

### Instructional Goal:

Creating a strategy plan for reading a German novel for the first time, summarizing it in German, and writing an essay in German about it

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### I) Objectives:

#### Terminal Objective:

By practicing all elements involved in completing the task students will be able to create a **study strategy plan** for reading and summarizing their first 200 page novel in German. In the study strategy plan students have to:

- a) Describe the reading style they will use when reading the novel and support their opinion
- b) Illustrate different ways to understand and recognize unknown words in German without a dictionary
- c) Discuss in writing the strengths and weaknesses of using a good print dictionary versus an online-dictionary and provide examples
- d) Summarize options for accomplishing the task successfully

After creating the strategy plan students will be able to use those skills for all future long reading assignments. Outside the classroom students can use the same skills to read German books for fun and by doing this improving their German.

#### Objectives

- 1) **Given** different text styles and given a summary of the different reading styles match all styles and texts correctly and recognize the reading style used for reading a novel correctly.
  - 1.1 **Given** the term "*text*", name at least 10 different kinds of texts in German.
  - 1.2 **Given** the term "*reading style*", name all four reading styles and explain characteristics of each reading style correctly.
  - 1.3 **Given** a list of 10 different texts and the 4 reading styles match 90% of the texts correctly with the appropriate reading style.
  - 1.4 **Given** the term "*novel*" match it correctly with the appropriate reading style. The answer must include all three important elements of the reading style.
  - 1.5. **Given** the term "*reading a novel in a foreign language*" name at least three particularities with this task.
  - 1.6. **Given** the terms "*reading a novel in English*" and "*reading a novel in a foreign language*" summarize the main differences (at least three out of four).
- 2)
  - a) **Given** a list of different English words, dissect the words correctly.
  - b) **Given** two sentences with underlined words interpret the meaning of two of the four words correctly.
  - c) **Given** a list of identification strategies for English words mark the ones you have used for those two to four words.
    - 2.3. **Given** a list of English *prefixes* and *meanings of prefixes* match all of them correctly.
    - 2.4. **Given** a list of several words name their stems correctly.
    - 2.5. **Given** a list of several English words, name their suffixes correctly and explain the grammatical function.
    - 2.6. **Given** two English sentences go back to the unfamiliar word and look at it

- again. Explain if this helped to understand the meaning of the sentence.
- 2.7. **Given** the same two sentences read them out loud and interpret the meaning of the sentence.
- 2.8. **Given** the same two sentences state if you need to use a dictionary to understand the full meaning of the sentence.
- 3) a) **Given** a list with several sentences in German translate the unknown words correctly (0 – 100%).
- b) **Given** those examples name correctly all word identification strategies for unknown German words without using a dictionary.
- 3.1 – 3.4. **Given** a handout with five categories (compound words, prefixes, suffixes, cognates and verbs in the simple past) and several German words write all the words in the correct category.
- 3.5. **Given** a list of German words underline all prefixes correctly.
- 3.6. **Given** a list of German words circle the stem correctly.
- 3.7. **Given** a list of German words make an “x” next to all the compound words.
- 3.8. **Given** a list of German words underline all suffixes twice.
- 3.9. **Given** the list of identification strategies for English mark all the ones that can be used for German as well correctly
- 4) **Given** a list of different German and English words, look them up online or in a small print dictionary, name all the information that can be found in those dictionaries correctly and determine the advantages and disadvantages of using an online dictionary and a small print dictionary. Based on the information translate the word correctly 50% of the time.
- 4.5. **Given** a list of online dictionaries access one or choose the one you like to use
- 4.6. **Given** a list of three underlined unknown words within a sentence type in the words correctly (one noun, one irregular verb, one adjective). **OR**
- 4.6. **Given** a list of three underlined unknown words within a sentence look it up in your small print dictionary
- 4.7. **Given** several options online or in your small print dictionary choose one of the offered translations (0 – 100%) for each word
- 4.8. **Given** the option decide if you will cross-reference the word.
- 4.9. **Given** a list with all grammatical elements mark correctly with an x all elements that can be found.
- 5) **Given** a list of different German phrases students look them up in the good print dictionary, name all the information that can be found in that dictionary and determine the advantages and disadvantages of using a good print dictionary, especially when writing the essay. Based on the information and examples locate the correct translation 90% of the time.
- 5.3. **Given** a list of three underlined unknown words (one noun, one irregular verb, one adjective) within a sentence look up the words correctly
- 5.4. **Given** a list with all grammatical elements mark correctly with an x all elements that can be found in a good print dictionary.
- 6) **Given** a two worksheets summarize correctly everything that is part of making this project successfully:
- 6.1. – 6.7. **Given** a worksheet match all elements of a novel with the appropriate description correctly.
- 6.8. **Given** a list with different statements mark correctly only those statements that are part of preparing for the class properly and finishing the project successfully.

## **II) Assessment Instruments and procedure**

- a) **Instructions for the assessor:** Students have to **create a study strategy plan** that includes all the elements stated in the terminal objective. This strategy plan will be assigned as homework. For each item that has to be included points have been assigned.
- b) **Instructions for the students:** Write a study strategy plan based on the instruction you have received during class and **after** you have **read** and **summarized** the first four chapters of the novel “The Reader” by Bernhard Schlink, the summaries have gone through a **peer review** (in class) and the chapters have been **discussed in class** with peers and the instructor. The strategy plan will be the first element of the portfolio for the whole project and will be 30 points out of 450 points overall. Please use the instructions for writing the strategy plan and look at all the elements closely. Please turn in the strategy plan together with the grading sheet and verify if all elements are included before turning it in.  
*(When writing your strategy plan please keep in mind that part of the portfolio will be the a short summary in German of every chapter and a vocabulary list of 50 words with practice sentences).*
- c) **Assessment items and scoring protocols** are included below (points assigned are in parenthesis) and in the grading sheet (please see attached):

Describe the reading style they will use when reading the novel and support their opinion	Directions: 1) Match all the texts with the appropriate reading style on the attached sheet (2) . 2) Write down the reading styles used for novels and explain in two sentences what this reading style includes (1)
Illustrate different ways to understand and recognize unknown words in German without a dictionary	Directions: 1) Give examples of two compound nouns and dissect them (1). 2) Write down the example of two previously unknown German words in the first four chapters you understood and list the steps used. (2)
Discuss in writing the strengths and weaknesses of using a good print dictionary versus an online-dictionary and provide examples	Directions: 1) Write down two words you looked up while reading the novel. Indicate if it is a noun, verb, adverb or adjective. A noun should include the article and plural, the verb should include all forms if it is irregular (4) 2) Build a sentence in German with those two words. You get points only if the word is used correctly in the context of a sentence. (4) 3) Write the summary for one chapter with. Word count: minimum 30 words. You get points if vocabulary was applied properly (8). 4) Indicate which kind of dictionary you used and if you used the same dictionary for each exercise (2)
Summarize options for accomplishing the task successfully	Directions: 1) Circle all elements of a novel on the attached word-search (2) 2) Write down your personal strategy for preparing for the essay (4)

**Rubric for 3.1.**

- 2: Students looked up both words, wrote down correct translation and all grammatical elements
- 1: Student looked up both words but did not write down translation and/or all grammatical elements

**Rubric for 3.2.**

- 4: Student used both words correctly and the sentences were grammatically correct.
- 3: Student used both words with the correct meaning but the sentences were grammatically incorrect.
- 2: Students used one word with the correct meaning and the sentence was grammatically correct.
- 1: Student used one word with the correct meaning but the sentence was grammatically incorrect.

**Rubric for 3.3.**

- 8: Student used several sentences to accurately describe what the chapter is about and the grammar is accurate.
- 7: Student used several sentences to accurately describe what the chapter is about but has several grammatical mistakes.
- 6: Student used several sentences to accurately describe what the chapter is about and the grammar is accurate.
- 5: Student used several sentences to accurately describe what the chapter is about but has several grammatical mistakes.
- 4: Student summarized most of the chapter accurately with good grammar, but has some slight misunderstanding.
- 3: Student summarized most of the chapter accurately with a few grammar problems, but has some slight misunderstanding.
- 2: Student had great difficulty summarizing the chapter. The grammar is good.
- 1: Student had great difficulty summarizing the chapter as well as problems with the grammar.

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**III) Instructional Strategy****The following materials contain:**

- A list of performance objectives sequenced and tentatively clustered for the one hour lesson.
  - Preinstructional activities
  - Assessment activities
  - Follow-through activity
  - Content presentation and learner participation components
- Time allocation
- Specification for student groupings
- Specification for media selection and delivery system

Component	Design			
<b>Objective sequence and clusters</b>	This instruction is a one-hour lesson divided into four sections with objectives clustered by sections and sequenced within lessons.			
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
	1.1	2.1	4.1	6.1
	1.2	2.2	4.2	6.2
	1.3	2.3	4.3	6.3
	1.4	2.4	4.4	6.4
	1.5	2.5	4.5	6.5
	1.6.	2.6	4.6	6.6
		2.7	4.7	6.7
		2.8	4.8	6.8
		3.1	4.9	
		3.2	5.1	
		3.3	5.2	
		3.4	5.3	
		3.5	5.4	
		3.6		
		3.7		
		3.8		
		3.9		

<b>Preinstructional Activities</b>	<p><b>Motivation:</b> Students have to read a 200-page novel and perform other tasks associated with reading the book. The students are looking forward to reading the novel. Students will present all the work connected to the reading in form of a portfolio to show their progress. The portfolio represents 20% of the semester grade and it will be in their interest to develop a strategy plan.</p> <p><b>Objectives:</b> Instructor will emphasize at the beginning that the lesson and the strategy plan are beneficial for students because it will address all ability levels and ways to make this a successful project.</p>
<b>Assessment</b>	<p><b>Entry behaviors:</b></p> <ul style="list-style-type: none"> <li>• Administer a brief pretest for entry behaviors 1.1 – 1.3., 3.1.-3.4 and 6.1-6.7</li> <li>• No instruction for 4.1.-4.4. and 5.1. and 5.2.</li> </ul> <p><b>Pretests:</b> Pretests will be administered for section 1, parts of section 2 and section 4 (see above). The tests will be short, paper-and-pencil test. This is mainly to recall and collect information previously learned and to make sure students know the words in German. All pretests are in form of statements that have to be matched correctly (all in German).</p> <p><b>Posttests:</b> The post test will be the evaluation of the student's strategy plan.</p>
<b>Follow Through Activities</b>	<p><b>Memory Aid:</b> Students will have a grading sheet including a rubric for the knowledge items to verify that all required elements are included. They will also have a word search sheet for the elements of the novel to help them recall the words in German. Written instructions on how to access one page in English of the book on Amazon.com will be provided.</p> <p><b>Transfer Strategy:</b> Students will be reminded that all the strategies discussed will be useful for all future readings of all kinds of texts.</p>
<b>Learning Components for Content Presentation, Examples, and Student Participation</b>	
<b>Section 1</b>	
<b>Objective 1</b> Describe the reading style and particularities for reading a novel in a foreign language	<p><b>Entry Behaviors:</b> A brief brainstorming (in German) for subskills 1.1, 1.2 and 1.3. If students do not know the proper German expression for specific reading styles, those words will be written on the board with the translation.</p>
<p><b>Sub skills. 1.1-1.3</b></p> <ol style="list-style-type: none"> <li>1.1. List different kinds of texts</li> <li>1.2. List different kinds of reading styles</li> <li>1.3. Match different kinds of reading styles and texts</li> </ol>	<p><b>CONTENT PRESENTATION:</b> <b>The content will be presented in form of a pretest:</b> Students will be asked to match certain texts with particular reading styles (in German).</p> <p><b>Examples:</b></p> <p><b>1.1. Texts:</b> Magazines (die Zeitschrift, -en) Novels (der Roman, -e) Bus schedule (der Busfahrplan, -pläne) Newspaper (die Zeitung, -en) Advertising (die Werbung, -en) TV guide (das Fernsehprogramm, -e)</p> <p><b>1.2. Styles</b></p> <ol style="list-style-type: none"> <li>1. Skimming (beim Lesen blättern): Reading rapidly for main points</li> <li>2. Scanning (selektives Lesen): Reading to find specific information</li> <li>3. Intensive (detailliertes Lesen): Short text for detailed information</li> <li>4. Extensive (globales Lesen): Long texts; overall meaning is important; mostly for fun</li> </ol> <p><b>STUDENT PARTICIPATION:</b> <b>Practice items:</b> In form of a pretest and as pair activity: Students get a handout</p>

	<p>and have to match reading styles with certain texts.</p> <p><b>Feedback:</b> Instructor goes over the answers and writes the correct number-letter combinations on the board.</p>
<p><b>Sub skill 1.4</b>  <b>Select the reading style used for reading a novel in your native language</b></p>	<p><b>CONTENT PRESENTATION:</b>  <b>Content:</b> Reading style used for reading a novel.</p> <p><b>STUDENT PARTICIPATION:</b>  <b>Practice items:</b>  Do you read every word when reading a novel?  1) Do you understand every word when you read a novel in English?  2) How much time do you spend reading a novel?  3) Do you read every single word?  4) What do you do when you don't understand a word or paragraph?  5) Do you consciously think about the important elements like setting, character or time when this is taking place?  <b>Feedback:</b> Only in bullets: Write on the board the questions/responses in German. (E.g. – every word: no – jedes Wort: nein)</p>
<p><b>Subskills 1.5.</b>  State problems that occur when reading a novel in a foreign language</p>	<p><b>CONTENT PRESENTATION:</b>  <b>Content:</b> Problems that arise when reading long texts in a foreign language  <b>Examples:</b></p> <ul style="list-style-type: none"> <li>- It takes much longer to read texts in foreign languages.</li> <li>- You might encounter many words you do not know.</li> <li>- You need to decide if you need to understand an unknown word. <ul style="list-style-type: none"> <li>o How often do you encounter the unknown word?</li> <li>o Is the text illogical because you do not know the word.</li> </ul> </li> </ul> <p><b>STUDENT PARTICIPATION</b>  <b>Practice Item:</b>  <b>Class activity:</b> Discuss with your partner a few differences between reading a novel in the native language and in a foreign language.  <b>Feedback:</b> Summarize on the board (in bullets in German) specifics:</p>
<p><b>Subskills 1.6.</b>  Distinguish between reading a novel in your native language and a foreign language</p>	<p><b>CONTENT PRESENTATION:</b>  <b>Content:</b> Summarize differences between reading a novel in English and in a foreign language.</p> <p><b>STUDENT PARTICIPATION</b>  <b>Practice Item:</b> Brainstorm as a class the differences.  <b>Feedback:</b> Restate in German on the board the reading style used for the upcoming project and the issues involved in reading a foreign novel.</p>
<b>Section 2</b>	
<p><b>Objective 2</b>  Summarize word identification strategies for English words</p>	<p><b>Entry Behaviors:</b> No review/instruction necessary  <b>Pretest:</b> None required.</p>
<p><b>Sub skill 2.3.</b>  Look for  2.3.1 prefix  2.3.2 stem  2.3.3. suffix  of English words</p>	<p><b>CONTENT PRESENTATION:</b>  <b>Content:</b> Demonstrate dissection of words  <b>Examples:</b> Predate, insecure, lovely, hypersensitive</p> <p><b>Student Participation:</b>  <b>Practice Item:</b>  <b>Class activity:</b> Dissect English words written on the board.  Explain grammatical function of some suffixes (e.g. -ly, -est, -ing)  <b>Pair activity:</b> Match on a handout certain prefixes with their meanings (e.g. re = again, pre = before).  <b>Feedback:</b> Write on board only elements that seem to be unclear</p>
<p><b>Sub skill 2.4 – 2.7.</b>  2.4. Look at the word again</p>	<p><b>CONTENT PRESENTATION:</b>  <b>Content:</b> Demonstrate all possible strategies to identify an unknown word when reading a novel.  <b>Example:</b></p>

<p>2.5. Read the whole sentence containing the word 2.6. Blend all parts of the word 2.7. Use a dictionary</p>	<ul style="list-style-type: none"> <li>Ubiquitous computing is a post-desktop model of human-computer interaction in which information processing has been thoroughly integrated into everyday objects and activities.</li> <li>The Superfluous Man is a 19th century Russian literary concept. It relates to an individual, possibly of talent and capability, who does not fit into the state-centered pattern of employment.</li> </ul> <p><b>Student Participation:</b> <b>Practice Item:</b> <b>Class activity:</b> Look at the two examples on the handout (sentences) Look at the 4 options written on the handout (subskill 2.4. – 2.7.) <b>Pair activity:</b> Interpret the two sentences and re-phrase the sentence (write down the meaning with different words) and the strategy you used to understand the sentences. <b>Feedback:</b> Go over the interpretations as a class and summarize one last time strategies.</p>
<p><b>Objective 3</b> <b>Illustrate</b> word identification strategies for unknown German words without using a dictionary.</p>	
<p><b>Sub skill 3.1. – 3.4.</b> 3.1. Explain a German compound 3.2. State meaning of German prefixes and suffixes 3.3. Explain what cognates are. 3.4 Recognize irregular verbs</p>	<p><b>Entry Behaviors:</b> Brainstorm the different categories as a class by giving examples for compound words, prefixes, suffixes, cognates, past participles and simple past forms of irregular verbs. <b>Pretest:</b> Students will be given categories (compound words, prefixes, suffixes, cognates and verbs in the simple past) and several German words. They have to put the words in the correct category.</p>
<p><b>Sub skill 3.5. – 3.8.</b> Identify 3.5. prefixes 3.6. stem 3.7. compound words 3.8 suffixes</p>	<p><b>CONTENT PRESENTATION:</b> <b>Content:</b> Dissects German words <b>Examples:</b> Bushaltestelle, unbeholfen, Menschlichkeit, hilfreich <b>Student Participation:</b> <b>Practice Item:</b> <b>Pair activity:</b> Given a list with several word: Underline all prefixes, circle the stems, make an x next to all compound words and underline all suffixes twice. <b>Feedback:</b> Go with students over their work quickly as a class: Name words with prefixes, stems etc.</p>
<p><b>Subskill 3.9.</b> State that word identification strategies for English work for German as well</p>	<p><b>CONTENT PRESENTATION</b> <b>Content:</b> Verifying that word identification strategies in English can be used for German as well. <b>Student Participation:</b> <b>Group work:</b> Given a list of identification strategies in English mark all the ones that can be used for German as well. <b>Feedback:</b> Only in the affirmative if students have marked all the strategies correctly.</p>
<p><b>Section 3</b></p>	
<p><b>Objective 4</b> <b>Determine</b> the advantages and disadvantages of using an online dictionary and a small print dictionary</p>	<p><b>Entry Behaviors:</b> 4.1.-4.4. don't have to be tested <b>Pretest:</b> None required</p>
<p><b>Subskills 4.5 – 4.7</b> 4.5. Access online dictionary 4.6. a) Type in</p>	<p><b>CONTENT PRESENTATION:</b> <b>Content:</b> Find the correct translation for an unknown word (German/English-English/German) <b>Examples:</b> Gelbsucht, wuchtig, Widerwillen, halten – trial, to convict</p>

<p>unknown words 4.6. b) Look up words in a small print dictionary 4.7. Choose one of the offered translations</p>	<p><b>STUDENT PARTICIPATION:</b> <b>Practice Item: Pair activity:</b> Given a list with several words: Find the correct translation <b>Feedback:</b> Solicit the responses from students and write them on the board</p>
<p><b>Subskills 4.8</b> <b>Cross-reference</b> the word you chose.</p>	<p><b>CONTENT PRESENTATION:</b> <b>Content:</b> Cross-reference the word <b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Widerwillen: dislike; reluctance</li> <li>• reluctance: Abneigung, Unlust, Widerstreben</li> <li>• halten: clamp, hold, keep, retain, halt</li> <li>• to halt: anhalten, blockieren, rasten stoppen</li> <li>• trial: Probe, Belastung, Erprobung, Gerichtsverfahren</li> <li>• Probe: challenge, pattern, sample, trial</li> </ul> <p><b>STUDENT PARTICIPATION:</b> <b>Practice Item: Pair activity:</b> Cross-reference the word you chose and write results on the worksheet. <b>Feedback:</b> Write correct translation on the board and support reasons for the particular choice.</p>
<p><b>Subskills 4.9</b> <b>State</b> all the information that can be found on the online dictionary</p>	<p><b>CONTENT PRESENTATION:</b> <b>Content:</b> Which information can you find online? <b>Examples:</b></p> <p>4.9.1: Gender of noun - yes Genitive of noun - no Plural form of noun - no Examples how to use the noun - no</p> <p>4.9.2: Irregular forms of verb - yes Examples of how to use the verb -- some Combination of verbs and prepositions - no</p> <p>4.9.3. Is the word an adjective or adverb -- - no</p> <p><b>STUDENT PARTICIPATION:</b> <b>Practice Item: Pair activity:</b> Mark with an x on the worksheet all the information that can be found. <b>Feedback:</b> Go with students quickly over the correct answers (oral feedback).</p>
<p><b>Objective 5:</b> <b>Determine</b> the advantages and disadvantages of using a good print dictionary</p>	<p><b>Entry Behaviors:</b> 5.1.-5.2. don't have to be tested <b>Pretest:</b> None required</p>
<p><b>Subskills 5.3.</b> <b>Look up</b> words in a good print dictionary</p>	<p><b>CONTENT PRESENTATION:</b> <b>Content:</b> Find the correct translation for an unknown word (German/English-English/German) <b>Examples:</b> Gelbsucht, wuchtig, Widerwillen, halten A woman took care of the protagonist when he threw up.</p> <p><b>STUDENT PARTICIPATION:</b> <b>Practice Item: Pair activity:</b> Given a list with several words: Find the correct translation <b>Feedback:</b> Solicit the responses from students and write them on the board</p>
<p><b>Subskill 5.4.</b> <b>State</b> all the information that can be found in a good print dictionary</p>	<p><b>CONTENT PRESENTATION:</b> <b>Content:</b> Which information can you find in a good print dictionary? <b>Examples (all yes):</b></p> <p>5.4.1: Gender of noun Genitive of noun Plural form of noun Examples how to use the noun Idiomatic expressions</p> <p>5.4.2: Irregular forms of verb Examples of how to use the verb Combination of verbs and prepositions Idiomatic expressions Indication the verb has a separable prefix</p>



	<p>5.4.3: Adverbs treated as a separate grammatical entry</p> <p><b>STUDENT PARTICIPATION:</b>  <b>Practice Item: Pair activity:</b> Mark with an x on the worksheet all the information that can be found.  <b>Feedback:</b> Go with students quickly over the correct answers (oral feedback). <b>Emphasize:</b> This is how the information is presented in a good print dictionary – the point is that in reality we rarely can translate a word by itself, we have to look at the word as part of a sentences and as part of a phrase – One good example: “trial” )</p>	
<b>Section 4</b>		
<b>Objective 6</b> Name ways to take notes when reading and summarizing the chapters		
<b>Subskill 6.1-6.7.</b> 6.1. List elements authors use when writing a novel . <b>Identify</b> 6.2. characters 6.3. settings 6.4. time 6.5. problems 6.6. events 6.7. solutions	<p><b>Entry Behaviors:</b> A brief brainstorming (in German) for subskills 6.1.-6.7. If students do not know the proper German expression for all the elements of a novel in German, those words will be written on the board with the translation.</p> <p><b>Pretest:</b> A short pretest for this objective will be administered after the brainstorming. Students will be asked to match all elements of a novel with the description of those elements (in German).</p>	
<b>Subskill 6.8.</b> Name ways to accomplish the project successfully.	<p><b>CONTENT PRESENTATION:</b>  <b>Content:</b> Elements that are required for accomplishing the task successfully  <b>Examples:</b> Taking proper notes, coming to class prepared, doing the assignments when they are due, comparing summaries with partner at the beginning of each class, making corrections, writing down words that come up during class discussion, avoiding procrastination, reading the book in German as well as in English, looking up one page in English at amazon.com.  <b>STUDENT PARTICIPATION:</b>  <b>Practice Item: Pair activity: Given</b> a list with different statements mark correctly only those statements that are part of preparing for the class properly and finishing the project successfully.  <b>Feedback:</b> Go over the correct responses with students; if time write the important things on the board.</p>	
<b>Lesson allocation based on instructional strategy</b>	<b>Activity</b>	<b>Time Planned</b>
	<b>Section 1</b> 1. Introductory, motivational materials 2. Entry behaviors review (objectives 1.1-1.3) 3. Instruction on objectives 1.4-1.6	10 minutes
	<b>Section 2</b> 1. Entry behavior: No instruction/no pretest (2.1–2.3.) 2. Instruction on objectives 2.3-2.8 and 3.1- 3.9.	15 minutes
	<b>Section 3</b> 1. Entry behavior: No instruction/no pretest 4.1 – 4.4 and 5.1.-5.2. 1. Instruction on objectives 4.5.– 4.9 and 5.3-5.4	25 minutes
	<b>Section 4</b>	10 minutes

	1. Entry behavior: Short pretest for 6.1. – 6.7. 1. Instruction on objective 6.8.	
<b>Student Grouping</b>	Students will work as a class (brainstorming) or in groups of two or three students. Groups will be chosen by pulling index cards with their names on it. The strategy plan is done individually without assistance from fellow classmates or the instructor.	
<b>Consolidation of media selection and choice of delivery system</b>	The primary medium will be individualized, instructor-led, classroom instruction. The instructor will have a computer with internet connection and a blackboard and each group of students will have a laptop with wireless connection or a small print dictionary and a good print dictionary.	

