

## PARTNER READING WITH RETELL

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**OBJECTIVE:**

The students will focus on the sequence of the story.

**MATERIALS:**

- A copy of the same book for each student
  - Retell cue card
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**TEACHING PRACTICE THAT PROMOTES READING:**

Give each student a copy of the same book. Then,

1. The lower reader reads a section of the text.
  2. The higher reader or coach asks the following questions:
    - a. **What did you learn first?** This question is only asked once at the beginning of each section.
    - b. **What did you learn next?** This question is asked as many times as needed to cover all the information that the student learned while reading that section.
  3. The lower reader retells each section after he or she finishes reading that section.
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**ADAPTATIONS:**

This practice provides you the opportunity to walk around the room and listen to each pair as they read, provide error corrections, and do the comprehension checks.

### Retell Cue Cards

RETELL CUE CARD	
<b>1</b>	What did you learn first?
<b>2</b>	What did you learn next?

### Retell Cue Cards

RETELL CUE CARD	
<b>1</b>	What did you learn first?
<b>2</b>	What did you learn next?

Adapted from Delquadri, J., Greenwood, C.R., Whorton, D., Carta, J.J., & Hall, R.V. (1986). Classwide peer tutoring. *Exceptional Children*, 52(6), 535-542; Mathes, P. G., Howard, J. K., Allen, S. H., & Fuchs, D. (1998). Peer-assisted learning strategies for first-grade readers: Responding to the needs of diverse learners. *Reading Research Quarterly*, 33(1), 62-94; Fuchs, D., Fuchs, L., Mathes, P., & Simmons, D. (1997). Peer-assisted learning strategies: Making classrooms more responsive to diversity. *American Educational Research Journal*, 34(1), 174-206.