

**Re-purposing Technology Lesson Plan**  
**TE 831: Teaching School Subject Matter with Technology**  
**By: Christine Sherwood**

**Summary Box**

Lesson title: Improving Reading Fluency using Reader's Theater and Flip Cameras

**Prepared by:** Christine Sherwood

**Subject area:** Reading

**Technology used:** Flip Cameras

**Length of lesson:** 3- 30 minute lessons

**Suggested grade level:** 5<sup>th</sup> Grade (any level could use this lesson by adjusting the reading level of the Reader's Theater)

**Lesson Objectives:**

- Read independently at least 20 minutes every day to improve reading fluency (rate, expression, and accuracy)
- Read and understand different types of texts including drama (plays and skits)
- Read aloud with fluency, expression, style and with an awareness of audience and purpose
- Listen to others and participate in the conversation by elaborating on the information and ideas shared by others

**Student NETS Standards Alignment:**

- Student NETS 2a - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- Student NETS 2d - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students contribute to project teams to produce original works or solve problems.
- Student NETS 5b - Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- Student NETS 5c - Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students demonstrate personal responsibility for lifelong learning.

**Materials:**

- Reader's Theater scripts
- Flip Cameras
- Fluency Checklists
- Pencils
- Computer to play students' recordings

**Lesson Procedure:**

## Day 1

- Introduce the lesson: We will be working on improving our reading fluency.
- Ask students: What is reading fluency? What would fluent reading sound like? What components are considered in reading fluency?
- Discuss what fluency, expression, personal style, volume, and pace mean.
- Divide the students into groups based on the number of characters in the play. Allow students to choose their own character.
- Explain that every two groups will have a flip camera. The groups will video tape each other reading through the play for the first time.
- The group will then watch their recording. Each person in the group will self evaluate themselves on the Fluency Checklist.
- If there is extra time, students may individually practice their lines.

## Day 2

- Begin by reflecting upon yesterday's lesson. Have students share how they evaluated themselves. Discuss what their fluency goals are for today's practice time.
- Students will continue to individually practice reading their lines fluently.
- Students will practice rehearsing the play with their group.
- No technology will be used today.
- At the end of today's lesson, student's can evaluate themselves on the fluency of their reading (second try).

## Day 3

- Students have 5 minutes to review their lines or discuss anything as a group about their performance.
- Students will record each other's group performing the play for the final time.
- Students will watch their recording.
- Individually, students will complete a final evaluation on themselves using the Fluency Checklist (third try). Have students reflect upon what they would like to continue to work on.
- As a group discuss your progress throughout these three days. How and why did you improve?
- Extend: Students may use the flip camera while reading independently to check up on their reading fluency. I may use this more with my less fluent readers to help them hear what they sound like and improve their fluency.

Name \_\_\_\_\_  
Teacher's Name \_\_\_\_\_  
Date \_\_\_\_\_

# FLUENCY CHECKLIST

	First Try	Second Try	Third Try
Fluency			
Expression			
Personal Style			
Volume			
Pace			

Act # \_\_\_\_\_

Character \_\_\_\_\_

## Reflection

There are a variety of technologies available for me at my school. I chose to use a Flip camera for this Re-Purposing Technology Lesson Plan since I have never used a Flip camera before. I was already planning on three days of fluency practice when I decided a Flip camera could help enhance this lesson. I thought it would be very powerful for my students to be able to hear and see themselves reading. As a result, they would have a better idea of how they could improve their reading fluency.

My students were very excited about this lesson since they were able to tape themselves. The students took these lessons very seriously. They worked very hard during their practice sessions so they were able to increase their fluency and perform well. Students knew they were being recorded and would be watching themselves. Therefore, the students put in more effort since they were conscious of what they would sound like on video.

One of my students in their reflection wrote, "I think that I improved in everything but volume. I improved because I put a lot of effort into it and practiced more. I watched myself in the flip camera and my only problem was volume. I need to work on speaking louder and not just look at the paper. If I work a little bit harder I will get there. This experience helped me learn to show more character in things like this and I can read a little bit faster." My students took their reflections very seriously. They realized what it means to be a fluent reader. In addition, my students realized that it takes a great deal of practice to become a fluent reader. Therefore, they now understand how important it is to practice reading for 20 minutes each night.

Flip cameras have many affordances. They allow students to be able to review what they have done and evaluate and critique themselves. It is a great self-evaluation tool. In addition, students are easily able to share what they have done with others. I can place what students have done on our class wiki page or in a digital story.

Even though there are many affordances, there are also constraints to the Flip camera. Our school only has four Flip cameras, therefore I don't always have access to them in the classroom. As a result, not all students will be able to use the Flip cameras at the same time. Also, if the other two fifth grade classes are planning to do the same lesson, we will have to change our schedule so we will all be able to use the Flip cameras. Lastly, some students may be embarrassed to show a video of themselves to the class.

There are many purposes and ways in which a Flip camera may be used in the classroom. My teammates and I were thinking of using the Flip camera during our landforms science unit. We will have the students record the different experiments we do with erosion. These include the affects of gravity, slope, and amount of water in regards to erosion. The students will use this data for their final project where they will be making a documentary of how different landforms were create throughout the years. Students will be a

specific landform specialist. They will be given the choice of how they want to create their documentary. They may use the Flip camera or create a digital story or a combination of both. On the other hand, students may use Flip cameras for book talks in which I could include on our class wiki page under book recommendations.

The TPACK theory is about the use and purpose of technology. It is up to the users of the technology to give meaning and purpose to the specific technology. TPACK's theory is about integrating technology and education through the "interactions among content, pedagogy, and technology knowledge" (Koehler & Mishra, 2009, p.7). In order for TPACK to be a successful teaching method, one must understand the content being taught, comprehend the technology tool being utilized, and present the information to the children in an effective way. When I began to plan this lesson, I first of all decided on the content I was going to teach. Then I thought about the way I was going to teach this concept. Lastly, I integrated technology into my lesson. All three components are essential in planning a well rounded lesson. I believe my weakest category is Technological Knowledge. This lesson contributes to my TPACK since I am learning how to use technology available at my school in order to improve my teaching practices within my classroom. I am beginning to include technology into my lessons that I am already planning to teach. This aspect will enhance my content and pedagogy. My goal is to continue to work on using the TPACK model to integrate technology properly into my classroom instruction to benefit the children's needs.