

Teacher's Name: Rob Danin Date: November 2012

SIOP LESSON PLAN

Content Area/Topic: Reading/Reciprocal Teaching Group: 4	
<p>Content Objective(s): <u>TESOL English Proficiency Standard 1:</u> English language learners communicate for social, intercultural, and instructional purposes within the school setting. <u>TESOL English Proficiency Standard 2:</u> English language learners communicate information, ideas, and concepts necessary for academic success in the area of language arts.</p> <p>Content Objective(s): SWBAT</p> <ul style="list-style-type: none"> - work in small groups to answer questions and present answers - provide personal reflections and responses <p>Affective Domain Goals:</p> <ul style="list-style-type: none"> - encourage students to comprehend reading - encourage positive listening behaviors 	<p>Language Objective(s): SWBAT</p> <ul style="list-style-type: none"> - read appropriate level of expository text - read for literacy experience - respond to reading through reading and discussion <p>Key Vocabulary: Reciprocal Teaching: Predictor, Questioner, Clarifier, Summarizer, Cooperative Learning, evidence, questioning, clarify, summarize, summary, predicting, tame, wild, roamed, shy, suspicious</p> <p>Higher Order Thinking Skills (HOTS):</p> <ul style="list-style-type: none"> - Through the use of RT the students will utilize a meta-cognitive approach that allows the students to understand the reading content through explanation of this content to other students.
<p>Materials (including supplementary and adapted):</p> <ul style="list-style-type: none"> - copies of pre-selected reading passages - written "Teacher" prompts - KWL chart - Rubric 	
<p>Teacher Activities: Building Background Teacher links to Prior Learning (Review):</p> <ul style="list-style-type: none"> - Complete the "what I know" (K) and "what they want to know" (W) sections of the KWL chart as it related to the story passage topic. 	
<p>Instructional Strategies <input checked="" type="checkbox"/>_Modeling <input checked="" type="checkbox"/>_Guided Practice <input type="checkbox"/>_Independent Practice <input type="checkbox"/>_Other</p> <p>The teacher will introduce the RT process by:</p> <ul style="list-style-type: none"> - explaining the nature and scope of the RT process - explaining the specific "Teacher" responsibilities for each small group participant - modeling the RT process 	
<p>Interaction <input type="checkbox"/>_Whole class <input checked="" type="checkbox"/>_Small group <input type="checkbox"/>_Partners <input checked="" type="checkbox"/>_Independent <input type="checkbox"/>_Other: _____</p> <p>Description of Cooperative Learning Structure/s:</p> <ul style="list-style-type: none"> - The students will explain and provide feedback to help fellow students in their understanding of the reading content. 	

Practice/Application Hands-on Meaningful Linked to objectives Promotes engagement
Integration of Processes Listening Speaking Reading Writing Other: _____

Description of activities:

- The teacher will tell the students that they will be individually reading the selected passage.
- The students will become the subsequent leaders with assistance from the teacher.
- Each “Teacher” will take turns participating in their particular role (Predictor, Questioner, Clarifier, Summarizer.)

Time	Lesson Sequence	Notes regarding differentiation
10 min.	- Distribute and review RT “Teacher” prompts with the students.	
	The prompts are as follows:	
5 min.	- Predictor: What do you think we will be reading today? What evidence suggests that we will be reading about that?	
5 min.	- Questioner: Have the “Teacher” use the “W” from the KWL chart to ask the group: What do you want to know from this reading passage?	
10 min.	- Have the students individually read the passage.	
5 min.	- Clarifier: Is there anything that you’d like to clarify?	
5 min.	- Summarizer: I will try and summarize what we have just read and discussed. Does anyone have anything to add to my summary?	
10 min.	Closure:	
	- Ask the students: “Did we meet our lesson objectives? Have the students discuss if these objectives were met or why not and why. Complete the “what I learned ” (L) on the KWL chart.	
	- Clarify with the students if their questions (W) were answered. If not, try to answer these questions as a group.	
	- Extension: Students will be expected to write about their own learning process based on the RT instructional approach.	

Review and Assessment (Check all that apply and describe)
 Individual Group Oral Written Other: Rubric

- Assessment (by the teachers and fellow classmates) of skills measured through verbal response to RT prompts via the use of a rubric.
- Assess the students in the RT process.
- Assess students’ ability to function well as a group (Cooperative Learning).
- Assessment of students’ presentation throughout the RT process (Affective Domain).
- Assessment of students’ ability to retell the story via the RT process.
- Self-assessment through the personal reflections and responses.

Review Key Vocabulary: Reciprocal Teaching: Predictor, Questioner, Clarifier, Summarizer, cooperative learning, evidence, questioning, clarify, summarize, summary, predicting, tame, wild, roamed, shy, suspicious