

RAP
Lesson One

Materials Needed: pencil, graph or chart of student's current performance, scratch paper

Overview: *Describe the strategy and student buy-in, goal setting*

Lesson:

1. Describe the strategy, set up lesson:

Say to Student(s):

“do you remember what we have been doing for the past few days? I have had you read some passages to me and then I ask you to tell me about what you read and you answer some questions. Well, today, I am going to teach you a strategy. Before I tell you about my strategy- what is a strategy? (student responses: something that helps you do something better, faster, easier, etc). That’s right! If a strategy can do all those things, we should definitely use it! My strategy has a name (write R-A-P on paper). It’s called the RAP strategy. The strategy is easy to remember because the word RAP is a word I already know. Each letter of RAP stands for another step I do. (write out steps after R-A-P letters). There are only three steps to the RAP strategy, and you do all three steps for every paragraph you read. Using the RAP strategy helps you better understand and remember what you just read. Understanding what you just read is an important part of reading. It makes reading fun and it helps us learn!”

2. Current Performance & need for strategy use:

Say:

“I want to show you this graph, I have graphed what you have been doing with me. Every time you told me about something you read, I found the percent of your comprehension and I put it on this graph. Let’s look and see. (display graph and help student find where there current performance is) Your comprehension is (fill in the blank with student’s score), and you could be way up here (point to higher up on graph). I taught the RAP strategy to (fill in the blank with a student that the current student will know). They were way down here on reading comprehension (show a low place on the graph) and I taught them the RAP strategy. I also had them set a goal. They only set their goal for 40%, but guess what! They got 75% on the first day and they kept improving their score each day. The RAP strategy works!”

3. Set a goal:

Say:

“Let’s set a goal. Here is what your scores have been, what do you want your goal to be? (help student set a realistic goal, make a big deal about it! Set a goal that is not too high and can easily be met- for morale!) Okay, that is a VERY good goal, and if you use the RAP strategy, I can guarantee that you will

meet your goal. You might even go higher than your goal on the first day! So, will you use the RAP strategy? I want you to use the strategy to meet your goal and to become a better reader. I am going to write your goal down on this chart, and every day we are going to graph your score.”

4. Generalization of skills:

Say:

“Tonight, I want you to be thinking about some places that you might use the RAP strategy. Think about the steps I taught you and how you can use the strategy on ANYTHING you read. Tomorrow I am going to ask you to write whatever you can remember from the strategy and I am also going to ask you some places where you might use the strategy, okay? So be thinking about the RAP strategy and get ready to meet your goal!”

RAP

Lesson two

Materials Needed: two short practice paragraphs, one long (expository) text, scratch paper, pencil, “finding the main idea” worksheet (multiple copies), graph from previous day

Overview: *discuss strategy, practice finding main idea and details, memorizing the strategy*

Lesson:

1. “test” for strategy memorization, generalization

Say:

“remember yesterday, I told you about a special strategy (*hand the student a piece of paper and a pencil*) – I want you to write whatever you can remember from that strategy I taught you. (*allow student to write, praise what is recalled and fill in what is missing from the steps*).

Wow, you remembered a lot of the strategy. Today, we are going to practice using the strategy and tomorrow I will have you write the steps again to see what you remember and if you have memorized it yet- but before we practice using it, did you think about some places that you might use the RAP strategy (*solicit student responses and add some of your own: text book, reading a letter, reading a story, social studies homework, science homework, etc*).

Wow, that is a lot of places that the RAP strategy can be used. I am noticing that anywhere I read to understand or for learning I can use the RAP strategy!”

2. practice finding main idea and details

Say:

“I have a paragraph here, and I want to see if you can find the main idea of this paragraph. Let’s read it out loud. (*student reads aloud*) What was the main idea of that paragraph? (*student response, if they are struggling change vocabulary by saying “what was that whole paragraph talking about?”*) Great! You’re good at this- but now let’s see if you can find two details in this paragraph, just like the RAP strategy asks us to do. (*student response: accept anything other than the main idea as a detail and point out how there are MORE than just 2 details in the paragraph*)

Wow, you’re a quick learner- let’s practice on another paragraph- and this time, let’s write our answers down. (*practice finding main idea and details*)

again- this time do not guide- if student can find main idea and details on their own, they are ready to use the RAP strategy. If they cannot find main idea and details, use another practice paragraph until they can)

3. Think aloud- demonstrate use of RAP and thought process

Say:

“Now that you are an expert at finding main ideas and details, I want to show you how to use the RAP strategy. I am going to model the RAP strategy on this selection (*hold up the selection, should be more than 4 paragraphs*) and then I am going to ask you to try using the RAP strategy”.

- start by using some self-statements such as: “wow, this is really long- but that’s okay, I have my RAP strategy and that will help me remember what I am reading! I can do it, it’s okay” etc. etc.
- Begin by stating the first step of the RAP strategy, read a paragraph (“ I know exactly what I need to do, I have to Read a paragraph. It says to right here” OR “I know the first step of the RAP strategy is ‘r’-r stands for ‘read a paragraph’, so that is the first thing I am going to do”)
- Second step: state that you have finished the first step so it’s time to move on to the second step (“Okay, I did the R of the RAP strategy, read a paragraph- I did that and I did a good job. Now I am on the second step of the strategy, A- I know that A stands for “ask myself what was the main idea and 2 details” so, the first thing I am going to do is find the main idea of this paragraph...oh, here it is *say it out loud*- and now I can find the details...hmm, I know that there are usually more than just two details in a paragraph, so I can choose two!“) etc. etc. through the second step- continue to use self-statements: ‘wow, I did it!’ OR “that wasn’t bad at all!” OR “this is fun!”
- Third step: state that you have finished the first and second step, “so that leaves only one more step to do!” (“I know that the third step of my RAP strategy is P-put it into my own words- I know I can do it because I read the paragraph and I found the main idea and details. *Put the paragraph into your own words by paraphrasing.* Wow! I did it. I did the whole strategy, and it was very easy and it helped me remember what I was reading about. “
- Starting the strategy over again: student needs to understand that you do the strategy multiple times in a longer reading- (“Hmmm, I see that there are still 5 more paragraphs to read- and that means that I have to do the RAP strategy 5 more times. That’s okay! It was easy! I need to start the strategy all over again and do the strategy until the whole page is read!”

4. Student: guided practice

After the student has watched the instructor model the strategy for three paragraphs (modeling their thought process and self-statements) the student should practice on the remaining paragraphs.

Say:

“Now that you have seen me use the RAP strategy, it is your turn to try using it. There are two more paragraphs on this page, so how many times will you need to use the RAP strategy (*student response: 2, guide if necessary*). Okay, so what is the first thing you do when you are using the RAP strategy? *Student response: R-read a paragraph* Okay! So, go ahead and read this paragraph out loud.”

Make sure there is a paper with the RAP strategy written on it available for the student to see and use. When the student finishes reading the paragraph aloud, prompt them for the second step. **Student should write the main idea and 2 details down for this lesson** (on worksheet provided). When they have done this, prompt them to the third step of the RAP strategy- ask the student to tell you ALOUD what the paragraph was about.

Repeat above for the remaining paragraph. Ask the student to tell you whatever they can remember from the entire passage. Praise them! Remind them of their goal.

5. Generalization of skills:

Say:

“Tonight, I want you to be thinking about some places that you might use the RAP strategy. Think about the steps I taught you and how you can use the strategy on ANYTHING you read- maybe if you have some homework tonight, you could try using the RAP strategy. Tomorrow I am going to ask you to write whatever you can remember from the strategy and I am also going to ask you whether or not you used the strategy and if you did- some places where you used the strategy, okay? So be thinking about the RAP strategy and get ready to meet your goal!”

RAP

Lesson three

Materials Needed: scratch paper, one reading selection (6-8 paragraphs in length), retelling form, pencil, graph of student data

Overview: *guided practice, transfer ownership*

Lesson:

1. “test” for strategy memorization, generalization

Say:

“remember yesterday, we talked about a special strategy (*hand the student a piece of paper and a pencil*) – I want you to write whatever you can remember from that strategy I taught you. (*allow student to write, praise what is recalled and fill in what is missing from the steps*).

Wow, you remembered a lot/the whole strategy. Today, we are going to practice using the strategy again and tomorrow I will have to write the steps again to see what you remember and if you have memorized it yet- but before we practice using it, did you think about some places that you could use the RAP strategy (*solicit student responses and add some of your own: text book, reading a letter, reading a story, social studies homework, science homework, etc*). And did you use the RAP strategy in any of those places last night? I would like you to try using the RAP strategy in other places too, not just with me. The more you use the strategy, the better you will be at it and the closer you will be to your goal.”

2. Guided practice- without visual reminder- teacher helps as needed

Say:

“Today I have a different passage for you to read. While you are using the RAP strategy, I want you to remember that you set the goal of _____. If you use the RAP strategy on every paragraph, you will remember more and you will be closer to your goal, or you might even go further than your goal! So, if this passage has 8 paragraphs, how many times will you need to do the RAP strategy (8). “

*Hand student the passage and a piece of paper and a pencil. Encourage them to use the paper and pencil to write main idea and details. They may also choose to say main idea and details out loud after every paragraph *works better for younger students*

Guide student through strategy use as needed. It is best to only intervene if they are struggling with the main idea and details.

3. Student re-tells the passage and teacher adds up %- goal met or no?

Say:

“Okay, you used the RAP strategy on that whole passage- on every paragraph. Now, I want you to tell me what you can remember from what you just read. Tell me as if I had never read this passage and I didn’t know anything about it. “

Student re-tells, teacher marks/writes each part that the student recalls. After student finishes, the teacher adds up the parts remembered to get a percentage. Did the student meet their goal? If so, praise and remind them that using the RAP strategy will make them a better reader and help them meet their goals. Set a higher goal if necessary- be impressed (“wow, you really did a great job- so good that I want to move your goal up a little bit to challenge you. I want to see if you can do even better tomorrow...etc”)

If they did NOT meet their goal, encourage and review the steps of the RAP strategy. *NOTE: the goal should be low enough that it is met the first time- once the goal is met, a higher goal can be set for the following lesson.*

4. Generalization of skills:

Say:

“Tonight, I want you to be thinking about some places that you might use the RAP strategy. Think about the steps I taught you and how you can use the strategy on ANYTHING you read- maybe if you have some homework tonight, you could try using the RAP strategy. Tomorrow I am going to ask you to write whatever you can remember from the strategy and I am also going to ask you whether or not you used the strategy and if you did- some places where you used the strategy, okay? So be thinking about the RAP strategy and get ready to meet your goal again (or go even higher!)!”

RAP

Lesson four

Materials Needed: scratch paper, one reading selection (6-8 paragraphs in length), re-telling form, pencil, graph of student data

Overview: *guided practice, transfer ownership*

Lesson:

4. “test” for strategy memorization, generalization

Say:

“remember yesterday, we talked about a special strategy (*hand the student a piece of paper and a pencil*) – I want you to write whatever you can remember from that strategy I taught you. (*allow student to write, praise what is recalled and fill in what is missing from the steps*).

Wow, you remembered a lot/the whole strategy. Today, we are going to practice using the strategy again and tomorrow I will have to write the steps again to see what you remember and if you have memorized it yet- but before we practice using it, did you think about some places that you could use the RAP strategy (*solicit student responses and add some of your own: text book, reading a letter, reading a story, social studies homework, science homework, etc*).

And did you use the RAP strategy in any of those places last night? I would like you to try using the RAP strategy in other places too, not just with me. The more you use the strategy, the better you will be at it and the closer you will be to your goal.”

5. Guided practice- without visual reminder- teacher helps as needed

Say:

“Today I have a different passage for you to read. While you are using the RAP strategy, I want you to remember that you set the goal of _____. If you use the RAP strategy on every paragraph, you will remember more and you will be closer to your goal, or you might even go further than your goal! So, if this passage has 8 paragraphs, how many times will you need to do the RAP strategy (8). “

*Hand student the passage and a piece of paper and a pencil. Encourage them to use the paper and pencil to write main idea and details. They may also choose to say main idea and details out loud after every paragraph *works better for younger students*

Guide student through strategy use as needed. It is best to only intervene if they are struggling with the main idea and details.

6. Student re-tells the passage and teacher adds up %- goal met or no?

Say:

“Okay, you used the RAP strategy on that whole passage- on every paragraph. Now, I want you to tell me what you can remember from what you just read. Tell me as if I had never read this passage and I didn’t know anything about it. “

Student re-tells, teacher marks/writes each part that the student recalls. After student finishes, the teacher adds up the parts remembered to get a percentage. Did the student meet their goal? If so, praise and remind them that using the RAP strategy will make them a better reader and help them meet their goals. Set a higher goal if necessary- be impressed (“wow, you really did a great job- so good that I want to move your goal up a little bit to challenge you. I want to see if you can do even better tomorrow...etc”)

If they did NOT meet their goal, encourage and review the steps of the RAP strategy. *NOTE: the goal should be low enough that it is met the first time- once the goal is met, a higher goal can be set for the following lesson.*

4. Generalization of skills:

Say:

“Tonight, I want you to be thinking about some places that you might use the RAP strategy. Think about the steps I taught you and how you can use the strategy on ANYTHING you read- maybe if you have some homework tonight, you could try using the RAP strategy. Tomorrow I am going to ask you to write whatever you can remember from the strategy and I am also going to ask you whether or not you used the strategy and if you did- some places where you used the strategy, okay? So be thinking about the RAP strategy and get ready to meet your goal again (or go even higher!)!”

If the student has the strategy memorized and used the strategy on his/her own, move to independent performance

If the student does NOT have the strategy memorized OR struggled using the strategy on their own (e.g., you still had to remind them what to do next), REPEAT lesson 4 until memorization and proper strategy use- continue scaffolding.