

**Dakota State University  
College of Education  
LESSON PLAN FORMAT**

**Name:** Mickeala Boyd

**Grade Level:** 5th Grade

**School:**

**Date:**

**Time:**

**Reflection from prior lesson:**

**Lesson Goal(s) / Standards:**

5.RF.4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level texts in a variety of genres orally with accuracy, appropriate rate, and prosody (stress, phrasing, intonation, and expression) on consecutive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Lesson Objectives:**

- 1) After practice, students will read an unmarked grade level passage to their teacher, achieving at least a Level 3 on the Prosody Assessment Scale

Student Friendly "I can" Statement/s:

I can read a grade level passage with prosody

**Materials Needed:**

- Text Passage: [All the Buzz'](#)
- Text Passage with Phrase Cues: [All the Buzz'](#)
- [Assessment: Prosody Rating Scale](#)

**Contextual Factors/ Learner Characteristics:**

5th Grade

Reading at 850 to 950 Lexile

Need support with reading prosody

**The Lesson** (just video day one) \*\*\* ([jamboard for day one](#))\*\*\*[Video](#)\*\*\*

- **Introduction (include time allotment) - 5 minutes**
  - **getting attention:** 5-4-3-2-1 (learning is fun)
  - **creating a need to know:** Class, this week, we are going to work on phrasing and expression when we read. Meaning we will be chunking words together to form meaningful phrases in the reading. And we will be paying close attention to the punctuations in the sentence. For example, I am going to read "Jack be Nimble."
    - Then I will use the incorrect version of the "Jack be Nimble" for my example to the class.
  - Class, did we understand what I had read?
    - (answer) No
  - Great job, class; that is correct. It didn't sound popper because I did use the right phrasing or chunking of words. I am going to say it again
    - I will read the phrase to them again but with the proper phrasing.
  - Was this the correct phrasing? Were you able to understand what I was reading?
    - (answer) Yes
  - That is correct; you were able to understand because I used the right phrasing.
  - I have chosen a text that you all will learn to read with the proper phrasing. By the end of the week, you all will be able to read this text with little to no help.
  - **relating to past experience and/or knowledge:**
    - First-class, we are going to review what we went over last week. We worked on reading fluency. Does anyone remember what reading fluency means?
      - (answer) the ability to increase accuracy and rate in reading connected text.
    - That's correct. Does anyone have any questions on what reading fluency means?
      - Then during this time, if the students had questions, I would go over their problems. Since the students are a little older, it will be easier to have a class discussion.
  - **sharing objective, in general terms (I can):** I can read a grade-level passage with prosody. With practice, students will be able to read an unmarked grade-level passage to their teacher. They are achieving at least a level 3 on the final assessment.

## Content Delivery (include time allotment & instructional methodologies)

### Day 1 - Model Reading Marked Text

- Time: - 5
- Instructional Methodologies: Explicit
- **Intro:** Hello students, today we will be looking at our text and learning about what we will be doing this week.
  - I would start with handing out the marked version of the reading I had chosen for the class. [MARKED READING](#)
- Throughout the reading, there are multiple different markers. The / and //. What do these mean? The / means you will take a short break in between reading. The // means that you will take a longer break.
- **I do it:** Class, when good readers read, they read in phrases or chunks. It sounds a lot like the spoken language. When you read the text this way, it makes it much easier to understand. When they are reading, they read the passage well and make sure to pay attention to the cues in the passage. Pay attention to the punctuation.
- Now I am going to read this short part of the passage. I want you all to read silently while I am reading.
  - What does it feel like to walk on the moon? //
  - You know / that you were there, / but it was unreal / at the same time. //It's so different / and unusual that it's almost dreamlike.//
- Now that I have read the passage. What did you guys notice while I was reading?
  - You notice that the passage is a dialogue passage.
  - I read the passage with expression.
  - I read the passage and took breaks where the marks were. / I took shorter intervals than when I read //.
- **We do it:** Now, class, I want us all to read the passage altogether. Make sure you take breaks / and //.
  - Then we will read the passage together as a class. Or in groups depending on the size of the classroom.

### Closure (include time allotment)

Excellent work class; today, we practiced how to read a passage with breaks and expression. We also learned what the / and // means. You read phrase cues. Tomorrow we are going to work on them again.

### Day 2 - Model and Practice with Marked Text

- Time: 20 mins

- **Instructional Methodologies:**Explicit

- **I do it:**

- Hello, class lets get started for the day. The first thing that I am going to do is read our passage to you guys. I am going to make sure I stop in the areas that are marked. I will also pay attention to the marking to be sure that I read the cues correctly. I want you all to point to the words and read with your eyes.

- I will read the marked passage (link is above). I will make sure the class all has a handout.

- **We do it:** First-class let's all read the passage together as a class. Please make sure we pay attention to the phrase cues.

- Then we will read the passage together as a class.

- Great job guess you paid very close attention to the phrase cues. Now that we all read the passage together. It is your turn to read the course, just you guys without my help. Be sure to pay attention to the phrasing.

- Then they will read the passage as a class.

- Excellent work class, you have done such a great job.

- **You do it, I Watch:** Now that we understand more about how to read with expression and read phrasing. I am going to split you guys into groups to read with partners.

- Now I will draw sticks for students to read together in groups of two to three.

- Class, I want you to read the entire passage. One partner will read the first paragraph, and then the other partner will read the next section. I want you both to listen to each other carefully. While reading the passage, I want you to make sure your partner is reading it correctly. Make sure you are being positive and providing positive feedback to your partner.

- **Closure (include time allotment)**

- **Re-draw attention to I Can statement: 5-4-3-2-1 (learning is fun)**

- Excellent work today, class; you are picking up on cued phrases so fast. You are all reading very well. Today we practiced reading phased cus as a class and with partners. We will continue practicing tomorrow.

### **Day 3- Practice with Marked Text**

- **Time:** 10- 15 min.

- **Instructional Methodologies:** Explicit

- **We do it:**

- Class, you are doing such a great job reading with expression and with phrasing. Today we will read the passage together, and then you will be able to read it on your own or with a partner. Class pull out your passages with the cues, and we will begin reading all as one.

- We would read the passage as a class making sure to read it properly and express it.
- **You do it:** Great work! I will give you all the options of reading with a partner or reading on your own. Choose whatever you would like to do. But make sure you are reading it correctly. If you are reading alone, you may grab a telephone to read. Alright, go ahead and read.
  - During this time, I would walk around the classroom. Helping them when they need it and paying attention to if they are reading well.
- **Closure (include time allotment)**
  - **Re-draw attention to I Can statement:** 5-4-3-2-1 (learning is fun)
  - Class I am hearing some great reading. You are reading the phrases with the proper pauses. I also heard that you all were reading with the proper expression in your voice. You have done such a great job and we will continue to learn more tomorrow.

#### Day 4 - Practice with Unmarked Text

- **Time:** 20 min.
- **Instructional Methodologies:** Explicit
- **We do it:** We have been doing a fantastic job reading now; we are going to get a different handout. As you can see, it is the same story. Although class, what is different about this writing? That's right; it doesn't have the markings. Class, we are going to read this writing together as a class. Remember what we have been practicing all week. Use those skills and apply them to this passage.
  - Then we would all read the passage together as a class.
- **You do it:** Great work, you all remember what we have been working on. Not that we have read it as a class, I want you to grab your telephones and read the passage on your own. You can read it as many times as you wish. I am going to start a 10-minute timer, and you should be reading that entire time.
  - During this time, I would be walking around the class listening to them read the passage and paying close attention to them reading.
- **Closure (include time allotment)**
  - **Re-draw attention to I Can statement:** 5-4-3-2-1 (learning is fun)
- You have done such excellent work reading this passage this week, class. I have heard some significant improvement from day one. You guys can bring this passage home and practice if you do not think you are reading it well. Tomorrow we will be testing over your reading phrases and your reading expression. Great work, class!

Day 5 - Assess Phrase-Cued Reading

- Time: 1 hour
- **Instructional Methodologies:** Independent Reading Time with 1 on 1 Teacher/Student Assessment
- I do it:
  - Tell students they will be doing an assessment related to reading prosody. Show students the Prosody Assessment Scale. Explain to them that as they read you will be listening to how they stress words, read in phrases, pause appropriately, pay attention to end marks and other punctuation, and use expression. Model reading 1 paragraph of the passage they have been working on with prosody. Let them know you will give them feedback and next steps after they read to you.
  - Remind students that while each of them is being assessed, the remainder of the students will be reading independent.
  - Post the expectations for reading independently.
    - Read the entire time.
    - Do not interrupt the assessment process
    - Write in your reading journal for the last 5 minutes only.
- You do it, I Watch:
  - Meeting individually, listen to each student reading aloud on an unmarked passage. Rate each student using the Prosody Assessment Rating Scale.
- Closure (include time allotment)
  - Re-draw attention to I Can statement:
- Assessments Used
  - [Prosody Assessment Rating Scale](#)
- Differentiated Instruction
  - After assessment teacher will make a decision about the level of support students will need in reading with prosody.

Level 1 or 2	Continue phrase-cued instruction with another passage with similar types of sentence structure in a small group with similar needs
Level 3	Continue phrase-cued text instruction with more passages with more difficult and varied sentence structure in small group with similar needs
Level 4	Discontinue phrase-cued text instruction; continue to provide reminders and feedback on students phrasing

- Resources
  - Core Reading Sourcebook