

EStudent Teacher Candidate: Lexi Callander
 Lesson Subject(s)/Title: Fluency – Three Little Pigs Text Set
 Lesson Date(s): 4/26/2018
 Course & Grade(s): Reading, 1st Grade

Multiple Intelligences:

- Visual
- Kinesthetic
- Linguistic
- Interpersonal
- Intrapersonal

Multiple Exposures:

- Dramatization
- Verbal

INSTRUCTIONAL MATERIALS:

“. ? !” Worksheet
 Reader’s Theatre
 Markers
 Character Necklaces
 iPads – “The Three Little Pigs” App

ESSENTIAL QUESTIONS/ SUBSIDIARY QUESTIONS:

Essential Question: Why is it so important to read and speak with expression?

Subsidiary Questions: What are some of the different tones and expressions that are used when you speak in every day life?

PURPOSE:

Students need to understand how to recognize expression in reading and be able to apply prosody while presenting a reader’s theatre for “The Three Little Pigs”. Our job is to point out the areas where expression can be used and allow students to become comfortable with technology by using the “Three Little Pigs” application.

SPECIFIC LEARNING OBJECTIVES: (clear, observable)

1. [Using “. , ”?” , “!” worksheet], students will listen to the teacher read out loud and put tally marks on a worksheet to ensure that they understand the different kind of expression used while reading.
2. [After receiving their scripts], students will go through their parts and mark any area where they can add expression/sequence events and practice as a group.
3. [After marking their scripts to ensure understanding,] students will use the iPad app “The Three Little Pigs” to layout the scenes and events of the story before acting out their reader’s theatre.
4. [While demonstrating their role in the reader’s theatre], students will speak with prosody and show that they can read the script using expression.

STANDARDS:

Subject Area: English Language Arts and Technology

Standard - CC.1.1.1.E: **Read with accuracy and fluency to support comprehension: • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.**

Standard - CC.1.2.1.G: **Use the illustrations and details in a text to describe its key ideas.**

Standard - CC.1.3.1.C: **Describe characters, settings, and major events in a story, using key details.**

Standard - 15.4.2.B: **Demonstrate responsible use of technology and equipment.**

Standard - 15.4.2.G: **With help and support, select and use various software/applications for an intended purpose.**

DIFFERENTIATION STRATEGIES:

Sensory Register	STM	LTM
Attention Recognition Perception	Focus Organization Rehearsal Visualization	Connections Elaborations Meaning

Facets of Understanding

1. Explanation
2. Interpretation
3. Application
4. Perspective
5. Empathy
6. Self-Knowledge

Multiple Intelligences

1. Linguistic [words]
2. Visual [pictures]
3. Mathematical [numbers & reasoning]
4. Kinesthetic [hands-on]
5. Musical [music]
6. Interpersonal [social]
7. Intrapersonal [self]
8. Naturalist [nature]

Multiple Exposures [4 x 2]

1. Dramatization
2. Visualization
3. Verbal

Complex Interactions

1. Discussion
2. Argumentation

Bloom’s Taxonomy

1. Knowledge [Verbatim]
2. Comprehension [Own Words]
3. Application [Problem-Solving]
4. Analysis [Identify components]
5. Synthesis [Combine information]
6. Evaluation [Decisions]

Aspects of the Topic

1. Facts
2. Compare
3. Cause/Effect
4. Characteristics
5. Examples
6. Relationships

9 Effective Strategies

1. Similarities and Differences
2. Summarization and Note Taking
3. Reinforcing Effort and Providing Recognition
4. Homework and Practice
5. Nonlinguistic Representations
6. Cooperative Learning
7. Setting Objectives and Providing Feedback
8. Generating and Testing Hypotheses
9. Questions, Cues, and Advanced Organizers

5 strategies for a student who is dyslexic:

1. **Echo Reading** – Echo reading can be used for the specific student when they are going over their reader's theatre script. The teacher can sit down with the student and have them echo read while she makes sure to read with expression. This will give the student practice on becoming fluent and expressive. It will also allow the student to have a little help recognizing and highlighting where exactly there should be expression. This strategy could be used for 5 lines and then the teacher would allow the student to try reading it on their own.
2. **Partner Reading Scripts** – Every student can be paired with a partner. The student who struggles with reading can be paired with someone who they are comfortable with. This would have the same effect as echo reading but the student would not have someone to repeat after, and instead have a peer to help them review their script.
3. **Visualization Provided** – For a student who struggles with reading comprehension, pictures for the script can be provided alongside that child's lines. This will help them understand their role in the theatre and what exactly they are reading about. The first grade child is probably used to pictures while reading, so this will help them with comprehension of the reader's theatre, especially because everyone has their own role. It could be hard for the student to understand the entirety of the play. The teacher could record the reader's theatre and play it back while the student follows through the script afterwards. This could also give the student a good visualization to improve comprehension.
4. **Read through the entire script with the student beforehand** – Reading through the whole script with the student can help because the student will have more of an overall picture of what will be happening during the theatre. Without this, the student will struggle comprehending the idea of the reader's theatre.
5. **I DO, WE DO, YOU DO** – The teacher will first model how to highlight a reader's theatre script on the board, then they will pull up a separate script and have volunteers come up to highlight, and lastly the students will highlight their own scripts individually. This completely explains the task at hand so if the student struggles with expression while reading, they have three different exposures to expression. If the student still feels unsure, the other students have all had three different exposures and most likely you will have time to work with the individual student.

ANTICIPATORY SET:

The teacher will remind the students of the three aspects (quickly, accurately, and with expression) of reading fluently and circle expression because that will be the focus of the lesson. Students will listen to a read aloud and fill out a worksheet while listening. The worksheet will have sections where the students put a tally mark under “.”, “?”, or “!”. As they listen to the teacher read, they will put a tally under the appropriate section when they hear the reader use a questioning, exclaiming, or statement tone. This will show the teacher that the students understand expression. The teacher will then flip to random pages in the book and have students point out specific examples where they heard expression used in the book.

INPUT/ ACQUIRE NEW KNOWLEDGE:

Chunk 1: Students will receive the script for the reader's theatre and different colored markers. Each student will have a specific script and go through the script looking for areas where they can add expression and use prosody. They will mark these areas with a marker so that they remember while they present. They will also take a green marker and use the marker to notify themselves of every time a scene changes. This teaches the students about sequencing of events (story mountain).

Chunk 2: After individually going through their script, students will briefly talk about the reader's theatre and even practice it if they need to. They will point out their points of expression and the changing of events/scenes in the story to each other.

Facilitate: The teacher will observe the students as they mark their scripts and as they practice for the performance.

and/or

APPLY/ DEEPEN NEW KNOWLEDGE:

Chunk 1: Students will each receive an iPad. They will go to the Three Little Pigs app. They will look at their sequencing marks on the script and the different sections of the "Fourth Little Pig". The teacher will put the iPad on the smart board and go through each scene with the students so that their events are sequenced in order.

Chunk 2: Students will go in front of the class and perform their reader's theatre using prosody. They will present to the teacher that they understand how to use expression while reading. They will each have a character to wear around their necks as they present. The iPad scenes will be used in the background so that students can make the connection between the organization of scenes on the iPad app with the reader's theatre they are performing.

Facilitate: The teacher will observe the reader's theatre and point out any part where the students should have added more expression.

CLOSURE/ASSESSMENT:

Students will complete a two minute summary on why they believe reading with expression is essential to helping the audience and themselves as individuals understand the text.

Facilitate: Students will present their summaries to the class after they are done.

HOMEWORK: (Purpose- Preparation, Practice, Expansion)

N/A

EVALUATION/ASSESSMENT OF STUDENTS:

The reader's theatre and two minute write will evaluate the student's understanding and whether or not it is clear.

The marks on the script with highlighter will show the teacher whether students understand sequencing of events and reading with expression.

INSTRUCTIONAL PROCEDURES:

Time:

<p>The teacher will:</p> <ol style="list-style-type: none">1. Introduce the three aspects of fluency and write them on the board and explain that they are focusing on expression.2. The teacher will introduce the worksheet and read "The Three Little Pigs" out loud for the students.	<p>The students will:</p> <ol style="list-style-type: none">1. Students observe.2. The students will complete the worksheet while the teacher reads out loud.3. Students will point out specific examples where expression was used.
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<ol style="list-style-type: none"> 3. Flip to random pages in the book after the read aloud is done. 4. Pass out the script for the readers theatre and assign roles. 5. Instruct the students to form a group and look over the scripts together. 6. Pass out iPads and allow students to form the script on the "Three Little Pigs" app. 7. Pass out the character necklaces. 8. Once they are done, the teacher will introduce a two minute write on why expression is so important. 	<ol style="list-style-type: none"> 4. Students go through the script individually and use their marker to put a note where they can add expression/notify scene changes while they perform. 5. Students can practice the script if they need to in preparation for their performance. 6. Students will recreate the script on the iPads because it will be used during performance and a way to look at scene changes. 7. Students will go in front of the class and perform their readers theatre with prosody. 8. Students will complete a two minute write.
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<p>The teacher will:</p> <ol style="list-style-type: none"> 1. IDO : The teacher will display a script on the SMART board for a certain reader's theatre. (In this case, it can be any short script so they can model for the students). 2. The teacher will use the markers to highlight different expressions (statement, question, and exclamation tones of voice) throughout the script. 3. WE DO : The teacher will pull up a different script on the SMART board. 4. She will give students in the group a turn to come up and highlight a part of the script where they know they should use expression after watching her do it herself. 5. YOU DO : The teacher will provide each student with their script for "The Three Little Pigs". 6. Markers will be handed out and they will now individually go through their scripts and highlight the sections where they can use expression to ensure prosody is being applied. 7. Facilitate the reader's theatre! 	<p>The student will:</p> <ol style="list-style-type: none"> 1. The students will watch as the teacher displays any reader's theatre script on the board. 2. Students will watch how she highlights a script to pick out which expression she wants to use in the story when she finally reads it aloud, looking for expression. 3. The students will be presented with a different script, but this time become more involved. 4. Each student has a chance to come up to the SMART board and mimic what the teacher previously did. They will highlight a section of the script where a character would use a questioning, exclaiming, or statement tone of voice. 5. Each student will get their script for "The Three Little Pigs". 6. The students will take their highlighters (Their parts will already be designated) and highlight where they think the best places to use expression could be. 7. Students will now perform the reader's theatre with fluency and prosody because they know which places to use expression whenever they read.
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Narrator 2: The three brothers cried.

Pig 1: We're safe in here, Sisters. We won't go outside.

Sister Pig: You're hopeless!

Narrator 3: Cried the sisters with a frown. Then she huffed and puffed and she blew...

Narrator 1: Their...

Narrator 2: House...

Narrator 3: DOWN!

Narrator 1: As soon as the dust had started to clear, Sister Pig said...

Sister Pig: You see, there are no wolves out here.

Narrator 2: The boys peeked over what was left of their wall. There were no wolves in sight-no wolves at all!

Pigs: Hooray! Yippee! How happy are we! For the wolves are all gone, and now we are free!
We won't spend our lives just sitting and shaking. There are places to see and things to be making!

Narrator 3: The boys got some fudge, then they built a canoe. Then they climbed up a mountain, enjoying their view.

Narrator 1: And as for their sister, the daring Pig four...

Narrator 2: She traveled. She knows there are worlds to explore...

Narrator 3: If only you're willing to open the door.

Reading with Expression!

Name _____ Date _____

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