

Lesson Plan Template

Grade: 2		Subject: Language Arts	
Materials: Book		Technology Needed:	
Instructional Strategies: <ul style="list-style-type: none"> 🍏 Direct instruction 🍏 Guided practice 🍏 Socratic Seminar 🍏 Learning Centers 🍏 Lecture 🍏 Technology integration 🍏 Other (list) 		Guided Practices and Concrete Application: <ul style="list-style-type: none"> 🍏 Large group activity 🍏 Independent activity 🍏 Pairing/collaboration 🍏 Simulations/Scenarios 🍏 Other (list) 	
Standard(s) Objective(s) Students will be able to read passages while demonstrating the use intonation and expression in their voices. Bloom's Taxonomy Cognitive Level: Demonstrate		Differentiation Below Proficiency: Provide them with opportunities to listen to a story on a read along tape before practicing with a partner. Above Proficiency: Give them longer passages, and include use of quotations. Approaching/Emerging Proficiency: Partner them with an above proficiency Modalities/Learning Preferences: This will be a good lesson for visual learners, as well as auditory because they are getting to see what it looks like, and then what it sounds like. They will get hold their fluency strips in their hand during partner time and get a close view of what that looks like and sounds like again.	
Classroom Management- (grouping(s), movement/transitions, etc.) For engaging activity students will be sitting at the front of the classroom on carpet squares while reading. For partner time they can sit wherever around the room.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) During whole group instruction all students are to be at a level zero unless they are called on. During partner work they can be no louder than a level three, as they are to be expressive. During the lesson if people are misbehaving, have a conversation about the behavior after as to not draw attention to that kid and their behavior.	
Minutes	Procedures		
5	Set-up/Prep: Have sticky notes on the excerpts from the book <i>Alexander and the Terrible, Horrible, No Good Very Bad Day</i> that you are going to read to the students for engagement. Make enough copies for each set of partners, of fluency strips that they will be using.		
10	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ol style="list-style-type: none"> 1) Explain to students that today they are going to be learning another skill that will help make them excellent readers. Tell them you are so proud of how much they have already learned and that with what they are going to learn today it will make people excited to listen to them read. Explain to them that with this skill they will feel more comfortable reading in front of larger audiences. 2) Read excerpts from the book <i>Alexander and the Terrible, Horrible, No Good Very Bad Day</i>. First read the passage in a monotone voice, then read it again with an expressive voice. Ask students which time they liked better? Ask them why? Then explain to students that the second time you were reading with expression. Alexander was mad in the passage so, I changed my expression and voice to make it clear that he was mad. Then read another excerpt again in monotone, and then read it again using expression. Tell students that you saw the punctuation and context clues of what was happening to know how to read it in that expression, also note facial expressions too. Tell students that now we are going to learn what to look for reading, so that you guys can do that too. 		
15	Explain: (concepts, procedures, vocabulary, etc.) Give students sentence strips and have them read them with expression and fluency to their partners. Have their partners evaluate them on how they think they are doing using one positive about what they are doing and one thing to work on. They will be teaching one another what to look for and how to read with expression. Place your fluent readers with non fluent readers. They will find out how to work with tone on their own. Then come back together as a class and ask them what they looked for and give explicit directions on how to read with tone.		
10	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Students will then with their partner read their stories. Probe them to think about the punctuation and context clues to determine their expression.		

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2	Review (wrap up and transition to next activity): Explain to students again the importance of reading with expression and that we will keep practicing until they are all stars at it. Ask students the value in what they have learned today and how they think it will make them better readers? Tell them to return to their spots at a level zero.
Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. I will determine if they are getting it, while they read the expressions together as a class. Then again I will go around when they are with their partners and listen for use of expression. Consideration for Back-up Plan: If this goes by faster then anticipated, do reading activities that are on the next page.	Summative Assessment (linked back to objectives) End of lesson: After a series of lessons on intonation and expression have students individually read a short passage to you, you will be evaluating on them on whether or not they changed the tone of their voice to match the reading. You can give different levels of reading depending on what reading level they are at, because you are evaluating them on expression and intonation not knowing sight words. If applicable- overall unit, chapter, concept, etc.:
Reflection (What went well? What did the students learn? How do you know? What changes would you make?):	

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Get Your Game On

Shoot, swing, kick, catch, and throw as you read each word.



Eek! A Mouse

Read each word in a teeny, tiny, squeaky mouse voice.



Volcano Words

Start each row in a whisper getting louder until you reach the end of each row.



At the Zoo

Read and act out each word like your favorite animal.



Monsters Inc.

Read each word in your silliest monster voice.



Robot Read

Read each word like a robot with a computerized voice.



Pirates Speak

Read each word by adding "Aaarrgh" after each word.



Jumping Jacks

Do a jumping jack as you read each word.



Opera Singer

Sing each word like an opera singer.



Farmer Ted

Read each word like a farmer with a Texas twang.



Baby Talk

Read each word in your little baby voice.



Your Royal Highness

Read each word in your best British accent.