

## Reciprocal Teaching: Earth's Spheres

### Materials Needed

- Fact sheets
- Textbook p.42-44
- pen/pencil

### Common Core State Standard(s) Addressed:

- SL.6.1.b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

### CA Standards for the Teaching Profession

- 2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn.

**Objective:** The students will be able to participate in group research and discussion on a given sphere in the earth system, and describe its function.

### DOK Level(s)

- 1: draw, tell, list
- 2: Cause/effect, predict

### Setting the Stage

Yesterday we thought about the four earth spheres and talked to each other to decide what each one was. (Use random selection the four spheres.) Today you will each be in a group of 4 or 5 and will do some research in the textbook about a sphere I will assign you. Then you will teach another group what you found, and we will talk about it as a class.

## Lesson Design

### Directions:

- Give specific behavioral expectations and consequences
  - Name on board for not following directions
  - popcorn scoop if everyone does
- Order of Events...
  1. Call out groups of 4 or 5 people. \*\*These groups are heterogeneous.
    1. this should take 3 minutes.
    2. After the students' names are called for one group, tell them their sphere assignment and group number.
    3. Tell them where each group will sit in the class.
  2. When I say "go" students will get up (QUIETLY) from their desk, carry their textbook and a pencil or pen, and sit where I assigned them to sit.
  3. Students will then (QUIETLY) take their seats and start researching their assigned sphere.
    1. Remind them of the consequences for misbehavior.
    2. Give whole-group positive reinforcement for following directions.

4. Once all groups have been assigned and are seated, students fill out fact sheet as a group.
  1. Each member must participate and be actively engaged in this process.
  2. You can assign roles for the group- writer, illustrator, researchers, etc. but each member should always be doing something.
5. After 10 minutes, pair up groups to teach each other the information on the fact sheet (groups 1-2, 3-4, 5-6)
  1. Each student must help present the information. (20 minutes)
  2. The odd number group presents first.
  3. Rotate the groups two more times so they can learn about each sphere.
6. When the group work is over, collect the fact sheets and make copies for students to use as a study tool.

- **Direction-giving should take no more than 5 minutes**
- **Monitor participation as the students work together to complete the fact sheets.**

#### **Closure**

Draw names and ask a few students to tell you one fact they learned about a given sphere. (5 minutes)

#### **Assessment (informal/formal and formative and summative)**

- Listening to conversations in groups and during presentations
- Reviewing their completed fact sheets
- The closing questions

#### **Adaptation/Modifications for**

##### **EL Students**

- Draw pictures to represent the spheres
- Learn in writing and through conversations about a given sphere.

##### **Special Education Students**

- Monitor participation
- Place them in a group with high and average level learners so they can have a more-knowledgable other.

##### **Accelerated Students**

- Give them an opportunity to teach others and delegate positions.

Names of Group Members

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## Fact Sheet

Earth Sphere: \_\_\_\_\_

Facts from Chapter 2 Section 1: (Write more facts on the back if needed.)

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Why is this sphere important? What might happen if it didn't exist?

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Pictures that represent this sphere:

