

Tuesday: Day Two Reader's Theater

Date: 3/13/2018

Grade: 2 nd		Subject: Language Arts																									
Materials: <ul style="list-style-type: none"> • "Cheer" on the board • Individual "Cheer" poems for each student • Highlighters • Self-Assessment Checklist • Pencils • Reader's Theater Scripts 		Technology Needed: <ul style="list-style-type: none"> • Projector 																									
Instructional Strategies: <table border="0"> <tr> <td><input type="checkbox"/> Direct instruction</td> <td><input type="checkbox"/> Peer teaching/collaboration/cooperative learning</td> </tr> <tr> <td><input type="checkbox"/> Guided practice</td> <td><input type="checkbox"/> Visuals/Graphic organizers</td> </tr> <tr> <td><input type="checkbox"/> Socratic Seminar</td> <td><input type="checkbox"/> PBL</td> </tr> <tr> <td><input type="checkbox"/> Learning Centers</td> <td><input type="checkbox"/> Discussion/Debate</td> </tr> <tr> <td><input type="checkbox"/> Lecture</td> <td><input type="checkbox"/> Modeling</td> </tr> <tr> <td><input type="checkbox"/> Technology integration</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Other (list)</td> <td></td> </tr> </table>		<input type="checkbox"/> Direct instruction	<input type="checkbox"/> Peer teaching/collaboration/cooperative learning	<input type="checkbox"/> Guided practice	<input type="checkbox"/> Visuals/Graphic organizers	<input type="checkbox"/> Socratic Seminar	<input type="checkbox"/> PBL	<input type="checkbox"/> Learning Centers	<input type="checkbox"/> Discussion/Debate	<input type="checkbox"/> Lecture	<input type="checkbox"/> Modeling	<input type="checkbox"/> Technology integration		<input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <table border="0"> <tr> <td><input type="checkbox"/> Large group activity</td> <td><input type="checkbox"/> Hands-on</td> </tr> <tr> <td><input type="checkbox"/> Independent activity</td> <td><input type="checkbox"/> Technology integration</td> </tr> <tr> <td><input type="checkbox"/> Pairing/collaboration</td> <td><input type="checkbox"/> Imitation/Repeat/Mimic</td> </tr> <tr> <td><input type="checkbox"/> Simulations/Scenarios</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Other (list)</td> <td></td> </tr> </table> <p>Explain: Small Group (Half of the class at a time.)</p>		<input type="checkbox"/> Large group activity	<input type="checkbox"/> Hands-on	<input type="checkbox"/> Independent activity	<input type="checkbox"/> Technology integration	<input type="checkbox"/> Pairing/collaboration	<input type="checkbox"/> Imitation/Repeat/Mimic	<input type="checkbox"/> Simulations/Scenarios		<input type="checkbox"/> Other (list)	
<input type="checkbox"/> Direct instruction	<input type="checkbox"/> Peer teaching/collaboration/cooperative learning																										
<input type="checkbox"/> Guided practice	<input type="checkbox"/> Visuals/Graphic organizers																										
<input type="checkbox"/> Socratic Seminar	<input type="checkbox"/> PBL																										
<input type="checkbox"/> Learning Centers	<input type="checkbox"/> Discussion/Debate																										
<input type="checkbox"/> Lecture	<input type="checkbox"/> Modeling																										
<input type="checkbox"/> Technology integration																											
<input type="checkbox"/> Other (list)																											
<input type="checkbox"/> Large group activity	<input type="checkbox"/> Hands-on																										
<input type="checkbox"/> Independent activity	<input type="checkbox"/> Technology integration																										
<input type="checkbox"/> Pairing/collaboration	<input type="checkbox"/> Imitation/Repeat/Mimic																										
<input type="checkbox"/> Simulations/Scenarios																											
<input type="checkbox"/> Other (list)																											
Standard(s) 2.RF.4 Read with sufficient accuracy and fluency to support comprehension. Read grade level text with purpose and understanding. a. Read grade level text orally with accuracy, appropriate rate, and expression on successive readings. b. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		Differentiation Below Proficiency: <ul style="list-style-type: none"> • Students will be paired with an above proficiency student. They will be able to hear how their partner stresses words as they read. • Students will be given a part at their own reading level. Above Proficiency: <ul style="list-style-type: none"> • Students will be given a part at their above grade level reading level. They will be in the Reader's Theater that is mostly above grade level. Approaching/Emerging Proficiency: <ul style="list-style-type: none"> • Students will be given a grade level part, potentially one that is slightly above grade level to challenge the student a little. Modalities/Learning Preferences: Auditory: Students will hear "Cheer" read out loud and will be able to hear when to stress syllables. Visual: Students will highlight words that should be stressed and will also see them circled on the board. Kinesthetic: Students do thumbs up or down and will also be up and moving during the lesson.																									
Objective(s) By the end of the lesson, the students will be able to analyze their own fluency skills through reading "Cheer" & completing a checklist.																											
Bloom's Taxonomy Cognitive Level: Analyze																											
Classroom Management- (grouping(s), movement/transitions, etc.) <ul style="list-style-type: none"> • Students will come in the classroom and find their carpet spot for the full group lesson. • During turn and talks they will be called back by, "finish your thoughts in 5...4..3..2..1.. eyes back on me." • Students will be pre-partnered, will grab their papers, walk to get a highlighter and will find a spot in the room to work. • When transitioning into small group/ Daily five, I will read the students names that will be with me at the carpet. • Students who are not in my first small group will be signing up for a daily round, I will call their name and I will ask what they chose to do for daily round one and record it. • At the end of round one, I will ring the chimes and students will begin putting their daily things away and meet me back at the carpet. • We will continue this same process for round two of small group & daily five. 		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> • At the carpet, students will be expected to use S.L.A.N.T. bodies and level 0 voice, remind students to sit with a S.L.A.N.T bodies. • During turn in talk, students will be expected to use a level 2 voice, when called back to me a level 0 voice. • While students are doing a daily round, students will be expected to have a level 0 voice at all times • While in small groups students will be using a level 1 voice. • When the chimes ring, students are expected to clean up and meet back at the carpet. • Students will highlight only the words that need to be stressed and yes or no at the end of the lesson. • Students will highlight only the paper. 																									
Minutes	Procedures																										
10 minutes	Set-up/Prep: <ul style="list-style-type: none"> • Create & print checklist for students • Print out "Cheer" 																										

Tuesday: Day Two Reader's Theater

Date: 3/13/2018

	<ul style="list-style-type: none"> • Get out scripts/parts
2 minutes	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> • “Yesterday, we talked about and practiced stressing words as we read. Turn and talk to your neighbor about why we stress words as we read.” <ul style="list-style-type: none"> ○ Allow students time to turn and talk. • “I need your attention back in 5..4...3..2...1...eyes back on me please. What were some of the reasons that we stress words as we read?” <ul style="list-style-type: none"> ○ Allow students to respond.
7 minutes	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> • “Today we are going to practice and self-assess our ability to stress words as we read. We are going to practice using the cheer we did yesterday. First, we are going to read it together on the board, all of us out loud together. While we are reading, be thinking about what words we stressed. When we are done, we will circle the words that we stressed.” <ul style="list-style-type: none"> ○ Read out loud together as a class. • “Now that we have read it together. Raise your hand if you know one of the words that we stressed.” <ul style="list-style-type: none"> ○ Call on students, once they share their word, they may come up to the board and circle it. • “We are now going to self-assess how we did. If the answer is yes, we did do that, give me a thumbs up. If the answer is no, we did not do that, give me a thumbs down. This is a practice for when you do your own self-assessment.” <ul style="list-style-type: none"> ○ Go through each question on the self-assessment and fill it out based on the class’ answers. • “Now, we are going to do the same thing that we did here, but you are going to do it with a partner. I have already chosen your partner. Your first job will be to get a highlighter and highlight ONLY the words that you are going to stress. Then, put the cover on your highlighter and then you are your partner will read “Cheer,” remember to emphasize and stress the words that you highlighted. I want you to read it two times. You can choose if you want to read it together both times or each of you take a turn reading it. That is your choice. Then when you are finished, you will fill out your own self-assessment based upon how YOU did, not how your partner did. You will use your highlighter to highlight yes or no, based upon if you did the question or not. Does anyone have any questions before I give you your partner?” <ul style="list-style-type: none"> ○ Answer any questions students have.
7 minutes	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> • “When I call you and your partner’s name, I will hand you two pages, you may walk to go get a highlighter for each of you, and then you will find a spot in the room to work. You will only have a few minutes to complete this, so you need to make sure you get to work right away! When the chimes ring, you will walk, put away your highlighter and meet me back at the carpet.” <ul style="list-style-type: none"> ○ Call out names, giving them their papers. Students will then go grab a highlighter and get to work! • Students will now have a chance to go and read “Cheer” a couple of times focusing on their fluency skills. They will first highlight the words that they need to stress (after we have already done it on the board). They will then fill out the self-assessment, where they will decide how they are doing as an individual, answering yes or no to the questions. They will be expected to be honest as they evaluate, as I will be looking at their self-assessment. • As the students are working, I will wander around listening to the students read, helping them with self-evaluations, etc. • Ring the chimes after a few minutes, or after it seems like the students are wrapping up. • Give students about 30 seconds to transition back to the rug.
3 minutes	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> • Give students a countdown to get back in their place on the carpet. • “Now that we have practiced, and assessed our own fluency skills, let’s talk about what we are really good at and what we can use some more practice. Turn and talk to you neighbor about what some of your strengths were as a fluent reader.” <ul style="list-style-type: none"> ○ Allow students to turn and talk. • “What were some of your fluency skills that you were really good at as a reader?” <ul style="list-style-type: none"> ○ Allow students to answer. • “Let’s think in our heads about some of our weaknesses as far as our fluency skills go, today while we are practicing our Reader’s Theater, I want you to focus on the skills that you felt were not as good.” • Transition to Daily Five.
2 minutes	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> • “Now we are going to do Daily five rounds and practice our Reader’s Theater for this week. I need the following people to stay here at the carpet and then I will call of the other names and you can go get started on your first daily round. Remember when the chimes ring, we will meet back here and go to the next daily round.” • “These students will be meeting with me at the carpet.” <ul style="list-style-type: none"> ○ Call names of students who will be meeting for practicing Reader’s Theater. • Call out names of students to start daily round. • “Please get to work right away!”
20 minutes	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p>

Tuesday: Day Two Reader's Theater

Date: 3/13/2018

each round	<ul style="list-style-type: none"> • “Today we are going to practice reading the whole script together. Please make sure that you are following along so that you know when it is your turn to go. Also, remember to stress important words and read loud and clear so that everyone can hear you!” <ul style="list-style-type: none"> ○ Go through the script, offer feedback as needed. • Ring Chimes • Switch Groups and do the same thing with the second group
-------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none"> • Progress monitoring throughout lesson (how can you document your student's learning?) <p>Students will be filling out a self-assessment that I will collect and go through. They will check their fluency skills, like rate, volume, stressing words, etc.</p>	<p>Summative Assessment (linked back to objectives, END of learning)</p> <p>When the students are performing on Friday, as the different characters talk, I will be watching for their inflection & intonation. I will check if they are able to stress words as they talk. I will have a script in front of me to see if they are emphasizing the correct words. I will be using a checklist. I will also check their other fluency skills, such as rate, volume, etc.</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

Overall, I feel that this lesson was a success. I feel that it aligned with the standard I was going for really well, and I am proud of how this went. If I were to teach this lesson again, a lot of it I would keep the same. I would definitely keep the full group part the same. I thought that it went well and the students stayed very engaged. I thought that letting the students come up to the board to circle was a great way to make them excited to learn. I am also glad that I changed my lesson plan up a little bit and had us read through the poem twice.

Something that I wished I would have changed was that I should have been clearer about how to self-evaluate. I did go through each of the questions that was on the evaluation, but maybe I should have actually gone through and highlighted just like they would later be doing. I could have used the document camera to do this, in order to give students an even better visual, not just pointing on the self-evaluation. This is something I realized when I was going around and observing them work. Some of them were a little confused about this, but I just kind of explained it to individual groups and it ended up being okay. I think that I would have also maybe not used the self-assessments as one of my actual assessments. I think that it was a good check in to see how the students were feeling about fluency, but for the most part the students that probably had it all down were the ones that were completely honest and said that there were skills they still wanted to practice. The students who could use more practice were the ones that said that they were good at everything. I think that it would have been good if I would have had each student read the short cheer to me using the skills that we practiced so that I could have also evaluated the students myself. I thought it was good to do the self-assessment to get them thinking about their own skills, but as far as my own assessment I should have probably assessed them myself. This something that I would change if I could teaching this again.

Something else that I would change if I were to teach this lesson over was my differentiation. I think that this activity was a little bit easy or not as engaging for the high flyers. I could have had them do the full group part with me, then I could have put the high flyers in a group together with a totally new poem or cheer and let them figure out which words they needed to stress on their own. This would have been challenging for them and good for them to get even more practice with the fluency skill. I would have maybe put them in a larger group, like maybe four of them so they could figure it out together.

I thought that the Reader's Theater group went really well today. I really appreciated how the students would just get up and grab a chair if it would help them focus. They knew what they needed in order to do their best learning and I think that is something that I can take away from this lesson. I realize that the teacher had set up expectations from the beginning of the year and the students know what they need to learn best, and they do it. Something that I think I can improve on within the small group time would be just keeping a better ear and eye out for the other students. I think that I did a pretty good job of making sure that the students were on task, but I think that I could have done even better with this. It is definitely something that I will work on later this week when I meet with groups again.

Overall, I think this lesson went really well and I am proud of it. I would definitely teach this lesson pretty close to the same way again if I was given the chance.

Tuesday: Day Two Reader's Theater
Date: 3/13/2018