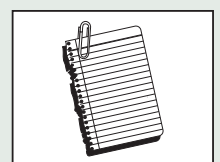
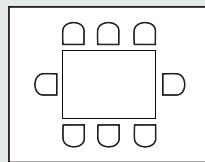


Professional Development Study Guide for

Reciprocal Teaching

at work

Powerful Strategies and Lessons
for Improving Reading Comprehension
(second edition)



Lori D. Oczkus

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How to Use This Study Guide

This guide is designed for use in staff development and can be utilized by principals, teachers, reading specialists, staff developers, professional learning communities, and individuals.

Materials Needed

- Copies of *Reciprocal Teaching at Work: Powerful Strategies and Lessons for Improving Reading Comprehension* (2nd edition)
- Sticky notes, chart paper, and markers
- Copies of this study guide for participants
- Copies of the Reciprocal Teaching Lesson Observation Form (see page 7)
- Optional: *Reciprocal Teaching Strategies at Work: Improving Reading Comprehension, Grades 2–6* (available for purchase at www.reading.org)
- Optional: computer for viewing online informal clips

Reciprocal Teaching Strategies at Work

Reciprocal Teaching Strategies at Work, winner of the 2006 Video of the Year from the Association of Educational Publishers, is a 45-minute DVD loaded with practical lessons to go with the chapters on reciprocal teaching with the whole class, guided reading groups, and literature circles. The DVD is available for purchase at www.reading.org/general/publications/videos/v500.aspx. Before purchasing this award-winning DVD, you can view the first six minutes at www.reading.org. Additional clips of interest are noted with a CD icon throughout the study guide. As an option, you can view clips from the DVD during your professional development and complete the Reciprocal Teaching Lesson Observation Form to guide your lessons or reflections.

Online Informal Quick Clips

Not only can you see the lessons in action on the DVD, but also you can download and view Lori's additional free, informal quick clips available at www.reading.org/general/publications/books/bk507.aspx. This collection of brief, raw classroom footage helps you view students in action with the Fab Four. These quick clips are not substitutes for the *Reciprocal Teaching Strategies at Work* DVD but provide updates to the lessons. Clips of interest are noted with a mouse icon throughout the study guide. As you view the clips, complete the Reciprocal Teaching Lesson Observation Form to guide your lessons or

reflections. Table 1 gives you a description of the available online informal quick clips and the accompanying pages from the book. The purpose of the classroom clips is to give you an idea of how the book lesson might look in your classroom. These are examples from clips Lori uses in her staff development workshops.

Table 1. Online Informal Quick Clips	
Online Informal Quick Clips at www.reading.org/general/publications/books/bk507.aspx	Detailed Lessons From <i>Reciprocal Teaching At Work</i>
<p>Fab Four Puppets Lori demonstrates how to engage primary students in a whole-class read-aloud using puppets and hand motions to represent strategies. (Comprehension Puppets are used with permission from www.primaryconcepts.com/rdgcomp/Comprehension-Puppets.asp)</p>	<ul style="list-style-type: none"> • Fab Four Characters and Props (pages 49–51) • Fab Four Gestures (pages 52–56) • Which One Do We Need? Name That Strategy! (pages 113–118)
<p>Fab Four Read-Aloud Lori demonstrates how to read aloud while incorporating the reciprocal teaching strategies using teacher think-alouds, cooperative learning, and the hand gestures.</p>	<ul style="list-style-type: none"> • Fab Four Gestures (pages 52–56) • Using a Read-Aloud to Introduce/ Reinforce the Fab Four (pages 64–69) • Which One Do We Need? Name That Strategy! (pages 113–118)
<p>Cs and Qs Guided Reading In this lesson, Lori demonstrates how to use reciprocal teaching and nonfiction with intermediate students in a small guided reading group. Students mark their questions and words or ideas to clarify during reading.</p>	<ul style="list-style-type: none"> • Guided Reading Coaching Prompts (Table 11, pages 142–143) • Watch Your Qs and Cs During Reading! (pages 169–173)
<p>Jigsaw Huddles This unique lesson offers a great way to train students in their Fab Four literature circle roles. Students with like jobs huddle with the teacher to practice their tasks then immediately return to their desks to practice with their literature circles. The rest of the class stays busy by reading their independent reading books while the group being trained huddles.</p>	<ul style="list-style-type: none"> • Jigsaw Expert Huddles (pages 192–193, 217–219) • Role sheets (pages 211–216)

How This Study Guide Is Organized

The study guide is designed to give you options that you can use in your staff development meetings. Between meetings, teachers prepare by trying lessons and reading the chapters from the book, so they can discuss their ideas and questions when

they meet. You will find that the study guide is organized by each chapter from the book, and each part of the guide is organized around the following sections to help you study the material with a professional learning community or during staff meetings.

1. *Read and discuss*: Consider questions and points before, during, and after reading.
2. *Try reciprocal teaching in your room*: Try lessons prior to meeting with colleagues, so you can bring your celebrations and concerns to the group. You can all decide to try the same lesson or each try different ones. Take turns sharing the lessons you taught and showing any relevant student samples.
3. *Professional development discussion breakout groups*: Groups discuss and chart ideas, reflect on new learning, or plan and share lessons.
4. *Teacher as reader*: Optional reading is at the adult level to practice reciprocal teaching strategies firsthand. Staff members are encouraged to reflect on their own reading and strategy use to better understand how to teach the strategies to students. You may choose to bring to the meeting a brief article from a magazine or newspaper to read and discuss your use of the Fab Four. If you are studying the book on your own, then you may reflect on your own reading as well.
5. *Before the next meeting*: The following are three options to prepare for the next meeting:
 - *Read*: Read the next chapter and look over the questions. Mark the text with sticky notes to highlight your questions and thoughts for the upcoming discussion.
 - *Teach*: Try a lesson from the next chapter to discuss in the next meeting. You can all teach the same lesson or different ones.
 - *Observe*: Observe a colleague teaching one of the lessons. Use the Reciprocal Teaching Lesson Observation Form.

Five Practical Tips to Facilitate Better Discussions

During your professional development, instead of falling into the usual bland discussion filled with a string of comments like “we like this idea...” or “that was a good point,” or simply reporting on the book’s content, teacher and curriculum specialist Cindy Hatt (n.d.) suggests that teachers in book discussion groups should try some easy tips to take discussions to a deeper, more reflective level. Try these engaging techniques to get your discussions going during a quick 30-minute meeting before or after school. I’ve included some of my own ideas and a few from Hatt’s article, “Better Discussions in Study Groups.” (See the Choice Literacy website, choiceliteracy.com, for other great professional development ideas.)

1. Try purchasing an inexpensive hardbound composition notebook to keep your notes and reflections in. Any time you read about reciprocal teaching from other sources,

you can add to your findings. Jot down notes about the readings, notes from meetings or discussions, and lesson notes. It is more fun to write in a personalized notebook, so you may wish to decorate the cover and back with family photos, pets' pictures, vacation shots, and even photos of your class.

2. When discussing chapters, make a two-column chart as a group or do so on your own and consider and list how this chapter supports your thinking and teaching, and how it challenges your thinking (Hatt, n.d.).
3. Also keep a list of "lessons I want to try" and number them in order of priority. List what might be easy and difficult about implementing these lessons.
4. During reading, use sticky notes to mark your thoughts, so when it is time to discuss the chapter, you remember why you marked a passage. You can use symbols on your sticky notes to make your notes, such as those noted in the following box (adapted from Hatt, n.d.). Try to mark one ?, !, +, or T for every chapter.

?	A question you have
!	Something that is interesting or surprising
+	Something you connect with
T	Something you want to try

5. At every meeting, try to do one of the following:
 - Discuss one lesson you've tried and bring student samples from the lesson. Discuss interesting student interactions. Share what went well and what you might have done differently or next.
 - Go around the table and share what you'd like to try next. Brainstorm what obstacles might get in the way of your lesson and what you think will go well based on what is in place in your room already.
 - Outline specific steps you need to take to reach your goals.
 - Discuss the four foundations (think-alouds, cooperative learning, scaffolding, and metacognition) and how they relate to your lessons. How are you improving your implementation of each foundation? What difference has this made for students?

REFERENCE

Hatt, C. (n.d.). *Better discussions in study groups*. Retrieved May 3, 2010, from www.choiceliteracy.com/public/796.cfm

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Reciprocal Teaching Lesson Observation Form

Lesson (fiction, nonfiction): _____

Grade Level: _____

Type of Lesson (whole class, guided reading group, literature circle): _____

Directions: Check off the following necessary elements of a Fab Four Lesson. Note the Fab Four may be taught in any order. Take notes on the lesson strategies.

Strategy	Notes on Lesson Activities
___ Activate Prior Knowledge I think I know.... This reminds me of....	
___ Predict I think I will learn.... I think this is about....	
___ Question I wonder.... [Who, what, when, where, why, how, what if]...? What do you think?	
___ Clarify I don't get the [word, part, sentence, picture, page, chapter], so I....	
___ Summarize This is about.... [First, next, then, finally,]....	

Note an interesting student-to-student interaction:

Note an interesting student-teacher interaction:

Directions: Keep track of the use of the Four Foundations on the back of this paper.

Think-Alouds "Watch me as I think and do."	Scaffolding "Watch me." "Let's try together." Support with individual attention, materials, and strategies.
Cooperative Learning Pairs, tables, table groups, teacher groups, and literature circles	Metacognition "How do you know?" "What are the steps?" "How does...help you read?"

INTRODUCTION

Pages 1–14



1. Read and Discuss: Activate Prior Knowledge

Teachers discuss as a group or brainstorm at tables with markers and chart paper.



- What kinds of problems do your students have with reading comprehension?
- Discuss prior knowledge about reciprocal teaching. What are your experiences with reciprocal teaching?
- Rank yourself according to the following metaphor: Are you an observer, walker, jogger, or runner in your experience of reciprocal teaching?
- Glance over the cover, back of the book, and table of contents, and flip through the book. How is the book organized? What seems helpful?
- What are you eager to learn about reciprocal teaching?

During Reading

Code your text with sticky notes (see page 6 of this guide for symbols).

After Reading: Discuss

- What are the goals of reciprocal teaching?
- List three points you think are important regarding the research behind reciprocal teaching.
- How does reciprocal teaching fit into the broader list of comprehension strategies? What are some practical ways to teach both the broader list and reciprocal teaching in an ongoing fashion in your classroom?
- How is reciprocal teaching like a “reading vitamin”?
- What appeals to you when it comes to the Fab Four?
- What kinds of results can you expect?



2. Try Reciprocal Teaching in Your Classroom

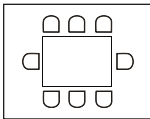
Skim the chapters of the book and make a list of five lessons that immediately appeal to you. Choose a minilesson from anywhere in the book on one of the strategies and try it with your class. (Minilessons can be found in the backs of Chapters 2–5.)



OPTIONAL DVD VIEWING

If you or your school district owns the *Reciprocal Teaching Strategies at Work* DVD (available at www.reading.org), view the first six minutes.

How do you define *reciprocal teaching*? What do you notice about the intermediate students in their discussion? What do you notice about the primary students in the guided reading group? What is different about reciprocal teaching?



3. Professional Development Discussion Breakout Groups

Teachers select which of the following activities they'd like to participate in (a, b, or c). Each group reports back to the whole staff after they meet. You may like to provide chart paper for each group to record their responses on.

- What is the history of reciprocal teaching? Who created it?
- Discuss how you might use the posters described in the chapter: a linear one for all of the comprehension strategies and a circle for the reciprocal teaching strategies. Why does reciprocal teaching work well in a circle? Make some posters for your classroom. You may wish to use the ones in Appendix E of the book.
- Give a definition for *reciprocal teaching*. How is it different from or the same as other methods or lessons?



4. Teacher as Reader

Experience firsthand the reciprocal teaching strategies by using them to discuss adult-level reading materials with other teachers. Bring in an interesting short newspaper or magazine article. As you read, notice how you rotate through all four reciprocal teaching strategies. Use sticky notes to mark the text in spots where you used each strategy. Discuss using the strategies in groups or pairs.



5. Before the Next Meeting

Read

Read Chapter 1, “The Four Reciprocal Teaching Strategies.” Mark the text with sticky notes and your thoughts.

Try

Try one of the minilessons from Chapters 2–5. Bring student samples from your lesson.

Observe

Observe one another teaching one of the single-strategy focus minilessons from anywhere in the book. Use the Reciprocal Teaching Lesson Observation Form.

CHAPTER 1: THE FOUR RECIPROCAL TEACHING STRATEGIES

Pages 15–44



1. Read and Discuss: Activate Prior Knowledge

What do you already know about the four strategies that make up reciprocal teaching (predict, question, clarify, and summarize)? List problems students have with each of the strategies.



During Reading

Code your text with sticky notes (see page 6 of this guide for symbols).

After Reading: Discuss

- Describe each reciprocal teaching strategy and explain how it helps readers understand text. How do the strategies work together as a package? In what order should you teach them?
- What are some discussion starters to use with each of the strategies?
- List some common problems you may encounter with reciprocal teaching and some ways you can anticipate and overcome them.
- Describe the problems students may have with each of the strategies and ways to assist your students with these.
- Explain how each of the four foundations (think-alouds, cooperative learning, scaffolding, and metacognition) help make reciprocal teaching lessons successful. Explain how each foundation works to create an environment for learning.
- What are the steps to a good think-aloud? Study the example in the chapter. What is the teacher doing?
- Why can't reciprocal teaching stand alone? What other comprehension strategies must be in place as well?
- What is Response to Intervention (RTI)? Give some practical ways reciprocal teaching can be used in each tier of the RTI model.
- Name some assessment tools you can use to evaluate student progress in the four strategies. Look at the rubrics in the back of the book. Where do your students fit on the rubrics? Tell how the minilessons in the book can help strengthen use of the strategies.



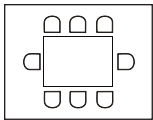
2. Try Reciprocal Teaching in Your Classroom

Flip through Chapters 2–5 to look again at possible minilessons (located at the end of each chapter) to teach on one of the reciprocal teaching strategies. Bring student samples from the lesson to the meeting. Share what went well and what was difficult.



OPTIONAL DVD VIEWING

View the students on the *Reciprocal Teaching Strategies at Work* DVD (available at www.reading.org) from a variety of grade levels discussing the reciprocal teaching strategies (06:24–11:53). How do these students define the strategies predict, question, clarify, and summarize? Ask your students to define the strategies to see what they already know about them. Discuss the four foundations—think-alouds, cooperative learning, scaffolding, and metacognition—with other teachers.



3. Professional Development Discussion Breakout Groups

Teachers select which of the following activities they'd like to participate in (a, b, or c). Each group reports back to the whole staff after they meet. You may wish to provide chart paper for each group to record on.

- Read the classroom examples that accompany each of the four foundations (see pages 29–35). What do you notice about each classroom? What do you find helpful? Create two or three guidelines to summarize what is important about each of the four foundations.
- Using the think-aloud steps on page 31 and some of your students' reading material, create a think-aloud lesson and model it for the other teachers. Write the steps of the lesson on chart paper.
- What are the discussion starters that you can use to help students effectively use each of the strategies? Scan through the book for resources that will help you reinforce and teach these, such as the Fab Four Bookmark (see page 74) and the posters in Appendix E. Using a grade-level text, describe how you might use prompts from each of the strategies to deepen student comprehension.



4. Teacher as Reader

Experience firsthand the reciprocal teaching strategies by using them to discuss adult-level reading materials with other teachers. This time, bring in a short nonfiction article and a short story. Read a few pages of each using the Fab Four to drive your discussions. Try out the strategy starters (see Appendix E). How is reading fiction and nonfiction different using the strategies?



5. Before the Next Meeting

Read

Read Chapter 2, “Getting Started: Introducing and Reinforcing Reciprocal Teaching.” Mark the text with sticky notes and your thoughts.

Try

Teach one of the introductory lessons from Chapter 2 to your class. Bring student samples to the discussion next time.

Observe

Observe a peer teaching an introductory lesson using the Reciprocal Teaching Lesson Observation Form. Invite others to witness the lesson of your choice.

CHAPTER 2: GETTING STARTED: INTRODUCING AND REINFORCING RECIPROCAL TEACHING

Pages 45–90



1. Read and Discuss: Activate Prior Knowledge

How have you used any of the following to teach reading comprehension in the past: poetry, read-alouds, mentor text, props? Have you ever used any of these techniques to teach or reinforce reciprocal teaching?

During Reading

Code your text with sticky notes (see page 6 of this study guide for symbols).

After Reading: Discuss

- Do you have to wait until students are proficient in each strategy before teaching them all together in reciprocal teaching lessons? What does research say about multiple-strategy instruction?
- Name five different ways you can introduce reciprocal teaching to your students. Which sounds most appealing to you? Why?
- Give a description in detail of one of the ways to introduce reciprocal teaching that is outlined in this chapter.
- Tell how each of the following print supports can help you scaffold comprehension instruction for your students: posters, bookmarks, icons, strategy dice.
- Try out the Fab Four gestures. How will these help your students better understand and use the reciprocal teaching strategies?
- How might “comprehension characters” or metaphors and props help you teach reciprocal teaching strategies?
- What reading materials work best with reciprocal teaching? Give examples of how you might use the Fab Four with different kinds of text.

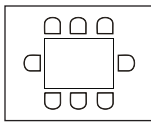


2. Try Reciprocal Teaching in Your Classroom

Bring student samples to the meeting from the minilessons you tried on either predicting, questioning, clarifying, or summarizing. Share what went well and what was difficult.

OPTIONAL DVD VIEWING

Using the *Reciprocal Teaching Strategies at Work* DVD (available at www.reading.org), view the whole-class lesson in which primary students are participating in a Big Book lesson with the characters (12:36–18:39). How can characters help students better understand the comprehension strategies?



3. Professional Development Discussion Breakout Groups

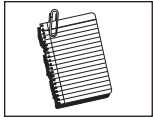
Teachers select which of the following activities they'd like to participate in (a, b, c, or d). Each group reports back to the whole staff after they meet. You may wish to provide chart paper for each group to record on.

- Design an introductory lesson to the Fab Four using the props and gestures found in this chapter.
- Create a Fab Four lesson around a poem.
- Choose a mentor text for each of the four strategies and tell how you'd model using each.
- Practice using props or characters for each of the strategies as you think aloud. Or, figure out how you can introduce the character without having to "go into" character (e.g., have a student do it, just hold up the prop).



4. Teacher as Reader

Experience firsthand the reciprocal teaching strategies by using them to discuss adult-level reading materials with other teachers. Read a poem and stop after every few stanzas to employ the reciprocal teaching strategies. How did each of the strategies help you understand the poem?



5. Before the Next Meeting

Read

Read Chapter 3, “Reciprocal Teaching in Whole-Class Sessions.” Mark the text with sticky notes and your thoughts.

Try

Teach one of the whole-class lessons to your class. Bring student samples from the lesson to the discussion next time.

Observe

Observe a peer teaching a whole-class lesson and use the Reciprocal Teaching Lesson Observation Form to note what you see the students and teacher doing in the lesson. Invite others to witness the lesson of your choice.

CHAPTER 3: RECIPROCAL TEACHING IN WHOLE-CLASS SESSIONS

Pages 91–129



1. Read and Discuss: Activate Prior Knowledge

What kinds of lessons do you enjoy teaching to the whole class? What are the difficulties you experience when teaching whole-class lessons?



During Reading

Code your text with sticky notes (see page 6 of this study guide for symbols).

After Reading: Discuss

- What are the goals or benefits of whole-class lessons with reciprocal teaching?
- Name some ways you can engage students in whole-class lessons to keep their attention.
- What role does cooperative learning play during whole-class lessons?
- How do the four foundations (think-alouds, cooperative learning, scaffolding, and metacognition) affect reciprocal teaching and whole-class lessons?
- List three ways you can assess student progress during whole-class lessons.



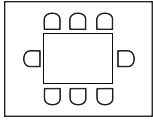
2. Try Reciprocal Teaching in Your Classroom

Share the whole-class lesson you tried prior to the meeting. What went well? What kinds of difficulties did your students experience?



OPTIONAL DVD VIEWING

Using the *Reciprocal Teaching Strategies at Work* DVD (available at www.reading.org), show the whole-class lessons, including the Big Book lesson with primary students and the Four Door lesson with intermediate students (11:53–23:52).



3. Professional Development Discussion Breakout Groups

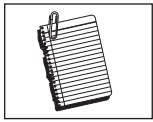
Teachers select which of the following activities they'd like to participate in (a, b, or c). Each group reports back to the whole group after they meet. You may wish to provide chart paper for each group to record on.

- a. Design a cooperative table group lesson for your grade level (see page 105).
- b. Create a lesson for your students incorporating the Four Door Chart (see page 110). Practice making a variety of different-sized Four Door Charts.
- c. Why is the lesson Which One Do We Need? Name That Strategy! important? Study the lesson plan in this chapter and adapt it to your grade level. Share with the group.



4. Teacher as Reader

Experience firsthand the reciprocal teaching strategies by using them to discuss adult-level reading materials with other teachers. Read a short article and make a Four Door Chart to go with it. Write your predictions, clarifications, questions, and a quick summary on it. Discuss with your colleagues.



5. Before the Next Meeting

Read

Read Chapter 4, "Reciprocal Teaching in Guided Reading Groups." Mark the text with sticky notes and your thoughts.

Try

Try one of the lessons in the guided reading chapter with your class.

Observe

Observe a peer teaching a guided reading lesson using the Reciprocal Teaching Lesson Observation Form to note your observations, questions, and comments. Invite others to witness the lesson of your choice.

CHAPTER 4: RECIPROCAL TEACHING IN GUIDED READING GROUPS

Pages 130–185



1. Read and Discuss: Activate Prior Knowledge

Describe your experiences with guided reading.

During Reading

Code your text with sticky notes (see page 6 of this study guide for symbols).



After Reading: Discuss

- How do reciprocal teaching strategies fit into guided reading lessons?
- What are some ways to group students for guided reading?
- What are some ways to manage the class while working with a small group?
- How can comprehension charts enhance your guided reading lessons?
- Outline ways to coach students in the strategies during guided reading lessons.
- How can you conduct a Fast Fab Four lesson? Outline two ways to conduct this quick run-through of the strategies.
- What are some ways to assess students during guided reading?
- Describe what an intervention with reciprocal teaching looks like.



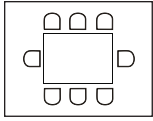
2. Try Reciprocal Teaching in Your Classroom

Share the lesson you've tried using guided reading and reciprocal teaching. Bring student samples to the meeting. Share what went well and what was difficult.



OPTIONAL DVD VIEWING

Using the *Reciprocal Teaching Strategies at Work* DVD (available at www.reading.org), view the guided reading lessons (23:53–37:40). Use the Reciprocal Teaching Lesson Observation Form to mark how the strategies and foundations are covered in each lesson. Discuss.



3. Professional Development Discussion Breakout Groups

Teachers select which of the following activities they'd like to participate in (a, b, c, or d). Each group reports back to the whole staff after they meet. You may wish to provide chart paper for each group to record on.

- a. Study the generic lesson for fiction or nonfiction (see page 148).
Plan a lesson for each genre for one of your guided reading groups.
- b. Read about graphic organizers in Lesson 2 (see page 155) and find a book to go with each organizer. Make samples of Fab Four Charts on file folders.
- c. Study the coaching prompts and share your thoughts with the group.
- d. Read the Watch Your Qs and Cs lesson. Adapt it for a text at your grade level and share with the group.



4. Teacher as Reader

Experience firsthand the reciprocal teaching strategies by using them to discuss adult-level reading materials with other teachers. Bring in a professional teaching or other nonfiction article. Pass out sticky notes and mark Qs and Cs. Discuss and share your strategy use. Which did you do more, clarify or question? Why do you think that is so with this particular text?



5. Before the Next Meeting

Read

Read Chapter 5, "Reciprocal Teaching in Literature Circles." Mark the text with sticky notes and your thoughts.

Try

Teach one of the literature circle lessons found in this chapter to a small group in your class. Bring student samples to the discussion next time.

Observe

Observe a peer teaching a literature circle lesson using the Reciprocal Teaching Lesson Observation Form. Invite others to witness the lesson of your choice.

CHAPTER 5: RECIPROCAL TEACHING IN LITERATURE CIRCLES

Pages 186–239



1. Read and Discuss: Activate Prior Knowledge

Have you ever been in a book club? If so, share what it was like. Discuss how you've used literature circles in your class.



During Reading

Code your text with sticky notes (see page 6 of this study guide for symbols).

After Reading: Discuss

- Explain why reciprocal teaching is a natural method for use in literature circles.
- How can you use other literature circle models and reciprocal teaching in the same classroom?
- Describe the training that has to go on in terms of social skills and literature circles.
- Outline at least three different ways to introduce literature circles to your class.
- How will you assess student progress when you use literature circles?



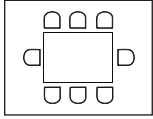
2. Try Reciprocal Teaching in Your Classroom

Try one of the literature circle lessons and bring it to the group to share. Bring student samples to the meeting. Share what went well and what was difficult.



OPTIONAL DVD VIEWING

Using the *Reciprocal Teaching Strategies at Work* DVD (available at www.reading.org), view the literature circle portion of the recording (37:91–42:09) and share it with your students. Ask them what they notice and what the students did well.



3. Professional Development Discussion Breakout Groups

Teachers select which of the following activities they'd like to participate in (a, b, c, or d). Each group reports back to the whole group after they meet. You may wish to provide chart paper for each group to record on.

- a. Study the lesson Fishbowl: It's Your Role! and use grade-level literature to create a lesson plan for your class using this method.
- b. Study the Jigsaw Expert Huddle lesson and create a lesson for your class using this method.
- c. Create a poster to teach the social skills necessary for successful literature circles.
- d. Try the Do All Four Challenge! lesson with other teachers using an article. What is difficult about this concept? What is the advantage? How will you use it?



4. Teacher as Reader

Experience firsthand the reciprocal teaching strategies by using them to discuss adult-level reading materials with other teachers. Try a rotating roles literature circle (see page 220) using any adult-level reading material. Take turns passing the role sheets and being the predictor, questioner, clarifier, summarizer, and discussion director.



5. Before the Next Meeting

Read

Read the appendix materials. Mark the text with sticky notes and your thoughts.

Try

Teach one more of the literature circle lessons found in this chapter to your class. Or, try a lesson from the appendixes. Bring student samples to the discussion next time.

Observe

Observe a peer teaching a literature circle lesson using the Reciprocal Teaching Lesson Observation Form. Invite others to witness the lesson of your choice.