

Monday: Day One Reader's Theater

Date: 3/12/2018

9uhbv Grade: 2nd		Subject: Language Arts	
Materials: <ul style="list-style-type: none"> • Scripts for each of the Reader's Theater Groups • "Cheer" Fluency Poster • Clipboard w/Daily 5 Rotations 		Technology Needed: <ul style="list-style-type: none"> • Projector 	
Instructional Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input 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 type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: <ul style="list-style-type: none"> Small group (half of the class at a time.) <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic 	
Standard(s) 2.RL.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.		Differentiation	
Objective(s) By the end of the lesson, the student will be able to demonstrate stressing words to emphasize meaning in their script while reading the part of their character.		Below Proficiency: Student will be given a part at their reading level on the grade level Reader's Theater play. The play includes parts that are below grade level.	
Bloom's Taxonomy Cognitive Level: Application		Above Proficiency: Students who are above proficiency will be participating in a different play that has parts that are above grade level to challenge them a bit more.	
		Approaching/Emerging Proficiency: Students will be given a part that is at grade level in one of the two plays.	
		Modalities/Learning Preferences: Interpersonal: Student will have a chance to read their part to themselves. Intrapersonal: Student will have a chance to read out loud. Students will be doing turn and talks. Visual: The "Cheer" story will be displayed on the board. Auditory: Students will hear me read out loud to demonstrate, I will also be explaining the concept out loud.	
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." • 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. 	
Minutes	Procedures		
10	Set-up/Prep: <ul style="list-style-type: none"> • Assign parts for each of the Reader's Theater plays • Make note cards with each of the parts and students names • Make sure the story is up on the board 		
2 minutes	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> • "This week we are going to be doing another Reader's Theater. Last time we did a Reader's Theater, we focused a lot on using volume & expression when we read our parts. Turn and talk to your partner about why it is important to use volume and expression when reading." <ul style="list-style-type: none"> ○ Allow students time to turn and talk. 		

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	<ul style="list-style-type: none"> • "I need your attention back in 5...4...3...2...1...Eyes on me please. What were some of the reasons we as readers need to use good volume and expression?" <ul style="list-style-type: none"> ○ Allow students to respond. (so people can understand us better, it makes the story more interesting, etc.)
10 minutes	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> • "We have learned about different kinds of inflection and intonation when we read. Inflection and intonation is the way we read with expression. If we are reading both loud and soft, that means we are changing our volume. If we are changing how high or low are voice is, that means that we are changing our pitch. Today we are going to talk about stress." <ul style="list-style-type: none"> ○ Write the word "stress" on the board. • "Stress is emphasizing certain words when we read. It makes the text that we are reading a lot more interesting. Turn and talk with a partner about why it might be important to stress certain words." <ul style="list-style-type: none"> ○ Allow students to turn and talk. • "I need your attention back in 5...4...3...2...1....eyes on me please. What were some of you ideas? Why might it be important to stress certain words?" <ul style="list-style-type: none"> ○ Allow students to respond. • "What kinds of words would we stress if we are reading a poem?" <ul style="list-style-type: none"> ○ (Rhyming words, it helps to keep rhythm flowing) • "When we are reading our Reader's Theater, what kind of words do you think we should stress?" <ul style="list-style-type: none"> ○ (we should stress words that are important, or words that show excitement) • "Remember, the way we emphasize certain words as we read is called stress. Remember, great readers, like us, use stress to emphasize meaning in the text. Now I am going to read this, it is called <i>Cheer</i>. This is kind of a special kind of rhyme called a cheer. On a lot of the lines I have to stress the first word to keep the rhythm going, on the last line, I will stress the last word. Stressing the words helps the cheer sound good and make sense. I want you to follow along with me and listen as I read the cheer out loud." <ul style="list-style-type: none"> ○ Read out loud. • "I would also like to point out that there is a certain punctuation mark that sometimes helps to tell us what words should have stress. Which punctuation mark helps us know?" <ul style="list-style-type: none"> ○ Exclamation mark • "Now I am going to read a little bit of this cheer again. This time, I am going to read every word the exact same way. Think in your brains about which time sounded better, and what made it sound better." <ul style="list-style-type: none"> ○ Read out loud again. Read slowly and all in one voice. • "Turn and talk to your neighbor about which time I read sounded better and why it sounded better." <ul style="list-style-type: none"> ○ Allow students time to turn and talk. • "Attention back in 5..4..3..2..1..Eyes on me please. Show me with your finger if you liked the first or the second time better. Why did you like the first time better?" <ul style="list-style-type: none"> ○ Allow students to respond. • "It is important to stress words as you read because it keeps readers engaged and makes reading more excited. Today when we practice our parts for Reader's Theater, remember to practice stressing words, so on Friday when we perform the readers will stay engaged!"
20 minutes per group	<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"> • "Now, we are going to get our parts for this week's Readers Theater. We are doing it a little bit different this time because we are actually going to do two different plays. I already divided everyone into groups, so when it is your groups turn to be with me to practice readers theater, we will meet right here on the floor. The other group will be making a choice for a daily round. First I am going to call the names of the people that will be meeting with me first. Those people can just stay right where they are until everyone has gotten their round." <ul style="list-style-type: none"> ○ Call the first group names to the back table. • "The rest of you can sign up for a daily round" <ul style="list-style-type: none"> ○ Go through the list letting the students choose between read to self, listen to read, word work, and writing. • Sit on the floor with the group in a circle. • "I am going to pass out a notecard that has your name and your part on it. Keep this right in front of you on the floor so that you can remember what your part is." <ul style="list-style-type: none"> ○ Pass out the notecards. • "Today we are going to start our new Reader's Theater. Today we are going to read our part in our head, then when I put my hand in front of you, read your part out loud. Remember to keep in mind stressing words that you feel are important." <ul style="list-style-type: none"> ○ Go through each student, checking if they are remembering to stress words (use checklist) • "Now we are going to go through and read our play together. Just read through you part when it is your turn nice and slowly, try to stress the important words. We will keep working on it throughout the week." <ul style="list-style-type: none"> ○ Read through the play together, for as long as there is time left. • Once we have finished, collect the notecards and the script books. • Then ring the chimes and have students come back to the rug. Switch groups and repeat.

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1 minute	Review (wrap up and transition to next activity): <ul style="list-style-type: none">“We have learned the importance of stressing words when we read. On Friday, when we perform our Reader's Theater, this is something that we want to be really good at, so it is important that we practice this week.”	
Formative Assessment: (linked to objectives, during learning) <ul style="list-style-type: none">Progress monitoring throughout lesson (how can you document your student's learning?)<ul style="list-style-type: none">As students are taking turns reading out loud, I will be checking for if they are making an effort to stress certain words, if they can, I will put a + on the list, if they cannot I will put a 0. I will also be helping if they cannot, deciding what words should be emphasized.		Summative Assessment (linked back to objectives, END of learning) <ul style="list-style-type: none">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.
Reflection (What went well? What did the students learn? How do you know? What changes would you make?): <p style="text-align: center;">Round 2, Lesson 1 Reflection</p> <p>Overall, I felt that this lesson was a success. The first thing that I thought went really well was reviewing the skill we did in the last Reader's Theater. They remembered right away and they were ready to share. I felt the lesson itself was a success because the students stayed engaged the whole time. It was a short full group lesson, but they also stayed engaged during the daily rounds. During the full group lesson, I changed a couple of things. We did circle the words that we stressed. I thought of this on the fly to help the students to understand when I was actually stressing words. The first time I read it, I noticed that the students were not really grasping the concept, but once I circled the words, the students caught on and were able to see the words in which I was stressing and they could also hear it better.</p> <p>Something that I would change if I were to teach this lesson again would be one of the turn and talks. I did it out of place and the students kind of had trouble with knowing what they should talk about. However, it worked out in the end and they figured it out. I also should have mentioned to them that there are two different kinds of stress because during the turn and talk I heard some of them talking about parents feeling stressed. This is something that could have been a teachable moment that I missed. Something else that I was not prepared for was a student deciding that the story that I was reading monotone sounded better than the one that I did with stressing and expression. I let her share her reason and we moved on, but I thought it was interesting that she did pick the monotone one, she thought it sounded better.</p>		

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As far as the assessment checklist goes, I thought that it went well and it was easy for me to use. A lot of the kids really grasped onto stressing words and a lot of them did a great job while we were sight reading the Reader's Theater. I am very proud of how this lesson went, but I definitely wish that I could teach it again because I missed a couple of things and there were a couple of things that I would change if I were to reteach this lesson.