

READING FLUENCY – LESSON PLAN

LESSON TITLE: “IT LOOKED LIKE SPILT”

INTRODUCTION

This lesson is intended to provide children with opportunities to read and reread “It Looked Like Spilt Milk” by hearing several different fluent readers and participating in choral reading, using a PowerPoint presentation on a Smart Board or similar classroom device.

This exercise can be done with any similar book, with the results over time being tracked in Reading Fluency Calculator software and shared with parents, administrators, etc.

GRADE OR AGE LEVEL OF STUDENT(S)

Grade 1

TIMELINE

One to two weeks.

OBJECTIVES

- What will the student(s) know or be able to do after completing the lesson?
 - Read book fluently without stumbling over words and phrases.
 - Hear additional readers with different voices and accents.
 - Provide children with opportunities to read and reread a range of stories and informational texts by reading on their own, partner reading, or choral reading.
 - Introduce new or difficult words to children, and provide practice reading these words before they read on their own.
 - Include opportunities for children to hear a range of texts read fluently and with expression.
 - Model fluent reading, then have students reread the text on their own.

STANDARDS ADDRESSED:

- CCSS.ELA-LITERACY.RF.1.4
Read with sufficient accuracy and fluency to support comprehension.
- CCSS.ELA-LITERACY.RF.1.4.A
Read grade-level text with purpose and understanding.
- CCSS.ELA-LITERACY.RF.1.4.B
Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- CCSS.ELA-LITERACY.RF.1.4.C
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

MATERIALS:

- PowerPoint & computer with microphone
- Scanner
- [Reading Fluency Calculator software](#)
- Microphones and headphones for students.
- Tablet

GROUPING STRATEGIES:

- Group activity – the entire class.
- Students individually.

PREPARATION:

- Purchase a copy of the book.
- Create simple PowerPoint 2016 slide-show of the book using the animation feature to highlight the sentences (i.e. not single words) as you speak them.
 - The images should be easy to put together with in something like Illustrator or just cut and paste images from the book.
 - Don't hide the sentences until you narrate them – this won't help them to focus in on just the sentence they are reading. Instead, outline the words, highlight it in a different color or outline the text book.
- Create a second version with narration, using the recording feature.
 - Time the narration to go with the highlighting of the text.
- Create several more versions with different narrators.
 - Try to get a diverse selection to train their ears to hear the same words in different kinds of voices – male, female, different accents.
 - Make sure each one is read fluently with great expression.

LEARNING ACTIVITIES:

- Teacher reads the book with no recorded narration:
 - Read through the book using the PowerPoint slide presentation on a SmartBoard.
 - Narrate the book as you click on the Smart Board to make it go forward.
 - As with any “regular” book reading, interact with them. “Look at that. Doesn't it look like a rabbit? What else might that look like?”
 - Pull in vocabulary words.
 - Pause as needed to explain words they may not know.
 - “What is a horned owl teacher?”
 - Second time reading through the book – using Smart Board.
 - Have them take turns to “click the Smart Board” to make it go forward as you read the book to them.
- Recorded narration – Day Two, Three & Four
 - Read through the book on the Smart Board with the diverse narrators – with the narration embedded into the video.
 - Choose one student each time to do the clicking (possibly as an incentive for good behavior in other activities – always make sure it is a different student each time).

- Choral Reading with narration – Day Five
 - Over the course of several days, let them pick their favorite narration to speak along with in a group. Make sure each time they pick a different narration.
 - Choose one student each time to do the clicking (possibly as an incentive for good behavior in other activities – always make sure it is a different student each time).
- Choral Reading without narration – Day Six.
 - Have them do the reading themselves without the narration by going through the slides (you do the click-through) and reading it as a class together.
 - Possibly start the sentence with them and let them finish it.
- Individual Reading – Day Seven and Beyond.
 - Students read solo – record them on a digital device (i.e. tablet or smart phone)

ASSESSMENT:

- Have students read the book into a microphone and record the session.
 - Make it a fun game, to lessen the stress on the student.
 - Use stopwatch to calculate reading speed.
 - Enter results into Reading Fluency Calculator software and compare to previous and future books.

SELF-ASSESSMENT:

- Record students reading and have them listen to it and rate themselves on a scale of 1 to 4.
 - 1 – one word at a time
 - 4 – reading fluently without stumbling.

REFERENCES:

- <http://www.readingrockets.org/article/fluency-instructional-guidelines-and-student-activities>
- <https://www.scholastic.com/teachers/articles/teaching-content/5-surefire-strategies-developing-reading-fluency/>
- <http://www.corestandards.org>