

Figure 5.7 Lesson Plan for Year 10 Using Reciprocal Teaching

<p><b>Assessed Need:</b> I have noticed that my students need: <i>To analyze informational text systematically.</i></p>
<p><b>Standard(s) Addressed:</b> <i>Key Stage 4 Literacy: Listening and Speaking interactions: working effectively in groups of different sizes and taking on required roles, including leading and managing discussions, involving others productively, reviewing and summarizing, and contributing to meeting goals/deadlines.</i></p> <p><i>Key Stage 4 Reading: Understand and critically evaluate texts through reading in different ways for different purposes, summarizing and synthesizing ideas and information, and evaluating their usefulness for particular purposes.</i></p>
<p><b>Text(s) I Will Use:</b> <i>Interpreter of Maladies, and excerpt from "Understanding Society" (pp. 26-27)</i></p>
<p><b>Learning Intention for This Lesson:</b> <i>Utilize the information on acculturation to analyze characters in Interpreter of Maladies (Mrs. Sen, Mr. &amp; Mrs. Das, Sanjeev, and Twinkle)</i></p>
<p><b>Success Criteria for This Lesson:</b> <i>I will compose notes about the informational reading, using the note-taking guide, to support our analysis.</i></p>
<p><b>Direct Instruction:</b></p> <p>Model: Strategies/skills/concepts to emphasize</p> <p><i>Review reciprocal teaching protocol with class. Since they are familiar with it, spend more time on errors to avoid (e.g., no one takes notes, leaving the group unprepared for the discussion; forgetting to invite others into the conversation when they have not yet participated).</i></p> <p>Guide and Scaffold: Questions to ask</p> <p><i>As groups are working through the reciprocal teaching task, ask students about their processes. Are they using all four methods (summarize, question, predict, and clarify)?</i></p> <p>Assess: These are the students who will need further support</p> <p><i>Prisha has been struggling with this process. I will sit in with her group first and then check in with her later to make sure she understood the process.</i></p>
<p><b>Dialogic Instruction:</b></p> <p>Teacher-Directed Tools</p> <p><i>After students read the informational article, we will revisit the experiences of the named characters. I will use a close reading of the chapter "Mrs. Sens" to launch the groups' analyses of the remaining characters.</i></p> <p>Student-Enacted Tools</p> <p><i>Reciprocal teaching groups of four will read and discuss the acculturation excerpt to prepare for a class discussion about our understanding of the characters in Interpreter of Maladies.</i></p> <p><i>Learning circle discussion on the effects of acculturation on the lives of immigrants, both historically as well as today. Ashley and Priyanka will lead the discussion. Opening question to begin discussion: "What happens when belief systems of different societies collide?" Closing question: "Can understanding another's experience change how we view our own?"</i></p>

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**Assess:** These are the students who will need further support

*Join Stefan's reciprocal teaching group, because he has only used RT once before since moving here recently.*

**Feedback Opportunities:** *Use guided instruction as needed with Stefan; debrief with Prisha's group after RT to see what they have concluded.*

**Independent Learning and Closure:** *Students will write character analyses of Sanjeev and Twinkle ("The Blessed House") using acculturation as the lens.*

Retrieved from the companion website for *Teaching Literacy in the Visible Learning Classroom, Grades 6-12* by Douglas Fisher, Nancy Frey, John Hattie, and Marisol Thayre. Thousand Oaks, CA: Corwin, [www.corwin.com](http://www.corwin.com). Copyright © 2017 by Corwin. All rights reserved. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.