

Appendix D: Sample Lesson Plan Activity

*The following information was provided to preservice teachers. The lesson below was a part of a series of lesson plans that students created to build upon one another. Please note that this lesson plan is not to be used as an exemplar. This lesson plan is to be used to practice the skills learned from this scenario packet.

You are a middle school teacher collecting data to monitor progress of reading fluency. Harrison is one of the students in your class and has a specific learning disability in reading. You have been providing explicit small group reading instruction to Harrison according to his accommodations and modification set forth in his IEP. The data that you will collect will assist you in developing your next small group instruction lesson.

You have been provided the attached fluency lesson plan. The text used is poetry and allows students to practice partner language cues, tone, fluency, interpretation of text, and meaning. The students are given the charge of finding a poem of their choice, working together to interpret, read, and find meaning from it, and rehearse the poem together to practice synchronous fluency.

Teacher Name: xxx Teacher Date: 3/3/xx

LESSON TITLE: The Reading Performance: Understanding Fluency Through Oral Interpretation Adapted From: http://www.readwritethink.org/classroom-resources/lesson-plans/reading-performance-understanding-fluency-28.html?tab=4#tabs
Standards of Learning: Physical Characteristics and Vocabulary <u>Common Core Standards:</u> RL.1, RL.2, RL.4, RL.5, RL.6, RL.10, W.2, W.2.a, W.2.b., W.2.d, W.2.e, W.2.f, W.4, W.8, W.9.a, L.3, L.3.b, L.4, L.4.a, L.4.d, L.6, SL.1., SL.1.a, SL.1.b, SL.1.c, SL.1.d, SL.5
Grade level, student audience <ul style="list-style-type: none">• 6th-8th
Objective <ul style="list-style-type: none">• Students will be able to<ol style="list-style-type: none">1. To use language cues and text structure for an effective oral reading2. To find meaning in the text as a reader3. To communicate an interpretation of the text to an audience4. To deliver a performance that stands apart from the original text as a reader's response
Lesson Assessment <ul style="list-style-type: none">• Teacher will have a performance rubric and will mark if students can:<ul style="list-style-type: none">• Select a poem to be read with expression.• Find meaning from the text• Orally read the text with expression with a voice that is clear and consistent• Rehearsal of reading with a partner synchronously• Students will reflect on their partner work by answering a series of open-ended questions

Opening

- The teacher will display a poem for the students to see and read the poem out loud to students.

I Do

- The teacher will read the poem out loud to students
- Explain to students that poets often use line breaks, punctuation, and empty space as cues for the reader to read their poem with expression. To read with expression means that readers use their voice to create sounds and silences that convey meaning. Ask students to identify places in *Ice Cream* where the poet uses line breaks, punctuation, or capitalization to cue the reading of the poem. Highlight these places on the overhead.
- Think Aloud/Model: How does reading this poem with the expression intended by the author affect the reader?
- Think Aloud/Model: Did they read certain parts of the poem with deliberate expression without a cue from the author?
- Think Aloud/Model: How did they know to read certain parts of the poem without cues from the author?

We Do

- Invite students to join you in a second choral reading.
 - Pass out a different poem to students and encourage them to use more cues when reading with expression.
 - Read the handout out loud. Model where the poem when his or her partner got louder, softer, paused, or used voice to convey meaning. Ask students if they can think of any other ways that poets invite readers to read with expression. Have students add these cues to their handout.
 - invite students to rewrite the poem using at least two of the poet's language cues for reading the poem with expression. The rewrite provided can be used to guide you in a "think aloud" modeling activity that precedes student writing.
 - Invite three students to display their rewrite of the poem on an overhead and read it aloud to the class. Encourage students to explain what cues they employed when rewriting the poem and why. When all three students are finished with their presentations, ask the class why modern poets do not always choose to use visual cues like empty spaces and exclamation points to help readers read a poem with expression. Ask students why both poems with cues and poems without cues can be good poems for oral reading.

You Do

- Assign students partners and explain that they will be finding and choosing a poem that they will turn into an oral reading performance

- Partners take turns reading the poem out loud slowly and with deliberate expression. The student not reading will take notes on a copy of the poem when his or her partner got louder, softer, paused, or used voice to convey meaning. After each student takes a turn reading the poem out loud, one printout should be left without markings (i.e., the one that was used by both partners to read). On this printout, partners come to a consensus about how the poem is best read, and together mark up the text.
- Student will perform the poem with their partner in a way in which they specifically interpret it.

Closing

- Students will share and talk about what poem they chose and how they interpreted its meaning.
- As students share, I will mark if students correctly:
 1. Found meaning in the text as a reader
 2. Communicated and interpreted of the text to an audience