

Teaching English as a Foreign Language : Practicum
Instructor : Dr. Ghazi Ghaith
Education 266
May 1998

READING

LESSON PLAN

By Nada Salem Abisamra

COVER SHEET

Student Teacher : *Nada Salem Abisamra*

Regular Teacher : *Nada Salem Abisamra*

Coordinating Teacher : *Mrs. H.*

School : *Notre-Dame*

Class : *First Secondary , Section 5*

Learning Stage of Class : *Middle to High Intermediate*

Age Level of Class : *15 - 16*

Size of Class : *35 students*

Other Relevant Factors : (*e.g. syllabus , class texts , examination system , degree of student motivation , reason(s) for studying English , literacy level*)

- *They study English as a third language*
- *They study English only three hours a week*
- *Text Books Used : * "Imagine You're English"*
Senior Course 1 - Belin
** "Understanding &*
Using English Grammar"
By Betty S. Azar
Prentice Hall Regents

LESSON PLAN

Reading

Student Teacher's Name : Nada Salem Abisamra

Date of Presentation : Thursday, May 28th, 1998

Estimated Time of Lesson : 100 minutes

Teaching Point : Reading

Pre-assessment Activity : Students have had articles and texts to work on .

Relationship to Current Unit: None

Pre-entry Performance : Students have looked up words in the dictionary , summarized and discussed texts .

Performance Objectives :

A - Content :

a- Students will learn how to use titles to predict , they will brainstorm to generate ideas .

b- Students will learn how to skim & scan : they will Identify topic sentences and main ideas , Match subtitles with paragraphs , Fill in charts or forms with key concepts or Create titles/headlines for passages .

c- Students will try to decode → guess from content the meaning of unknown words or phrases (Intensive Reading) , they will complete a diagram that shows the main idea & supporting ideas .

B - Process :

a- Students will reason , analyze , explain words , discuss, predict , practice , correct and justify .

b- Students will work in teams , interact , cooperate , teach each other , be responsible for their own learning .

c- Students will complete worksheets and correct them .

Criterion Level : 80% of the students will perform as specified at least 80% of the time .

Materials : *Blackboard , worksheets .*

Procedures : *Teacher and Student Activities*

A - Teacher Activities : Planning the Lesson

Prepare :

a- Text : Expository or Narrative → at the reader's instructional level .

b- Worksheets and Handouts

c- Stages :

- Pre-Teaching/ Preparation Stage :

- * Guiding Questions**
- * Brainstorming , Visuals**
- * Making Predictions , Building Expectancies**

- Skimming / Scanning Stage :

- * Getting the Gist**
- * Identifying Topic Sentences & Main Ideas**
- * Selecting the Best Paraphrase**
- * Matching Subtitles with Paragraphs**
- * Filling in Charts or Forms with Key Concepts**
- * Creating Titles or Headlines for Passages**

- Decoding / Intensive Reading Stage

- * Guessing from content the meaning of unknown words or phrases .**
- * Interpreting the force of connectors**
- * Determining the relationships among sentences or sentence elements .**

→ Detailed decoding is not a common goal of reading; rather , fluency and rapid understanding are the most common objectives in reading .

- Comprehension Stage

- * Doing comprehension checks of various sorts**

- Transferable/Integrating Skills

- * Going beyond the confines of the specific**

passage to enhance reading skills and effective reading strategies .

B - Teacher & Student Activities : Implementing the Lesson

- a- Introductory Questions**
- b- True & False exercise (Skimming)**
- c- Comprehension Questions (Scanning)**
- d- Vocabulary in Context (Parts 1 & 2)**
- e- Reading the Passage**
- f- Detailed Comprehension**
- g- Vocabulary in Context : Quiz**
- h- Topics for Discussion**

Comment/Self-Evaluation :

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Article: The Misery of Shyness

First Stage : Anticipation & Prediction

➔ **Introductory Questions :**

- 1- Many students find it difficult to start conversations with new classmates . What are some of the reasons for this difficulty?
- 2- In college classes there are likely to be students who learn more quickly and more easily than you do ; does this mean you're a poor student ? How do you feel whenever you understand that you are not the smartest student in the class ?
- 3- The passage we are going to study is entitled "The Misery of Shyness" , what does this title make you think of ? How do shy people feel ? How do they behave ?

(Here the teacher encourages the students to write on copy books or on the board a comparison between the feelings and the behavior of shy and non-shy people .)

- 4- Can we overcome shyness ? How in your opinion ?

Second Stage : Skimming & Scanning

➔ **Skimming and scanning are particularly valuable techniques for studying textbooks or passages.**

In scanning, you know what you are looking for. In skimming you don't.

SKIMMING :

Since you don't know exactly what you are looking for while skimming, prepare yourself by reading the title, source, author, and picture: then you question yourself, -- who, what, when, where is this likely to be mainly about?

With a questioning mind you direct your eyes down the column of print. Look for exact names of people, places, things, ideas, numbers, and words like therefore, whenever, until, because, and instead, to clue you to how and why.

Skim for the main ideas by using the author's organization cues (Topic headings, italics, summaries, etc.) .

Skimming is a vital preliminary step to more intensive reading and maximum retention. It will provide a logical framework in which to fit the details.

Skim all highlighting and develop a read-skim pattern to use for rapid review. And don't overlook this! **Reviewing frequently and rapidly is the best way to memorize (or simply remember information) from notes and long text assignments.**

SCANNING : It is useful in locating statements, definitions, difficult words, new terms and concepts, keywords, etc. which you must remember .

If you practice these skimming and scanning techniques prior to reading, you will find that not only will your intensive reading take much less time, but that your retention of the important details will greatly improve.

A. True / False Statements

After reading the passage for the first time (Skimming it) , read the following statements and check whether they are True (T) or False (F) .

- T ----- F 1- All people who worry are shy .
- T ----- F 2- If we think well of ourselves , we will act with confidence .
- T ----- F 3- People who are shy can't change .
- T ----- F 4- Shy people have trouble accepting compliments .
- T ----- F 5- We hurt ourselves when we have bad feelings toward a more intelligent student .
- T ----- F 6- Self-acceptance is an important step in overcoming shyness .

B. Comprehension Questions (Scan to locate the Main Ideas)

- 1- The main idea of the article is :
 - a- Shyness affects many people in our society.
 - b- We can overcome shyness by talking to strangers.
 - c- Shyness is caused by an unhappy childhood .
 - d- Shyness causes unhappiness , but it can be overcome .

2- Why are shy people unhappy ?

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3- How do people with High Self-esteem act? How do people with low Self-esteem act?

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4- How can people Overcome shyness ?

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5- Is there a relationship, or connection, between self-acceptance and shyness ?

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6- Why is it so important to overcome shyness ?

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Third Stage : Decoding / Intensive Reading

Under construction

Fourth Stage : Detailed Comprehension

Under construction

Fifth Stage : Transferable / Integrating Skills

Under construction