

MANCHESTER COLLEGE- Department of Education

Lesson Plan by: Kristi Brown & Sahara Kipfer **Length:** 15-20 minutes

Lesson: Echo Reading **Age or Grade Intended:** 1st grade

Source: Original

Academic Standard(s):

- English/Language Arts 1.1.11- Read common sight words (words that are often seen and heard).
- English/Language Arts 1.1.15- Read aloud smoothly and easily in familiar text

Performance Objectives:

Following the discussion and activity, students will complete their graphic organizer with four complete and separate ideas, with 100% accuracy.

Assessment:

Students will individually fill out the graphic organizer provided by the teacher. The teacher will collect these at the end of the lesson.

Advanced Preparation by Teacher:

The teacher will need to:

- create an information sheet concerning echo reading.
- obtain a big book of *Quick as a Cricket* by Audrey Wood.
- obtain a regular sized book of *Quick as a Cricket* by Audrey Wood.
- make a graphic organizer, which will be used to assess the students (there is one attached if the teacher does not want to create their own).
- create pointers for the students to use while reading in pairs.
- obtain one copy of the book for each student. If this is not possible, then the teacher can make photocopies of the book for every student.

Procedure:

Introduction/Motivation:

The teacher will begin the lesson by asking the students, “If you are struggling with reading a passage, what are some things you can do to improve?” (**Bloom’s: Synthesis**) Students will brainstorm within their groups for a couple of minutes in which they are to send one person up from their group to write down at least one or two of their ideas on the whiteboard. (**Gardner: Interpersonal**) The teacher will review the responses with the students. If the desired response of rereading a passage, such as done through echo reading, is not written on the board, then the teacher will introduce that topic. However, if the subject is mentioned or hinted at, then the teacher will capitalize on it and explain its meaning.

Step-by-Step Plan:

- Step 1: The teacher will give the handout over echo reading to the students. The teacher will be sure to explain the handout. **(Gardner: Visual-Spatial and Verbal-Linguistic)**
- Step 2: After the explanation of the handout, the teacher will have the students gather in a designated reading area.
- Step 3: The teacher will tell the students that they are going to continue with the same book they have been using all week long during reading, *Quick as a Cricket* by Audrey Wood.
- Step 4: The teachers will model echo reading within the first six pages of the book. **(Gardner: Visual-Spatial and Verbal-Linguistic)**
- Step 5: Students will have an opportunity to practice with the teachers' guidance and this will be done for pages 7 to 17. **(Gardner: Verbal-Linguistic)**
- Step 6: Asking if the students have any questions about echo reading will be done at this time. The teacher will then group the students into pairs in which they are to continue using this strategy for the remainder of the book. Before they begin reading, the teachers will need to pass out a copy of the book, as well as a pointer, to each student. Directions will also need to be given, in which the students are to practice this strategy by taking turns reading every other page that has words. **(Gardner: Verbal-Linguistic)**
- Step 7: Once students have finished reading the book, the teachers will ask, "What is your opinion of echo reading?" **(Bloom's: Evaluation)**

Closure:

After experiencing what echo reading is, the teachers will ask the students, "What is the main idea of echo reading?" **(Bloom's: Comprehension)** Another question that will be asked includes "Why is echo reading an effective reading strategy?" **(Bloom's: Evaluation)** Once the questions have been addressed, the teachers will then pass out the assessment concerning echo reading.

Adaptations/Enrichment:

Student with visual impairment: The teacher will be sure to have the handouts enlarged, so that the student is able to read the print. When students are reading with their partners, they could even utilize the copy of the big book.

Student who is gifted and talented in English/Language Arts: The teacher will allow for the student to use this strategy in a different form of literature- poetry.

Self-Reflection:

Were students able to explain what echo reading is? Were students actively engaged when they were reading with their partner? Did the teacher provide a clear example of echo reading? Were students able to complete their graphic organizers with four fully developed ideas each?

What is Echo Reading?

- Definition: The learner echoes or imitates a skilled reader.
- Echoing a skilled reader helps students:
 - Gain confidence in reading aloud.
 - Learn sight words.
 - Read material that might be too difficult for them to read independently.
 - Practice proper phrasing and expression.
 - To develop fluency.
- When working with young children, it is helpful to point to the text while reading. This can be done with the use of a pointer or one of your fingers.
 - This helps to ensure that the child is looking at the words.
- As the student's reading improves, the number of lines read at one time, can be gradually increased.
- ELL's (English Language Learners) tend to read more slowly and lack expression, so echo reading would allow for them to hear the proper phrasing and intonation.



Name: _____

Date: _____

What Have You Learned?

Directions: You are to fill out this graphic organizer on your own. Within each circle you are to write one idea that you learned about echo reading. In total, you should have four separate and distinct ideas.

