|  |  |  |  |
| --- | --- | --- | --- |
| Word | General Definition | Math-specific Definition | Source and/or Citation  (Where did you get the math-specific definition? |
|  |  |  |  |
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|  |  |  |  |
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|  |  |  |  |

**4-Column Vocabulary**

(Fisher, Frey & Williams 2002)

**Reciprocal Teaching**

|  |  |
| --- | --- |
|  |  |
| Predict | Read the problem. What do you know? What predictions can you make about how to solve? Possible misconceptions? |
| Question | What questions do you have about the problem itself? What questions do you have about how to solve? What questions do you about information presented? What is the most confusing? What (if any) additional information is needed? |
| Clarify | Explain what you are being asked to do. Explain process you will use to solve the problem. |
| Summarize | After solving, summarize the process used to solve the problem. What were the challenges? What will I do differently the next time I encounter a similar problem? |

Be intentional to include the 4 domains of language/literacy when planning instruction:

|  |  |
| --- | --- |
| Listening | Speaking |
| Reading | Writing |

**Metacognitive Thinking**

Thinking about one’s thinking; it refers to the processes used to plan, monitor, and assess one’s understanding and performance. Metacognition includes a critical awareness of a) one’s thinking and learning and b) oneself as a thinker and learner.

**Metacognitive Thinking Journal**

|  |  |  |
| --- | --- | --- |
| Monday | Wednesday | Friday |
| Student Response/Reflection | Student Response/Reflection | Student Response/Reflection |
| Teacher Response/Feedback | Teacher Response/Feedback | Teacher Response/Feedback |

|  |  |
| --- | --- |
| Tuesday | Thursday |
| Student Response/Reflection | Student Response/Reflection |
| Teacher Response/Feedback | Teacher Response/Feedback |

(Adapted from Cris Tovani, When Kids Can’t Read)