*Reflection:*

*This artifact demonstrates my understanding of the fluency aspect of reading and provides a detailed lesson plan of how I would approach teaching new 2nd graders how to become more fluent readers.*

*This task helped me to truly understand the Gradual Release of Responsibility framework incorporated in this lesson plan format. This methodical approach to transferring ownership to students while teaching them a new skill is something that I can apply to lesson plans in any subject. I also learned the value in using books to supplement my reading lesson plans so that I avoid teaching reading skills out of context.*

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| Name | Mike Cecere | | Current Grade Level | | 2nd grade |
| Name Clinician |  | | Instructional Reading Level | | 2nd grade |
| Lesson Plan # | | Fluency, Intonation | Date | 10/1/08 | |

**Overview:**

1. The purpose of this lesson is to demonstrate the intonation aspect of fluency to students and provide them the opportunity to practice their intonation by reading (in pairs) a story from*You Read to Me, I’ll Read to You* by Mary Ann Hoberman. Specifically, the lesson will focus on how to integrate commas, periods, question marks, and exclamation points into reading. This lesson assumes that the lowest reading level in the class is able to read the short stories in this book.
2. Materials for this lesson include:

* The book
* All the words from the short story *The Snowman* typed out without any punctuation
* 20 copies of the short story *The Snowman* from the book
* An overhead projector
* Four dry erase markers (different colors)
* 4 copies of five other short stories from the book

1. Fluency is a pre-requisite to reading comprehension. Part of fluency is that students read with intonation (expression, proper prosody, etc). By reading out loud and learning to intonate, the students will become more fluent readers.

**Objectives:**

1. Student Objectives:
2. Students will learn how to recognize commas, periods, question marks, and exclamation points and integrate those punctuation marks into their reading via intonation.
3. Students will practice reading with intonation during a shared reading with a peer. They will also get a chance to read the story (with their partner) to the entire class.
4. Instructional (teacher) Objective:
5. Help students understand how language is used in books to convey meaning and emotions. I chose short stories that read like poems based on the punctuation they include and the rhythm the author has designed into the story that is heard when the stories are read aloud.
6. Demonstrate what proper intonation sounds like by reading *The Snowman* first without any punctuation and then as written by the author. This will allow students to hear the difference when punctuated is integrated into reading via intonation. I will ask them “what was different” between the two readings. Then I will have them identify all the different punctuations marks in the story via the overhead projector.
7. Provide students the opportunity to practice reading *The Snowman* (with a partner) using intonation and provide them feedback after they read the story to the entire class.

**Standards:**

Standard 2 Listening and reading for literacy response involves

comprehending, interpreting, and critiquing imaginative texts in

every medium.

The performance indicator for this standard is that students read aloud accurately and fluently using phonics and context cues to determine pronunciation and meaning.

**Lesson Procedures: The Gradual Release of Responsibility Framework (The Big 3)**

1. Before Reading: Connect and Engage
   * I will remind students that fluent reading sounds like how people naturally talk.
   * I will explain that today I will teach them how to use cues within text to know when to raise and lower their voices like when they talk or sing a song.
   * I will ask them, “Do you know what punctuation is?” and generate a list / facilitate a discussion based on their answers.
   * Finally, I will tell them that I will show them how to recognize and use punctuation when they read.
   * I will show them the two-page story *The Snowman* and do a quick picture walk to predict what the story is about.
   * I will also introduce potentially difficult words such as “asleep”, “clothes”, “pebble”, “pretty”, and “cocoa.”
2. Model

* I will tell them that I will read the story out loud twice and ask them to listen for differences between the first and second readings.
* I will read the story first without any punctuation – essentially as one long run on sentence.
* I will then read the story as it was written including the punctuation the author included.

1. Guide
   * I will ask the students to describe the differences between the two readings and record their input on the whiteboard. Included in this exercise I will ask them, “Which reading sounded better, and why?” This will reinforce the fact that fluent reading has a certain sound to it that is pleasing to the ear.
   * I will then project the story on the whiteboard and ask a student to come up and highlight a period they see in the story with a yellow dry erase marker. I will then ask another student to come up and highlight the remaining periods.
   * I will do the same for commas, question marks and exclamation points (each in their own color).
   * I will then ask the students what a fluent reader does when s/he comes across each of these punctuation marks while reading. I will clearly define and demonstrate the following:
     1. A comma necessitates a short pause while reading
     2. A period requires the reader to pause a little longer than a comma.
     3. A question mark means that the reader should raise their voice as if they were asking a question (just like they do when the speak).
     4. An exclamation point necessitates increased emotion./emphasis.
   * I will read the story to them again with it still projected onto the white board so they can follow along with me. We will then all read the story together as one large group working on proper intonation.
   * Finally, I will explain that the stories in this book are designed for two people to read to each other. I will point out that the first person is to read the purple words alone, the second person is to read the red words alone, and both partners are to read the blue words together.
   * Then I will pair the students up, provide them each a copy of the story and instruct them to read the story to themselves (silently) once, and then practice reading together with their partner 3 times.
   * As the pairs practice out loud, I will walk around and provide any necessary scaffolding for each pair.
2. Collaborative Practice

* Students break out in pairs and first read the entire story silently.
* Then each pair reads the story aloud three times (only reading their part), emphasizing intonation based on the punctuation in the story.
* Students are instructed to approach me for help only after they have tried to problem solved together.

1. Share the Learning

* Everyone gathers up again and each pair takes a turn reading the story to the entire class.
* After each reading, the teacher asks the rest of the class to give an example where each reader used proper intonation based on the punctuation in the text.

1. Independent Reading

* Time permitting, I would have new pairs break out and practice reading a different story from the book, again as a shared reading.

**Follow-Up:**

1. I will gather the group together and ask them to summarize what they learned today about intonation.
2. I will specifically ask them to list the punctuation marks we talked about and encountered in the stories. As each punctuation mark is stated, I will again write that on the whiteboard and list what we do when we see them while reading (i.e. pause, raise our voice, insert more emotion/feeling).
3. I will then summarize the purpose of the lesson and encourage students to practice proper intonation when they read. I will facilitate that by ensuring that for the next week, students read books at their ability level that do not challenge them from a word study standpoint.
4. Finally, I will set up a time when each student in the class can be paired with a kindergarten buddy so my 2nd graders can read a story to a newer reader. This will provide them a great opportunity to properly intonate their reading in a non-threatening environment.

**Evaluation:**

1. Clearly the reading each pair does to the entire class during “Share the Learning” will be a good measuring stick for how well they understood the lesson.
2. I would also pay close attention to the practice session of the pairs to see how well the students were able to work through problems and read as a tandem.
3. The “Follow-up” portion of the lesson will also allow the students to demonstrate their knowledge of the four punctuation marks that were introduced in the lesson.

**Reflection:**

1. I enjoyed creating this lesson plan. It required me to review what I had previously read about fluency. It also enabled me to build on the assignment we had just done on the Gradual Release of Responsibility.
2. Two exciting things about this specific lesson are that the students get to read in pairs, by sharing portions of the text, and there is a lot of reading out loud which is a specific skill building strategy in and of itself.

References:

Hoberman, M.A. (2006). You read to me, I’ll read to you. Little, Brown Young Readers.

Fountas, I. C., Pinnell, G. S. (2006). Teaching for comprehending and fluency. Portsmouth, New Hampshire: Heinemann, Ch. 3-5.

(Standards)http://www.emsc.nysed.gov/ciai/ela/elastandards/elamap.html