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Lesson Plan #3- Reading

Grade Level: 2nd grade
Subject: Reading

Content Objective: Students will read aloud grade level text effortlessly with clarity.

Language Objective:

- Students will read from the readers' theater script, "Rude Giants," by Audrey Wood with ease and use intonation, expression and punctuation cues.
- Students will write sentences that would require them to use expression when it was read. For example: "Where are you going?" asked Mother. Or "It wasn't me! It was my brother!!"
- Students will listen attentively to other members in their group say their lines so that they will know when to say their own.
- Students will discuss why it is important to read clearly using intonation.

Activities and Procedures:

1. As a class, the teacher will review what it means to read with clarity and intonation. The teacher and students will brainstorm about times when reading that they have found it important to use intonation and make a chart on the board.
2. The teacher will demonstrate good fluent reading, reading with no intonation, or reading that uses over the top intonation using a sentence from the overhead.
3. Students will then write a couple sentences on their paper that would lose some of its meaning without intonation.
4. The students will then pair up homogeneously and practice reading with different fluency cards marked "robot reading", "over the top" and "good fluent reading".
5. After they have finished practicing their sentence, the students will get into heterogeneous groups of six. They will be given a copy of the readers theater script, "The Rude Giant". They will choose characters and then go through the script, reading their lines with intonation and listening to the others in their group so they know when to go again.
6. When they are finished, they will divide back up into homogeneous pairs and discuss why it is important to use intonation when they read.

Adaptations for ELL Students at each Stage of Language Acquisition:

Stage 1&2: Pre-Production/Early Production:

- Provide the script and fluency cards in students native language as well as English.
- Use pictures when creating the chart to help students understand.
- Allow students to write sentences in native language or using one or two words of English.
- Group homogeneously for fluency cards, so that if needed the students can first practice in their native language.

- Group heterogeneously for the readers' theater so that the students will have a chance to receive assistance on how to use intonation in English as well as modeling of intonation from other students.
- When discussing students can use one or two words of English supported by their native language.

Stage 3: Speech Emergent:

- Provide the script and fluency cards in student's native language as well as English.
- Use pictures when creating the chart to help students understand.
- Allow students to write sentences in English.
- Group homogeneously for fluency cards, so that students will have to opportunity to help each other to learn how to use intonation in English.
- Group heterogeneously for the readers' theater so that the students will have a chance to receive assistance on how to use intonation in English as well as modeling of intonation from other students.
- When discussing, students will discuss using sentences of English, possibly supported by some of their native language if needed.

Stage 4&5: Intermediate/Fluent:

- Have students write sentences in English.
- Group homogeneously for fluency cards, so that students will have to opportunity to help each other to learn how to use intonation in English.
- Group heterogeneously for the readers' theater so that the students will be able to continue to learn from those around them in addition to helping those students who may still be learning English.
- Have the students discuss in English.

Cognitive Strategies:

By charting the information as a class, the students will be able to map out the information given to them. They will also use context clues, in the form of punctuation as a way to determine whether or not they will use intonation.

Social/affective Strategies: By talking to someone once they have finished the activity, they will be able to clear up any misunderstandings and reinforce the concepts that they have learned.

Metacognitive Strategies:

The students will be able to self assess themselves when they hear the different demonstrations by the teacher about what fluent reading sounds like. They will make connections as they brainstorm as a class times that they need to use intonation.

Herrell and Jordan Strategies:

- Visual Scaffolding: This strategy helps the material to become more comprehensible through the use of drawings. They will hear the English word and connect it with the visual image.

- **Interactive Read Aloud:** This provides a strong English language model and reduces anxiety because the students can comprehend due to the use of voices and gestures.
- **Partner Work:** This is effective with ELL because it provides opportunities for verbal interaction and also support from fellow classmates when needed.

Grouping:

For the fluency cards, have the students group homogeneously so that they can work on using intonation in native language as well as English. When the students do the readers' theater have the students grouped heterogeneously so that the more English proficient students can model for the others how to use intonation in English. When the students do a pair share at the end, group the students homogeneous so that they can express themselves orally in the way they feel most comfortable.

Formative Assessment:

- During the class discussion the students will create a chart and map out what they already know about intonation.
- When the students are using the fluency cards, they will have a chance to assess how well they are using intonation and correct it as need be.

Summative Assessment:

- Have the students perform the readers' theater for the teacher. The teacher will observe the students to see if they are using intonation as they read the script.