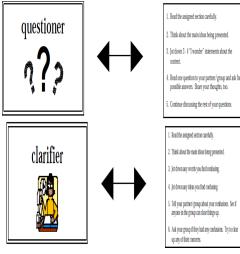
Restate the text in your own words.

Explain what you read in two or three sentences.



Harlem BY <u>LANGSTON HUGHES</u>

What happens to a dream deferred?



Restate the text in your

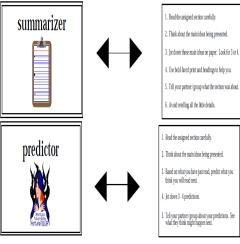
own words.

Explain what you read in

two or three sentences.

Ask one on- and one under-the-surface question.

The answer for *on-the-surface* questions can be found right in the text.



Restate the text in your

own words.

Explain what you read in

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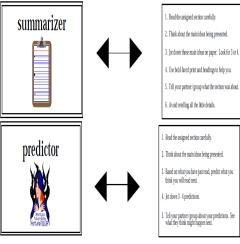
Harlem BY LANGSTON HUGHES

What happens to a dream deferred?

. Read the assigned section carefully. questioner 2. Think about the main ideas being presented 8. Jot down 3 - 4 "I wonder" statements about the content. . Read one question to your partner/group and ask for possible answers. Share your thoughts, too. . Continue discussing the rest of your questions. Read the assigned section carefully. clarifier Think about the main ideas being presented 3. Jot down any words you find confusing. Jot down any ideas you find confusing. i. Tell your partner/group about your confusions. See if anyone in the group can clear things up. i. Ask your group if they had any confusions. Try to clear up any of their concerns.

Ask one *on*- and one *under*-the-surface question. The answer for *on-thesurface* questions can be found right in the text.

Write down words or ideas that need to be clarified. Discuss with your group.



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Harlem BY LANGSTON HUGHES

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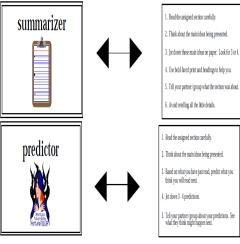
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Predict what is likely to happen. Give evidence for your prediction.

Write down words or ideas that need to be clarified. Discuss with your group.



Harlem BY LANGSTON HUGHES

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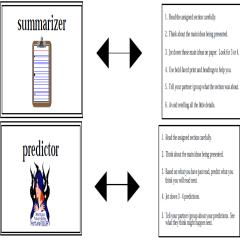
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Predict what is likely

to happen.

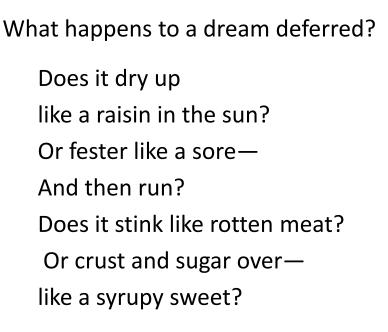
Give evidence for

your prediction.



Restate the text in your own words. Explain what you read in two or three sentences.

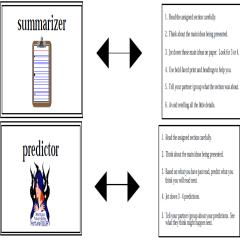
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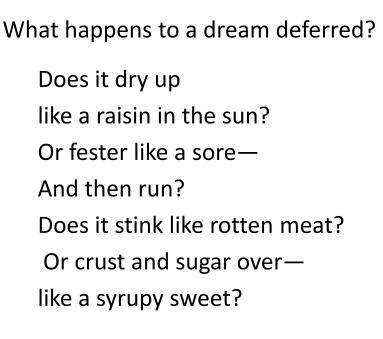
> Write down words or ideas that need to be clarified. Discuss with your group.



Restate the text in your own words. Explain what you read in two or three sentences.

Predict what is likely to happen. Give evidence for your prediction.

Harlem BY <u>LANGSTON HUGHES</u>

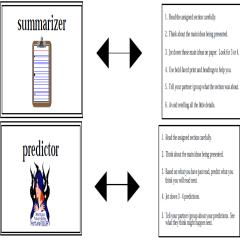


Maybe it just sags like a heavy load.

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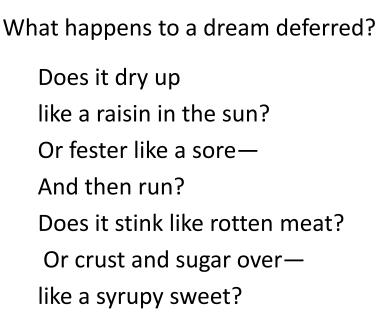
Ask one *on*- and one *under*-the-surface question. The answer for *on-thesurface* questions can be found right in the text.

> Write down words or ideas that need to be clarified Discuss with your group.



Restate the text in your own words. Explain what you read in two or three sentences.

Predict what is likely to happen. Give evidence for your prediction. Harlem BY LANGSTON HUGHES



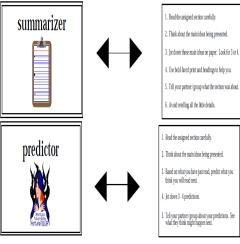
Maybe it just sags like a heavy load.

Or does it explode?

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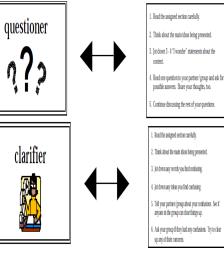
Ask one *on*- and one *under*-the-surface question. The answer for *on-thesurface* questions can be found right in the text.

> Write down words or ideas that need to be clarified Discuss with your group.



Making a Fist

by Naomi Shihab Nye



 Jot down any ideas you find confusing. i. Tell your partner/group about your confusions. See if anyone in the group can clear things up. 6. Ask your group if they had any confusions. Try to clear

Ask one on- and one under-the-surface question. The answer for on-the*surface* questions can be found right in the text.

> Write down words or ideas that need to be clarified Discuss with your group.

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Explain what you read in

Restate the text in your

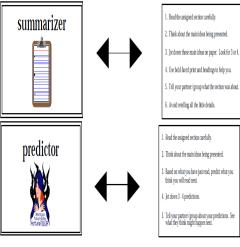
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Predict what is likely

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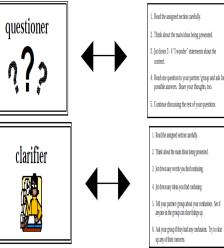


Making a Fist by Naomi Shihab Nye

For the first time, on the road north of Tampico, I felt the life sliding out of me,

a drum in the desert, harder and harder to hear. I was seven, I lay in the car

watching palm trees swirl a sickening pattern past the glass. My stomach was a melon split wide inside my skin.



Tell your partner/group about your confusions. See if anyone in the group can clear things up. . Ask your group if they had any confusions. Try to clear up any of their concerns.

Ask one on- and one under-the-surface question. The answer for *on-the*surface questions can be found right in the text.

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Read the assigned section carefully.

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8. Jot down 3 - 4 "I wonder" statements about the

possible answers. Share your thoughts, too.

Continue discussing the rest of your questions.

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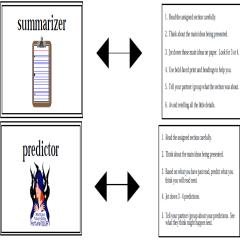
Restate the text in your own words. Explain what you read in

two or three sentences.

Predict what is likely to happen.

Give evidence for

your prediction.



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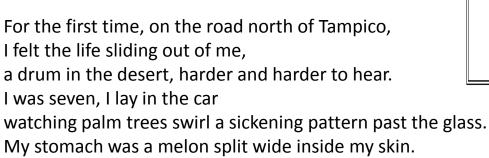
Predict what is likely to happen.

Give evidence for

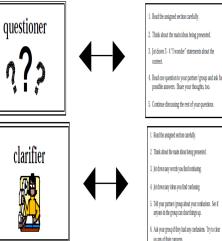
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Making a Fist

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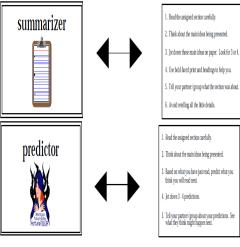
"How do you know if you are going to die?" I begged my mother. We had been traveling for days. With strange confidence she answered, "When you can no longer make a fist."



Read the assigned section carefully. Think about the main ideas being presented 3. Jot down any words you find confusing. L jot down any ideas you find confusing. Tell your partner/group about your confusions. See if anyone in the group can clear things up. . Ask your group if they had any confusions. Try to clear

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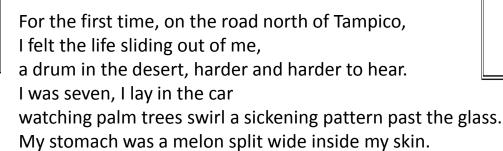
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Making a Fist

by <u>Naomi Shihab Nye</u>



"How do you know if you are going to die?"I begged my mother.We had been traveling for days.With strange confidence she answered,"When you can no longer make a fist."

Years later I smile to think of that journey, the borders we must cross separately, stamped with our unanswerable woes. I who did not die, who am still living, still lying in the backseat behind all my questions, clenching and opening one small hand.



 S. Jir down 3-4 Twooler' statements about the context.
 Read one question to your partner/group and ask for possible assrvers. Store your thoughts, too.
 S. Continue discussing the rest of your questions.

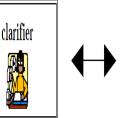
Read the assigned section carefully.

Think about the main ideas being presented

3. Jot down any words you find confusing.

Read the assigned section carefully.

2. Think about the main ideas being presented



 I fel form any lakes you find confusing.
 I fell your partner/group about your confusions. See if anyone in the group can chear things up.
 Ask your group if they load any confusions. Try to chear una any of their revenes.

Ask one *on*- and one *under*-the-surface question. The answer for *on-thesurface* questions can be found right in the text.

> Write down words or ideas that need to be clarified Discuss with your group.