

EXPRESSION LESSON

Sample Lesson Plan for English Language Activities

BLOCK 1 – INDEX

GRADE	LEARNING AREA	WEEK	DATE	LESSON	TIME	ROLL	
G3 (Kenya) P2 (Rwanda)	Literacy Activities (Kenya) / English (Rwanda)	# ____	MM/DD/YYYY	# ____	__:__	# of girls	# of boys

BLOCK 2 – GUIDING PRINCIPLES

Strand (Kenya) Topic area (Rwanda)	• Reading • Oral and Written Communication
Sub-Strand (Kenya) Unit 5 (Rwanda)	• Independent Reading (Kenya G3) • Stories and Descriptions (Rwanda P2)
KIQ Key Inquiry Question	How can we bring out the feelings and emotions from the stories we read?
Specific Learning Outcomes (KSVA) a) Know how to... b) Be able to demonstrate... c) Have an appreciation for...	a) read aloud short phrases and sentences accurately and with expression. b) demonstrate their understanding of a story by acting out a role using proper expression. c) listen attentively to stories and pay attention to expression (Rwanda) d) appreciate the use of expression in conversations and reading materials.
LTK+ ABRA, READS	ABRA: Feelings. READS: Select books for the reader's theatre activity based on your classroom context and learners' abilities.
Other Learning Resources	You can encourage learners to use objects in the classroom to make a costume for their character in the reader's theatre activity (role play).
Learning Organization a) Learners work in pairs on the LTK+ to enhance a skill b) Learners use this skill in pairs and engage in an oral activity c) Game in groups	a) <i>Learners engage in a listening activity to hear the teacher model fluent reading with meaningful pauses and appropriate tone.</i> b) <i>Learners work in small groups to practice identifying fluent reading done with proper expression.</i> c) <i>Learners practice fluent reading through role play.</i>

BLOCK 3 – LESSON DEVELOPMENT

This is where you can tie in core competencies, values, and PCIs.

Reminder of Previous Lesson	Now that learners can read a bit more quickly, we want them to practice their ability to read like they are telling a story. So the goal is not to read as fast as they can, but to read as naturally as if they are speaking.
Introduction Suggested time: 5 minutes	The teacher can read a sample passage from “Feelings”. For the first page, they read as fast as they can (i.e.: speed read too fast to be normal speech). Then, they read the passage again but at a natural pace and expression. The teacher asks learners which sounds better and why. They read the second page at a natural pace. The children are then invited to reread it with him/her, copying the pace and expression the teacher used.
Lesson Development Suggested time: 10 minutes	Divide the class into similar ability groupings and have them sit together at a computer or share a tablet. Open the ABRA software and select the activity <i>Expression</i> , connect it to the story “Feelings”. Ask the groups to collectively listen to the software read the story and select whether the software read the page with the proper expression.
Differential Learning	Have the children engage in a reader’s theatre activity (role play): Divide the class into groups of mixed-ability grouping. Assign each group a different book from ABRA or READS. Assign a role (character) to each child. Consider roles for each child depending on their reading ability. For example, the child with less advanced skills could have the smallest role with least number of lines, or a short, repetitive line. The more advance learner could have the most lines or be the narrator. Give each group time to practice their lines. You can also encourage children to consider what gestures or movement their characters might make as well. At the end of the lesson, or the beginning of the next class, each group will take a turn to put on their play for the whole class. <i>Note: the children could have the book in front of them during the presentation. This doesn’t have to be a memorization activity.</i> <i>Note 2: when you select books for this activity, keep a look out for options that have short lines and multiple</i>



	characters. Use READS' filter to select books that match the theme(s) you're teaching. Note 3: you can do this activity in English, or the language used in the catchment area.
Conclusion Suggested time: 5 minutes	On the board write a bunch of expression words, like: happy, sad, angry, frightened, surprised. Ask the children to read the words with the emotion they represent.
Learner Reflection	Ask learners: How do you know if your friend is happy? How can you tell if your friend is sad?
Extended Activity	Ask children, "How would an elephant sound if he said hello?". Let the children say hello as if they are the elephant speaking. Then ask, "How would a mouse sound if he said goodbye?" Again, let the children say goodbye as if they're the mouse saying goodbye.
Summary Statement	Reading with expression increases our access to meaning as we read.
Assessment	The children who are struggling have the shorter, easier lines. If you have a high-ability child who is shy, they might struggle with the lead role. So, you can assign a smaller role so that they push themselves but can still succeed.
Self-Reflection (Week 1) <i>*This section you fill in on your own</i>	<i>Here is a sample question to guide your reflection:</i> <i>Do you think this was a successful lesson? Give at least three reasons why or why not.</i>
Self-Reflection (Week 2) <i>*This section you fill in on your own</i>	<i>Here is a sample question to guide your reflection:</i> <i>Did you encounter any challenges while teaching the lesson? Please explain what went well and what could you do to improve the lesson in the future?</i>
Peer Reflection (Week 2) <i>*This section is completed by a peer</i>	Peer Feedback Activity Share this lesson with a fellow teacher and complete the activity below for both of your lesson plans. <i>Share two stars (strong points) from the lesson and two wishes (areas to improve on).</i> Record the feedback below: Stars (strong points) 1. 2. Wishes (areas to improve on) 1. 2.



Self-Reflection after feedback

*This section you fill in on your own

How will you incorporate your peer feedback into your lesson? If you won't, explain why.

