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| 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 | G  The 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 | A  Remind 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 | N  You 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 | G  Our goal was for you to read the poem *Honeybees* accurately and with fluency. How did you do? |