

-MANCHESTER COLLEGE- Department of Education

LESSON PLAN by Jessica Williams and Eric Roof

Lesson: Echo Reading **Length** 20-25 Minutes

Age or Grade Intended 2nd grade reading

Academic Standard(s): 2.1.6 Read aloud fluently and accurately with appropriate changes in voice and expression

Performance Objectives: Given a children's book, students will verbally repeat phrases that the skilled reader models with accurate fluency.

Given a struggling student, the skilled reader will use the checklist to determine whether the struggling student is a fluent reader.

Assessment: Students will rotate and spend time with the skilled reader. The skilled reader will check for accurate expression and phrasing using the provided checklist and correct modeling.

Advanced Preparation by Teacher:

Print off handout

Get children's books

Print off checklists

Procedure:

Introduction/Motivation:

Class I want you to repeat after me. (I love echo reading using a variety of expression). Explain how expression tells a lot to the reader/learner about what the text is saying.

Step-by-Step Plan:

- Welcome class. Explain briefly an overview of what echo reading is, and the theory behind it.
- Ask for volunteers to help pass out the handout.
- We will begin explaining the handout.
- When reach "Step How" show the video on how to properly administer echo reading.
- After the video demonstrate to the class what the typical student and educator would do in a session of echo reading. **Gardners: Visual/Spatial**
- Proceed to break the class into groups of two. They will need a children's book and two checklists. **Gardners: Interpersonal**
- Have the groups take turns being the educator and the students. **Blooms: Application**

- Have the class go back to their seats. What was difficult from the teacher side? What was difficult from the learner side? **Blooms: Comprehension**
- Have students turn in checklist as assessment.

Closure:

- Now that we have demonstrated what it's like to do echo reading from the student side and the teacher side we hope you will be able to use this reading concept with students who are struggling with fluency.

Adaptations/Enrichment:

Boy with High Ability: Give this student a more difficult book to read with harder vocabulary and more dialogue.

Girl with ADHD: Have her pass out the worksheet and checklist.

Boy with Eye Impairment: Sit this student close to the screen so they can see the video.

Girl moderate disability: Give this student an easier book to read, or peer support.

Self-Reflection:

- Was the video helpful?
- Was the lesson too short/long?
- Did the students grasp the concept?

Echo Reading

Explain to students that you will model fluent reading. As you read have students listen for:

- changes in stress and pitch
- Pauses
- How you chunk the text

Use the following routine:

- Choose passage or page from the given reading
- Read one phrase or sentence at a time, as students follow along in their books.
- Have students echo you're reading discuss any difficulties they have point out changes in stress and pitch and pauses how you chunk text.
- When you are finished with a passage, have student pairs chorally reread for additional practice.

Echo Reading Check List

- Point out the raise in voice at the end of a question.
- Read an exclamation with strong emotion.
- Read dialogue the way it would be spoken.
- Chunk text using major parts of sentences such as subject, predicate, and prepositional phrases.
- Pause at the end of a sentence, end of paragraph, or a comma.

Note smoothness in reading and correct pronunciation of all

Echo Reading

What:

Echo Reading: Echo reading is an activity where the educator reads a text, a sentence at a time, as the learner tracks. The learner then echoes or imitates the skilled reader.

Echoing a skilled reader helps learners

- gain confidence in reading aloud
- learn sight words
- read material that might be too difficult for them to read alone, and
- Practice proper phrasing and expression (Fluency).

Who: For students from 1st grade to 4th grade. This method is especially helpful for students with special needs, ESL students, and students who are struggling with fluency.

Why: Echo reading is very important for students who need special work on their recognition of punctuation marks. The teacher or skilled reader will read through a sentence and perfectly model how the sentence is supposed to sound and the student will repeat it back. Also, this is a great way for students to improve their expression while reading and improve their phrasing in an authentic way. This in turn will increase their reading pace.

When: Use in whole group or individual learning.

How: Here are the steps that a skilled reader should follow to use echo reading:



1. Read a sentence or phrase to the learner.
 - Read with fluency and expression.
 - Track while reading.
2. Have the learner read the same section after you finish.

http://www.ehow.com/video_4402311_teaching-kids-echo-reading.html

Instructional Reading Strategy Oral Presentation Rubric

NAME: _____Jesscia Williams_____

DATE: _10.25.10_____

TOTAL POINTS EARNED _____44_/45_____

5 Points

- ☒ Presenter exhibits professional speaking skills (enthusiasm, clear tone, varied pitch, correct grammar usage, eye contact, etc.)
- ☒ Depth of knowledge is evident; Knowledge is beyond content of speaker's notes
- ☒ Complete presentation of main ideas of the strategy
- ☒ Information is presented in a logical sequence
- ☒ Information is presented using a variety of instructional strategies (PowerPoint, visuals/posters, handouts, manipulative teaching tools, modeling/skit, etc.) video clip
- ☒ Teaching approach is appropriate for reading strategy being taught
- ☒ Audience understanding is obvious through participation and active involvement
- ☒ Written portion follows guidelines provided to produce well-organized, detailed outline of information about reading strategy
- ☒ involved all team members equally

Comment: opened lesson with teacher candidates echoing sentences she would say; clarified concept elaborating during presentation; video clip supported content; exhibited teacher behavior monitoring teacher candidates as they engaged in using echo reading strategy with a partner; provided words of encouragement; referred to video clip when clarifying important parts;

3 Points

- ☐ Presenter appears comfortable in front of group (uses informal language; slouches, etc.)
- ☐ Depth of knowledge is limited; Covers content within speaker's notes
- ☐ Vague presentation of main ideas of reading strategy
- ☐ Information is presented in a type of sequence
- ☐ Information is presented using limited instructional strategies (lecture and handout; PowerPoint and handout)
- ☐ Teaching approach is appropriate, yet presented in a rote manner
- ☐ Usually holds audience attention
- ☐ Written portion follows guidelines provided

1 Points

- ☐ Presentation skills need refinement or modification for effectiveness
- ☐ Content covered can be found within speaker's notes
- ☐ Missed main ideas of reading strategy
- ☐ Information is organized haphazardly

- _____ Information is presented using one instructional strategy; Heavy reliance on reading to audience
- _____ Teaching approach is inappropriate
- _____ Rarely holds audience attention
- _____ Written portion follows guidelines provided