

Figure 5.8 Lesson Plan for Year 5 Using Reciprocal Teaching

<p>Assessed Need: I have noticed that my students need: <i>To use their voices to inform, explain, question, and narrate.</i></p>
<p>Standard(s) Addressed: <i>Literacy: Listening and speaking interactions: Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences, and present and justify a point of view (ACELY1699)</i></p> <p><i>Literature: How texts reflect the context of culture and situation in which they are created: Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts (ACELT1608)</i></p>
<p>Text(s) I Will Use: <i>Papunya School Book of Country and History, and informational text on misconceptions about race</i></p>
<p>Learning Intention for This Lesson: <i>Learning by becoming: We will use knowledge about race to understand the history of Aboriginal peoples in Australia.</i></p>
<p>Success Criteria for This Lesson: <i>I will discuss ideas about our readings with classmates to develop notes for use in our discussions.</i></p>
<p>Direct Instruction:</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 tables work through the process of reciprocal teaching, ask students reflective questions about their learning: How are the questions and explanations helping you understand the text? What are you being mindful of as a participant in this discussion?</i></p> <p>Assess: These are the students who will need further support</p> <p><i>Check in early with Berrigan to make sure he's off to a good start. The last time we did this, he didn't provide much information to his group.</i></p>

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Dialogic Instruction:

Teacher-Directed Tools

When the students have finished the reciprocal teaching activity, but before they record their responses, ask them to debrief their own contributions to the discussion and offer positive feedback to peers.

Student-Led Tools

Reciprocal teaching groups of four students will read and discuss the list of misconceptions about race to prepare for a class discussion about our understanding of the target text.

We will conduct a learning circle discussion on the effects of misconceptions about race on the lives of Aboriginal peoples both historically and today. Ekala and Getano will lead the discussion. Opening question to begin discussion: "What happens when belief systems of different societies collide?" Closing question: "Can stories, such as the Papunya School book, change people's beliefs?"

Assess: These are the students who will need further support

Join Belinda's reciprocal teaching group because she has had limited experiences with reciprocal teaching since moving here last month.

Feedback Opportunities: *Use guided instruction as needed with Belinda; debrief with Koorine's group after reciprocal teaching to see what they have concluded.*

Independent Learning and Closure: *Students will make audiovisual recordings of their own responses to the question: If our school wrote a book about our community, what story would I want to tell? (These will be edited and played at our open house next month.)*

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