|  |
| --- |
| Lesson: practice fluency with *Honeybees* from Joyful Noise (copy poem to where it fits on one page) |
| Standard: RF.5.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. |
| Goal(8) Setting Objectives and Providing Feedback(4) Reinforcing effort and Providing Recognition | GThe goal of our lesson is to read this poem, *Honeybees*, accurately and with fluency.  |
| Access Prior Knowledge(6) Nonlinguistic Representations(7) Cooperative Learning(10) Cues, Questions and Advance Organizers | ARemind students about reading, Casey at the Bat, and how it is a poem. Even though that poem was within a “book” form, it is still a poem. How did you read it? What did you learn about reading fluently? |
| New Information(3) Summarizing and Note Taking (5) Homework and Practice(11) Teaching Specific Types of Knowledge | NYou have a new poem for this week:* Hand out poem
* Mrs. Nelson and Mrs. Jones will model how to read a poem from this text that shows choral reading; model how to reflect
* We will re-read for a 2nd time; what was different? How did we sound this time? (**practice**, but maybe still don’t know some of the words)
* Now it’s your turn to read chorally
 |
| Application(2) Identifying Similarities and Differences(9) Generating and Testing Hypotheses(10) Cues, Questions and Advance Organizers | A* Students will be divided in half, one group reading Reader #1, one group as Reader #2
* During 2nd or 3rd read, have students highlight words they do not know
* Why do you need to know these words?
 |
| Generalize(8) Setting Objectives and Providing Feedback(4) Reinforcing effort and Providing Recognition | GOur goal was for you to read the poem *Honeybees* accurately and with fluency. How did you do? |