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**Sincerely,**
Karen Haag

**DIRECTIONS:** Cut up the cards. Put the cards in order on a ring. Students use the cards to prompt them through independent reciprocal teaching circles until they know the format by memory.
The first leader says, “Please get ready to read ___________________. Scan all the reading now in just 10-15 seconds.” (1st leader only)

The first leader says, “What do you predict this reading will be about?” (1st leader only)

The leader says, “Read the section silently. Draw a square around any words you want to talk about.”

The leader says, “Are there any words in the section that you want to pronounce or know the meaning of? Please help us find the word and read the sentences around it aloud.” (Leader makes sure the group members talk about the words until everyone understands them. Use the text, then dictionaries to help.)

The leader says, “Read the section a second time. Mark the ideas you’d like to talk about with a ?. Mark any “I wonder” questions?”

The leader watches and gives the group time, then asks, “Are there any ideas you would like to talk about or had questions about?”

The leader says, “Scan the section a third time. This time think of a 4-6 word summary.”

The leader watches and gives the group time, then asks, “I will summarize this section first. This section of the reading was about _____. Does any one have any thing to add to my summary?”

Next . . .
1. Give the cards to the next leader.
2. The next leader leads the group through cards 3, 4, 5 and 6 for another section of the reading until finished.
3. The last leader says, “Be sure you…
   ➢ Used a ? where we had questions.
   ➢ Drew a box around any confusing words.
   ➢ Wrote a synonym above the words we discussed.
   ➢ Wrote a summary for each section of reading.

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(1) The first leader says, “Please get ready to read ________________.
Scan all the reading now in just 10-15 seconds. (1st leader only)

(2) The first leader says, “What do you predict this reading will be about?” (1st leader only)

(3) The leader says, “Read the section silently. Draw a square around any words you want to talk about.”

(4) The leader says, “Are there any words in the section that you want to pronounce or know the meaning of? Please help us find the word and read the sentences around it aloud.” (Leader makes sure the group members talk about the words until everyone understands them. Use the text, then dictionaries to help.)

(5) The leader says, “Read the section a second time. Mark the ideas you'd like to talk about with a ?. Mark any "I wonder" questions?”

The leader watches and gives the group time, then asks, “Are there any ideas you would like to talk about or had questions about?”

(6) The leader says, “Scan the section a third time. This time think of a 4-6 word summary.” The leader watches and gives the group time, then asks, “I will summarize this section first. This section of the reading was about _____. Does any one have anything to add to my summary?”

Next . . .
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