Allison Schott

EDR 325: Reading Practicum

Lesson Plan 3: K Center

Implemented: Tuesday 4/14/11

Beginning and ending sounds

**Grouping Pattern**

This lesson will be done with a whole group of students.

**Objective**

Students will be able to listen to learn how books are read at a pace that allows them to understand the book; books have a “rhythm” to them.

**PSSA Standards**

**1.1.K.D:** Demonstrate listening comprehension/ understanding before, during, and after reading through strategies such as think aloud, retelling, summarizing, and connecting to prior knowledge

**1.1.K.E:** Demonstrate accuracy and automaticity in phoneme segmentation, letter naming, letter-sound correspondence and blending (decoding) simple words.

**1.9.K.A:** Gain information using media and technology resources with adult assistance.

**1.8.K.B:** Locate information on identified topics with teacher guidance

**Teaching Strategy**

· **Introduction** – I will introduce the topic by tapping into their previous knowledge while answering questions. I will ask them if it is easier to read and understand a book while reading slowly or fast. I will explain to them that it is better to read books slowly so they can soak in all of the details from the book. I will say a little story quickly and then slowly to show how it can be hard. Then I will tell them to clap along with me. I will explain that this is a rhythm and that some books follow a rhythm.

· **Model** – After I go over everything in my introduction, I will show the student’s the book Madeline. I will explain to them that in Madeline there is a pace that the book is usually read to make it flow better. Then as I read the book, I will ask them questions about the book and ask them about the pace I am taking to read the book. After reading the book, I will read part of the story again but faster. I will explain to them that if I read the book faster than it would be harder to look at the pictures and to understand the book. Then I will have the students stand up and put space between each other. I will put on a CD that has the book *Going on a Bear Hunt* in a song. We will act out the song to make it a fun transition point for the students. After the CD, I will show the students that I have the same type of book and how a book can be changed into a song.

· **Feedback** – I will be getting feedback from the students by having them answering the questions throughout the book. In addition, I will be listening to the students’ responses to see if they get the idea of books being read at a rhythm.

**Practice/Application**

The guided practice will be done as a whole group. I believe that using a book and a CD to compare how books can be read in a rhythm will help the students to better understand the concept of reading slowly to understand the book. I could just read the book, *Going on a Bear Hunt*, but I believe to show a diverse range of books, allows the students to see that it is not with just one type of book. When the students are having fun and having the chance to learn, I believe that it can really have them focused on the idea being presented.

**Review**

At the end of the lesson we will review things presented in the lesson. I will ask them questions again about reading at a good pace and rhythm such as “Was it easier to understand the book when I read it fast?” and “How should we be reading during reader’s workshop”. In addition, I will take a vote to see if the students think it is a better idea to read at a pace that is fast or slow.

**Evaluation**

I will be able to tell if the students have made progress toward understand the concept of a rhythm and pace while reading by seeing if they agree that it is better to read slower. In addition, I will be seeing if they made the connections between the books and CD in understanding how books are made into songs and a rhythm.

**Differentiation**

This lesson can be differentiated by having each student taking the chance to read something fast or telling a story really fast. Then they could ask questions about their story. This should show that saying something fast does not allow all people to get all of the details of a story. The lesson could also be done by having a computer read the story to the students fast first and then slowly the second time. Then the students can compare the two. The computer will not have the ability to mess up, while someone else trying to read a book fast could have some slip ups.

**Technology**

In this lesson, I am using a burnt CD and CD player. The purpose of using the CD and CD player was to let the students be physically active and listening with open ears. I believe that using a CD player is a great way to help the students understand slow and fast reading paces, especially when the CD is of an actual book. This could easily be done on a computer, but by using the CD player the sound of the book can be higher than on a computer.

**Materials**

The following materials are needed to complete the lesson:

* Burnt CD
* CD player
* *Madeline* by Ludwig Bemelmans
* *Going on a Lion Hunt*  by Margery Cuyler

**Teacher Reflection**

Before doing my last lesson, I was trying to figure out ways I can bring in new technology. I know I could have used a projector or the smart board, but the students wouldn’t have the chance to really interact physically with it. I decided that it would be a great idea to have them interact with a CD player. As I watched the students during their reader’s workshop, I saw that many of them were just flipping through the pages. I didn’t know if it was that they could not read the books, they were just looking at the pictures, or if they were just reading the book way to fast. I thought that a lesson on tempo/pace for reading was a great idea for them. They really seemed to like the book *Madeline*. Many of them were answering questions and had things that they wanted to say about ideas from the book. I asked them at the end of that book what they remembered and many of them told me what happened. Then when I began to read *Going on a Lion Hunt* fast the children complained that they couldn’t see the pictures and they really didn’t understand the story. This is exactly what I wanted for them to say. The students understood that it is better to read at a medium pace rather than fast. In addition, when doing a rhythm clap, they were able to keep up and understand the idea behind it. When I put on the CD the students were having lots of fun, but then they began to get out of hand. I told them to stay in their own spot, but they didn’t, so I stopped the CD. Some of them were upset, but I didn’t want to risk any students getting hurt. They really liked doing the actions with the CD and they thought it was interesting that it was actually a book! If I could change something I would probably have the students line up behind me and they would follow me around the room instead of just being in one spot. This way the students wouldn’t have a chance to run all around the room. Overall, the students understood the idea of tempo/pace and other than them getting a little out of hand, they did a wonderful job.