

Use Print Features to Read Fluently

When Louis Armstrong Taught Me Scat - Grade 3 - Short lesson

TIME

OBJECTIVE

15 minutes Use the way a word is printed to decide how to say it out loud.

PRODUCT

Rows of the printed words with a note beside each one for how to say it Essential question: How does a page tell you to say a word nobody has ever said to you?

Materials

Text to mark

- The book, on a screen the whole class can see
- Passage 5 - the girl awake, a trumpet's shadow across the wall

• One page copied large	• Passage 8 - the girl unwrapping gum while Louis plays
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- Prepared passages: Passage 5, Passage 8, Passage 9

Lesson sequence

1 Listen first - 4 min

- Passage 9 - the girl chewing hard, cheeks full

Focus:	The print, heard as an instruction
Teacher model:	Read the page aloud flat, then the way the print looks, and ask which was right.
Prepared text:	Passage 9 2 Loud, quiet, long - 8 min
Teacher direction:	Sort this page's lines into loud, quiet and long, and note what in the print decided it.
Expected answer:	Loud: the big bold capitals. Quiet: the small light words. Long: stretch-itee, whose letters have gaps.
Prepared text:	Passage 8 3 Whose voice - 3 min
Focus:	Print used to tell two speakers apart
Teacher direction:	Ask who is speaking in the biggest capitals in the book.
Prepared text:	Passage 5

Support & extension

Above: Print a scat word two ways so a partner reads it loud once and quiet once, and say what you changed.

Below: Point at the biggest word on a page and the smallest, and read each one the way it looks.

Assessment

- Uses size or weight to explain a choice about volume
- Notices letters spread apart or repeated and reads them long

- Reads the same word two ways when it is printed two ways

page 1