
Literacy Connection Planner

Using Voice Inflections When You Read



Reading Strategy: Strategies for Building Fluency and Independence



Materials: _____ *Yo! Yes?* by Chris Raschka
_____ Poetry Pals Procedures chart for Poetry Center
_____ Playback Pipe (You can use an elbow PVC pipe for students to read into. This helps them hear themselves as an audience would.)
_____ Poetry Pals Discussion Log



Mini-lesson:

Readers' Workshop Component: Interactive Read Aloud

1. Begin by reading aloud the book *Yo! Yes?* by Chris Raschka with no voice inflection. After reading a couple of pages, stop and ask the students if they notice something different about this read aloud.
2. Discuss with them the importance of reading the punctuation to build meaning. Demonstrate by reading the title again using the punctuation.
3. Read the book through with fluency, voice inflections and expression. Talk with the students about how this changes the way they understand the story.
4. Re-read the text. Invite your students to join in by reading for one of the characters.
5. Remind students of the importance of using voice inflections during reading to help the reader understand.
6. One of the best ways to express fluency and voice inflections is when reading poetry. Explain to the students that they will have the opportunity to take part in Poetry Pals where they will learn to read and perform a poem with fluency and expression.

Mini-lesson Notes:



Literacy Center Connection:

Poetry Center: Poetry Pals

Place a variety of familiar and unfamiliar poems in your poetry center. These can be on chart paper, overhead transparencies, books, file folders etc. Assign each student to a Poetry Pals group. This could be the group who will be at the Poetry Center at the same time. Each **student** will do the following.

1. Choose a poem.
2. Rehearse the poem until you feel you know it well.
3. Read it into the playback pipe to listen to how the audience will hear you.
4. Try it with a new rhythm, read it to music, or use a new voice.
5. When it sounds just right to you, read it to two of your Poetry pals group members.
6. Ask for group member feedback.
7. Fill out the Poetry Pals Discussion or Response Log (pages 55-56) and discuss in your group.



Lesson Variation and Notes:

- You can monitor group discussions using a tape recorder. This will provide feedback on your students' learning and interactions during their group sessions.
 - Display familiar poems from the shared reading experience throughout the classroom for students to practice reading in the poetry center.
 - Students can keep a log of the poems they have learned and shared in their group. (See page 57)
 - Help kids tune their ears to language and fluency by putting poems and poetry books in your listening center.
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Poetry Pals Procedures

1. Choose a poem to read.



2. Use your body and your voice to read it.



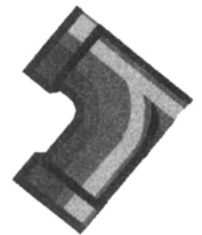
3. Read it with rhythm.



4. Practice it until you know it.



5. Read it into the play back pipe.



6. Read your poem to a friend.



Poetry Pals Response Log

Name _____ Title of Poem _____



I used my body
and my voice.



I read it
with rhythm.



I need more
practice.



The person who listened to me was:



My thoughts: _____
