

### **LESSON PLAN #3**

**Age Level:** 2<sup>nd</sup>

**Subject Area:** Language Arts

**Materials Needed:** Book about John Henry

Standards

**Code and Description:** 2.RL.4, 2.RL.7

Objectives

**What should the student be able to know or be able to do?:** How to adjust the level of pitch or volume in their voice when reading out loud.

**Cognitive Level of Lesson (Blooms Taxonomy):** Students should be able to interpret the use of adjusting their volume when reading a story.

Learning Activities

Opening Element: "Second graders, remember yesterday when we talked about author's purpose and why it is important to look at the pictures as you read? Can anyone raise their hand and tell me why looking at the pictures is a good thing to do while you read?"

**Technology:** None

**Vocabulary:** None

**Instructional Method:**

- "Remember yesterday when you went over your assigned parts for the book John Henry?" "Well today you are going to be able to practice that."
- "This is what you are going to do, there will be two groups. Mrs. Sorum with group 1 and group 2 is going with me."
- "Your job is to go through the book with your group and make sure you use different volumes in your voices."
- "Second graders since people are going to be talking at different times, what is a good volume level for this activity?.....1 or 2"
- "When your classmates are reading, what do you think is the respectful thing to do? Talk to your neighbor when someone is reading their line or following along as they read?"
- Assign them groups and remind them their parts.

- “Thumbs up or thumbs down on how that went, was it fun to play the part of a character in a book.”
- One final question to wrap it all up-----“Wrap up”

**Differentiation:** Assigning different parts to students at certain reading levels. Some will be easier and some will be more difficult, so adjusting to that benefit the students the most.

**Wrap-Up:** “Thinking about what we talked about yesterday about the author’s purpose, why is it important to look at the pictures while you read?”

Assessment

**Formative:** Since we are reading together, the group of students are able to read as a group and I can hear the whole group working on using their different pitches when reading.

**Summative:** Because I am listening to a group read the story I am able to hear and grade how the students use their different voices throughout the book.

**Reflection**

This lesson went very well overall. It was so fun to see the students play their parts and change their voices to fit the character. Some of them even got a little out of their comfort zone more than I expected. It helped that they went over their parts the day before so when we were in two groups, it flowed a lot better I thought. Looking at the lesson plan as a whole, I do not think that there was anything that I would change. I do think I do need to add a better closure though, I still have not mastered that yet. Just leaving the students with a last thought to think about and take away from the lesson.