

Lesson 5 at a Glance

Pauvre Michel!

Before Reading

During Reading

After Reading

Prepare the Response to Text

Suggested Time (min)	Lesson Step	Description	Differentiation of Instruction	Assessment for Learning Opportunities
			How to differentiate to meet the needs of all students...	Teachers and students look and listen for evidence that students CAN...
5	Warm-Up	Picture Cloze Activity M SP GP IP In groups, students complete sentences by choosing images for the blanks.		<ul style="list-style-type: none"> Respond to written and oral texts; e.g., fill in missing words.
10	Prepare a Readers Theatre	Introduce the readers theatre performance. Identify criteria for a successful readers theatre with students.	<ul style="list-style-type: none"> Allow students who are less confident about their reading and speaking skills to have first choice of lines. Invite students with stronger skills to substitute more advanced synonyms for some words in the script. Assign specific production roles to students based on their strengths and interests. Arrange for students who are nervous speaking in front of others to record their production. 	
10	Practise a Readers Theatre	Have students practise their parts in an audio-assisted approach.		<ul style="list-style-type: none"> Read familiar material aloud with correct pronunciation and intonation.
15	Wrap-Up	Oral Word Sort Read aloud words on index cards, asking students to repeat the words, make sentences with the words, and sort the words according to whether they end in a silent consonant.	<ul style="list-style-type: none"> Provide students with small hand-held mirrors. They can use the mirrors to observe the position of their tongues and the shape of their mouths as they say the words. 	<ul style="list-style-type: none"> Make sound-symbol connections (the final silent consonant).

Gradual Release Model: **M** = Modelling **SP** = Shared Practice **GP** = Guided Practice **IP** = Independent Practice