**Activity: Teacher-centered Instruction**

Suppose you are teaching a group of 6th-grade students using the following sample reading material. Based on what you have learned in the previous section on reciprocal teaching within teacher-centered instruction, provide an example of the four major stages of this method from the reading excerpt below:

1) summarize, 2) question, 3) clarify, and 4) predict.

### 1. Summarize
Summarize the content of the sample reading material as if you were telling the students the summary of this story.

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### 2. Question
What are the key issues of this sample reading material? Write down the questions you would ask students to make sure that they understand.

Example: What was Alice thinking about when sitting by her sister on the bank?

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_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

### 3. Clarify
Identify the difficult parts of the material for the students and write down the questions you would ask to clarify their meaning.

Example: So she was considering in her own mind (as well as she could, for the hot day made her feel very sleepy and stupid), whether the pleasure of making a daisy-chain would be worth the trouble of getting up and picking the daisies.

In this sentence, what was Alice thinking about?

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_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
4. Predict
Write down the questions that you would ask the students to help them predict what would happen in the next paragraphs.
Example: Alice was getting very tired of sitting by her sister. Then, what did she suddenly see?
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Sample of Reading Material (for above activity)

From the story *Alice in Wonderland*
Excerpted from: Chapter 1 — Down The Rabbit Hole
By Lewis Carroll

Alice was beginning to get very tired of sitting by her sister on the bank and of having nothing to do: once or twice she had peeped into the book her sister was reading, but it had no pictures or conversations in it, “and what is the use of a book,” thought Alice, “without pictures or conversations?”

So she was considering, in her own mind (as well as she could, for the hot day made her feel very sleepy and stupid), whether the pleasure of making a daisy-chain would be worth the trouble of getting up and picking the daisies, when suddenly a White Rabbit with pink eyes ran close by her.

There was nothing so very remarkable in that; nor did Alice think it so very much out of the way to hear the Rabbit say to itself “Oh dear! Oh dear! I shall be too late!” (when she thought it over afterwards it occurred to her that she ought to have wondered at this, but at the time it all seemed quite natural); but, when the Rabbit actually took a watch out of its waistcoat-pocket, and looked at it, and then hurried on, Alice started to her feet, for it flashed across her mind that she had never before seen a rabbit with either a waistcoat-pocket, or a watch to take
out of it, and burning with curiosity, she ran across the field after it, and was just in time to see it pop down a large rabbit-hole under the hedge.

In another moment down went Alice after it, never once considering how in the world she was to get out again.

The rabbit-hole went straight on like a tunnel for some way, and then dipped suddenly down, so suddenly that Alice had not a moment to think about stopping herself before she found herself falling down what seemed to be a very deep well.

Either the well was very deep, or she fell very slowly, for she had plenty of time as she went down to look about her, and to wonder what was going to happen next. First, she tried to look down and make out what she was coming to, but it was too dark to see anything: then she looked at the sides of the well, and noticed that they were filled with cupboards and bookshelves: here and there she saw maps and pictures hung upon pegs. She took down a jar from one of the shelves as she passed: it was labeled “ORANGE MARMALADE” but to her great disappointment it was empty: she did not like to drop the jar, for fear of killing somebody underneath, so managed to put it into one of the cupboards as she fell past it.

“Well!” thought Alice to herself. “After such a fall as this, I shall think nothing of tumbling down-stairs! How brave they'll all think me at home! Why, I wouldn't say anything about it, even if I fell off the top of the house!” (Which was very likely true.)

Down, down, down. Would the fall never come to an end? “I wonder how many miles I've fallen by this time?” she said aloud. “I must be getting somewhere near the centre of the earth. Let me see: that would be four thousand miles down, I think — “ (for, you see, Alice had learnt several things of this sort in her lessons in the school-room, and though this was not a very good opportunity for showing off her knowledge, as there was no one to listen to her, still it was good practice to say it over) “— yes that's about the right distance — but then I wonder
9.1MRW: Ability to support and reinforce the instruction of students in math, reading, and writing following written and oral lesson plans developed by licensed teachers.

9.2MRW: Ability to utilize effective developmental, age-appropriate, and culturally sensitive instructional strategies in math, reading, and writing that support the instruction of licensed teachers.

what Latitude or Longitude I've got to?” (Alice had not the slightest idea what Latitude was, or Longitude either, but she thought they were nice grand words to say.)