**Reciprocal Teaching Team Protocol Overall instructions and Expectations**

**Product pts, not process. [10 Test points]**

**All students solve the word problem, and provide work according to their role.**

Groups are assigned/approved by teacher into groups of 4 (or 3) pending the class and students.

**Cell phones/earphones: will not be allowed**. Chromebooks (Google translate) allowed to translate anything from this activity project. A translator role will be assigned if so needed.

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| Roles: |
| 1. Questioner (Inquirer) | 2. Clarifier | 3. Summarizer | Predictor |

**QUESTIONER**, records all questions throughout the task to solve the assigned word problem.

**CLARIFIER**, will clarify any information for the group to agree on what it means, and needs to be understood.

**SUMMARIZER**, will synthesize important information from the word problem, will provide a Title to give to the assigned word problem, and will summarize the problem.

**PREDICTOR**, will make predictions on a new situation, based on the solutions from the problem.

Each group member will receive a worksheet to be completed, which includes different assignment responsibilities to answer, and all group members will solve and show work about their word problem assigned, as directed on the worksheet.

Each Role Member from each Group will read their assigned worksheet quietly. Then compare it with other team members. Each group will work as a Learning Team. Teacher will only facilitate this protocol group activity. Students will check with each other for any questions, and any questions get written by the Questioner.

* **WORTH 10 ASSESSMENT POINTS (quiz points)**
* Need pen/pencil. Glue, scissors, and colors available for the Display ☺
* Each team will have a different word problem.
* Use each other, and your notes, as a resource.
* Team who finishes earlier than others, can paste their work onto special backdrop paper provided, such that problem can be displayed, or presented.
* Teams will evaluate each other’s stations when completed, in a rotating manner.

Worksheet 🡪 Problem 🡪Project 🡪 Peer Evaluation 🡪 rotation

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**COLLECT WORK**: Project 10 quiz pts.each. **Eval**: 5 hw pts. Each.

**Peer Evaluation of “The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Problem”**

By Team Members: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ , \_\_\_\_\_\_\_\_\_\_

**Section 1.** Completion of Task. Yes/No

1. Problem was summarized into a smaller content, and was not copied \_\_\_\_\_

[Compare to list of problems, see list]

2. Problem was solved by all, with legible-neat work that can be followed \_\_\_\_\_

**If no.** What did you notice as a group? Be specific:

3. Word problem was given a Title, (listed above ) \_\_\_\_\_\_

4. The language used in the worksheets has complete sentences; when read, it makes sense because they used Complete Sentences. Yes/No

5. Every team member completed their worksheet, and ALL was completed from each of the group members. **Nothing missing**. Rank their work as far as completion from 1 to 5, 5 = 100% Completed. \_\_\_

If not 5, what was missing? …

**Section 2.** Project Display.

6. All worksheets were placed and displayed on the background paper in a manner that makes sense and looks clean and presentable Yes/No

7. Does the presentation of the task have a “WOW” factor? Discuss as a group whether there is an element or multiple things on the display which make it visually friendly, or stand out.

 Yes/No

8. If so, what was their strength(s), or WOW factor?

9. Out of 10 points, how many points would you give to this group, and their Display altogether? \_\_\_

10. Do they show clear understanding of the converting a word problem into a system of equations, and then solving what needed to be found? Yes/No

**Questioner Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Reads the word problem the first time, and lists questions that come out through the whole process of solving.**

* Group will discuss and answer the questions that come up.
* *Listen to the questions in your mind…* ***Write them down****: how come…? what will… what does… what about…? How do I… How can…? How do I check…? What number can I use…? What is “48 – 70?” What is the next step to/after….? Other…?*

1. Questions from the word problem using full sentences for the group to discuss:

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2. Questions from working out the problem:

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3. **The Problem**: Give it a Title \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Solving the Problem: (show your work here)

5. Checking our solutions: (show you are correct)

**Clarifier Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_:**

 **Reads the problem a 2nd time to the group. One sentence at a time, and pausing as necessary based on the questions from the 1st read. Clarifier will clarify the word problem to the group in own words. Group will agree or disagree with these clarifications along the process of solving the problem.**

* Clarifier will use these terminologies: “We *need to have (this)\_\_\_\_\_\_\_\_\_\_ clarified.” “Can we agree that it means \_\_\_\_\_\_\_\_\_.”*

*1. Write down items that need clarification from the word problem (information needed to solve the problem).*

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*2. Write down items from the word problem that DID NOT need clarification (the extra information that is not needed to solve the problem).*

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3. **The Problem**: Give it a Title \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Solving the Problem: (show your work here)

5. Checking our solutions: (show you are correct)

**Summarizer Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ : Reads the word problem one more time, and identifies the main important information.**

**Summarizer will use language to communicate with group such as:**

- “*The most important information is …*

- *“In this problem we have to find… We know that …. And that …”*

*1. The best title to summarize this problem is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

 *[Group has to agree]*

*2. The important information from this problem is:*

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3. The summary of this problem is: (What is about and have to find)

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 4. Solving the Problem: (show your work here)

5. Checking our solutions: (show you are correct)

**Predictor Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ : Will use all the information from the problem, specially and including the results, and then make predictions using other amount of objects in relation to the problem, to predict.**

**The predictor will use language such as:**

- “I see that it took this many \_\_\_\_\_\_ to have \_\_\_\_\_\_ and this many \_\_\_\_\_....” “So then if it was instead this many, then their amount would be… because*…”*

- “*My evidence is…” “When solving for \_\_\_\_\_\_\_\_\_\_\_, so then if it was instead \_\_\_, the new amount would be\_\_\_\_.”*

All students in-group have to agree with the evidence and arguments provided by the Predictor, or work demonstrated.

1. **The Problem**: Title given \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Solving the Problem: (show your work here)

3. Checking our solutions: (show you are correct)

4. Now change the amounts for “x and y” of situation for a larger, or smaller amount. What would the new Totals be for the new predicted situation of your problem?

5. Write below what the word problem would be now, with the predicted changes you have made.