

Reciprocal Teaching: Tropical Herpefauna

Materials

The following materials are need for this lesson

- Copies of "Tropical Herpefauna. . . Tropical What?" by Lori Bruckeim
- Reciprocal Teaching bookmarks
- Student Task Cards
- Student Scripts for Teacher/Leaders
- Teacher/Leader #1
- Teacher/Leader #2
- Teacher/Leader #3
- Teacher/Leader #4
- Teacher/Leader #5
- Group Worksheets

Procedures

Explain Reciprocal Teaching and the five strategies used in Reciprocal Teaching.

Predicting, Clarifying, Questioning, Visualizing, and Summarizing

- Distribute Student Scripts, Student Task Cards, and Bookmarks and explain how each is used.
- Distribute copies of "Tropical Herpefauna. . . Tropical What?" by Lori Bruckeim
- Remind students that they are to highlight any word or idea that they do not understand or any part that will be a good teacher-like question.
- Remind students to use their bookmarks as guides.
- Ask Teacher/Leader #1 to begin.
- After Teacher/Leader #5 has completed his/her part, distribute Reciprocal Teaching Student Group Worksheet for groups to complete.
- After student groups have completed the Group Worksheet, elicit, share, and discuss group responses.
- Ask for volunteers from the groups to help summarize the entire story on the overhead or chalkboard.

This story about _____ begins with _____, discusses how _____, and ends with _____.

Tropical Herpefauna. . . Tropical What?

by Lori Bruckeim

Herpefauna (commonly referred to as herps) is the collective name given to reptiles and amphibians. Perhaps because of scary rumors or just plain curiosity, these creatures fascinate most people. When we explore the world of tropical herps, we find that individual species possess unusual survival adaptations.

Did you ever think that a frog could eat other frogs or mice? The Brazilian horned frog (or Ornate horned Frog) has a huge mouth which accommodates its large-sized diet of small rats or mice, and has earned the nickname, "Pac Man." This frog quickly grabs any potential prey that passes by, kills it immediately with its powerful jaws, and then swallows it.

The Green and Black Dart-Poison frog is another interesting frog found in South America. These small, colorful frogs actually hatch their eggs inside bromeliads. Their skin contains numerous glands which secrete poisonous substances, and its vivid coloration serves as a warning to potential predators. So powerful is this poison that Indians use it on their arrows to hunt prey.

Tropical rain forests are also home to a variety of diverse and unique reptiles. Many use their camouflage coloration to assist in avoiding predators and acquiring prey. The emerald tree boa, found in the Amazon, is bright green with numerous white crossbands on its back and a yellow belly. This adaptive coloration enables the snake to hide in the trees. Once the boa has seized its prey (mainly birds and lizards), it constricts using its powerful muscles.

Chameleons, which are found in India, Africa, and Madagascar, have several unique characteristics including: prehensile tails; gripping toes; independently movable eyes; long, fast, sticky tongues; and the ability to camouflage when necessary. These adaptive traits enable these lizards to be successful in their own environments.

As tropical habitats dwindle at an increasingly rapid rate, herps struggle for survival. We can help them through knowledgeable conservation efforts.





TRAIN YOUR BRAIN TO READ BOOKMARK

Make a **PREDICTION** when:

- a title is given
- headings are provided
- the author poses a question in the text
- the text suggests what will be discussed next

Prediction stems:

- Based on the title, I predict this is going to be about...
- I already know these things about the topic/story...
- I think the next chapter/section will be about...
- Based on... (a clue), I predict...
- Based on what ___ said/did, I predict...



Ask **TEACHER-LIKE QUESTIONS:**

- Who is ___?
- What is/does ___?
- When is ___?
- Where is ___?
- Why is ___ significant?
- Why does ___ happen?
- What are the parts of ___?
- How is ___ an example of ___?
- How do ___ and ___ compare?
- How are ___ and ___ different?
- How does ___ happen?
- What is most important ___?
- What is your opinion of ___?



CLARIFY hard parts when:

- you don't understand
- you can't follow the text
- you don't know what a word Means

Clarifying stems:

- I don't really understand...
- A question I have is...
- A question I'd like answered by the author is...
- One word/phrase I do not understand is...



VISUALIZE a picture in your mind:

- When I read this, I imagine that...
- As I read, in my mind I see...



How to do a **SUMMARY**:

- Look for the topic sentence.
- Look for who, what, when, where, why, and how.
- Omit unnecessary information.

Summary Stems

- This story/paragraph is mostly about...
- The topic sentence is...
- The author is trying to tell me...

A framed summary sentence:

This story/passage about ___ begins with ___, discusses (or develops) the idea that ___, and ends with ___.

Student Script: Teacher/Leader #1

SAY: Please highlight any word or phrase that you do not understand as I read this part of the lesson.

READ: The following part of the lesson to the class:

Herpefauna (commonly referred to as herps) is the collective name given to reptiles and amphibians. Perhaps because of scary rumors or just plain curiosity, these creatures fascinate most people. When we explore the world of tropical herps, we find that individual species possess unusual survival adaptations.

SAY: Who has **Predicting Card #1**? Was your prediction correct?

SAY: Who has **Clarifying Card #1**? Is there a word or phrase that you did not understand? (If there is more than one word, clarify one word at a time.)

SAY: Does anyone else have a clarifying question?

SAY: Who has **Visualizing Card #1**? Please tell what picture came to your mind when I read this part of the lesson.

SAY: Who has **Questioning Card #1**? Please ask a Teacher-like Question.

SAY: Does anyone else have a Teacher-like Question?

SAY: Who has **Summary Card #1**? Please summarize this part of the lesson in one sentence.

SAY: Who has **Predicting Card #2**? What do you think is going to happen in the next part of the lesson?

Student Script: Teacher/Leader #2

SAY: Please highlight any word or phrase that you do not understand as I read this part of the lesson.

READ: The following part of the lesson to the class:

Did you ever think that a frog could eat other frogs or mice? The Brazilian horned frog (or Ornate horned Frog) has a huge mouth which accommodates its large-sized diet of small rats or mice, and has earned the nickname, "Pac Man." This frog quickly grabs any potential prey that passes by, kills it immediately with its powerful jaws, and then swallows it.

SAY: Who has **Predicting Card #2**? Was your prediction correct?

SAY: Who has **Clarifying Card #2**? Is there a word or phrase that you did not understand?

SAY: Does anyone else have a clarifying question?

SAY: Who has **Visualizing Card #2**? Please tell what picture came to your mind when I read this part of the lesson.

SAY: Who has **Questioning Card #2**? Please ask a Teacher-like Question.

SAY: Does anyone else have a Teacher-like Question?

SAY: Who has **Summary Card #2**? Please summarize this part of the lesson in one sentence.

SAY: Who has **Predicting Card #3**? What do you think is going to happen in the next part of the essay?

Student Script: Teacher/Leader #3

SAY: Please highlight any word or phrase that you do not understand as I read this part of the lesson.

READ: The following part of the lesson to the class:

The Green and Black Dart-Poison frog is another interesting frog found in South America. These small, colorful frogs actually hatch their eggs inside bromeliads. Their skin contains numerous glands which secrete poisonous substances, and its vivid coloration serves as a warning to potential predators. So powerful is this poison that Indians use it on their arrows to hunt prey.

SAY: Who has **Predicting Card #3**? Was your prediction correct?

SAY: Who has **Clarifying Card #3**? Is there a word or phrase that you did not understand?

SAY: Does anyone else have a clarifying question?

SAY: Who has **Visualizing Card #3**? Please tell what picture came to your mind when I read this part of the lesson.

SAY: Who has **Questioning Card #3**? Please ask a Teacher-like Question.

SAY: Does anyone else have a Teacher-like Question?

SAY: Who has **Summary Card #3**? Please summarize this part of the lesson in one sentence..

SAY: Who has **Predicting Card #4**? What do you think is going to happen in the next part of the essay?

Student Script: Teacher/Leader #4

SAY: Please highlight any word or phrase that you do not understand as I read this part of the lesson.

READ: The following part of the lesson to the class:

Tropical rain forests are also home to a variety of diverse and unique reptiles. Many use their camouflage coloration to assist in avoiding predators and acquiring prey. The emerald tree boa, found in the Amazon, is bright green with numerous white crossbands on its back and a yellow belly. This adaptive coloration enables the snake to hide in the trees. Once the boa has seized its prey (mainly birds and lizards), it constricts using its powerful muscles.

SAY: Who has **Predicting Card #4**? Was your prediction correct?

SAY: Who has **Clarifying Card #4**? Is there a word or phrase that you did not understand?

SAY: Does anyone else have a clarifying question?

SAY: Who has **Visualizing Card #4**? Please tell what picture came to your mind when I read this part of the lesson.

SAY: Who has **Questioning Card #4**? Please ask a Teacher-like Question.

SAY: Does anyone else have a Teacher-like Question?

SAY: Who has **Summary Card #4**? Please summarize this part of the lesson in one sentence.

SAY: Who has **Predicting Card #5**? What do you think is going to happen in the next part of the lesson?

Student Script: Teacher/Leader #5

SAY: Please highlight any word or phrase that you do not understand as I read this part of the lesson.

READ: The following part of the lesson to the class:

Chameleons, which are found in India, Africa, and Madagascar, have several unique characteristics including: prehensile tails; gripping toes; independently movable eyes; long, fast, sticky tongues; and the ability to camouflage when necessary. These adaptive traits enable these lizards to be successful in their own environments.

As tropical habitats dwindle at an increasingly rapid rate, herps struggle for survival. We can help them through knowledgeable conservation efforts.

SAY: Who has **Predicting Card #5**? Was your prediction correct?

SAY: Who has **Clarifying Card #5**? Is there a word or phrase that you did not understand?

SAY: Does anyone else have a clarifying question?

SAY: Who has **Visualizing Card #5**? Please tell what picture came to your mind when I read this part of the lesson.

SAY: Who has **Questioning Card #5**? Please ask a Teacher-like Question.

SAY: Does anyone else have a Teacher-like Question?

SAY: Who has **Summary Card #5**? Please summarize this part of the lesson in one sentence.

SAY: Who has **Predicting Card #5**? What do you think is going to happen next?

Reciprocal Teaching - Group Worksheet

Directions:

Use the Reciprocal Teaching Bookmark to help you complete this sheet. The questions may be answered in any order as you read, but your group must fill in each section.

List names of students in the group. _____



Predicting

Predicting

Write one or two sentences that predict what the rest of the passage or poem will be about.



Visualizing
Make a picture in your mind

Visualizing: Picture in Your Mind

After you have finished reading, draw a picture of what this passage or poem makes you see in your imagination. You may draw it on this paper or on another sheet of paper that the teacher will give you.



Clarifying

Clarifying

Write down any words, phrases, or ideas that you do not understand.



Questioning
Teacher-like Questions

Questioning: Teacher-like Questions

Pretend that you are the teacher and you are going to give a test about what you have just read. Using the back of your bookmark as a guide, write three "teacher-like" questions about the passage.

- 1.
- 2.
- 3.



Summarizing

Summarizing

Complete this summary sentence about the passage that you read.

The passage about _____ begins with _____, discusses
(or develops) the idea that _____, and ends with _____.