

"LaRue Across America" Language Arts Lesson

Summary

Students will read postcards from "LaRue Across America". The students will read the postcards silently and aloud with a group of students while also reading aloud into their Ipod Touch and recording themselves and playing back their reading. The intended learning outcome for students is helping them understand the importance of being a fluent reader while getting practice reading aloud to their peers.

Time Frame

3 class periods of 30 minutes each

Group Size

Small Groups

Life Skills

Communication

Materials

A smart board or projector, an overhead or document of a postcard from "LaRue Across America", paper copies of each different postcard from "LaRue Across America", "LaRue Across America" Google lit trip that I created (<https://online.uen.org/webct/RelativeResourceManager/sfsid/8906316593351>), and a pre made guided worksheet that helps students identify different sentences that include statement sentences (periods), question sentences (question marks), and exclamation sentences (exclamation points), the physical book of "LaRue Across America" by Mark Teague for students to look at and read, an Ipod Touch or voice recorder for each student in the classroom, multiple copies of each different postcard from "LaRue Across America".

Background for Teachers

Read "LaRue Across America" by Mark Teague, review my "LaRue Across America" google lit trip, review pre made guided worksheet.

Student Prior Knowledge

None Needed

Intended Learning Outcomes

The intended learning outcome is to help your students understand the importance of being a fluent reader while getting practice reading aloud to their peers.

Instructional Procedures

Day 1: Read aloud "LaRue Across America" to your students". Discuss as a class what was liked/disliked about the book. Review my "LaRue Across America" Google lit trip. Talk about each caption from the text on each location of the Google lit trip, and as a class discuss and answer the comprehension questions listed on each caption from the Google lit trip. Day 2: Using a smart board or an overhead projector, put up one of the postcards that Ike wrote to Mrs. Hibbin's during his and Mrs. LaRue's trip across America from the book "LaRue across America". As the teacher, read aloud

the letter to your students without any pauses, phrasing, intonation, or differences between statements, exclamations, and questions. Ask your students if the letter you read was easy for them to understand and if it was enjoyable for them to listen to. After hearing your students feedback, read the letter again including the pauses, phrasing, expressions, or differences between statements, exclamations, and questions. Now ask your students if the letter was easier to understand and if it was more enjoyable for them to listen to. Now, after hearing your student's feedback, ask them the difference between the two readings of the letter. Give each student a copy of the letter that you previously read aloud to them from either the smart board or projector. Ask each student to read the letter silently and then read the postcard out loud together as a class. Put students into small groups and give each group a different postcard from one of the different locations that Ike and Mrs. LaRue visited. Also give each small group a pre made guided worksheet that will help them identify different sentences that include statement sentences (periods), question sentences (question marks), and exclamation sentences (exclamation points). Have each group discuss how each of these different kinds of sentences would be read and have each group practice reading each kind of sentence. Have each group of students find sentences containing commas (pauses). Ask the different groups of students to explain to their group how a sentence with a comma is read and I will have them practice reading the letters using the pauses. Once the groups have identified the different sentences, have them document their findings on their pre made guided worksheet. Ask each group if the letter was more enjoyable and meaningful when it is read aloud in these different ways. As a class, read aloud the same postcard that you read as a class at the beginning. As a class, discuss why using proper punctuation in writing is so important. Also discuss why reading the punctuation while reading aloud is very important to being a fluent reader with clarity. Day 3: Let students choose 3 different copies of Ike's postcards that were written to Mrs. Hibbins. Have each student work alone and spread out and find a quiet place in the classroom. Have each student read each of their 3 different postcard into their Ipod Touch voice recorder while recording themselves. Have the students play back the recording of themselves reading and ask them to listen carefully and analyze their fluency and clarity. As a class, talk about this activity and see how students feel about their clarity and fluency after this lesson.

Assessment Plan

I will assess my students learning through using informal formative assessment while I am walking around the room talking with each group. By listening to what they are discussing in a group and by looking over their complete pre made guided worksheet after the lesson is over, I will be able to understand that my students have understood the importance of punctuation and how its read aloud and what it sounds like read aloud. I will be able to assess my students reading fluency and how comfortable they are reading in front of their peers by listing to them while we were reading one of Ike's letters at the beginning of the lesson and comparing it to how they read the same letter at the end of the lesson.

Rubrics

[Reading Fluency and Clarity Skills](#)

Bibliography

Teague, Mark. "LaRue Across America"

Authors

[Kellie Sloan](#)