

Reciprocal Teaching



8 Key Components to Help Teach
Students How to Read Fluently



About the Author

These Reciprocal Teaching Lessons were compiled and written by Debra Horton. Debra spent 40 years in public education. She was a classroom teacher, a trainer of Student Teachers, a traveling classroom music teacher, and leader of the school vocal chorus.

For the past two years she has had the opportunity to work in After School Education, currently with THINK Together, the largest after school provider in California. In this capacity, she uses her skills as a curriculum writer, trainer, motivator and energizer for after school folks. She also acts as an Academic Consultant for various sites in California.

Debra received her BA Degree from the University of La Verne, and has taken many graduate level courses to advance her career. She is an avid reader with special interest in working with children of poverty.

She lives with her husband in Central California.

Reciprocal Teaching Day 1 Predicting

Predicting is actually just using pictures or text to make a guess about what will happen in a piece of literature. Making predictions is what good readers do.

- **Find Clues:** Look at the Kidz Lit* Predicting Poster. Ask students what they see on the poster. “Who is this man (a detective)? What is he looking for (clues)? How do you know he is looking for clues (a magnifying glass)? Ask students to look for clues: front cover, back cover, illustrations, headings, captions, and maps. Write the clues on the white board. Ask students to make predictions about the book based on the clues they have found.
- **Connection Question:** Ask students, “Based on the clues, what do you think you will learn from this book?” Give students time to think about their answers.
- **Prediction Synonyms:** Ask students to brainstorm synonym words that mean about the same as “predict.” Here are a few synonyms: I think, I wonder, I imagine, I suppose, I guess, and I expect. Practice using these synonyms when making predictions.
- **Inanimate Objects:** Choose an inanimate (non-living) object you see around the classroom. Hold up the object (a pencil). Say, “I think . . .” Ask students to complete the sentence. “*I think this is a pencil.*” What clues tell you this is a pencil? *It is yellow with an eraser.* “What clues tell you the pencil needs to be sharpened?” *I suppose it needs to be sharpened because the lead is broken.* Choose another inanimate object and continue using predicting synonyms.
- **Find the Characters:** Provide students with RAZ** Books. Ask students to look at the illustrations and identify the characters. Make a list of characters on the white board. Ask how these characters might work together to form a story.
- **Cover the Title:** Use the Kidz Lit* or RAZ** Books. Cover the title of the book. Students work in partner-pairs. Ask students to guess the title of the book. Write the title predictions on the white board. Have a student reveal the actual title.
- **Cover the Title Variation:** Write several RAZ** Book titles on the white board. Insert the RAZ Book in a larger book. The purpose is to hide the RAZ* Book title from the students. Read a paragraph from your

RAZ* Book. Students look at the possible titles and make a prediction as to the actual title. Ask students, "What were the clues that helped you choose the real title?"

- **Scavenger Hunt:** Look in the Kidz Lit* book for story clues. For example: If the story is "The Three Little Pigs," a clue might be, "I see a brick house with a chimney." Write the clues on folded 3 x 5 cards. Scatter the clue cards around the room. Ask students to find the clue cards. Students read the clues. Students make predictions about the story.

- **Scavenger Hunt Variation:** Ask students to arrange the clues in the order they think the clues appear in the story. Draw sequence pictures on the white board. Later, compare these clues with the actual events from the story.

- **Three Words:** Hold up the Kidz Lit* Book. Tell the students they are going to look for clues to predict what will happen in the story. Ask a student to read the book title. Choose one word from the book title. Write the word on the white board. Look at the front cover picture. Choose one word from the picture. Write the word on the white board. Look at the back cover. Choose one word from the back cover. Write the word on the white board. Ask a student to come to the front of the class and tell the Kidz Lit* Book story, using the three words. The student may need some leading words or phrases to tell the story such as, "But, one day . . . And then . . . And finally . . ." Ask another student to tell his version of the story based on the three words.

- **Find the Evidence:** On chart paper, write these headings: PREDICTIONS and EVIDENCE. Use a different colored marker for each column. List several predictions. As you begin to read the story, ask students to look for evidence of their predictions. For example, if the prediction is, "There is a sad and lonely duck," the evidence might be, "The duck always walked alone."

- **Find the Evidence Variation:** Provide students with RAZ** Books. Students work in partner-pairs. One student makes a prediction about the story. The other student looks for the evidence of the prediction.

- **Picture Walk:** Show three or four pictures from the book. Ask students to make story predictions based on the pictures.

- **Author's Purpose:** Using the Kidz Lit* Book, look for the Dedication Page. Ask a student to read the Dedication. Ask students, "Why do you think the author wrote this book?" If there is no Dedication Page, read the brief description about the author.

- **One-Minute Predictions:** Provide students with RAZ* Books. Tell student- pairs they will have one minute to make a prediction about the story. They may look at the title, front and back covers, and illustrations. Students share their predictions with classmates.

- **Paragraph Predictions:** Provide students with RAZ* Books. Partner-pairs choose a paragraph to read. Students will guess which sentence in the paragraph is the main idea sentence (usually the first sentence). In some paragraphs, the last sentence is the main idea sentence. Students then make a prediction based on the main idea sentence.

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Books are downloadable and are leveled by grade. Students have their own books or share with a partner. Leaders use RAZ Books to help students practice concepts that have been presented earlier in the lesson.

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Suggested Monthly Predicting Lesson Plans for Week 1 of Reciprocal Teaching

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Month 1 Day 1

1. Fluency Practice
2. Find Clues, p. 1
3. Prediction Synonyms, p. 1

Month 2 Day 1

1. Fluency Practice
2. Inanimate Objects, p. 1
3. Find the Characters p. 2

Month 3 Day 1

1. Fluency Practice
2. Cover the Title, p. 2
3. Scavenger Hunt, p. 2

Month 4 Day 1

1. Fluency Practice
2. Three Words, p. 3
3. Find the Evidence, p. 3

Month 5 Day 1

1. Fluency Practice
2. Author's Purpose, p. 3
3. One-Minute Prediction, p. 4

Month 5 Day 1

1. Fluency Practice
2. Paragraph Prediction, p. 4
3. Find the Characters, p. 2

Reciprocal Teaching Day 2 Clarifying

Clarifying is finding the meaning of vocabulary words. These strategies help students make connections between the words and real life. Clarifying can also be used to help students understand phrases, sentences or the body of the text. Of what use is the ability to read, if you don't understand what you are reading? Clarifying Strategies help make sense of what students' read.

- **Read the Words:** Choose 5-8 Cool Words from the Kidz Lit* Guide Book. Write these words on the white board. Ask students if they recognize any of the words. Students share the words they recognize. The students then read all the words using correct pronunciation.
- **Make Connections:** When choosing Cool Words, anticipate similarities between words. Write the Cool Words on the white board. Find pairs of words that have something in common. For example, if two of the Cool Words are “eat” and “drink”, we can say, “Everyone needs to eat and drink.” Make as many connections as possible. It is okay to reuse words to form other connections.
- **Make Connections Variation:** Talk with students about how the Cool Word fits into the world. What would this word mean to different staff members of the school? Make a list of the different staff members of the school: Principal, site coordinator, program leader, and volunteers. The principal might say, “I am responsible that all students eat lunch and drink water.” The custodian might say, “I hope the kids pick up their trash after they eat and drink.” The site coordinator might say, “Kids need to eat a healthy food snack, and get a drink before going outside to play.”

Ask students to brainstorm fictional characters such as Scooby Doo or Spider Man. What would these Cool Words mean to them?

- **Word Associations:** Print out the Cool Words. Place the words on cards. Put the cards in a container. Students mix up the cards. Each student draws a card. Have kids mingle and find someone whose word connects to their own word in some way. For younger students, words beginning with the same letter may be useful. Form groups of words that connect. Students name the words and

discuss how the words relate.

- **Make Lists:** Students choose words they like and want to remember. Keep these on-going lists of words for review.
- **Combine Words:** Provide student-pairs with sentence strips. Combine Cool Words on strips of paper to form sentences. Students will need to add other words to the Cool Words so that the sentences make sense.
- **Story Chain:** Choose a handful of words kids will encounter in the Kidz Lit* book or RAZ** Books. Choose words from the beginning, middle, and end of the story. Write the words on the white board. Read the first two words. Think how the two words are connected. Next connect the 2nd and 3rd word. Write words or draw a picture to describe the connection. This continues until all words have been connected. Hopefully, students will have told a story that resembles the actual story.
- **Secret Word:** Ask a student to choose a Secret Word from the Cool Word List. The student draws a picture on the white board to illustrate the secret word. Give the student 30 seconds to draw the picture. Classmates guess the Secret Word. Continue drawing Secret Words on the white board with other students.
- **White Boards:** Provide students with white boards. Students choose their own secret word. Students then draw a picture to illustrate the word. Partners guess the secret word. Continue the activity with other secret words. Change partners midway through the lesson.
- **Charades:** Choose a student to act out his own Secret Word from the Cool Word List. Give the student 30 seconds to act out the word. Begin the charade with, "ACTION." In 30 seconds say, "CUT." Classmates guess the Secret Word. Encourage students to get into the moment using facial and body movements. Continue the process.
- **Individual Show-Off:** Ahead of time, write several sentences using Cool Words on strips of paper. You might copy the sentences from the Kidz Lit* book. Place the sentence strips in a container. Choose a student to "Show Off." The student chooses a Cool Word Sentence from the container. The student acts out the Cool Word as it is used in a sentence. For example, if the Cool Word is *mariachi*, the student might pretend he is a member of a Mariachi Band playing the trumpet.

- **Create a Story:** Ask a student to make up a story in which the Cool Words are featured. Begin the story; “Once upon a time . . .” Continue to guide the student, inserting such words as, “But and Finally.” Ask another student to create a story. Compare the stories.
- **Silly Questions:** Ask partner-pairs to create silly questions from the Cool Words. Ask students to join two words. Use each two words to make a silly question sentence. For example, the Cool Words are *adder*, *hermit*, *waterfall*, *bat*, *cave*, and *bridge*. Silly sentences might be, “Can an adder be a hermit? Will a bat fly through a waterfall? Is there a cave under the bridge?”
- **Yea and Boo:** Refer to the Kidz Lit* Story Book or a RAZ** Book. Use each Cool Word in a sentence. Students respond with “YEA,” if the word is used correctly, or “BOO,” if the word is used incorrectly in the sentence.

An adder is a harmless snake. YEA
 Hermits live with a lot of other people. BOO
 Waterfall is a swimming bird. BOO
 A bat is an animal that flies at night. YEA
 You might see a stalagmite in a cave. YEA
 Bridge means to make bright or brighter. BOO

- **Rewrite Definitions:** Write a Cool Word and its definition on the white board. If available, provide students with dictionaries. Find the definition in the glossary or dictionary. Students read the word and its definition. Provide students with white boards. In partner-pairs, students rewrite the definition in their own words. Share their rewritten definitions.
- **Examples and Non-Examples:** Choose a Cool Word. Brainstorm possible synonyms for the word. The synonyms are examples. Now, think of antonyms for the word. The antonyms are non-examples. For example . . .

<u>Cool Word</u>	<u>Synonym (Example)</u>	<u>Antonym (Non-example)</u>
chaos	confusion	order
divert	distract	focus

- **New Word Grid:** Provide students with white boards. Follow the sample grid. Choose a Cool Word for New Word, and fill in the grid.

New Word	Personal Connection
picnic	I love to go to the park with my family. We take a picnic lunch.
My Definition	Drawing
Hot dogs, mustard, catsup, drinks, ball games, family fun	

- **Word Parts:** *Un-* is the most used prefix in the English language. The prefix *un-* means *to do the opposite of, reverse, and not*. Ask students to generate as many un-words they have heard, including silly words. Students may work with a partner. Students just think of a word and add the un-prefix. Discuss the word meanings.

unlit unfed unsafe unsweetened
unmarked unbendable unaware unbuckle

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Month 1 Day 2

1. Fluency Practice
2. Read the Words, p. 1
3. Make Connections, p. 1

Month 2 Day 2

1. Fluency Practice
2. Word Associations, p. 2
3. Make Lists/Combine Words, p. 2

Month 3 Day 2

1. Fluency Practice
2. Story Chain, p. 2
3. Secret Word, p. 2

Month 4 Day 2

1. Fluency Practice
2. White Boards, p. 2
3. Charades/Individual Show-Off, p. 3

Month 5 Day 2

1. Fluency Practice
2. Create a Story/Silly Questions, p. 3
3. Yea and Boo, p. 4

Month 6 Day 2

1. Fluency Practice

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2. Rewrite Definitions/Example and Non-Examples. p. 4
3. New Word Grid/Word Parts, p. 5

Reciprocal Teaching Day 3 Questioning

Do you want good answers? Start by asking good questions.

“Once you have learned how to ask relevant and appropriate questions, you have learned how to learn and no one can keep you from learning whatever you want or need to know.”

Neil Postman and Charles Weingartner

- **“Why” Questions:** This is a beginning strategy to help students think about asking questions. “Why” questions are the easiest type of question. They imply cause and effect. “Why do we have to do this project? You need to do this project so you will find out what makes grass green.” It is the beginning tool for figuring stuff out.

Draw this connection on the white board: Why » How » Which
These three words form prime questions.

Why: Cause and effect. Everyone can think of “why” questions.

How: Problem solving. Here is the fun part.

Which: Decision making. Now I have to make a choice!

- **“Why” Quick Think:** Students get in partner-pairs. Give students one minute to think of “why” questions. This is a race. Students think as fast as they can. Student-pairs find another student-pair (a group of four). Students share their “why” questions. If time, form groups of eight (four student-pairs). After each regrouping, share the “why” questions.
- **“Why” Quick Think Variation:** Divide students into two teams. Challenge students to think of as many “Why” questions as possible. Each team receives a point for each question. “Why is grass green? Why does the rain fall?” Why, Why, Why? Set a time limit.
- **“How” Questions:** “How” questions are the basis for problem solving. “How” is an inventor’s favorite question. Draw the connection between the three prime questions on the white board: Why » How » Which. Provide students with white

boards. Divide students into partner-pairs. Ask them to brainstorm as many “How” questions as possible. Students share their questions with the rest of the class. “How does grass become green? How do we get cash from an ATM? How do computers work? How can you fix the broken table?” How? How? How?

- **“Which” Questions:** Which is best? This question requires thoughtful decision –making. Ask students to brainstorm “Which” questions as a whole group. “Which is most important? Which should I do?” Provide students with white boards or a blank piece of paper. “Which” questions require that you make a choice. Students think of their own “Which” question. For example, “Which ice cream flavor is best – vanilla or chocolate?” Draw vanilla ice cream on one half of the paper. Draw chocolate ice cream on the other half of the paper. Ask students to share by asking the question, “Which is best? Vanilla or Chocolate Ice Cream.” Continue the strategy with other “Which” questions.
- **Who, What, Where, When and Why Question Cards:** Provide each student with a set of five question cards, and a RAZ* Book. Ask students to choose a page in the RAZ* Book. Read a paragraph or page in the book. Students alternate asking each other Who, What, Where, When and Why Questions about the text. Change paragraphs or pages after each question and answer. Students always answer questions in complete sentences.
- **Main Idea Question Card Variation:** Provide students with question cards and RAZ* Books. Students choose a paragraph. Read the paragraph and decide on the main idea or title of the paragraph. Then ask a Who, What, Where, When or Why question about the main idea. For example: The main idea is, “A hare was making fun of a tortoise.” Questions: Who was making fun of the rabbit? What was the tortoise doing? Where were the hare and the tortoise? When did the hare make fun of the tortoise? Why didn’t the tortoise tell the hare to mind his own business?

Who	Who
What	What
Where	Where
When	When
Why	Why

- **I Wonder:** Provide students with RAZ* Books. Students work in partner-pairs. Students read a paragraph or page in the RAZ* Book. Then they ask themselves the question, “I wonder what I would do if this happened to me?” For example,

the story is the Tortoise and the Hare. The hare seems to be winning the race. I wonder what I would do if I were the tortoise? I wonder what I would do if I were the hare? I wonder how I would feel if the hare were making fun of me? I wonder, I wonder.

- **Hot Seat:** After the leader has read the Kidz Lit** story, students can play Hot Seat. The leader chooses a student to come to the front and sit in the “Hot Seat.” The student chooses a character from the story he would like to be. Classmates ask Who, What, Where, When and Why questions of the person in the Hot Seat. The student answers questions as though he really is the character. For example, if the story is The Three Little Pigs, the character might choose the wolf character. The whole class practices using a “wolf” voice, so the character knows what a wolf voice sounds like. The question might be, “Mr. Wolf, why did you climb down the chimney?” In a low, gruff voice the wolf responds, “I WAS HUNGRY!” The questions continue. After a bit, another student comes to the Hot Seat acting like a different character in the story.
- **Question and Connect:** Students form groups of four or five. Choose a fiction RAZ* Book with a story line. Students read the RAZ* Book story. Give the group leader Question and Connect Cards. The leader gives each student a card. Students ask another student the question on their card.
- **Question and Connect Variation:** Ask all students to stand around the room with their Question and Connect Card. Set a time limit of one minute. All students with the same card find each other and form a group. In their groups, ask each other the same question about the story. Everyone in the group gives a different answer. Students always answer in complete sentences.

Question and Connect Cards

Is there anything that you did not understand?

Is there anything that did not make sense?

What were you thinking about as you were reading?

Has anything like this ever happened to you?

Have you ever known anyone like this character?

What are you curious about?

Interpretive Questions: These questions are known as Think and Search Questions. They are higher level thinking questions. The answers to the questions are found within several pages of text. Sometimes this is called reading between the lines.

1. **More Than One Answer:** Read a Kidz Lit** Book to the students. Divide students into teams. Give team points for each correct answer. Based on the story, ask students how many answers they can give to these questions:

What caused . . .
How did . . .
For what reason . . .
Explain how . . .
What are two examples of . . .
Can you compare . . .

2. **All Good Questions Lead to More Questions:** Provide students with RAZ* Books. Ask students to keep the chain of questions going. Use the question stems above. The first student asks a question. "What caused the tortoise to win the race? The second student responds with a question. "What caused the hare to lose focus during the race?" The first student responds with another question, "What caused the tortoise to not brag about winning the race?" And so on . . .

3. **Inanimate Objects:** The teacher holds up an inanimate (nonliving) object in the room. The teacher asks, "How did this pencil get painted yellow?" The teacher holds the pencil and asks the leading part of the question, "How did this pencil . . ." There can be twenty or more questions asked about this pencil! Divide into partner-pairs.

4. **Inanimate Objects Variation:** Students choose an inanimate object and ask each other: "For what reason . . ." The idea is to keep count of all the different questions that can be asked from one question stem.

- **Make a Connection:** Ask students to make a connection from the Kidz Lit** story to their own lives. The teacher should model this strategy before students do the activity. For example, if the story is the "Tortoise and the Hare," the teacher might say . . . "The connection I made to this story was that I don't like to be around a bully. When I was a kid, there was a student that always made fun of me. It seems to me the hare was a bully to the tortoise."

Students share their connections.

- **Great Questions:** There are some questions that might take days, months, or a lifetime to answer. What are some of these questions? Give students a hint. A great question might be, “How many words have ever been written?” After students brainstorm these questions, see if they can come up with some answers. Write a few questions on the white board. Students should work in groups. Give them time to think. Do not accept ‘I don’t know’ answers.
 1. How many books are there in our city?
 2. Where did the Earth come from?
 3. How many grains of sand are on the beach?
 4. How many fish swim in the sea?
 5. How many stars are in the sky?
 6. How many plants are there on Earth?
 7. Where is the deepest part of the ocean?
 8. How many songs are there in the world?
 9. How many people are on the Earth?
 10. Is there life on Mars?

- **Tea Party:** Use this activity after the Kidz Lit** story has been read, or provide students with RAZ* Books. Choose ten students. Form two lines with students facing each other. Provide Row 1 with the Question Cards. Using the cards, Row 1 students asks the person across from them in Row 2 a question about the story. All students in Row 1 ask their questions at the same time. When the teacher says, “Tea Party,” Row 1 takes one step to the right. Row 2 students stand in place. In Row 1, the last person in line moves to the back of the line. Practice this rotation before the Tea Party begins. Then, students ask the same question, but to a different student in Row 2. The process continues until each student has been asked each question.

Tea Party Question Cards

<p><u>Who</u> are the characters in the story?</p>	<p><u>Who</u> are the characters in the story?</p>
<p><u>When</u> does the story take place?</p>	<p><u>When</u> does the story take place?</p>
<p><u>Where</u> does the story take place?</p>	<p><u>Where</u> does the story take place?</p>
<p><u>What</u> is the problem in the story?</p>	<p><u>What</u> is the problem in the story?</p>
<p><u>How</u> is the problem solved?</p>	<p><u>How</u> is the problem solved?</p>

- **Statement or Question:** In Kinder/First grades, students may not know the difference between a statement and a question. In this activity, find a statement in the story. Write the statement on the white board. “He touched the butterfly.” Ask students to read the statement. Now, ask students to change the statement into a WHO question. “Who touched the butterfly?” Talk about question marks. Write the question on the white board. Continue the lesson asking, “Is this a telling (statement) sentence or a question sentence?”

Read other telling and question sentences from the story. Ask students, “Is the sentence a telling or a question sentence?”

- **Statement or Question Variation:** Provide students with RAZ* Books. Students work in partner-pairs. Ask students to look for statement (telling) sentences and question sentences. Choose a statement sentence from the RAZ* Book. “The butterfly was looking for a flower.” Ask students to change the statement into a WHERE question. “Where was the butterfly looking for a flower?”

- **Debrief:** Teach students to lead the Debrief after each lesson:

1. What was your best learning from this lesson?
2. What didn't you like about the lesson?
3. Next time, how would you make the lesson better?

- **Socrates' Questions:** Socrates always taught his students by asking questions. Throw out these question stem cards to encourage students to develop critical thinking. Students need to think how to complete each question before they ask it. Divide students into teams. Form a team competition. Remember, the question is just as important as the answer.

Socrates' Question Stem Cards

Why do you say that . . . ?

Can you give me an example of . . . ?

What is the point of this question . . . ?

Why is _____ necessary?

What exactly does _____ mean?

What do we already know about . . . ?

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Month 1 Day 3

1. Fluency Practice
2. "Why" Questions, p. 1
3. "Why" Quick Think and Variation, p. 1

Month 2 Day 3

1. Fluency Practice
2. "How" Questions, p. 2
3. "Which" Questions, p. 2

Month 3 Day 3

1. Fluency Practice
2. Who, What, Where, When and Why Question Cards, p. 2
3. Main Idea Question Card Variation, p. 2

Month 4 Day 3

1. Fluency Practice
2. I Wonder, p. 3
3. Hot Seat, p. 5

Month 5 Day 3

1. Fluency Practice
2. Question and Connect, p. 4
3. Question and Connect Variation, p. 4
4. More Than One Answer, p. 6

Month 6 Day 3

1. Fluency Practice
2. All Good Questions Lead to More Questions, p. 6
3. Inanimate Objects, p. 7

Reciprocal Teaching Day 4 Summarizing

Summarizing is a key skill for reading and thinking. It is the process of condensing a text or an experience into the most important ideas. Trivia and irrelevant information is discarded. Students will learn to manage large quantities of information more easily.

- **Check out Example Summaries:** Check out the back cover or inside flap summaries in Kidz Lit* books. These summaries are the shortest ones around. Ask students to read the summaries. What are common elements in these summaries? (They are short; very few words. They capture your attention and make you want to read the story) Ask students if they agree with the summaries. Should other ideas have been included?
- **The Worst Weather in the World:** In this activity, the teacher tells a personal story about the worst weather he or she has experienced. Include all the details (retell). Choose a student to retell the same story. Choose another student to summarize the story in ten words or less. Encourage students to listen for the main idea. “What is the first sentence in the story? Could this sentence be the main idea sentence?”
- **Summarize and Retell #1:** Write the words “summarize” and “retell” on the white board. What is the difference between the two words?

Summarize

Main Idea
One sentence

Retell

All the details
Many sentences

- **Retell a Story #2:** Ask a student to retell a Kidz Lit* story. Ask the student, “Will your retell include all the details, or will it be the main idea in one sentence? The student begins the retell. “Once upon a time . . . “
- **Summarize the Story #3:** Ask another student to summarize the same story. Ask the student, “Will your summary be the main idea in one sentence, or will it include all the details. If the student isn’t sure what the main idea is, move onto the next strategy.

- **Which is it?** Ask a student to come to the front of the class. Ask the student to secretly choose whether he will tell a summary or retell or the Kidz Lit* story. The student asks classmates, “Which is it?”

- **Look at Text Features:** Text features such as headings often point to the main ideas in non-fiction text. Use non-fiction RAZ Books**. Provide students with individual white boards. Ask students to write the headings on their white boards. Discuss the headings with the whole group.

- **Paraphrase Sentences:** Give students sentences to paraphrase. Choose sentences from the Kidz Lit* story books. Ask them to say the sentence in a different way. Here are a few examples:
 1. The weather man is predicting rain for next Tuesday.
Example: “It is going to rain on Tuesday.”
 2. Did you hear Jackie tell that funny joke?
Example: “Jackie is a comedian.”
 3. I had the greatest time at the circus.
 4. Did you notice that Betty keeps hanging her head?
 5. Paul took the mower, edger and trash can to the front lawn.
 6. The boys were jumping on beds.
 7. Wally ran out the front door, and ran to the bus.
 8. Maria and Lupe always hang out together.
 9. Look at Matt’s red face.
 10. The sun is shining so much I am sweating.
 11. The sky is grey with dark clouds over there.
 12. When Joe walked into the house, he saw gifts and a cake.
 13. Justin bought some paint, brushes, and an easel.
 14. Jim likes to play soccer, baseball, and basketball.
 15. Everyone was yelling, splashing, and doing cannonballs.

- **Artistic Summary:** Provide students with individual white boards. Students draw a picture including all the key ideas of the Kidz Lit* story. Key ideas include the main idea and three or four details. Students then summarize the story by referring to the picture. Ask students to share their pictures with their partners and/or with the rest of the class.

- **Artistic Summary Variation:** After students draw the artistic summary picture, ask the class to summarize the story based on the picture.

- **Collapsing Lists:** Provide partner-pairs with lists to collapse. This means they will give the list a title.

1. Emeralds, rubies, diamonds	Gems
2. Brushing teeth, pajamas, drink	Bedtime Routine
3. Scissors, drape, mirror	Haircut
4. Pepperoni, sausage, crust	Pizza
5. Ball, flags, shin guards, referee	Soccer
6. Peanuts, tent, clowns	Circus

7. Alley, taxi, bus, lights	City
8. Mountains, hiking, bears	Forest
9. Bird, perch, seed	Cage
10. Hoop, net, gym, bleachers	Basketball
11. Sprinkles, vanilla, chocolate	Ice Cream
12. Music, D.J., teenagers	Dance
13. Snow, rain, fog	Weather
14. Umbrella, blanket, sand, bucket	Beach
15. Lettuce, sauce, cheese, tomato, tortilla	Taco
16. Monkey, lion, giraffe, wart hogs	Zoo
17. Stars, planets, telescope	Milky Way
18. Engineer, caboose, track	Train
19. Balloons, cake, games	Party
20. Message, phone, letters	Text

- **Ten Pennies:** Lay ten pennies in a line on a desk. Tell students that when we summarize, we buy each word for a penny. Ask students to summarize the Kidz Lit* book using ten pennies or less. Caution: students may begin retelling the story. Push a penny out of the line each time you say a word. “Once (1) upon (2) a (3) time (4) there (5) were (6) three (7) bears (8).” Is this the main idea of the story? No. They run out of pennies and haven’t stated the main idea. A better sentence would be, “The (1) three (2) bears (3) learned (4) to (5) lock (6) the (7) front (8) door (9).” Students need to practice the strategy in partners or small groups.
- **RAZ* Book Summaries:** Students work with a partner. Give each student a RAZ book. Choose two students to model the strategy. The first student reads a paragraph from the RAZ* book. The second student listens for the main idea. The first student asks, “What is the main idea of my paragraph?” The second student tells the main idea in ten words or less. Students reverse roles. Change partners and continue the strategy.
- **Debrief:** After each lesson and at the end of the day, the teacher or students do a Debrief. Ask students to summarize in ten words or less, “What was the best part of the lesson? What didn’t you like about the lesson? How can we make the lesson better next time?” This is a practical way to use summarizing in real life.
- **Brain File:** Ask students to make a list of important words from the Kidz Lit** story. Provide each student with a white board. Divide the board into fourths. Write the word at the bottom of each square.

1st Square: Think of a letter to remind you of the word. The letter cannot be the beginning letter of the word. (Wolf – S for scary)

2nd Square: Think of a synonym for the word. (Predator)

3rd Square: Write the word in a sentence. (Yikes! I see a wolf!)

4th Square: Draw a picture of the word.

Share Brain Files with classmates.

- **Somebody/Wanted/But/So:** This good way to summarize a story. Provide students with a white board or a piece of paper. Fold the paper into fourths. Write the headings in each square.
 - 1st Square: **Somebody** (Identify the character)
 - 2nd Square: **Wanted** (Describe the character's goal)
 - 3rd Square: **But** (Describe the conflict or problem)
 - 4th Square: **So** (Describe the resolution of the conflict)
- **Graphic Organizers:** There are many graphic organizers that help students summarize stories and their thoughts. Graphic organizers can be overlapping circles, triangles, rectangles, pyramids, with lines radiating outward for details. Choose a graphic organizer. Ask students to graph the main idea in the primary shape. Add details, sequence of events, or character attributes in secondary geometric shapes. Students then give a summary of the story based on the graphic organizer.
- **Kinder/First Grade:** K/1 students are not developmentally ready to summarize. However, they can retell events that happened in the story, and put these events in the correct sequence. Later, they will have a place in their thinking process to hang their new skill of summarizing.
- **The Eensy Weensy Spider:** This is a Kinder/1st grade Retell lesson.

The eensy weensy spider went up the water spout.
Down came the rain and washed the spider out.
Out came the sun and dried upon the rain,
And the eensy weensy spider went up the spout again.

 1. Write the rhyme on the white board.
 2. Practice reading the rhyme.
 3. Divide students into four groups.
 4. Choose a student leader for each group.
 5. Assign each group a line in the rhyme.
 6. Student leaders lead their group to read their line in the rhyme
 7. Practice two or three times.
 8. Add hand motions to the rhyme.
 9. Student leaders lead their group including hand motions.
 10. Erase the poem from the white board.
 11. Draw four large picture frames on the white board.
 12. Ask students which line comes first in the rhyme.

13. Ask a student to draw a picture in Frame 1 of the spider going up the water spout.
14. Repeat the process until there are four frames illustrating the rhyme.
15. Ask students what would happen if we put the picture frames out of order.
16. Why is sequencing important in a story?
17. Erase the picture frames.
18. Without the pictures, can anyone retell the rhyme?

- **Main Idea Paragraph:** In this whole group activity, students practice writing a paragraph including a main idea and supporting details.

1. Write the paragraph title, Our School, on the white board.
2. Draw a large picture frame on the white board.
3. Ask students to think of what we have at our school.
4. Draw these ideas within the picture frame (flag pole, students, grass)
5. Ask students to say the main idea sentence. (This is our school)
6. Begin the paragraph with this sentence.
7. Compose three or four detail sentences. (We have a flag pole. There are a lot of students in our school. We play on the grass during recess)
8. Think of the last sentence. This summary sentence restates the main idea sentence. (We love our school!)
9. Now we have a paragraph with a main idea sentence, three detail sentences, and the summary sentence.

Students need a lot of practice writing paragraphs. Ask students to work with partner-pairs when they write other paragraphs. Here are a few ideas: My Pet, At the Beach, Snack Time, Going to School, After School, City Bus, and My Bicycle.

- **Reducing Sentences:** Students often have difficulty deciding which facts or words are important or not important. Reducing sentences helps students eliminate unnecessary words. This is a skill used in summarizing. Find other sentences in the Kidz Lit** story books. Write the entire sentence on the white board. Ask students to, one at a time, erase unnecessary words. You may need to rearrange or add words.

1. When I receive my diploma, I'll be a happy person for the rest of my life.
Example: "I am excited to get my diploma."
2. I'll give some food to the stray cat we found on our front porch yesterday afternoon.
Example: "We found a stray cat."
3. Tightly pack the garbage in the bag so it won't be too heavy when you take it out to the dumpster before dark.
Example: "Stuff all the garbage in the bag."
4. Put together the soccer balls, nets, ice chests, folding chairs, and put them in the trunk of the minivan.
Example: "Pack all the soccer equipment in the car."

- **Add a Title:** Divide the students into eight groups. Give each group a paragraph from the poem, “Sick.” Students work together and decide on a title for the paragraphs. The goal is to condense the thoughts in the paragraph to one or two words. In other words, students are summarizing.

Sick

by Shel Silverstein

<p>“I cannot go to school today,” Said little Peggy Ann McKay. “I have the measles and the mumps, A gash, a rash and purple bumps.</p>	No School
<p>My mouth is wet, my throat is dry. I’m going blind in my right eye. My tonsils are as big as rocks, I’ve counted sixteen chicken pox.</p>	Chicken Pox
<p>And there’s one more—that’s seventeen. And don’t you think my face looks green? My leg is cut—my eyes are blue— It might be the instamatic flu.</p>	Instamatic Flu
<p>I cough and sneeze and gasp and choke, I’m sure that my left leg is broke-- My hip hurts when I move my chin, My belly button’s caving in.</p>	Belly Button
<p>My back is wrenched, my ankle’s sprained, My ‘pendix pains each time it rains. My nose is cold, my toes are numb. I have a sliver in my thumb.</p>	Numb Toes
<p>My neck is stiff, my voice is weak, I hardly whisper when I speak. My tongue is filling up my mouth, I think my hair is falling out.</p>	Going Bald
<p>My elbow’s bent, my spine ain’t straight, My temperature is one-o-eight. My brain is shrunk, I cannot hear, There’s a hole inside my ear.</p>	Going Deaf
<p>I have a hangnail, and my heart is – what? What’s that? What’s that you say? You say today is . . . Saturday? Goodbye, I’m going out to play!”</p>	No More Excuses

*Kidz Lit is a reading empowerment program designed specifically for use in After School settings. You may reach them at www.devstu.org/afterschool-kidzlit

**RAZ (Reading A-Z) Books are a valuable resource for After School Programs. These books support the alphabet, phonics, and vocabulary in age-appropriate fiction and nonfiction text.

Written By: Debra Horton, Senior Consultant for Consult 4 Kids. 2010

Books are downloadable and are leveled by grade. Students have their own books or may share with a partner. Leaders use RAZ Books to help students practice concepts that have been presented earlier in the lesson.

For subscription information, their web address is www.readinga-z.com

Suggested Monthly Summarizing Lesson Plans for Week 1 of Reciprocal Teaching

These lesson plans are based on a one month rotation of Kidz Lit (2 weeks), Math Games and Strategies (1 week), and Science, Character Building, Nutrition or Project-Based Learning (1 week.)

Month 1 Day 4

1. Fluency Practice
2. Example Summaries, p. 1
3. Worst Weather in the World, p. 1

Month 2 Day 4

1. Fluency Practice
2. Summarizing and Retell, #1-3, p. 1

Month 3 Day 4

1. Fluency Practice
2. Look at Text Features, p. 2
3. Paraphrase Sentences, p. 2
4. Add a Title, p. 7

Month 4 Day 4

1. Fluency Practice
2. Artistic Summary, p. 2
3. Collapsing Lists, p. 3

Month 5 Day 4

1. Fluency Practice
2. Ten Pennies, p. 3
3. Brain file, p. 4
4. Reducing Sentences, p. 6

Month 6 Day 4

1. Fluency Practice
2. Somebody Wanted, p. 4
3. Main Idea Paragraph, p. 6

Reciprocal Teaching Day 5 Rate

What is Rate? Rate (fluency) is the ability to read aloud expressively with understanding. The goal for students is to read as quickly as they speak in normal conversations.

- **Echo Reading:** Echo reading is modeled reading. The adult sets the example for tone and pronunciation. The adult reads, “Look, the game is about to start!” Immediately, the students read, “Look, the game is about to start!”

Provide students with RAZ* Books. Students work in partner-pairs. Students track the sentence in their RAZ* Books as the teacher reads. Be sure that students’ eyes are on the text. Some may just echo, and not actually read the words. The teacher and students read in echo fashion for the entire passage, over time gradually increasing the amount of text the students can echo.

- **Echo Reading Variation:** Ask a fluent student leader to take the role of the teacher in modeling tone and pronunciation.
- **Paired (Buddy) Reading:** Group students in two’s. RAZ* Books may be used. Students decide how to read to each other – one sentence, one paragraph, or one page at a time. One student reads while the other student follows along. The adult should walk around, listening intently to partners as they read.
- **Model Fluent Reading:** Choose a short passage in the Kidz Lit** book. Look for a passage with rich, lyrical language. Following your reading, ask students,
Am I a good reader?
Am I a fluent reader?
What clues did you hear that convinced you I am a good reader?
(You read all words correctly, and used expression)
How does a fluent reader keep the audience listening?

Tell students that when we practice these fluency strategies, they will learn to read like adults!

- **Group Oral Reading:** This strategy will increase fluency and encourage sustained reading. Provide students with RAZ* Books. They may choose their own page to read. Everyone reads on a different page. Students read aloud. Tell students how long they will be reading. Begin with a one-minute practice, increasing the time to ten minutes.

The teacher says, “GO!” Students begin reading. The adult becomes involved in the process by walking from student to student helping with vocabulary and

giving positive feedback. At the end of the session, “The teacher says, “STOP!” All students should stop at the same time.

The noise level should be a soft inside voice. If the student finishes the book in the allotted time, they will start at the beginning and read the book again. Encourage students not to slip into silent reading. Keep reading aloud.

- **I am Cold!** Write the poem on the white board. Divide the class into two teams. One team is Reader 1. The other team is Team is Reader 2. Practice reading the poem. Use intonation (raising and lowering the voice) and expression. After a few readings, add movements such as shivering when saying, “Brrr! I am cold.”

Reader 1:	A cat got my hat
Reader 2:	Her kittens got my mittens
Reader 1:	Some kangaroos got my shoes
Reader 2:	A fox got my socks
Reader 1:	A goat got my coat
ALL:	Brrr! I am cold!

- **Fast Phrase Musical Shares:** Provide each student with a fast phrase card. Students stand around the room. When the music begins, students “dance in place” to the music. When the music stops, students must find a person closest to them and read the phrase. The strategy is to read the phrase with strong emotion. The teacher should model and strategy. Start the music and begin the game. This activity is energizing for everyone!
- **Fast Phrase Games:** Fast Phrases are a great way to practice fluent reading. Duplicate phrases on cards. Provide students with a card as they play each of these games.

Race #1: Divide students into two teams. The teacher chooses one player from each team. The teacher says a Fast Phrase. Students “race” to the white board, write the phrase, and read the phrase correctly. A team point is given to the winner. Play continues with new players.

Race #2: Older students must write a sentence including the Fast Phrase. For example: The phrase is “over the fence.” The students might write, “I saw a goat jump over the fence.”

Race #3: Older students must write a question sentence beginning with the words Who, What, Where, When or Why. For example: The phrase is “under the table.” The student might write, “Who is under the table?”

Race #4: Older students write an exclamatory sentence inserting the Fast Phrase. The students must write the sentence accurately and read the sentence with their best expression. For example, the phrase is “around the corner.” The student might

write and exclaim, "The thief just escaped around the corner!"

- **Joining Phrases:** Provide each student with individual white boards, and a fast phrase card. Students look for a pair of phrase cards that can make a sentence. Students may need to add a word or two so the sentence makes sense. Ask students to write their sentences on their white boards. For example: the two phrases are "down the stairs" and "it has never." The students might write, "*It has never been down the stairs* in the basement." Ask students to share their sentences with the class.
- **Partner Sharing:** Provide each student with a phrase card. Students find a partner. Students read their cards giving each word special emphasis. For example: The phrase is "it doesn't matter." Each student will read the card three times. "IT doesn't matter. It DOESN'T matter. It doesn't MATTER!" When students are finished, they find another person and exchange cards. The process continues.

Fry's Fast Phrases

List 11

off his ship
his sister went
my happy mother
once I went
he didn't go
set the table
round and round
dress the baby
wash the clothes
car will start
ready to go
anything to wear
fail the test
around the year
close the door
the bedroom wall
gave some money
turn the corner
might be late

List 12

start the fire
ten little boys
was on order
part was missing
the early bird
the fat cat
a third team
was the same
were in love
can you hear
yesterday he came
eyes are blue
door was open
clothes are dry
though he went
at three o'clock
second not last
water is warm
the little town

List 13

the story told
miss the bus
with his father
the children moved
reached the land
with great interest
the state government
within two feet
the beautiful garden
to be done
the country house
different from them
the bad men
across the ocean
a fenced yard
a winter morning
a round table
a bedtime story
because I'm through

hard, long trail	took off his	tried to run
go to bed	pair of mittens	rode the horse
fine black line	now getting dark	something for his
along the way	want to keep	brought the salad
on the chair	head and neck	the dancing shoes

Repeated Reading: Rereading short passages aloud is one of the best ways to promote fluency. It is so important that we suggest you do the strategy each day for 10-15 minutes during Enrichment.

1. Assess students using RAZ* Assessment Passages. Fast-Track Guidelines are on p. 6.
2. Provide each student with a RAZ* leveled passage.
3. On the back, students write . . .

Day 1	Day 2	Day 3	Day 4
1. (82)	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.

4. The goal is to read as many words as you can in one minute.
5. On Day 1, students read the passage aloud for one minute. If they finish the passage, begin again. They should circle the last word they read. Now count the words. Students need help with this process. Write the number of words under Day 1, #1.
6. Read the passage four more times, counting the words and recording the numbers after #2, #3, #4, and #5.
7. Day 2, repeat the process. Continue through Day 4.
8. Next week, provide students with a new passage at the same level.
9. At the end of four weeks, assess students.
10. Consistency is the key to success with Repeated Reading. The goal should be to practice the first 10-15 minutes of Enrichment, four days each week for the entire school year.

Fast-Track Fluency Assessment Guidelines

Materials:

- Assessment binder with RAZ Assessment Passages Levels F-Z
- Class List
- File of leveled RAZ* Fluency Passages – 6 different passages for each level.

What to Do:

- Bring student to the assessment area.
- Ask the student two questions:
 - “Do you like to read?”*
 - “Are you a good reader?”*
- Determine student’s confidence level – Very confident to unsure.
- Tell the student you are going to see how many words he can read in a short time.
- Ask the student to read the first sentence of Level F.
- Listen for clues.
 1. Is the student reading like he speaks?
 2. Is the flow of words smooth? If the flow is smooth, proceed to the next fluency level.
 3. Is the student hesitating between words?
 4. Does the student struggle to pronounce the word?
 5. Did the student mispronounce a word?

Which Level Fits the Student?

Look for a passage where the student can show growth, but is not at the frustration level. Level K is a transition passage from easier passages to more difficult passages.

Now What?

Write the student’s fluency level on the class list. Pull the first fluency passage at that level from the file of fluency practice passages. Write the student’s name on the fluency passage. Assess the next student.

- **Choral Reading:** Provide students with the same text. Students read the passages as a whole group. Poetry often lends itself to choral reading.

Fire! Fire! BY Bill Martin

All: Fire! Fire!

Reader 1: said Mrs. McGuire

All: Where? Where?

Reader 2: said Mrs. Bear.

All: Down! Down!

Reader 3: said Mrs. Brown

All: Help! Help!

Reader 4: said Mrs. Kelp

All: Here I come,

Reader 1: said Mrs. Plumb

All: Water! Water!

Reader 2: said Mrs. Votter

All: Well, I declare!

Reader 3: said Mrs. Wear.

All: Oh, help, come and save us!

Reader 4: cried Mrs. Davis.

All: As she fell down the stairs
with a sack of potatoes!

The Crow and the Pitcher – Aesop’s Fables

- Reader 1: Long ago there was a crow that was very thirsty.
- Reader 2: When he tried to caw, it sounded like this . . .
- Reader 3: “Caaaw. Caaaw.”
- Reader 1: He flew down to a big pitcher which sat on a table in a sunny garden.
- Reader 2: But it was almost empty.
- Reader 1: He tried and tried
- Readers 1 and 2: And tried
- Reader 3: To reach the water with his beak.
- Reader 1: But the pitcher was too deep.
- Reader 2; Or, maybe his beak was just too short.
- Reader 3: The crow almost gave up.
- Reader 1: Just then, he had an idea.
- Reader 2: He flew down into the garden and picked up a pebble with his beak.
- Reader 3: He flew back and dropped the pebble in the pitcher.
- All: KERPLUNK!
- Reader 1: He flew back and forth from the garden to the pitcher and each time dropped another pebble into the pitcher.
- Readers 2 and 3: KERPLUNK!
- All: KERPLUNK! KERPLUNK!
- Reader 1: At last, he could sit on the edge of the pitcher and drink.
- Reader 2: The moral of the story is where there’s a will, there’s a way!

My Elephant is Missing

Written By: Debra Horton, Senior Consultant for Consult 4 Kids. 2010

I cannot find my elephant
He must have run away.
He isn't on the sofa
where he promised he would stay.

I've looked around the living room,
the kitchen and the hall.
My elephant is missing
and I'm not sure who to call.

I'll need to get a bloodhound
that can track him by his scent,
or hire a house detective
to discover where he went.

He isn't in the basement
or the attic or the yard.
You'd think, to find an elephant
would not be quite so hard.

Perhaps I'll make some posters,
and offer a reward,
I'd make it more, but fifty cents
is all I can afford.

If you should see my elephant,
he answers to "Jerome."
Please tell him that I miss him
and I wish he'd come back home.

He knows the way. It's up the street
and down our garden path.
And next time I won't warn him
When it's time to take his bath.

Kenn Nesbitt

A Big Turtle

Reader 1: A big turtle sat
on the end of a log,

Reader 2: Watching a tadpole
Turn into a frog.

Come, Hippopotamus

Reader 1: Come, hippopotamus
All: Hip, Hip, Hip! Hip, Hip, Hip!
Reader 2: What an enormous face you have!
Reader 3: What an enormous lip you have!
Reader 1: Can you come and play a bit?
All: Dance! Dance!
Reader 2: And hop!
Reader 3: And skip?
Reader 1: Come, hippopotamus
All: Hip, Hip, Hip! Hip, Hip, Hip!

A, A, A

All: A, a, a
Reader 1: It always comes in May.
Reader 2: Also in the bay you find it.
All: A. a. a.
Reader 2: It always comes in May.

*RAZ (Reading A-Z) Books are a valuable resource for After School Programs. These books support the alphabet, phonics, and vocabulary in age-appropriate fiction and nonfiction text. Books are downloadable and are leveled by grade. Students have their own books or may share with a partner. Leaders use RAZ Books to help students practice concepts that have been presented earlier in the lesson.

For subscription information, their web address is www.readinga-z.com

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Suggested Monthly Rate Lesson Plans for Week 2 of Reciprocal Teaching

These lesson plans are based on a one month rotation of Kidz Lit (2 weeks), Math Games and Strategies (91 week), and Science, Character Building, Nutrition or Project-Based Learning (1 week).

Month 1 Day 5

1. Repeated Reading – Begin Assessments, p. 6
2. Echo Reading, p. 1
3. Partner Sharing, p. 3

Month 2 Day 5

1. Repeated Reading, p. 5
2. Paired Reading, p. 1
3. Model Fluent Reading, p. 1
4. “I am Cold,” p. 2

Month 3 Day 5

1. Repeated Reading – Begin Reassessments, p. 6
2. Group Oral Reading, p. 2
3. Musical Shares, p. 2

Month 4 Day 5

1. Repeated Reading, p. 5
2. Fast Phrase Race #1, p. 3
3. Joining Phrases, p. 3

Month 5 Day 5

1. Repeated Reading – Begin Reassessments, p. 6
2. “Fire, Fire!” p. 7
3. Fast Phrase Race #2, p. 3

Month 6 Day 5

1. Repeated Reading, p. 5
2. “The Crow and the Pitcher,” p. 8
3. “My Elephant is Missing,” p. 9 (Students assign speaking parts)

Reciprocal Teaching Day 6 Accuracy

Accuracy is the students' ability to read words in a text. This includes word pronunciation, using correct grammar, and understanding prefixes and suffixes. Accuracy, or automaticity, is essential to becoming a competent speaker and reader. Learning accuracy can be energizing and fun for everyone.

- **RAZ* Books:** Provide each student with a RAZ book. Students pick a partner. The first student reads the passage slowly. The second student checks that every word is read accurately. Reverse the roles so that the first student checks for accuracy, as the second student reads the passage. The goal is to read each word correctly.
- **Unfamiliar Words:** When students encounter an unfamiliar word in text, what should they do? Here are a few strategies: ask someone; use the dictionary; read the complete sentence to determine meaning from the other words; or sound out the word. Foreign words are especially challenging. If these strategies don't help with pronunciation, decide as a group how you will pronounce the word. Here are a few challenging words. Ask students to decide on a pronunciation and use the word in a sentence. See Malapropism Sentences on page 2.

extinguisher	distinguisher	pigment	figment
cheap	sheep's	sixteenth	Sistene
contraption	contraction	ambiguous	ambidextrous
moths	moss	evaporate	evacuate
serpent	servant	revolting	revolving
oblivious	obvious	resemble	resent
consecrate	concentrate	infatuated	infested
cats after me	catastrophe	mannerisms	manners

- **Malapropism Sentences:** A malapropism is the misuse of a word with a similar sounding word. The term malapropism is taken from the character of Mrs. Malaprop in Sheridan's comedy, The Rivals (1775).

The word in bold print is the malapropism. The correct word is in parenthesis. These sentences may also be used as a master for the Malapropism Flash Card Game.

1. He had to use a fire **distinguisher**. (extinguisher)
2. Dad says the monster is just a **pigment** of my imagination. (figment)
3. He is a wolf in **cheap** clothing. (sheep's)
4. Michelangelo painted the **Sixteenth** Chapel. (Sistene)
5. Don't is a **contraption**. (contraction)

6. I can write with my left hand. I can write with my right hand. I am **ambiguous**. (ambidextrous)
7. A rolling stone gathers no **moths**. (moss)
8. The flood damage was so bad they had to **evaporate** the city. (evacuate)
9. Their father was some kind of civil **serpent**. (servant)
10. I got stuck in the **revolting** doors. (revolving)
11. I can't believe you don't see the **oblivious**. (obvious)
12. I **resemble** that remark. (resent)
13. I've got to **consecrate** on the newspaper. (concentrate)
14. We heard the ocean is **infatuated** with sharks. (infested)
15. Where are my **mannerisms**? (manners)
16. What a terrible **cats after me!** (catastrophe)

- **There's No Need:** Write the poem on the white board. Challenge students to read the poem accurately. Students practice in partner-pairs or small groups.

There's no need to light a night light
 on a light night like tonight.
 For a night light's just a slight light
 on a light night like tonight.

- **Dictation:** Provide students with white boards. The teacher dictates a short sentence using a sight word. Students write the sentence on their white boards.

1st – 3rd Sight Words

He was here.	He would be here
This is for you.	Give that to me .
Go with me.	She said it was them .
I gave it to her .	They love to go to school .
Where are the people ?	We have friends .
Look at the little things .	They don't have fun .
Where is your mother ?	The family is next to us.
Look around the corner.	Jump over the ball.
Eat all the food .	Children run as a team .
Do you have something ?	There are two kids .
It took years to make. My brother is away .	
The teacher is here .	He should ride the bus .
My parents buy food. The happy kids were swimming .	
Someone took it.	They looked to the left.
We are finally done.	Walk this way together .

4th-6th Sight Words

He is angry with me.	We live in the southern part.
Is that a new dress ?	Put your bag on the table.
She is proud of her.	Wash your neck every day.
He will take a breath . Do you have strength ?	
Are you a member ?	There are twelve .
He works in a mine .	Company is coming.
The current is strong. Buy a pound of meat.	
Wait till I come home. I'll play a tennis match with you.	
What is the average ? The liquid is in the glass.	
The bird is alive .	The stream has water in it.
Do you have experience ?	Did you finish your work?
Walk to the stage .	The captain will guide us.
The traffic was heavy.	Did you realize that?
Are you going to college ?	Our neighbor was excited .
I wonder about it.	Do you exercise every day?

- **How Much Wood?** Write the poem on the white board. Challenge students to read the poem accurately. Students practice in partner-pairs or small groups. What is the meaning of “chuck?” “Chuck” means to throw away in a careless manner. Ask a student to be a woodchuck and act out the meaning.

How much wood would a woodchuck chuck
If a woodchuck could chuck wood?
He would chuck as much wood as a woodchuck could
If a woodchuck could chuck wood.

- **Betty Botter’s Biting Beaver:** Write the poem on the white board. The goal is to read the poem using a single breath of air. Ask students to take three deep breaths before starting to read. Students practice in partner-pairs. After practicing, allow students to read the poem accurately and naturally.

Betty Botter’s Biting Beaver

Betty Botter bought a beaver.
But the beastly beaver bit her.
So she bought a biting badger.
And the badger bit the beaver.
Since the badger bit the beaver,
Now the beaver will not bite her.
So ‘twas better Betty Botter
Bought a beaver-biting badger.

Bruce Lansky

- **Fast Phrases Race:** See the following fast phrases lists. Choose teams. The teacher calls out a fast phrase. One player from each team races to the white board. Team players write the phrase. Check for accuracy. The first student to write and read the phrase accurately gets a point for their team. Notice there are no capital letters or punctuation in phrases.
- **Fast Phrases Race Variation:** Team players think of and write a sentence in which the fast phrase appears. For example: The phrase is “who were present.” The team player might write, “I counted all the people who were present.” The first student to write the sentence accurately gets a point for their team

Fry’s Fast Phrases

List 8

dog ran fast
 five blue balls
 read very well
 over the hill
 such a treat
 on the way
 eat too much
 shall sing for
 my own bed
 most of all
 sure am happy
 saw a thing
 only for fun
 near the dog
 older than me
 in the open
 kind and good
 must go now
 high in the
 far and near
 both of you
 end of the
 would go also
 until we see
 call me so

List 9

go ask her
 a small tree
 a yellow box
 you may show
 mother goes home
 please clean this
 buy a present
 say thank you
 they will sleep
 open the letter
 jump the wall
 by myself
 go fly high
 please don’t run
 a fast race
 a cold day
 must call back
 does come back
 a pretty face
 little green box
 for everyone
 I like brown
 your red coat
 six people ran
 gave a present

List 10

the black hat
 in his ear
 write a letter
 to try it
 as for myself
 can no longer
 those were clean
 hold on tight
 full of water
 please carry it
 eight little ducks
 would you sing
 food was warm
 sit on the
 the black dog
 can you ride
 hot and cold
 grow the seed
 do not cut
 seven people came
 the pretty woman
 the funny monkey
 yes it is
 as he ate
 stop your car

- **Tongue Twisters:** Choose a tongue twister. Read it about ten times. Begin very slowly. Gradually increase the speed until you can read the tongue twister easily and accurately. Have fun with this strategy!

1. Some smug slug
2. Busy bumbling bumbles
3. Tillie's twin thin sister
4. Santa's short suit shrunk
5. Reindeer run over the red wet roof.
6. She sells seashells by the seashore.
7. Six sick sheep
8. Mr. Spinks thinks the sphinx stinks.
9. Four famishes foxes
10. Greek grapes
11. Which wrist watches are Swiss wrist watches?
12. Peter Piper picked a peck of pickled peppers.
13. Freshly fried flying fish
14. Unique New York
15. A skunk sat on a stump and thunk the stump stunk,
But the stump thunk the skunk stunk.

- **Bennie Bought:** Write the poem on the white board. Challenge students to read the poem accurately. Students may practice in partner-pairs or in small groups. Students should read the poem using the rate for normal speech.

Bennie bought a bright colored brown blouse for Bonnie;
But Bonnie believed Bennie bought a better bright blouse for Betty.

- **Malapropism Memory Game:** Divide students into groups of 3 or 4. Provide each group with a set of Malapropism Game Cards. Students arrange the cards in a 5 x 4 array. Turn over the cards. The first student turns over two cards. Students must read all the choices. Hopefully, the two are a match. If not, turn both cards over. The next player takes a turn. The player with the most card pairs is the winner.

<p>The flood damage was so bad they had to _____ the city.</p> <p>A. evaporate B. evacuate C. evaluate</p>	<p>I _____ the remark.</p> <p>A. resent B. resemble C. revolt</p>
<p>I've got to _____ on the newspaper.</p> <p>A. concentrate B. contribute C. consecrate</p>	<p>We heard the ocean is _____ With sharks.</p> <p>A. infiltrated B. infested C. infatuated</p>
<p>Where are my _____?</p> <p>A. manners B. mannerisms C. manifolds</p>	<p>What a terrible _____?</p> <p>A. contusion B. cats after me C. catastrophe</p>
<p>Sally gave a report on dinosaurs. One of the dinosaurs was a _____.</p> <p>A. bronchitis B. brontosaurus C. bromeliad</p>	<p>"Let's fly to our _____," said the bats.</p> <p>A. cavernous B. caverns C. cavalcades</p>
<p>The woman was _____ of her.</p> <p>A. environment B. envious C. enzyme</p>	<p>We watched the puppies _____ their food.</p> <p>A. devour B. demonstrate C. deliver</p>

resent

evacuate

infested

concentrate

catastrophe

manners

caverns

brontosaurus

devour

envious

- **Similar Words:** Make several flash card sets of similar words. Choose a strategy listed below to reinforce reading similar words accurately.

Game 1

angel	angle
desert	dessert
fins	finish
founder	flounder
led	lead
nice	niece
stain	strain
strong	string
while	whale
accept	except

Game 2

change	charge
feet	flat
form	from
insist	insect
lose	loose
play	ploy
stay	stray
tree	three
affect	effect
raise	rise

1. Sight Word Race: Choose teams. One player from each team races to the white board. Write the word. Use the word in a sentence.
2. Head Chair: Line up 5 chairs as in a train. Flash the word card. The student in the “Head Chair” must pronounce the word correctly and use it in a sentence.
3. Memory: Students play with a partner or in small groups. The object is to match the similar words. Students must read the word each time they flip a card.
4. Beat the Clock: Choose teams. Flash sight words. Students must read the card accurately within five seconds.

*RAX (Reading A-Z) books are a valuable resource for After School Programs. These books support the alphabet, phonics, and vocabulary in age-appropriate fiction and nonfiction text. Books are downloadable and are leveled by grade. Students have their own books or may share with a partner. Leaders use RAZ Books to help students practice concepts that have been presented earlier in the lesson.

For subscription information, their web address is www.readinga-z.com

** Kidz Lit is a reading empowerment program designed specifically for use in After School settings. You may reach them at www.devstu.org/afterschool-kidzlit

Suggested Monthly Accuracy Lesson Plans for Week 2 of Reciprocal Teaching

These lesson plans are based on a one month rotation of Kidz Lit** (2 weeks), Math Games and Strategies (1 week), and Science, Character Building, Nutrition or Project-Based Learning (1 week).

Month 1 Day 6

1. Fluency Practice
2. Unfamiliar Words, p. 1
3. Tongue Twisters, p. 6

Month 2 Day 6

1. Fluency Practice
2. "There's No Need," p. 2
3. Dictation, p. 3

Month 3 Day 6

1. Fluency Practice
2. "How Much Wood," p. 4
3. Fast Phrases Race, p. 4

Month 4 Day 6

1. Fluency Practice
2. "Betty Botter," p. 4
3. Fast Phrases Variation, p. 4

Month 5 Day 6

1. Fluency Practice
2. "Bennie Bought," p. 6
3. Tongue Twisters, p. 6

Month 6 Day 6

1. Fluency Practice
2. Malapropism Memory Game, pp. 6-8
3. Similar Words, p. 9

Reciprocal Teaching Day 7 Phrasing

What is a phrase? A phrase is a group of words, not necessarily in a sentence. Phrasing, or chunking of words, helps students improve comprehension of text. Phrasing helps students put words together so the words sound the way the students speak.

- **Punctuation:** Draw a traffic signal on the white board showing red, yellow, and green. Ask students what they see. What is the purpose of the signal? Can you think of other signals? (stop sign, alarm clock ringing, and cell phone beeping) What do these signals tell us to do? There are signals we use when we write sentences. What are the signals? (period, comma, question mark, exclamation mark, colon, semicolon, and ellipsis) Write these punctuation words on the white board. For clarification, a colon [:] is like a gate, inviting you to go on in the sentence. A semicolon [;] means there is more to come; read on. The ellipsis [. . .] indicates a pause.

Ask students which punctuation marks mean to stop (period, question mark, exclamation mark). Which marks tell us to pause (comma, ellipsis), and which marks tell us to go (colon and semicolon).

- **Practice the Poem:** Write this poem on the white board. Using “My turn, your turn,” practice reading the poem observing punctuation signals.

*A fly and a flea in a flue
Were imprisoned, so what could they do?
Said the fly, “Let us flee.”
Said the flea, “Let us fly.”
So they flew through a flaw in the flue!*

Limerick Variation: Practice reading more limericks to improve phrasing. Students may practice independently, in partner pairs, or as a whole group.

I wish that my room had a floor;
I don't care so much for a door.
But this walking around
Without touching the ground
Is getting to be quite a bore.
Gelett Burgess

A mouse in her room woke Miss Dowd
She was frightened, it must be allowed,
Soon a happy thought hit her
To scare off the critter
She sat up in bed and meowed.
Anonymous

There was an old person of Dean,
Who dined on one pea, and one bean;
For he said, “More than that,
Would make me too fat,”

There once were two cats of Kilkenny
Each thought that was one cat too many.
So they started to fight
And to scratch and to bite--

That cautious old person of Dean.
Edward Lear

Now, instead of two cats, there aren't any.
Anonymous

A proud tightrope walker named Jenny
Said, "Nets? I refuse to use any."
But, making a wave
She tumbled and gave
One breathless performance too many.
Graham Lester

"My ambition," said old Mr. King,
"Is to live as a bird on the wing."
Then he climbed up a steeple,
Which scared all the people,
So they caged him and taught him to sing.
Graham Lester

There was a young fellow named Flynn
Who was really remarkably thin.
When he carried a pole
People said, "Bless my soul!
What a shock to find out you're a twin."
Anonymous

There once was an old man with a beard
Who said, "It is just as I feared --
Two owls and a hen,
Four larks and a wren,
Have all built their nests in my beard!"
Edward Lear

There was an old lady of Norway
Who casually sat on a doorway
When the door squeezed her flat,
She exclaimed, "What of that?"
This courageous Young Lady of Norway.
Edward Lear

Nicole drew a dragon in art,
Which breathed fire right from the start.
Then she drew a brave knight,
Which it wanted to fight,
So she had to keep them apart.
Stephen Krensk

- **Reading without Punctuation:** Read a paragraph from a story book ignoring all punctuation. Here is an example. Write the sample on the white board.

Penguins have lived on Earth for millions of years once they could fly Today they cannot fly their wings are like flippers they are good swimmers they are good divers

Ask students to insert forward slashes to divide the paragraph into sentences. The paragraph might look something like this:

Penguins have/ lived on Earth for millions of years once they could fly.
Today they cannot fly their wings/ are like flippers they/ are good swimmers they are good divers.

Ask students to read the paragraph to determine if the phrasing makes sense.

Erase the forward slashes. "How can we read this paragraph so it makes sense? Where shall we place the punctuation marks? Add the correct punctuation marks.

Penguins have lived on Earth for millions of years. Once they could fly. Today they cannot fly. Their wings are like flippers. They are good swimmers. They are good divers.

Why is reading with good phrasing important? Good phrasing helps us make sense of the words.

- **Performing Poetry:** Poetry samples are provided. Practice reading a poem pausing at the end of each line, noting punctuation. Remind students that reading phrases in poetry helps students make sense of the poem's message.

Something Told the Wild Geese

Something told the wild geese
It was time to go,
Though the fields lay golden
Something whispered, "Snow."

Leaves were green and stirring,
Berries, luster-glossed,
But beneath warm feathers
Something cautioned, "Frost."

All the sagging orchards
Streamed with amber spices.
But each breast stiffened
At remembered ice.

Something told the wild geese
It was time to fly,
Summer sun was on their wings,
Winter in their cry.

Rachel Field

- **Fast Phrases:** Fast Phrase samples are provided. See other Fast Phrases in Day 5 and Day 6. Students practice phrases independently, in partner pairs or as a whole group. The purpose is to read each phrase as fast as they speak. It is helpful to print the fast phrases on cards so they are available as time fillers or when students finish other work.
- **Dictation:** Provide students with white boards. The teacher dictates a fast phrase. Students write the phrase on their white boards. Students check spelling as the teacher writes the phrase on the white board. Note that fast phrases do not have ending punctuation or capital letters.

Fry Fast Phrases

List 5

saw a cat
at home again
as soon as
stand on the
in the box
upon a time
the first one
came up to
a tall girl
a big house
find a rock
because it was
made me mad
in the book
is my mother
run out of
at school today
with the people
all last night
into my room
began to say
I think that
on the back

List 6

such a big box
where it was
a great ball
yesterday morning
live in a
four of them
at last a
putting her away
tall red hat
friend of the
to look pretty
much to eat
want to say
one year old
the white pine
got a cup
wanted to play
found his dog
that was left
bring her home
men were there
as you wish
red and black

List 7

may come to
he let us
was to use
these big chairs
turn right at
who were present
her left hand
more people can
why not make
be done better
it was under
while the rain
never would come
two books each
was the best
at another time
it would seem
the pretty tree
was her name
very dear to
the tall oak
next to the
please come to

- **Let's Write a Poem!** Brainstorm ideas with students about what they do each day as a regular kid. Write these ideas on the white board. Prioritize these ideas into 8 phrases that reflect the whole day from waking up to bedtime. Here is an example:

A Regular Kid's Life

Wake up,

Go to school,
Play with friends,
Feed dog,
Do homework,
Eat dinner,
Watch TV,
and
Sleep!

Ask students to read the class poem, pausing after each phrase. Emphasize the word “and.” Read SLEEP with strong emotion!

- **Poem Variation:** Student-pairs write their own poems. Use individual white boards. Students share poems with their classmates. These poems can also be displayed on posters complete with illustrations and decorations.
- **RAZ* Books:** Provide students with RAZ books. Students work as partner pairs. Partners choose a paragraph. Without pausing or stopping for punctuation, read the paragraph as fast as possible. Compare reading the paragraph with punctuation and without punctuation. Ask students, “Why is punctuation important?” Punctuation helps us group the words into phrases. Otherwise, we all would be running out of breath when we read!
- **Partners’ RAZ* Books:** Students choose a page of their choice. Practice pausing for commas, raising their voices at the end of a question, and reading with strong emotion when there is an exclamation mark. Students find another partner. Choose another page. Continue practicing reading in phrases.
- **Brown Bear:** Write the Brown Bear poem, as a sentence, on the white board. Do not include punctuation marks.

Brown bear brown bear what you see

Ask students to read the poem. Ask if this phrasing (none) makes sense. Choose a student to insert right-slash marks at appropriate pauses.

Brown/bear brown/ bear what/ do/ you see?

The teacher rewrites the poem correctly. Students copy the poem on their white boards.

Brown bear/
Brown bear/
What do you see?

- **Stopping by the Woods:** This poem may be read by four students, or four groups, A B C and D. Remember to pause at the end of each line.

Stopping By Words on a Snowy Evening

by Robert Frost

Whose woods these are I think I know,	A
His house is in the village, though;	A
He will not see me stopping here	B
To watch his woods fill up with snow.	A

My little house must think it queer	B
To stop without a farm house near	B
Between the woods and frozen lake	C
The darkest evening of the year.	B

He gives his harness bells a shake	C
To ask if there is some mistake.	C
The only other sound's the sweep	D
Of easy wind and downy flake.	C

The woods are lovely, dark and deep,	D
But I have promises to keep,	D
And miles to go before I sleep,	D
And miles to go before I sleep.	D

- **Team Competition:** Divide students into two teams. Provide each partner-pair with a RAZ* book. One team finds two sentences. Write the sentences on the white board. Insert slash marks at inappropriate places. The other team has to erase the slash marks and insert slash mark correctly. Set a time limit to earn a team point.

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Suggested Monthly Phrasing Lesson Plans for Week 2 of Reciprocal Teaching

These lesson plans are based on a one month rotation of Kidz Lit (2 weeks), Math Games and Strategies (1 week), and Science, Character Building, Nutrition or Project-Based Learning (1 week).

Month 1 Day 7

1. Fluency Practice
2. Punctuation, p. 1
3. Poem, "A Flea and a Fly in a Flue," p. 1

Month 2 Day 7

1. Fluency Practice
2. Limerick Practice, p. 2
3. Illustrate the Limericks, p. 2

Month 3 Day 7

1. Fluency Practice
2. Reading Without Punctuation, p.3
3. Fast Phrases, p. 4

Month 4 Day 7

1. Fluency Practice
2. Let's Write a Poem, p. 6
3. Brown Bear, p. 7

Month 5 Day 7

1. Fluency Practice
2. "Something Told the Wild Geese," p. 4
3. Dictation, p. 4

Month 6 Day 7

1. Fluency Practice
2. "Stopping By the Woods," p. 7
3. Team Competition, p. 8

Reciprocal Teaching Day 8 Expression

It is our hope that as we teach students these strategies, they will transfer the learning to expressive reading in the school day and beyond. Reading with expression heightens students' awareness of getting into character. Reading becomes fun and a lifelong passion.

- **Read with Expression:** What is expression? Expression means using facial and hand gestures to show what a word means. Let's practice. Provide students with individual white boards. Draw an oval face shape on the white boards. Ask students to open their eyes wide. Ask a student-artist to draw "eyes wide open" by looking at the eyes of his classmates. Classmates now draw a face with "eyes wide open."
- **Facial Variations:** Repeat the activity showing a face with an attitude; an upset face; a shocked face; a guilty face; and an excited face.
- **Hand Gestures Variation:** Repeat the facial gestures adding arm and hand gestures. For example: hands up to the face, palms forward or backward, arms overhead, and arms outstretched.
- **Read with Intonation:** What is intonation? Intonation is the rise and fall of the pitch of your voice. Say the word "low." Students say the word "low" in a "low" voice. Then say the word "high." Students say the word "high" using a "high" voice. Practice reading short sentences with a partner using high and low voices.
- **Exaggerated Facial Expressions:** Write these dramatic expressions on the white board: surprised, suspicious, disgusted, happy, shocked, frightened, shy, and angry. Discuss the meaning of each word. The teacher will use his/her facial expressions to duplicate one of the emotions. Students guess the emotion. Ask students to notice your facial features – eyes, eyebrows, nose, lips and forehead when you act out the emotion. "What happened to my eyes, eyebrows, forehead and mouth when I acted out the word "surprised?" Ask students as a whole group to duplicate the emotion. Then choose individual students to come to the front and model the expression. Students work with a partner. Partner 1 chooses an expression. Partner 2 guesses the emotion. Reverse the roles.
- **Facial Expression Variation:** Provide students with white boards. Students draw a face showing the expression they have chosen.

- **Exaggerated Word Expressions:** Choose a sentence to write on the white board:

Help!	I'm going to a birthday party!
I can't believe it!	Are you going to be OK?
What a mess!	I'm out of here!
Run for your life!	Where is my homework?
I'm so excited!	I am so hungry!
I can't do it!	I am worried about him!
I'm going to a birthday party!	I know I'm going to get in trouble!

Ask students to read these phrases with exaggerated expression. Try all the strategies: The teacher models, the whole class echoes, and/or partners model for each other. Students like to make faces!

- **Exaggerated Variation:** Divide students into two teams. Form a competition with each team first planning (30 seconds), and then performing the sentence as a group. This can be hilarious and very energizing!
- **Over-Do It!** Choose an intriguing sentence from the Kidz Lit** Storybook. Write the sentence on the white board. The teacher models reading the sentence emphasizing a different word for each reading. Students echo the sentence. Teach students to s-t-r-e-t-c-h out the word and raise or lower the pitch of their voices for emphasis. For example: **T-h-e** plane flew across the sky and disappeared. The **p-l-a-n-e** flew across the sky and disappeared. The plane **flew** across the sky and disappeared. The plane flew **across** the sky and disappeared. The plane flew across **the** sky and disappeared. Continue rereading the sentence until all words have been emphasized.
- **Over-Do It Variation:** Ask students to look through their RAZ* books for words which are underlined, *written in italics*, or are in **bold print**. Practice reading these sentences stressing the targeted words. Discuss why the author uses these signals in the text. (The author wants the reader to notice these signals. They affect the meaning of the text.)
- **The Three Little Pigs:** This activity helps students get into the character and have a good time. Choose a fairy tale students and their leader all know. The “Three Bears and Goldilocks” works well also. Choose cast members that have “drama” personalities. All students need to be able to get into the character: the first little pig, the second little pig, the third little pig, and the big bad wolf. The narrator (adult leader) begins to tell the story. As each character is mentioned, they act out their part. For example: “Once upon a time there were three little pigs, and a wolf. The first little pig (pig takes a bow), the second little pig (pig waves to the audience), the third little pig (pig grins and shows off), and the wolf (wolf growls and looks dangerous.) One day . . . “ Story continues.

The narrator says, “The first little pig said . . . (The child actor says what the pig would have said.) The narrator leads the story with students acting and speaking their parts. At the end, “The three little pigs lived happily ever after and the wolf disappeared into the forest. “ When finished, everyone gets a round of applause for a job well done.

- **Three Little Pigs Variation – Town Gossips:** Choose two or three students to stand at the side as the play progresses. Every now and then, at the direction of the narrator, gossips interject their gossiping opinions. For example: “Can you believe that! That wolf thinks he can actually blow down a house! Where is the mother of those three little pigs? You’d think she wouldn’t let them wander unsupervised in the forest! Call animal control! We need an officer to catch that wolf! We need the building inspector! Anyone knows you can’t build a house out of sticks! Wait until I tell my friends about this! I’m calling the mayor right now!”
- **RAZ* Books:** Students work with a partner. Search for words, phrases and sentences that show strong emotion. Look for exclamation marks at the end of sentences! Find question sentences. Remind students to raise their voices at the end of the question. Or find an ordinary sentence. Students practice reading the sentence using strong emotion. In other words, motivate students to kick up their vocal expression so the reading will entertain us!
- **Freeze-Frame:** Choose an illustration which includes characters from the Kidz Lit** Story book. Select a page which includes some drama or exciting event. Show the page so all students can see. Choose students to pretend they are the characters in the picture. The teacher says, “Action.” Students pose or freeze-frame the picture. After ten seconds, the teacher says, “Cut!”
- **Freeze-Frame Variation:** Now ask students to speak as though the characters are speaking. Encourage students to be expressive by using their foreheads, eyebrows, eyes, noses, and lips. Project their voices so all in the room may hear. This activity works best after you have read the Kidz Lit** story to the students and they are familiar with the story line.
- **Read Aloud:** Partners use RAZ* Books. Students choose a page to read with expression and strong emotion. Students practice with their partners. Volunteers share with the class.
- **Short Sentences:** Provide student pairs with Short Sentences laminated flash cards. Refer to the strategy Over-Do it, p. 3. Review how to emphasize individual words in a sentence. Partners practice reading the sentences using their best

expression and intonation. Ask students to place the card on the table so their arms and hands are free to use.

- **Charades:** The teacher holds a container filled with cards. See a separate page with 28 suggested cards. Each card is a scenario to act out. Student pairs have ten seconds to prepare how they will work together to act out the scene. Remind students to use expression. Teacher says, “Action.” Students begin their drama. Teacher says, “Cut.” Students become the teacher and ask classmates, “What were we acting out?” Classmates must respond in a complete sentence. “You were acting out “Pizza Parlor.” For younger students, write a few choices on the white board so it is easier for them to guess the answer.
- **Dramatic Feelings:** See the attached Dramatic Feelings page. Choose a student to be the first actor. Choose a sentence from the Dramatic Feelings page. Omit the “feeling” word in bold. Read the sentence to the class. The actor-student will act out the feeling in place of the word. For example, if the word is “anxious,” the student has a worried expression with hand gestures to match. Classmates guess the missing word in the sentence.
- **Degrees of Effectiveness:** Choose two student actors. Tell the students they are going to learn about degrees of effectiveness when you use expression. Let’s say the scenario is that you are receiving a gift. The first student presents the gift to his friend. First, ask the recipient to show little surprise. Present the gift a second time. The actor shows average surprise. Finally, the gift is presented a third time. The actor shows exaggerated surprise that will have the class bursting out in laughter!
- **Read Slowly, Very Slowly:** See below. Write the poem on the white board. Ask a student to read the poem slowly, much slower than he/she would read. Now ask another student to read the poem quickly. Discuss the effectiveness of each rate. Now ask a student to read the poem at a rate in between fast and slow. Students work in partners practicing the different rates.

I’d Rather

I’d rather wash the dishes.

I’d rather kiss a frog.

I’d rather get an F in math or run a ten-mile jog.

I’d rather do my homework.

I’d rather mow the lawn.

I’d rather take the garbage out.

I’d rather wake at dawn.

I’d rather dine on Brussels sprouts or catch the chicken pox.

I’d rather do most anything than clean the litter box.

By Bruce Lansky

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- **Different Voices:** Have students pair up and practice reading the poem to each other. Now, choose a student to choose a line in the poem. Read the line using a different voice. (See below.) Then read the next line in the poem in their own voice.

Where My Clothes Are

Dirty clothes should be put in the hamper.

Clean clothing belongs in the drawer.

But it takes too much time and it takes too much work --

So I throw them all over the floor.

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Different Voices

Their own mother or father

With an accent of their choice

With an attitude voice

With a baby voice

With a police officer's voice

With an opera singer's voice

- **Delivery Techniques:** Practice all these techniques. 1) Face the audience at all times. 2) Speak in an outside voice. 3) Maintain eye contact with the audience. 4) Practice eye contact by asking a student to come to the front of the class. Ask the student to look at the class for 5, 10, and 30 seconds. Students should move their eyes so they make contact with all students.
- **Increase Emotion Through Your Voice:** Write "What's So Funny" on the white board. Ask students to say the words using each of the following emotions: happy, surprised, afraid, surprised, sad, jealous, and shy.
- **Read the Same Sentence:** Write "I notice people staring at me," on the white board. Ask students to read the same line above, but read it with the different emotions suggested: *angry, sad, nervous, embarrassed, surprised, suspicious, and tired*. For example, read the line as though you are angry. "I NOTICE THAT PEOPLE ARE STARING AT ME!!" Choose various students to read the lines. Form a team competition with points given for the most dramatic interpretation.

Dramatic Feelings

1. She felt **anxious** or worried when her pet dog didn't come home.
2. The family was **apprehensive** or fearful when the fire was near their house.
3. George Washington was **ashamed** after he told a lie.
4. Some kids get **bored** watching TV.
5. Be **cautious** when you cross the street.
6. The student was **confident** when he read his speech to the class.
7. John was **confused** when he couldn't figure out how to solve the problem.
8. He was **depressed** or sad when he wasn't chosen to be on the soccer team.
9. Her mom was **disgusted** or upset when she didn't do her chores.
10. They were so happy, they were **ecstatic!**
11. Sally's face turned red because she was **embarrassed**.
12. The person was so filled with anger that he was **enraged** and out-of-control.
13. After working in the yard raking leaves all day, grandpa was **exhausted**.
14. Seeing a wolf might make you **frightened**.
15. Did you feel **frustrated** when you were learning to tie your shoe?
16. The jury decided that the robber was **guilty**.
17. At a party, everyone is usually **happy**.
18. We were **hopeful** that new playground equipment would be delivered.
19. The woman was **hysterical** when she couldn't find her purse!
20. Have you felt **jealous** of others because you don't have a skateboard like theirs?
21. Many older people feel **lonely**.
22. When you are **love struck**, the only thing you think about is your new boyfriend or girlfriend.
23. Sometimes little boys do **mischievous** things like scaring girls with frogs.
24. I love to read stories that are **mysterious**.
25. When you are waiting **anxiously**, you might be nervous.
26. She had so much to do, she felt **overwhelmed**. She knew it was too much for her to do.
27. At birthday parties, we are usually **surprised**.
28. The kids were **shocked** to hear that school was closed for the day.
29. Some kids are **shy** around people they don't know.
30. The boy was **smug** because he knew all his answers were correct and everyone else had wrong answers. He felt he was better than the rest of the kids.
31. The detective was **suspicious** of the burglar.
32. The kid was **angry** when he didn't get his own way.

Animal Shelter	Beach	Beauty Shop	Birthday Party
Daddy Shaving	Dancer	Exercise Club	Fast Food
Fishing	Getting Ready in the Morning	Grandma and Grandpa	House Painters
Ice Cream Truck	Make-up	Office	Pet Store
Police Station	Puppet Show	Pizza Parlor	Talent Show
Wash Day	Under the Sea	Astronaut	School
Movie Set	Mall	Kitchen	Construction

*RAZ (Reading A-Z) Books are a valuable resource for After School Programs. These books support the alphabet, phonics, and vocabulary in age-appropriate fiction and nonfiction text. Books are downloadable and are leveled by grade. Students have their own books or may share with a partner. Leaders use RAZ Books to help students practice the concepts that have been presented earlier in the lesson.

For subscription information, their web address is www.readinga-z.com

** Kidz Lit is a reading empowerment program designed specifically for use in After School settings. You may reach them at www.devstu.org/afterschool-kidzlit

Suggested Monthly Expression Lesson Plans for Week 2 of Reciprocal Teaching

These lesson plans are based on a one month rotation of Kidz Lit (2 weeks), Math Games and Strategies (1 week), and Science, Character Building, Nutrition or Project-Based Learning (1 week).

Month 1 Day 8

1. Fluency Practice
2. Read with Intonation, p. 1
3. Exaggerated Facial Expressions, p. 2

Month 2 Day 8

1. Fluency Practice
2. Exaggerated Word Expressions, p. 2
3. Over-Do It, p 3

Month 3 Day 8

1. Fluency Practice
2. The Three Little Pigs, p. 3
3. RAZ Books, p. 4

Month 4 Day 8

1. Fluency Practice
2. Freeze-Frame, p. 4
3. Read Aloud, p. 5
4. Short Sentences, p. 5

Month 5 Day 8

1. Fluency Practice
2. Charades, p. 5
3. Dramatic Feelings, p. 5

Month 6 Day 8

1. Fluency Practice
2. Degrees of Effectiveness, p. 6
3. Read Slowly, Very Slowly, p. 6
4. Different Voices, p. 7

Reciprocal Teaching How to Use Any Book

1. **Reciprocal Teaching:** Teach any of the lessons from Days 1-8 in Reciprocal Teaching. Give each student a RAZ Book. Student-pairs use the same reciprocal teaching strategy that was modeled by the leader. Kids are now teaching kids.
2. **Day 5 Fluency:** Use any of the fluency strategies with RAZ books.
3. **Tell a Story:** Without reading the story, younger students can look at the pictures and tell the story to their buddy. This is picture reading.
4. **Illustrate How the Problem Was Solved:** Students read the RAZ book with their buddy. Tell each other what the problem is. Using their white boards, students draw a picture of how the problem is solved.
5. **Locating Words:** For younger students, write a list of sight words on the white board – *the, as, and, who, when, where, why, how, if, we, too, one, two, three, four, five, you, is, and was*. Students look for one of the sight words. Show students how to write the word on their white boards with tally marks. Divide the class into teams – Boys vs. Girls or some other division. Make the activity a competition using enthusiasm. Students read and share their lists with each other. Determine the winning team based on the number of sight words located, and the number of tally marks.
6. **Draw an Illustrated-Only Book:** Provide students with RAZ Books. Student-pairs draw all the pictures, with no text. Give the pictures to another student-pair. Ask those students to tell the RAZ story based on the pictures of their classmates.
7. **Redraw the Illustrations:** Students choose a RAZ book illustration. Draw the picture. Share pictures with students naming the characters and what is going on in the picture.
8. **Letter to the Author:** On their white boards, students write a letter to the author. Ask the author three questions. Choose a student to be the author. The student-author answers the questions.

9. **Write to a Character:** Students write a letter to a character in the RAZ book. Ask the character a question. Choose a student to be the character. The student-character answers the questions.
10. **Time-Line:** Older students can work together to form a sequential time-line listing events that happened in the story.
11. **Favorite Passage:** Students choose their favorite passage from the story. Students read the passage to their neighbors or the whole class. Listeners respond, "I think this was your favorite passage because . . . "
12. **Top 10 List:** Students compose a Top 10 List of their favorite words or events that happened in the story. Show the least important event as #10. Save the very best event for #1.
13. **Give a Gift:** Choose a character from the book. Work in partner/pairs. Decide on a gift that you think the character would like to receive and why. Describe the gift to the class. For example, "In the story, Charlotte's Web, I would give a fishing tackle box to the character Avery, because he might like to go fishing in the pond. The box would help keep Avery busy and out of trouble."
14. **Wanted Poster:** Ask students to work in partner-pairs. Students choose a character from the story. The task is to design a Wanted Poster for the character. Include a large drawing of the character's head (wolf); add a description (has a burned tail); reward (20 dollars); what to do if they see the wolf (call for an animal control officer). Share posters with their classmates.
15. **Scavenger Hunt:** Students search the book for words or sentences that match the scavenger hunt criteria. Here are some examples:
 - A contraction
 - A compound word
 - A word with silent *e* at the end
 - The longest word in the book
 - The shortest word in the book
 - A word that includes the letters *-tion*
 - An adjective
 - A word with the prefix *un-*
 - A word with a suffix *-ly*
 - A sentence with an exclamation mark at the end
 - A one-syllable word
 - A two-syllable word

- A three-syllable word
16. **Fifty-Cent Words:** Look for small, unexpressive words (*and, the, was, and is*).
 17. **Five-Dollar Words:** Look for words that clearly describe their thoughts (*amazing, pollution, and warm-blooded*).
 18. **Trading Places:** Students answer the question, “Would you want to trade places with a character in the book?” Students talk with their partners; then share the character with which they would like to trade and why.
 19. **Big Books for Little Kids:** Older students work in small groups to retell one of their stories for younger students in simple words and pictures. Students visit a younger class and read their “retell” books. Ask younger students to compare the two books and decide which version they like best.
 20. **Similar Traits:** Students read the RAZ books. Choose a character. Decide which traits you have that are the same as the book character. For example, in the book, Charlotte’s Web, the character Fern loves an animal (Wilbur the Pig). Maybe the student also loves animals, especially pigs!
 21. **Outlook on Life:** Make a list of the RAZ book characters on the white board. Help students to organize their thinking by deciding how each character looks at life. For example, in the book, Charlotte’s Web, Charlotte was determined to save Wilbur’s life. Wilbur needed confidence, and Fern believed in miracles.
 22. **Judge and Jury:** For older students, choose a character in the story that has a problem. In the story, The Three Little Pigs, the wolf definitely has a problem trying to eat innocent law –abiding little pigs! Choose a student to act as the character (wolf). Ask another student to be the character’s defense lawyer. The student-lawyer will present the case to the jury as to why the character is not guilty (After all, this is what wolves do). Continue to tweak the strategy by adding the prosecutor who is bringing evidence and witnesses that the character is guilty (I saw the wolf huffing and puffing!). The jury deliberates and determines if the character (wolf) is guilty or not guilty. The judge pronounces the sentence (30 days in Wolf Rehab!).
 23. **Author Interview:** Choose a student to be the author. Choose a reporter from the local TV Station. The reporter asks questions he/she thinks the audience would like to hear about on the evening news.

24. **Twenty Years Later:** Students choose a character from the book. They pretend that twenty years have passed. Choose an actor to portray one of the characters as they are today, twenty years older. Classmates ask questions such as, “Mr. Wolf, now that you are old and have gray hair, are you still chasing pigs?” Mr. Wolf might answer, “I learned my lesson. Now I just walk to the local Deli and order a ham sandwich!”

25. **Save the Planet:** Interview characters from the story. Classmates ask characters such questions as, “Mr. Third Little Pig, have you installed solar panels on your roof? Do you recycle your trash?”

26. **Rate the Book:** Form small groups. Decide how you would rate the book. Use this rating scale or make your own. Students share recommendations with classmates.

5 = The best story in the world!

4 = A good story. I might read it again.

3 = The story was OK.

2 = I got a little bored with the story.

1 =

Never in a million years would I recommend this book!

27. **Memory Match:** Ask students to think about a memory of their own that is similar to something they read in the book. For example: “The tree in the RAZ Book reminds me of the tree in my grandparent’s back yard. I like to climb that tree.”

28. **Character Match:** Ask students to choose a character from the book they are most like. In Matilda, “I think I am most like Miss Honey, because I she likes to help people and so do I.”

29. **Voice-Mail Message:** Students choose a character from the book. Ask students to compose a voice-mail message their character might write, such as, “Hello, you have reached the desk of the Third Little Pig. I can’t come to the phone right now. I am out buying a load of bricks for my Brick Building Business. Leave a message at the sound of the beep. I will return your call as soon as possible.”

30. **Advice Column:** Choose a story character. Students pretend they are the character. Think of a problem for their character. On their white boards, students write a letter seeking advice from Miss Manners. You can choose a few students to pretend they are Miss Manners and answer the letters. Here is a possible letter:

Dear Miss Manners,

I am having trouble keeping the wolf from knocking on my door.
What should I do?

Signed,
The First Little Pig

Dear First Little Pig,

Install an alarm system that will frighten the wolf away.

Signed,
Miss Manners