

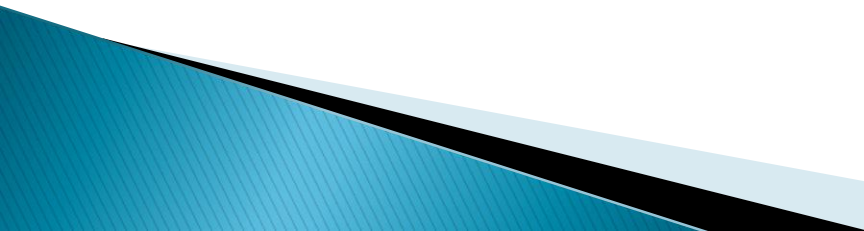
Reciprocal Teaching Strategies



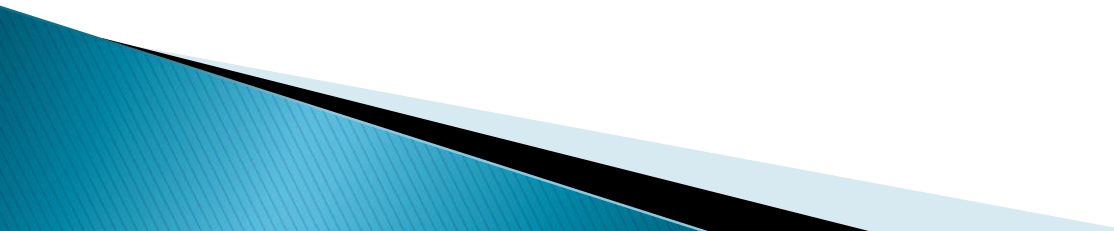
Purpose

- ▶ Reciprocal teaching is an instructional strategy designed to help students construct meaning and apply reading skills and strategies to all of their reading.

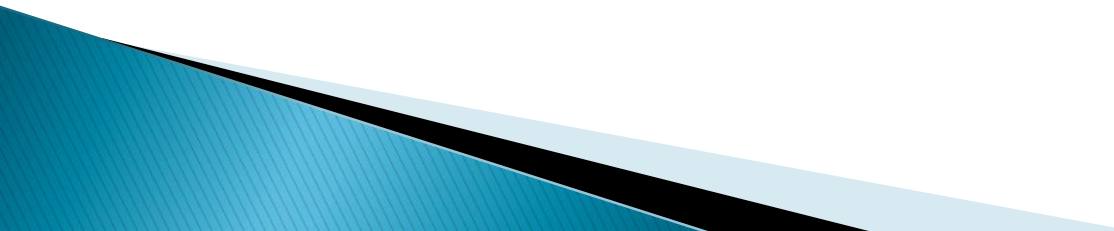
Description

- ▶ Reciprocal teaching is an interactive dialogue between the teacher and the students that is held in place of a teacher–lead discussion. The teacher and students **take turns being the teacher** and modeling four strategies after reading a chunk of text.
 - ▶ As students become more proficient at using the four strategies, the teacher drops back and allows the students to assume more independence in modeling the strategies.
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The 4 Strategies

- ▶ There are four strategies used with reciprocal teaching, which research has shown to be important in helping students develop effective comprehension. These strategies are **SUMMARIZE, QUESTION, CLARIFY and PREDICT** . These strategies may be used in any order.
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SUMMARIZE

- ▶ Student retells in his or her own words the key points of what was read. Student should retell the story using time order words. They should always be encouraged to name main characters, setting and what or when the problem occurred in the story.
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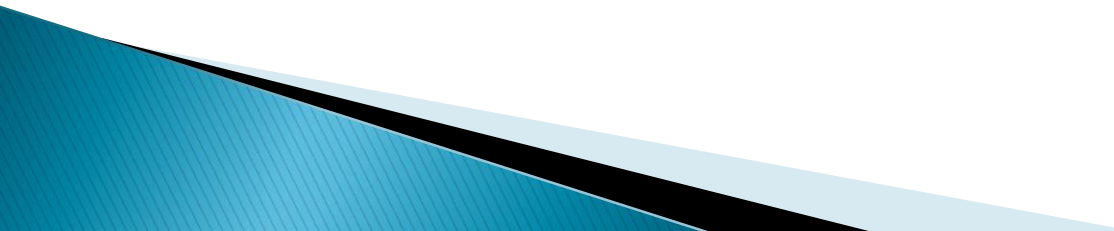
CLARIFY

- ▶ Student tell the process he or she used to clear up confusing parts or unfamiliar words in the text by:
 - ▶ rereading
 - ▶ reading on
 - ▶ Looking at illustrations
 - ▶ Looking for word parts/chunks
 - ▶ Blend sounds , etc.

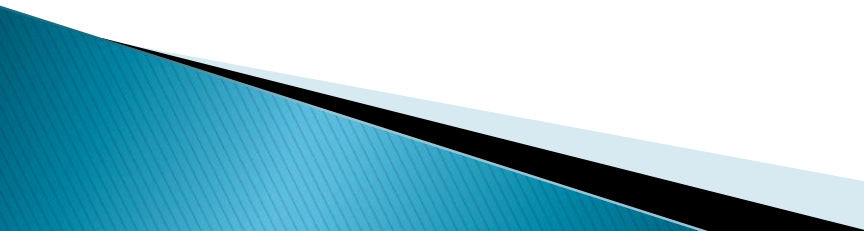
QUESTION

- ▶ Student poses a question about the content of text to be answered by other classmates. They should ask questions where the answer can be found in the text and questions that can be inferred. Using the question words:
- ▶ Who? What? Why? Where? When? How?
students can use clues from the text and from their own experiences to make up questions.

PREDICT

- ▶ Student predicts what is likely to happen or be learned next.
 - ▶ I think..... because...
 - ▶ I'll bet.....because...
 - ▶ I suppose.....because...
 - ▶ I think I will learn...
 - ▶ I wonder if.....because...
 - ▶ I imagine.....because...
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Key Points to Remember

- ▶ The four strategies – **summarize, clarify, predict and question** – are use over and over in any order. **Not all strategies are used after each reading.**
 - ▶ The strategies should always be displayed.
 - ▶ The students silently reads the first chunk of text.
 - ▶ After reading, the teacher and the students take turns being teacher. This means that the teacher or a student first models a strategy.
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Example :sequenced reciprocal teaching after reading

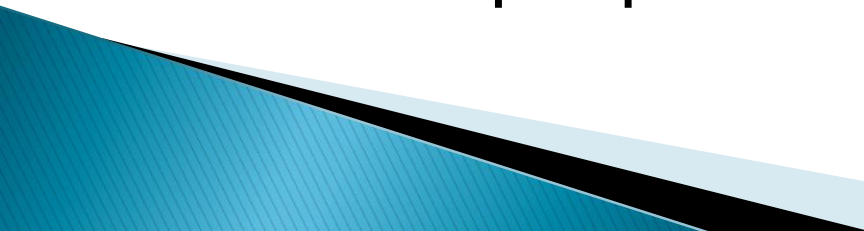
- ▶ **Teacher:** Laura, please model **summarize** for us.
- ▶ **Laura:** Two boys find a dog on the beach and name him Strider and decide to share taking care of him.
- ▶ **Teacher:** Who has a **question** to ask?
- ▶ **Mel:** Where will Strider live?
- ▶ **Brenda:** He'll stay nights with Michael, and during school, he'll stay in Larry's yard, which has a fence.
- ▶ **Teacher:** I want to model **clarify** for us. I wasn't sure what joint custody meant on page 16, but I read on and learned that they will split the cost and each will have him part of the time. They are really sharing him. So joint custody must mean sharing.
- ▶ **Teacher:** who will model **predict**?

cont.

- ▶ **Jimmy:** Michael's landlady sounds mean, so I predict that she won't let Michael keep Strider in the house.
- ▶ **Teacher:** Michael's mom thinks it's okay, so I predict that she will let him keep Strider.
(The lesson continues.)

Early in the program, you will model a strategy first and then have students model. But soon begin to have students model first. Later in the program, students should be doing most of the modeling.

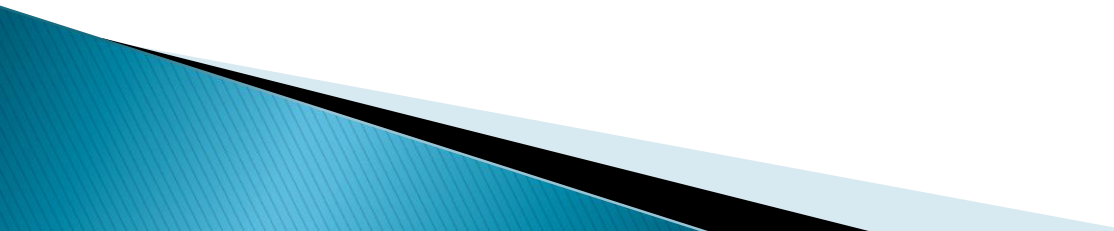
Review Activity

- ▶ Directions: Read each of the models. Decide whether it is Question, Summarize, Clarify, or Predict.
 - ▶ 1. A young girl is left alone on a island and must learn to survive. Her only friends are animals who live on or around the island.
 - ▶ 2. The girl is going to sail in the canoe to find her people.
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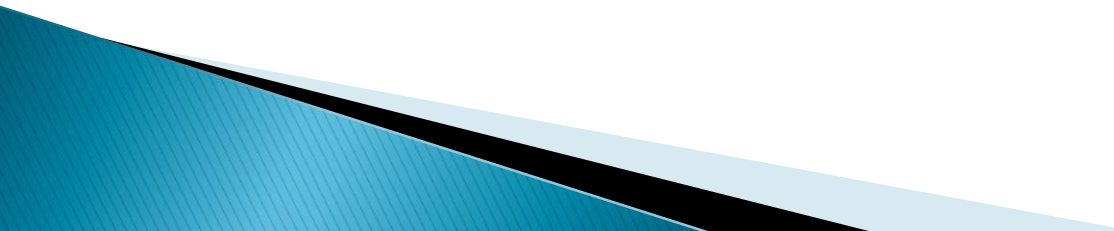
Review Activity

- ▶ 3. On page 47 the girls build a strong fence around her new home. Why does she need to build a fence?
- ▶ 4. On page 61 I come to the word a-n-c-e-s-t-o-r-s. I couldn't say it. First I looked for a chunk I knew. I recognized t-o-r-s; it says tors. I knew *an* was the first sound in *answer*, est is a sound I also know. I said *ancestors*. I reread the sentence. It makes sense.

Review Activity

- ▶ 5. Why is the girl afraid of the wild dogs?
 - ▶ 6. The girl feels very tired as she tries to return to the island in her canoe. A swarm of dolphins comes and swims around the canoe. They help her reach the island safely.
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Review Activity

- ▶ 7. I read the word weapons on page 50. I didn't know what it meant. I reread the sentence and I know that the girl needs to protect herself. A weapon must be something she can use to protect herself from the wild dogs.
 - ▶ 8. What are some of the weapons that the girl makes?
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Review Activity

- ▶ 9. The girl will fight with the leader of the wild dogs.
 - ▶ 10. The girl waits for the ship to return all summer. Once, she sees a whale and thinks it a ship. The girl gives up hope after the first winter storm.
 - ▶ 11. Why does the girl go to the cave where the wild dogs live?
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