Objective: Children will pay attention to punctuation to help them read expressively.

Supplies:
- Book – In a tree, p. 18-19
- Overhead transparency
- Overhead projector
- Three colored pens (overhead)
- Text Types: Narrative ( ) Information Books (x) Poetry ( )

Explain:
- **What:**
  Today boys and girls, we are going to be learning about how to read expressively. Important parts of reading expressively are pausing, stopping, raising or lowering our pitch as we read. Pitch is how high or low the sounds are that we make with our voices (demonstrate high and low pitch). Stopping means we quit reading for a moment like this… Pausing means we take a breath and keep reading. Marks on the page called punctuation marks (point to) help us to know when we need to pause, stop, raise or lower our pitch.

- **Why:**
  We need to read expressively with pauses or stops so that we can show that we understand what we are reading. Punctuation tells us what we need to know about how to express the words, phrases, and sentences with the right pauses, stops, and pitch.

- **When/Where:**
  Whenever we read, we should pay attention to the punctuation so that we know where to pause, stop, and raise or lower our pitch.

Modeling:
- **Example**
  First I am going to read this page with good expression paying attention to what the punctuation tells me to do, such as pause, stop or raise or lower my pitch. Please look at the page on the overhead. Notice that I have colored each punctuation mark with a different color to help you see them more clearly. Follow what I read with your eyes. Listen very carefully to see if I stop, pause, or change my pitch where I should.

- **Non-example**
  Next I am going to read this page with poor expression paying no or little attention to what the punctuation tells me to do. I won’t pause, stop or raise or lower my pitch. Please look at the page on the overhead. Notice that I have colored each punctuation mark with a different color to help you see them more clearly. Follow what I read with your eyes. Listen very carefully to see where I should have changed my reading to stop, pause, or raise or lower my pitch.

Scaffolding: (ME, YOU & ME, YOU)

- **Whole Group (Me & You):**
  Now that I have shown you how and how not to read this page, let’s practice it together! We will begin reading this page all together. (Point) Watch my pen so that we can all stay together.

  Next, we will read this again using echo reading. How many of you have ever heard an echo? So if I say, HELLO… the echo will say HELLO. So now I will read and you will echo me… Let’s begin…

- **Small Group/ Partners/Teams (Me & You)**
  Now turn to your neighbor. One person will read and the other will echo.
Next, take fluency phone and read this again to yourself listening carefully to see where you are stopping, pausing, or raising or lowering your pitch.

Now, take your fluency phone and read this again to yourself listening carefully to see where you are stopping, pausing, or raising or lowering your pitch.

Assess:

- Rubric for Assessment
- Set Personal Goals
- Graph Progress

Reflect:

- What went well?
- How would you change the lesson?
Explicit Fluency Lesson Plan: Expression

Objective: Students will pay attention to punctuation to help them read expressively.

Supplies:
- Fluency read
- Three colored pens
- Overhead projector
- A copy of the fluency read for all students

Explain:

What:
- “Today boys and girls, we are going to be learning about how to read expressively. Important parts of reading expressively are pausing, stopping, raising or lowering our pitch as we read. Pitch is how high or low the sounds are that we make with our voices (demonstrate high and low pitch). Marks on the page called punctuation marks (point to) help us to know when we need to pause, stop, raise or lower our pitch.

Why:
- We need to read expressively so that we can show that we understand what we are reading. Punctuation tells us what we need to know about how to express the words, phrases, and sentences with the right pauses, stops, and pitch.

When/Where:
- Whenever we read, we should pay attention to the punctuation so that we know where to pause, stop, and raise or lower our pitch.

Modeling:

Example:

First I am going to read this page with good expression paying attention to what the punctuation tells me to do, such as pause, stop or raise or lower my pitch. Please look at the page on the overhead. Notice that I have colored each punctuation mark with a different color to help you see them more clearly. Follow what I read with your eyes. Listen very carefully to see if I stop, pause, or change my pitch where I should.

Non-Example:

Next I am going to read this page with poor expression paying no or little attention to what the punctuation tells me to do. I won’t pause, stop, or raise or lower my pitch. Please look at the page on the overhead. Notice that I have colored each punctuation mark with a different color to help you see them more clearly. Follow what I read with your eyes. Listen very carefully to see where I should have changed my reading to stop, pause, or raise or lower my pitch.
Whole Group (Me & You)

- Now that I have shown you how and how not to read this page, let’s practice it together! We will begin reading this page all together. (Point) Watch my pen so we can all stay together.
- Next, we will read this again using echo reading. Echo reading sounds like an echo...so if I say HELLO...the echo will say HELLO. So now I will read and you will echo me...Let’s begin.

Small Group (Partners)

- Now turn to your neighbor. One person will read and the other will echo. (Teacher will time for a minute, and then they will switch partners.)

Individual (You)

- Next, take the fluency phone and read this again to yourself listening carefully to see where you are stopping, pausing, or raising or lowering your pitch.
- Next, look at our fluency rubric. How well did you do? Did you read expressively? Or did you have a hard time? Point to the face on the chart of how well you think you did. (Students have a rubric in their fluency folders.)

***Now would be a good time to introduce the fluency folders and pair student up for daily fluency practice.
Expression

- Read so you sound like someone talking.
- Try to read to the comma or end punctuation without stopping.
- Read at least 3 words before pausing or stopping to take a breath.