

Lesson Plan Template

Grade: 3 rd grade	Subject: Language Arts-Reading
Materials: Computer, projector, prompt cards (10 piles of prompt cards); 4 different faces conveying the feelings of happy, scared, angry, and sad	Technology Needed: Computer, projector
Instructional Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input checked="" type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <ul style="list-style-type: none"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input checked="" type="checkbox"/> Modeling 	Guided Practices and Concrete Application: <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input checked="" type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:
Standard(s) Read with sufficient accuracy and fluency to support comprehension. 14 a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding , rereading as necessary.	Differentiation Below Proficiency: Students working at a below proficiency will be accommodated for in this lesson by having different prompt questions written under the illustrations of the reader's theater. These questions will prompt students to think about what the characters are feeling and how these feelings the characters are feeling could be conveyed when reading the story. Questions that may be written under these illustrations may include: What does the character look like they are feeling right now. Imagine feeling the same way this character feels how could you convey this feeling in the way that you read the text? Above Proficiency: During this lesson, these students who are working above proficiency will not need these prompt questions printed under the illustrations. These students should be able to read in a way that conveys what the character is feeling. Perhaps, have these prompt available for these students in some of the illustrations in the reader's theater, but not on all of the illustrations in the reader's theater. Approaching/Emerging Proficiency: Students who are working at an approaching/emerging proficiency may have these prompt questions printed on the illustrations in their reader's theater. Students can choose to attend to these prompts if they think they need to. Otherwise, these students can ignore these prompts.
Objective(s) By the end of the lesson, students will able to show how to read the reader theater's Animal Trainer with proper tone by looking at the illustrations of this reader's theater to help determine what the characters are feeling at the time. By the end of the lesson, students will be able to show how to read with proper pace by looking at the illustrations of the reader's theater Animal Trainer to help determine what the characters are feeling at the time. By the end of the lesson, students will be able to show how to read with proper pitch by looking at the illustrations of the reader's theater Animal Trainer to help determine what the characters are feeling at the time. Bloom's Taxonomy Cognitive Level: Show	Modalities/Learning Preferences: Visual learners: teacher provides students with a variety of pictures and illustrations to refer to during the lesson. Kinesthetic learners: teacher provides students with a variety of movement activities during the lesson. Auditory learners: teacher provides students with the opportunity to listen to the teacher as he/she reads different prompts with emotion.
Classroom Management- (grouping(s), movement/transitions, etc.) Students will be seated at the whole group carpet for the majority of the lesson. Students will be seated at their individual assigned spots.	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)

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<p>There will be times when the teacher will have the students get up and move. The teacher should remind to students to respect others' personal space, and to be especially careful with how they move around the room.</p> <p>Teacher will also have students work in pairs while students practice reading with proper pitch, tone, and pace. Teacher should have students pair up with a partner that is standing close to them during this activity.</p> <p>During the reading of the actual reader's theater, the teacher will assign parts based on a color-coded system. Students who have the red cards will be the narrators for the reader's theater. The students who have the purple cards will be Goosey Loosey. The students who have the green cards will be Foxy Loxy. The students who have the brown cards will be Ducky Lucky. The student who has the orange card will be Cockey Locky. The student who has the black card will be Chicken Licken. The student who has the yellow card will be Turkey Lurkey (This is explained further in the explain portion of the lesson).</p> <p>During the explore section, students will be grouped based on how the teacher groups the students. The teacher should consider the reading ability of all of the students in the group. It may be beneficial to all students in the group to have mixed reading level abilities. When students are grouped into these groups, the teacher will use a color-coding system for the students to follow. For example, one group will be the red group. The red group will meet in one section of the classroom. There will be approximately 7 groups with 3 people in each group because there are 3 parts in the Animal Trainer. The explore portion of the lesson can take place during listen to reading time during the reading rotations. Students should practice their reader's theater script each day for about 5 days straight. Then, students can perform to the class. This is when students will be summatively assessed using the rubric that is posted on the last page of this document.</p>	<p>During the engage portion of the lesson, students will be expected to listen to the teacher and their peers respectfully. Students should also actively participate in the engage portion's lesson.</p> <p>During the explain portion of the lesson, students will be expected to follow the listening respectfully procedures. Students will also be expected to participate in the different learning activities within this lesson.</p> <p>During the explore section of the lesson, all students in each of the reading theatre groups are expected to work together and practice reading with proper expression together. Students will be expected to practice their reader's theater during listen to reading during reading rotations. When students are practicing together, it is expected the students use a 6 inch voice and respect all other learners in the class.</p>
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Minutes	Procedures
1 hour	Set-up/Prep: Create the faces that show different emotions or feelings. Create the active board pages with the appropriate prompts and illustrations. Have copies ready for the reader's theater Chicken Licken (quantity of copies: one for each student in the class). Have copies ready for the reader's theater Animal Trainer (quantity of copies: one for each student in the class).
5 minutes	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ol style="list-style-type: none"> 1. Show students pictures of different faces, in which the faces are expressing a different emotion. For example, one face may look happy, one face may look angry, one face may look sad, one face may look scared. 2. Teacher should ask student what feeling this face may be showing. For example, if the teacher were to show students a picture of a smiling face, the students may say the face looks happy. 3. After teacher has shown students a picture of each face with different feelings, teacher should tell students that characters in stories have emotions or feelings. Emotions or feelings include feeling happy, sad, and scared. 4. Tell students today we will be learning how readers can read with proper expression in order to convey the feelings the characters are feeling in a story.
20 minutes	Explain: (concepts, procedures, vocabulary, etc.)

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<p>(for one day)</p> <p style="text-align: center;">20 minutes (for the next day)</p> <p style="text-align: center;">20 minutes (for the next day)</p> <p style="text-align: center;">20 minutes (for the last day)</p>	<ol style="list-style-type: none"> 1. Ask students what are the different feelings or emotions that were being expressed by the faces earlier. Students should say the faces were expressing the feelings of being happy, angry, sad, and scared. 2. Explain to students that teacher will read a prompt and the students must pay close attention to how the teacher reads the prompt. 3. Teacher will read this prompt in an angry tone, "My dog ate my homework!" 4. Tell students to hop up on their feet if they think the teacher expressed a feeling of anger (informal assessment). Teacher should ask one student who is standing on their feet why they think the teacher read the prompt with an angry tone. Student may explain that when someone is angry they sound mean, and the teacher kind of sounded mean and harsh. Ask students what happened to the tone of the speaker's voice? (Informal assessment). Students should say the tone was harsh and firm. Ask students what happened to the pitch of the speaker's voice? (informal assessment). Students should say the pitch of the voice was deeper. Ask students what happened with the pace of the speaker's voice? (Informal assessment). Students should explain the pace was very fast. 5. Tell students this is how we read with emotion or feeling. Usually our pitch changes (how high or how low our voice goes), our pace changes (how fast or slow we talk), and our tone (how soft or firm our voice is) changes when we speak with expression and emotion. Tell students, we are going to practice how to read with emotion and expression tomorrow. (Pick up with this activity in tomorrow's language arts session). 6. Teacher should show students the active board page that has a prompt that reads, "I get to go to Sky Zone with my best friend!" Also, there should be a picture that illustrates this prompt. 7. Teacher should tell students to stand on the right side of the room, if they think the reader of this prompt is happy (informal assessment). Tell students to stand on the left side of the room, if they think the reader of this prompt is scared (informal assessment). 8. Teacher should ask students on the right side of the room why they think the reader should read this prompt with excitement. Students may say because the characters in the picture look happy (informal assessment). Students may also say the character gets to go to Sky Zone with their best friend. 9. Teacher should tell students that the pictures in our stories can give us great hints as to what the characters are feeling. Teacher should also explain to students that what the characters say can also give us great hints about what the characters are feeling at that time. 10. Teacher should say "Now that we know what the character is feeling, how can we as the reader show the character is happy?" 11. Students should say we should read the text as if the character is excited about going to Sky Zone with their best friend. Students should partner up with another student and practice how to read a text with proper pitch, tone, and pace in their voice. 12. Teacher should pick one student to read the prompt with excitement. Tell the other students pay close attention to the pitch, tone, and pace of the reader's voice. Ask students what type of pitch, tone, and pace was used when the reader read, "I get to go to Sky Zone with my best friend!" (Informal assessment). Explain to students that in today's lesson they got to practice with reading with proper pitch, tone, and pace. In tomorrow's lesson they will be practicing reading a reader's theater with proper pitch, tone, and pace. 13. (Pick up with this activity in tomorrow's language arts session).Teacher should flip to the next active board page with the short reader's theater that is shown on the board. There should also be illustrations that accompany each reader's theater page. Teacher should choose three students to be three of the characters (Chicken Little, Turkey-Lurkey, and Cockey Locky) in this reader's theater of Chicken Little. An illustration of this prompt should be posted on each reader's theater page. The remainder of the class will be split into four groups of students. Each of the groups will be responsible for being one of the remaining roles (narrator, Goosey Loosey, Foxy Loxy, and Ducky Lucky) in Chicken Little. 14. The teacher will have the group of students that are the narrators read altogether the first part of the reader's theater. Encourage the students to use expression in their voices (to use different tones, pitches, and paces). If the teacher notices that the students are struggling with using different expression, the teacher should ask the students, what type of emotion should be expressed here (informal assessment). How can we express this emotion in our tone, pitch, and pace? (Informal assessment). Encourage the students to look at the pictures that have been accompanied by the reader's theater script. 15. Teacher should do this each time a new character is being introduced into the script. Once all the characters in the reader's theater have been introduced, the teacher should listen as the student/students read with expression. 16. Once the reader's theater script has been read through by the students, the teacher will explain to students they will have an opportunity to practice how to read with expression in small groups of three. Explain to students that will be practicing in their small groups of three tomorrow. (Pick up with this activity in tomorrow's language arts session. This is the explore part of the lesson. Introduce the explore portion of the lesson by doing steps 17-19 below prior to splitting the students into groups). 17. Teacher should explain to the students that each group of students, will be assigned a reader's theater script, "Animal Trainer." Explain to students that each member of the group will be assigned a role in the script. 18. Tell students once each student has a role, the group of students will be ready to begin reading their reader's theater script. Remind students to think about the different illustrations that accompany the script. Remind them that the illustrations that accompany the script can help them determine how to read with expression and use different tone, pitch, and pace. 19. Teacher should dismiss students by their groups. Each group of students will be provided a reader's theater script to read.
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<p>20 minutes (students should practice in their groups for at least five days 20 minutes each day)</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ol style="list-style-type: none"> 1. Students will practice reading the reader's theater, "The Animal Trainer." Students should be looking at the pictures that accompany this reader's theater script, so they can use appropriate expression (tone, pitch, and pace) when reading the script. 2. Once students are finished, students will return to their community center of the classroom to do the review and wrap up of the lesson.
<p>20 minutes (for five days straight)</p>	<p>Review (wrap up and transition to next activity):</p> <p>Teacher should ask each group of students to read the reader's theater they practiced in their small groups with expression. (This review portion may take longer than one period in class to do. Teacher should consider the length of this review portion prior to teaching this lesson).</p>
<p>Formative Assessment: (linked to objectives)</p> <p>Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <p>During the engage element teacher will ask the following question:</p> <p>Teacher should ask student what feeling this face may have or being showing. For example, if teacher were to show students a picture of a smiling face, the students may say the face looks happy.</p> <p>During the explain element of the lesson, teacher will ask the following questions and be monitoring for progress by doing the following:</p> <ol style="list-style-type: none"> 1. Ask students what happened to the tone of the speaker's voice? (Informal assessment). Students should say the tone was harsh and firm. Ask students what happened to the pitch of the speaker's voice? (informal assessment). Students should say the pitch of the voice was deeper. Ask students what happened with the pace of the speaker's voice? (Informal assessment). Students should explain the pace was very fast. 2. Tell students to hop up on their feet if they think the teacher expressed a feeling of anger (informal assessment). Teacher should ask one student who is standing on their feet why they think the teacher read the prompt with an angry tone. Student may explain that when someone is angry they sound mean, and the teacher kind of sounded mean and harsh. 3. Teacher should tell students to stand on the right side of the room, if they think the reader of this prompt is happy (informal assessment). Tell students to stand on the left side of the room, if they think the reader of this prompt is scared. 	<p>Summative Assessment (linked back to objectives)</p> <p>End of lesson: The students will be practicing reading the entire reader's theater, Animal Trainer, to their group. Students should be practicing reading with expression and using the illustrations in the reader's script to accurately convey the feeling the characters in the reader's theater may be feeling.</p> <p>If applicable- overall unit, chapter, concept, etc.: At the end of this unit, students will be performing the reader's script in front of the entire class. Students will be graded on the rubric that is attached to this lesson plan (last page).</p>

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4. Teacher should ask students on the right side of the room why they think the reader should read this prompt with excitement. Students may say because the characters in the picture look happy (informal assessment).

5. Ask students what type of pitch, tone, and pace was used when the reader read, "I get to go to Sky Zone with my best friend!" (Informal assessment).

6. The teacher will have the group of students that are the narrators read altogether the first part of the reader's theater. Encourage the students to use expression in their voices. If the teacher notices that the students are struggling with using different expression, the teacher should ask the students, what type of emotion should be expressed here (informal assessment). How can we express this emotion in our tone, pitch, and pace? (Informal assessment). Encourage the students to look at the pictures that have been accompanied by the reader's theater script.

Consideration for Back-up Plan:

It may be easier for some students if instead of doing reader's theater to do a story that students are familiar with such as Little Red Riding Hood or The Three Little Pigs in their small groups.

Advanced 5	Proficient 3	Lacking 0
<p>All members in the group have a part: Each member in the part has at least one part in the play.</p>	<p>All members in the group have a part: N/A</p>	<p>All members in the group have a part: One more members of the group do not have parts in the play</p>

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<p>Proper Pace:</p> <p>Each member of the group is using proper and is easily understood by the audience, when they read the script</p>	<p>Proper Pace:</p> <p>Each member of the group is using somewhat proper pace; however, these members are talking to fast to easily understand the content of the play.</p>	<p>Proper Pace:</p> <p>All members are not using proper pace; therefore, they cannot be understood at all.</p>
<p>Proper Tone:</p> <p>Each member of the group uses various tones while reading the script. These tones are appropriately used and add to the overall meaning of the play.</p>	<p>Proper Tone:</p> <p>Each member of the group uses a few different tones while reading the script. These tones they use are somewhat appropriately used and add to the overall meaning of the play.</p>	<p>Proper Tone:</p> <p>Each member only uses one type of tone while reading the script. This does not add to the overall meaning of the play.</p>
<p>Proper Pitch:</p> <p>Each member of the group uses proper pitch throughout the entire reading of the script. The use of these pitches do add to the overall meaning of the play.</p>	<p>Proper Pitch:</p> <p>Each member of the group uses few pitches appropriately. These pitches do add to the overall meaning of the play.</p>	<p>Proper Pitch:</p> <p>Each member of the group only uses one type pitch. This does not add meaning to the overall play.</p>
<p>Usage of Illustrations and Context Clues:</p> <p>It is evident that all members in the group used the illustrations and context clues provided in the script to determine the emotions of the characters. Therefore, the members of the group read with that type of emotion.</p>	<p>Usage of Illustrations and Context Clues:</p> <p>It is evident that all members in the group used some of the illustrations and context clues provided in the script to determine the emotions of the character. Therefore, the members of the group read with that type of emotion.</p>	<p>Usage of Illustrations and Context Clues:</p> <p>There is no evidence that the members of group used the illustrations and context clues from the text to determine the emotions of the character in order that they would read with that type of emotion.</p>

Names of Presenters:

Score:

Comments:

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