**Lesson Cycle**

**Lesson Title/Topic: Fluency and Comprehension in reading out loud.**

**Concept: Putting the flow in fluency through song, visual aids and games.**

**Standards/Rationale: ELAR 7Th grade 110.19 (b) 1**

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| **Learning Target:****The students will learn the importance of reading with fluency, out loud and silently.** | **Assessment:** **Completed reading assignment.**  |
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**Materials:**

 ***Our TEXAS* book**

 ***“The Lone Star State”* bouncing ball sing-along song.** [**https://www.youtube.com/watch?v=PQ1fGcxz9uA**](https://www.youtube.com/watch?v=PQ1fGcxz9uA)

**PowerPoint: ‘*Fluency and Flow’***

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| **Lesson Cycle:** **(Direct instruction)**  |

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| **The teacher will:** | **The student will:** |
| **Focus/Mental Set:*** **Focus/Mental Set: Play video of follow along song, ‘Deep in the Heart of Texas’.**[**https://www.youtube.com/watch?v=PQ1fGcxz9uA**](https://www.youtube.com/watch?v=PQ1fGcxz9uA)
* **Ask student to sing along**
* **Read excerpt out of book with poor fluency, then read the same passage with fluency.**
 | * **Sing along, watching the bouncing ball.**
* **Listen to the excerpts and discuss which version makes more sense, and which version is best.**
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| **Teacher Input:*** **Have the children read in pairs in ‘Partner Up, Pardner.’**
* **Pass out a handout with the following keyword (from the book) and definition.**
	+ **Austin**
	+ **Brazos River**
	+ **Cattle**
	+ **Cotton**
	+ **Expression**
	+ **Fluency**
	+ **Fort Worth**
	+ **Flow**
	+ **Oil**
	+ **Texas**
* **Ask the students to name three facts about what they read.**
* **Ask the students to draw a picture of what they liked most about the book.**
* **Ask students to act out parts in their book**
 | * **Get with one partner and read aloud to each other for five minutes each.**
* **Go over the vocabulary and definitions prior to reading the book.**
* **After that time the pair will switch out to get a new partner.**
* **Name three facts that they learned from their passage.**
* **Draw a picture of what they liked best about the book. They will swap out the pictures with other students and try to guess what the picture is of.**
* **Student will act out what the character in the book did.**
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| * **Present the PowerPoint on Fluency and Flow. Show the students what fluency looks like and discuss other things that flow smoothly. Discuss how fluency helps students understand the passage.**

**Guided Practice:*** **Pass out handouts with the passages from book. One will have punctuation, and one will not. Ask students to insert punctuation.**
* **Guide the student in labeling the verbs, adjectives, and adverb in the handout**
* **Ask children to put their hands over their ears and speak softly, repeating the paragraph to gauge fluency.**
* **Have a Showdown activity for the children.**
 | * **Discuss what flow means in fluency.**
* **Insert punctuation into the appropriate places in the paragraph.**
* **Identify nouns. Verbs, adjectives, and adverbs in handout.**
* **Put hands over their ears and recite the paragraph, listening to their fluency.**

* **Engage in the group activity, ‘SHOWDOWN’.**
* **Get in groups and answer three questions.**
* **Discuss the answers that they came up with. They will share their findings with the class.**
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| **Independent Practice:*** **Ask the children to do independent reading on their own material.**
 | * **Read silently with their own reading material.**
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| **Closure:****Ask the students why it is important to read smoothly.** | * **Discuss why it is important to read smoothly silently and out loud.**
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| **Options:** |   |
| ***Enrichment:*** | ***Reteach:*****Activity 1: Content Word Wall****The teacher will:*** Display the following keywords from the lesson in alphabetical order on the word wall.
1. Austin
2. Brazos River
3. Cattle
4. Cotton
5. Expression
6. Fluency
7. Fort Worth
8. Flow
9. Oil
10. Texas
* Ask the students to do the same
* Cover up the keywords.
* Allow the students to look at the keyword when having difficulty.

**The students will:*** get in groups and take turns displaying keyword in alphabetical order
* Get the opportunity to look at keyword that they are having trouble comprehending.
* Talk to each other while inserting keywords into their sentences.

**Activity 2**. **Cloze Sentences****The teacher will:*** Do an activity which will involve the students getting in groups and talking to each other using keywords.
* Ask students to work in groups (2 or more students) and pick the keyword missing.
* The teacher will give another sample sentence if the student are having difficulty with the correct keyword.

**The students will:*** Get in groups and work together.
* Agree on the keyword that best fits into the sentence.
* Will have the opportunity to ask for a different sample sentience if having difficulty finding the correct keyword.
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**Modifications/Correctives:**

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| **Intellectual disability-** Developmental delay: Child has lower level intellectual knowledge. **Modification-** Allow the student to choose from books according to the student's intellectual knowledge. Provide questions using simple terms for the showdown game. **HDHD-** The child can become hyperactive, inattentive, and impulsive. **Accommodations**- Seat child near the teacher or where there will be minimal distractions. Give the child frequent breaks.**Dyslexia**- Child has trouble reading accurately.**Modification**- Read the book of choice out loud during a conference period or have another students read to the child.  |   |

**References:**

**Allington, 2006; National Reading Panel, 2000; Pressley, Gaskins & Fingeret, 2006; Rasinski, 2006; Vogt & Shearer, 2003*. LEaRN: Literacy Essentials and Reading Network.* Retrieved from:<http://www2.nefec.org/learn/teacher/secondary/fluency/research/why.htm>**

**Cartoon Cougar. 2015, April 6. *The Lone State ”Bouncing Ball Sing- Along*. Retrieved from:** [**https://www.youtube.com/watch?v=PQ1fGcxz9uA&t=5s**](https://www.youtube.com/watch?v=PQ1fGcxz9uA&t=5s)

**Hopkins, J. M. (2010) *Our TEXAS.* Watertown, MA: Charlesbridge.**