

Echo Me

TEKS:

4.3 (B, C) Listens to, enjoys and appreciates spoken language.

4.5 (A, C, D) Speaks appropriately to different audiences.

4.7 (A, C, D, E) The student will read with fluency/understanding in texts at appropriate difficulty levels.

Before the lesson:

1. Choose a poem to read with small group. Make copies so that each child has his/her own copy. Choose something in which different voices can be used. A poem with descriptive words such as *quietly* (whisper), *bang* (loud voice), etc. works great.

Lesson:

1. Introduce the poem. Talk about rhythm when reading a poem.
2. Talk about what an echo is and what it sounds like.
3. Tell students they are your echo.
4. Read the poem one line at a time. Model using your finger to point to the words as you read. Exaggerate words and vary your rate to emphasize the meaning/mood of the poem.
5. The students will echo you after each line you read and follow the words with their “pointer fingers.”
6. Have students pair up and take turns reading the entire poem to each other one last time.

Extension:

*Discuss what message the poem is portraying. Have students visualize the poem and illustrate what they saw in their own minds while reading the poem. Share pictures with group, discuss similarities and differences. Discuss why different parts of the text made the students visualize the poem differently based upon their own experiences.

Reference: *adapted by Suzie Neuenschwander, Rowe Lane Elementary*