**Title:** What’s that Mammal?  
**Length:** 30-45 minutes

**Grade Level:** 5th grade

**Academic Standard(s):** English Language Arts 5.1.1 Read aloud grade-level-appropriate narrative text (stories) and expository text (information) fluently and accurately and with appropriate timing, changes in voice, and expression.

**Performance Objective:** Given a teacher selected book, the student will individually read aloud using appropriate timing 80% of the time.

Given a teacher selected book, the student will individually read aloud using appropriate changes in voice 80% of the time.

Given a teacher selected book, the student will individually read aloud using appropriate expression 80% of the time.

**Advanced Preparation by Teacher:** The teacher will select a variety of mammal books that are narrative text and expository text (There must be enough copies for each student to have the selected book). Select groups and assign a book to each group.

**Procedure:**

**Introduction/motivation:** The teacher will begin by modeling a brief selection from a selected story. S/he will then ask the students a few questions. What did my voice do when I read a sentence that was a question? *(Bloom’s Taxonomy- Knowledge)* Did you hear any voice changes while I was reading? *(Bloom’s Taxonomy- Knowledge)* Why would my voice change? *(Bloom’s Taxonomy- Knowledge)* Today we will be dividing ourselves into different groups and we will practice reading a variety of texts with appropriate timing, changes in voice, and expression.

**Step-by-Step Plan:**
1. The teacher will explain the different books and split the students into the pre-selected groups.
2. S/he will then instruct the students to begin reading (As the students read, they will be rotating, so every student is able to read).
3. While the students are reading the teacher will walk around the room to listen and observe.
4. If the teacher finds any teachable moments, s/he can stop the group or class and model the appropriate and inappropriate ways to read the text.
5. S/he will then instruct the students to continue reading.

This lesson uses Gardner’s Multiple Intelligences of Interpersonal and Verbal/Linguistic.

Closure: Since you have all read about mammals, illustrate a main idea of the book that you read.

Adaptations/Enrichment: A child that is learning disabled in oral expression will have the opportunity to begin at a reading level that they are comfortable with to work towards the standard. A gifted and talented student will be challenged to read a higher level book with a variety of dialogue.

Self-Reflection: The teacher will listen to the students as they read and see how well they stayed focused. The teacher will also make sure that the students understand how to change voices, expression, and use appropriate timing.