

Lesson Topic : Reciprocal Reading - A Rock and a Hard Place - VM Jones	
Year Group : Year 7 and 8	
Learning Outcome	We are learning to use reciprocal reading to support use to make sense of texts. We are learning to summarise the main ideas in a text
Links with the New Zealand Curriculum 	• integrates sources of information and prior knowledge confidently to make sense of increasingly varied and complex texts • selects and uses appropriate processing and comprehension strategies with increasing understanding and confidence • makes meaning of increasingly complex texts by identifying and understanding main and subsidiary ideas and the links between them
Key Competencies 	Thinking Students will have to consider predict, ask questions, clarify words and phrases and summarise what they have read to make sense of the text. They will think about the themes and key ideas of the text before comparing it with another text. Using Language, Symbols and Texts The students will discuss their understanding of the text with others. They will interpret and make sense of new vocabulary.
Prior knowledge 	The students have been working on a unit about Hauora and Te Whare Tapa Wha. We have discussed the different aspects of our identity, who we are and how we can look after our health. In this text we were looking at the way our environment may impact aspects of our identity.
Lesson Sequence	



Session Outline

On Monday the students would use reciprocal reading to unpack A Rock and a Hard Place and make sense of the text. They would then continue to read the text independently and answer a few key questions about what they had read. We met again on Tuesday to read the last page of the text and discuss the overall storyline. Later in the week they read a poem and a second text that were concerned with the topic of identity.

Student Activity

Learn:

1. The process of reciprocal reading
2. Consider the main events of A Rock and a Hard Place
3. Use RR to unpack and summarise texts around the same theme
4. Discuss the theme of Identity and Culture

Create:

1. Write your own summary of the text
2. Choose a create activity:
A poem about being you
or
A tattoo design that represents you and your culture (explain it)
Or
A recount of a time you were stuck between a rock and a hard place
Or
Create a scene showing someone making a hard decision

Share:

1. Share the slides, summary and create activity on your blog

Teacher Activity

1. Introduce reciprocal reading to the students, focusing on the process and the roles.
2. Place focus on 'summarise' as this is tied to our learning intention
3. Use Reciprocal Reading to unpack Brave Flower (Simone Kaho) and Man and Sea (Elia Taumata)
4. Discuss the things the texts all had in common
5. Facilitate discussion comparing the texts (could be posed as a question during reciprocal reading)
6. Discuss the create task with the students; what is my expectation? Which will they pick.

Resources

[Slides](#)

Reflection and Analysis

Lesson Content - The students could relate to the main character as he was their age and has similar interests to them. Because of the rugby setting, some of the students imagined the rock and a hard place situation could occur on the rugby field itself. It was also confusing that the boy and the coach would have a conversation mid game, as the students would not do this in real life. However, this gave us something to clarify and ensured the text was appropriate for the lesson around reciprocal reading - the students could not get this independently.

Lesson Pacing - The pace reciprocal reading lesson worked well, we used the 25 minutes of our reading time in our first session to get through a round - due to wait time. In our second session we got through a round in just under 20 minutes, as the students got used to reciprocal reading and were gaining confidence.

Lesson Delivery - I remained very patient in this lesson due to the quiet nature of my learners. At times I accepted answers that weren't fully articulated, simply to increase my students confidence and encourage more sharing. I also contributed more than I would usually need to, but resisted the urge to speak many times and gave my students lots of wait time.

Student Understanding- Students came away with an understanding of reciprocal reading. They also developed their summarising skills, although this will be something we work on throughout the term.