



# CONDITIONS FOR LEARNING

Change is possible when we focus on conditions that help students see themselves as capable learners.

## ENGAGING INSTRUCTION

- Lesson design & delivery
- Rational discipline
- Structuring interaction



## RESPONSIVE CLASSROOMS

- Formative assessment
- Differentiation
- Cross age tutoring



## INSPIRING CURRICULUM

- Units of study
- Project based learning
- Service learning



## Cross age tutoring



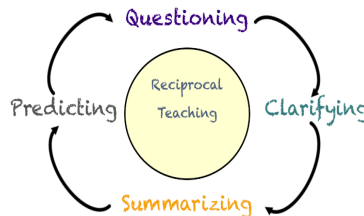
# Cross-Age Tutoring

## At-A-Glance

Activity	Explanation
<b>Pre-Brief</b> <b>5-10 min</b>  <b>(Prior to tutoring session)</b>	<ul style="list-style-type: none"> <li>• Begin each session with a class discussion about the skill that students will teach (or work on if they are the tutee)</li> <li>• Discuss strategies for managing challenging student behavior (ask students for suggestions)</li> </ul>
<b>Ice-Breakers</b> <b>Team Builders</b>  <b>2-5 min</b>	Establish a strategy for connecting with tutors:  Get On The Bus My Favorite... Students share progress on classroom goals (Monthly writing sample, math quiz, AR quiz, etc.) Share a highlight from your week
<b>Tutoring Skill</b>  <b>15-30 min</b>  <b>Note: Have a discussion with Buddy Classroom Teacher about skill focus prior to tutor arrival to ensure an effective pre-brief meeting</b>	<p style="text-align: center;"><b>Possible Academic Skills</b></p> <p style="text-align: center;">           Reciprocal Teaching Read Aloud            Reciprocal Teaching skills: Question, Clarify, Summarize, Predict            Close Reading Protocol Support            Listen to students read (Fluency, Intonation)            Word-Their-Way strategies            Revising/Editing Student Writing            Math Fact Support            Presentation Feedback         </p> <p style="text-align: center;">Tutors practice engaging tutees with their collaboration &amp; questioning stems</p>
<b>Student Debrief</b> <b>(After tutoring session)</b>  <b>5-10 min</b>	<ul style="list-style-type: none"> <li>• Facilitate a class discussion about the effectiveness of the tutoring session.</li> <li>• Ask students to share successes and challenges.</li> <li>• Elicit student suggestions about how to mitigate challenges from the tutoring session.</li> <li>• Ask students to record successful ideas as well as challenges and solutions in their tutoring journals.</li> <li>• Be prepared to discuss the course of action they will take at the next pre-brief meeting.</li> </ul>
<b>Teacher Debrief</b>	<ul style="list-style-type: none"> <li>• Share recorded insights from your tutoring journal at your next planning meeting</li> </ul>

# Reciprocal Teaching Read-Aloud Checklist

Reciprocal Teaching Read-Alouds provide an opportunity for students to interactively practice reading comprehension skills (**Question, Clarify, Summarize, Predict**). Below is a checklist to help you prepare your read aloud.



\_\_\_ Select a picture book.

\_\_\_ Determine the **Beginning, Middle, and End** (BME) of the story and mark with post-its.

\_\_\_ Develop **On-the-Surface** (Who, What, When, Where, Why) and **Below-the-Surface** (How, Why, Could, Should, Would) **questions** for each section (BME).

\_\_\_ Determine words and phrases to be **clarified**. Include definitions on post-its and place in your book. Will students discuss, act out, or examine word parts?

\_\_\_ Ask **prediction** questions where appropriate. “What do you think will happen next? What is your evidence?” Write prediction questions on post-its.

\_\_\_ As you complete each section (BME), ask students to **summarize** the events in the story. **Note:** After summaries, prediction questions work well here.

\_\_\_ When you begin your story, ask students to examine the cover and make **predictions** about the story. “What do you think this story is about? What makes you think that? What is your evidence?”

\_\_\_ Once you complete the story, ask students “What is the **moral or lesson** of the story?” or “What is the author trying to teach us?” or “How might this story make us better people?”