

The Great Divide

Literacy Focus: Oral Reading Fluency

Math Focus: Division

Lesson Summary:

- Whole class
- Student read aloud of The Great Divide by Suzanne Slade (2012)

Objective: Students will be able to read grade level prose with speed, accuracy, and expression.

Research on Choral and Repeated Reading

- Tierney, R.J., & Readence, J.E. (2000). *Reading strategies and practices: A compendium* (3rd ed.). Needham Heights, MA: Allyn and Bacon

Materials

- Slade, S. (2012). *The great divide*. Mt. Pleasant, SC: Sylvan Dell Publishing
ISBN- 13: 978-1-60718-5215

Common Core Standards.

- RF.3.4b Read on-level prose and poetry orally with accuracy, appropriate rate and expression on successive readings.
- RL.3.4 Read with sufficient accuracy and fluency to support comprehension.
- 3.OA.4 Determine the unknown whole number in a division equation relating three whole numbers.
- 3.OA.6 Understand division as an unknown-factor problem.
- 3.OA.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations.

Before Reading

- Have students look at the picture of the poem and make predictions. Make sure that you have a post-it note covering up the division equation on the paper. Ask several questions to activate their prior knowledge. Have students turn to their partner to discuss their ideas before talking about the answers as a class:
 - What animal do you see?
 - What is this animal's habitat?

During Reading

- Enlarge the text on the Smartboard by using the document camera. Make sure the classroom atmosphere is relaxed and non-threatening by having students sit on the floor around the Smartboard.
- Model how to read the poem by reading it with the appropriate rate and expression for students. Use your finger as a pointer to keep students focused on the text that you are reading.
- Now it is your turn to read the poem out loud. We are doing this to work on our fluency. What do you already know about fluency? Fluency is being able to read with the right speed, accuracy, and the proper expression. What does speed mean? *How fast or slow*. What does accuracy mean? *Being able to correctly sound out words*. What does proper expression mean? *How you read the poem, how you are using your voice*. Why do we care about fluency?
- Line-a-choir reading- Each poem in this book has four lines. Divide the class into four groups and assign each group a line. If you group students by reading ability, you may want to assign your strongest readers to group one and your struggling readers to group 4.
 - Group 1 will read line 1 and then stop.
 - Group 2 will read line 2 and then stop.
 - Group 3 will read line 3 and then stop.
 - Group 4 will read line 4 and then stop.
- Read the poem in this manner (line-a-choir) for three times.
- Students are now ready to read the poem cumulatively. Instruct students that they will read their line when it is their turn and continue to read the lines after it. They do not just read their line and stop like they did in line-a-choir. Repeat a cumulative reading of the poem if desired.
- Read the poem in unison (everyone reads all the lines at the same time).

After Reading

- Review what fluency is and the importance of fluency.
- Now that we are able to read the poem fluently, we need to solve the question that the poem is asking. On your white board (or paper) please write the division equation and solve it. Discuss the answer as a class and have students share how they found their answer.
- There are 12 poems in this book. A Choral and Repeated Reading of each poem can be used as the daily bell ringer for math class.