

## LESSON PLAN by Kristen Davidson

**Lesson:** *The Very Busy Spider* cued reading **Length:** 40 minutes

**Grade Intended:** 2-3

**Creator:** cued reading activity from Creative Dramatics

### Academic Standards:

2.1.6 Read aloud fluently and accurately with appropriate changes in voice and expression.

3.1.3 Read aloud grade-level-appropriate literary and informational texts fluently and accurately and with appropriate timing, change in voice, and expression.

3.1.1 Know and use more difficult word families (*-ight*) when reading unfamiliar words.

### Objectives:

Given a section of the text, the second grade students will fluently read their section of the text aloud with the correct timing, change in voice, and expression with 100% accuracy.

Given a copy of *The Very Busy Spider*, the third grade students will recognize difficult word families 90% of the time.

**Assessment:** During a guided reading session, stagger start the students with *The Very Busy Spider*. Pay attention to see if each child can recognize the words with vowel combinations. The words that should be recognized are meadow, thread, moo, whoo, and oink. Check off each student on each word.

### Advanced Preparation by Teacher:

The teacher will need to access the book, read the book, prepare the cue cards, and object box. The object box should contain different objects or pictures of objects that have the different vowel sounds. For example, for the –oo sound, insert a book and a picture of the moon. For the –oi sound put in a little bottle of cooking oil and little bag of soil. Last for the –ea vowel combination, include a peach and a piece of bread. Last, largely print on paper the names of all the objects and the vowel sounds they have.

### Procedure:

#### Introduction/Motivation

1. While the students are sitting in their seats, take the box full of objects and inform the students that the box is full of very special objects. Take the objects out one at a time and let the students say the names of the objects. As the students say the names of the objects (Bloom-Knowledge), put the printed version of the object on the chalkboard. After all of the objects are taken out, ask the students if they know what all of the items have in common. Eventually, lead them to the fact that all of the objects have two vowels right next to each other in their name (Bloom-Comprehension)

### **Step-by-Step Plan**

2. Put the printed words under the correct vowel set heading on the board. This way, all of the students can see the words and vowels. It should look like a small chart. For instance, the words “oil” and “soil” should be under the –oi heading.
3. Point to and practice saying the words on the board while focusing on the vowel sounds.
4. Have the students gather in the designated reading area. Sit in front of the students while reading them *The Very Busy Spider* by Eric Carle. Show the pictures to the students after every set of pages.
5. Tell the students that it is their turn to read the story to you. Explain to the students that you are going to hand them each a cue card. Tell them about the new way that the class is going to read the book. Show them that each of them has to listen for their cue that is printed on their card and when they hear their cue, they proceed to read their piece of text (Bloom-Application, Gardner-Linguistic and Interpersonal).
6. Also, point out to the students that if they are the reader they are supposed to pause after making the sound of the animals. Then the whole class can repeat the animal sound and everyone can be involved. After everyone has made the animal sound, they are to keep reading.
7. As the students read, turn the pages and if a reader gets confused, help them to get back on track.
8. After the book is read once through this way, collect the cards. Re-pass out the cards on a review day so the students can all have different roles.

### **Closure**

9. Praise the students and have them return to their seats. Review the words on the chalkboard one more time.

### **Adaptations/Enrichment**

For students with a mild mental disability, I would give them a certain cue card that I had previously picked out. I would put a yellow dot on that cue card so I would know which one to give to that student. Then when it was that student’s turn to read, I could cue them and help them through the text.

For accelerated students, I would do something similar. I would put a red dot on the most difficult cue cards and make sure those students get those cards.

### **Self-Reflection**

Did the students successfully read the text aloud?

Did the object box activity act as a good hook?

Was the assessment appropriate?