

SPEED LESSON

Sample Lesson Plan for English Language Activities

BLOCK 1 – INDEX

GRADE	LEARNING AREA	WEEK	DATE	LESSON	TIME	ROLL	
G1/G2 (Kenya) P1 (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 2 (Rwanda)	• Reading phrases and sentences (Kenya G1) • Paired reading (Kenya G2) • Classroom objects (Rwanda)
KIQ Key Inquiry Question	How can I assist the learner to recognize and read aloud short phrases and sentences accurately?
Specific Learning Outcomes (KSVA) a) Know how to... b) Be able to demonstrate... c) Have an appreciation for...	a) recognize automatically high frequency words. b) read aloud short phrases and sentences accurately. c) recognize and use frequently used words in speaking and listening (Rwanda). d) provide feedback on peer's reading as they play fluency games in and outside of the classroom.
LTK+ ABRA, READS	ABRA: High Frequency Words, I Can Move Like a... READS: Billy to the Rescue, Breakfast, Child as a Peacemaker, How ant saved dove, I Colour In, Jaaka the fisherman, Listen, Little Ant's Big Plan, Meera and Ameera, One Big Cake, Ox and Donkey, Scratch! Scratch! Scratch!, Sports Day, Tall and Short, The Lion Runs and the Cow Walks, The rainbow, The Staring Game.
Other Learning Resources	Print copies of the ABRA and READS stories you will use in the activities. Flashcards with high frequency words (you can use the easy flashcard , harder flashcards , or create your own), a timer, a ball (could substitute a bean bag), and chalk for the hopscotch activity.
Learning Organization	a) <i>Learners engage in a group listening activity to hear the teacher model fluent reading.</i>

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	b) <i>Learners work in pairs and small groups to practice reading high frequency words quickly and participate in learning stations to strengthen fluent reading skills.</i> c) <i>Learners practice fluent reading through repeated reading exercises.</i>
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BLOCK 3 – LESSON DEVELOPMENT

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

Review of Previous Lesson Suggested time: 2 minutes	Check the reading level of the learners. See if they can read a large number of CVC words and some common high frequency words though they do not have to read them fast. Suggested words: • And • At • Be • Big • Can • Come • Down • From • Go • Had • In • It • Not • On • Run • The • Up • Was • Will • You <i>Note: If the children can't read accurately, you can back track and review the Alphabetics activities. Speed never comes at the cost of accuracy.</i>
Introduction Suggested time: 5 minutes	Read a passage from ABRA's story "I Can Move Like a...". If possible, project the story so all children can see the words. If this isn't possible, write the sentences on the board. Use a pointer to differentiate each word as you read it. Encourage learners to listen carefully.



	Point out, “did you notice that I didn’t read one word at a time or stop to read each word? It sounded like I was talking.” Select a new passage and read each word slowly while using the pointer to differentiate one word at a time. Then reread the passage, increasing the speed and smoothness each time. Once the passage has been read at a fluent pace, reiterate that it sounds just like talking. <i>Note: you can supplement the story with a chart story (big book), if available.</i>
Lesson Development Suggested time: 10 minutes Step1, Step 2...	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>High Frequency Words</i>, connect it to the story “I Can Move Like a...” and select <i>level 1</i> (easy). Ask the groups to collectively read the words and help each other with pronunciation. <i>*Note: in this case, similar ability groups are important so that the stronger learners are not shouting out the words before the lower ability learners have a chance to read the word or say anything.</i>
Differential Learning: Learning Stations Group 1, Group 2... Suggested time per station: 10 minutes *See lesson plans for suggested activities, however the teacher can use alternative activities available to them.	Group 1: the teacher provides learners with flashcards (use the High Frequency Words Flashcards (Easy), or you can use the High Frequency Words Flashcards (Harder) and the High Frequency Practice words with your advanced learners, or create your own grade appropriate cards* from the curriculum and words from stories you’ve been reading as a class). Children race themselves (<u>not</u> other learners) to read fast and then improve their record. Peers can help make sure words are said accurately (need some teacher supervision to help ensure the words are said accurately). The teacher should create different flashcard bundles based on learner’s abilities (differentiated instruction). <i>* Choose words that they can decode (read). They can read the words but aren’t very fast at it, nor is it automatic, so those are the words they are practicing.</i> Group 2: learners engage in repeated reading. Assign learners to work in pairs and provide them with an ability-appropriate book. One learner reads the first page while the other follows along. Then they switch roles with the second learner reading the next page while the other follows along. Once they are done, they read the book together again. Here are some suggested books from READS:



	• Easy: Billy to the Rescue by Mamoloko Selepe Breakfast by Clare Verbeek, Thembanani Dladla and Zanele Buthelez I Colour In by Isabelle Duston Listen by Carol Bloch and Jean Fullalove One Big Cake by All Children Reading Cambodia Tall and Short by Huy Chheng Rattana The Lion Runs and the Cow Walks by All Children Reading Cambodia The rainbow by Jane Tsharane and Mmapule Nkuna • Medium: Child as a Peacemaker by John Nga'sike Jaaka the fisherman by Cornelius Wambi Gulere and Zablon Alex Nguku Little Ant's Big Plan by Candice Dingwall Scratch! Scratch! Scratch! by Dawa Lahmu Yolmo The Staring Game a Mozambican folktale • Stronger Readers: How ant saved dove by Kholeka Mabeta and Judith Baker Meera and Ameera by Nimmy Chacko Ox and Donkey by Melese Getahun Wolde and Elizabeth Laird Sports Day by Menaka Raman Group 3: 5-10 children sit in a circle. One child holds a bunch of word cards. They hold up one at a time. Give one of the other children a ball. They roll or slide it to another child in the circle. The child that has the cards holds up one. The child with the ball has to read it. Then they pick another child to roll the ball to, and another word card is held up. <i>Note: This could also be done as a full class activity under the supervision of the teacher.</i> Optional Group 4: Create a hopscotch outline on the floor (you can use scotch tape if doing this in the classroom or chalk if sending children outside so they have more space). Write a high frequency word in each box. Children say the word as they jump into the space. <i>Note: this could be used as an extension activity instead if you do not have sufficient space in the classroom.</i>
Conclusion Suggested time: 5 minutes	Teacher picks 3 words for the whole class to yell out altogether. Suggested words: eat, food, lunch.



Learner Reflection	Have children set a goal: Try to remember what your speed was when reading all the flashcards as fast as you could. Try to beat your score the next time you read these cards. Answer the following questions: • How fast was I able to read these words today? • How fast do I think I can do it next time?
Extended Activity	Suggestion 1: Suggest children do this during the break or at home. Provide children with a list of high frequency words they can use. Direct the children to create a hopscotch outline with one high frequency word in each box. Children say the word as they jump into the space. Suggestion 2: Try to read 3 signs on your way to school or on your way home. For example, a stop sign says “stop”. <i>Optional for children with access to the internet at home:</i> suggest that children watch episodes and/or songs from the show “Between the Lions”. You can find these videos on YouTube: https://www.youtube.com/results?search_query=between+the+lions If there are specific videos you want your learners to see, you may want to provide a handout with links so that parents/guardians can help their child find the correct videos.
Summary Statement	The learners need to know today we worked in pairs and looked at high frequency words such as “the”, “you”. High frequency words are the words most commonly used in printed text.
Assessment	When doing the paired reading children engage in peer-assessment; children follow along with their partner and help pronounce harder words. If children are struggling, give them a sub-set of the high frequency words. For example, try to only do five words quickly.
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	<i>How will you incorporate your peer feedback into your lesson? If you won't, explain why.</i>

