

# Reciprocal Teaching

## Teacher Script: Introduction to Reading Strategies

This material is designed to help the teacher introduce reading comprehension strategies associated with Reciprocal Teaching to the students.

### Definition

**Reciprocal teaching** is an instructional activity or technique that takes place in the form of a dialogue between teachers and students regarding sections of text in order to improve comprehension. The dialogue is structured by the use of five strategies: **predicting, clarifying, visualizing, asking (generating) questions, and summarizing**. The teacher and students take turns assuming the role of teacher in leading this dialogue.

Reciprocal Teaching strategies may be used with any story or passage.

### Procedures:

1. Distribute KWL sheets. Ask students to complete what they know about good readers, what they want to know about good readers and what they learned.
2. Ask for student responses and list on the board what "good readers" do.
3. Categorize into the five parts: [Predicting](#), [Clarifying](#), [Visualizing](#), [Questioning](#), and [Summarizing](#). Draw a circular diagram on the board, which shows these strategies. (See below)
4. Explain and define each of the five. Explain that they may come in any order, but will be done in order for this lesson.



# Introduction to Predicting

Ask the students, "What does it mean to predict?"

Teacher: **When you make predictions, you think (take an educated guess) about you believe will happen in the story based on the title and the pictures that appear, anticipate what the selection can be about.**

**Based on clues and on your experience, you can stop from time to time and think about what is going to happen next, what will come later in the selection. Look at hints and think about the outcomes. Then review if your prediction is right or wrong as you read further in the text.**

Read this paragraph:

The weather forecasters on television look at clouds on the radar and try to predict what the weather will be like today, tomorrow, and a few days ahead. They don't just guess, they find clues that tell them what the weather will be like. They also combine those clues with what they already know to make those predictions.

Just like those weather forecasters, we are going to learn how to predict from the passages that we hear or read. We are going to look and listen for clues and combine them with what we already know to tell us what will happen next, Predicting can help us become better readers and writers. As we read, we can see if our predictions come true.

Ask the students to respond to the following questions:

1. What do you predict you will see when you visit a pet store?
2. What kinds of shows do you predict will be on Saturday morning television?
3. Your friend asks you to go to a movie called "Monsters of the Deep." What do you predict the movie will be about?

Ask: Where can you make predictions in a story?

Suggested responses:

The most important prediction should come as you read the title or a headline. Other predictions may happen when you read chapter headings or subtitles, when the author of the story asks a question, or when a character in a story is about to do something.

## **Introduction to Clarifying**

What happens when you are **confused** about the information the writer is trying to tell you? (Students respond.)

Sometimes you have to stop reading in order to get a clear picture in your mind about the ideas the writer is trying to get across. Good readers are not always fast readers. Sometimes you have to slow down and even stop to clarify or make clear what you are reading. When watching a video, you can hit the **PAUSE** button and **REWIND** if you miss something. If you miss something when reading, you have to hit the **PAUSE** button, go back, and **REREAD** until it makes sense.

Does anyone know what the word "**clarify**" means? (Students respond.)

Ask: What do you do when you come across a word you don't know while you are reading? What do you do when you don't understand what the text is trying to tell you? (Students respond.)

**There are different strategies you can use to help you figure out the meanings of words that you don't understand. They are:**

- 1-Stop and clear up words, phrases, ideas that are difficult to understand.
- 2-Reread the phrase or sentence carefully and try to understand it.
- 3-Look for little words inside big words.
- 4-Look for base words, prefixes, or suffixes.
- 5-Look for definitions in context (These may be between commas that follow unfamiliar words, in parenthesis, or after a dash.
- 6-Try to figure out the meaning through other context clues.
- 7-Keep reading. The word that you are stuck on may not be important to the meaning of the sentence, or as you read you will get a general idea of the meaning even though you can't give a dictionary definition.

## Introduction to Questioning: Asking Teacher-like Questions

Why do good readers ask themselves questions about what they have just read? (Students respond.)

Teacher: **You ask questions – generate questions about what you are reading, about what’s happening, you may wonder about the events and character’s feelings. Begin with the common question words *Who? What? Why? Where? When? How?* Write questions that come to mind as you read a passage and then try to answer those questions as you continue reading. Good teacher-like questions are based on the information given in the text.**

Right. After you have predicted and clarified, you should ask good questions about what you have read for at least two reasons. One reason is to test yourself to see if you really understand what you have read. The other reason is to identify what is important to remember in the story or the passage.

Let’s talk about what makes a "good" teacher-like question. You have already asked clarifying questions about parts you don’t understand. Now you should ask questions to help you understand the larger meanings of the lesson.

### **Read this passage:**

Many years ago, in the days when people lived outdoors or in caves, there were no tame dogs. In fact, all the animals of the world were wild. One of those wild animals was the wolf. Wolves roamed through the fields and forests shy and suspicious of humans. Yet from these wild wolves (and maybe from jackals and foxes too) have come all the different dogs that are pets today.

Ask: What kinds of questions can you think of to test your understanding of this passage? (Students respond.)

## Introduction to Summarizing

Call on a few students to give the title of their favorite television show and one sentence that tells what it is about. Explain that they have just made a summary. Ask: From what you have said, can you come up with a definition for a summary?

Suggested response: To tell the most important ideas in one or two sentences. A good summary does not include details or information that is not important.

Teacher: **When you summarize, you relate the main ideas of a selection in a logical sequence and only essential supporting details. You make a brief statement that gives the main information, the essence of what you have read and only important details.**

**Start with one-sentence summaries about the sections you choose.**

# Introduction to Visualizing

## (Make a Picture in Your Mind)

Good readers visualize as they read. Sometimes you must stop and make a mental picture so that you can comprehend what the author is saying. You may even have to draw a diagram or a picture on paper in order to fully understand ideas in a passage.

Teacher: **When you visualize, you picture something in your mind. As you read, try to imagine what the people, places, and objects described by the author look like. You picture the actions and events in your “mind’s eye.” You create images, represent things, create an environment in your head, make a movie in your head to help you understand what’s happening.**

1. Pass out Reciprocal Teaching Bookmarks.
2. Pass out highlighters. For at least the first lesson, students will use them to highlight parts that need clarification. If you don't use highlighters, have the students underline or circle the words with which they are unfamiliar.
3. Write the title of the lesson on the board. From this title, ask the students what they think this lesson will be about. Give them no more than one or two minutes. Write predictions on overhead or chalkboard or do a "sweep" of the room.
4. Pass out handouts of the passage. It is important to choose a short passage and copy it on handouts for the first time.
5. Remind students that they are to highlight, underline, or circle any word or idea they do not understand.
6. The teacher will model the entire lesson until the students understand the procedure. The strategies may be done in any order, but the teacher should model all the strategies frequently until the students are comfortable with the procedure. After the students know how to use the strategies in Reciprocal Teaching, divide the text into six or seven parts. The teacher will model the first two parts of the text, and then four or five students will be the "teachers" for the remaining parts.