

LESSON PLAN TEMPLATE

Directions: Click in the grey area and type the answer to the question. Please be as detailed as possible as the writing space will expand as you type. When completed, save onto desktop and send as an attachment to mchoa16@sisd.net by April 13, 2007 for the Follow Up session scheduled. Send by April 10, 2007 if you need copies made for your presentation.

LESSON PLAN TITLE	Article Hunt
CONCEPT / TOPIC / THEME	Recognize Importance of Reading (Real Life)
READING COMPONENT(S) ADDRESSED	Vocabulary / Word Recognition – sight words Reading Association to Real Life (meaningful) Background Knowledge
OBJECTIVE	The students will develop vocabulary skills through use of word banks. The student will gain meaningful understanding of reading by relating text to real life experiences.
REQUIRED MATERIALS (include copy of newspaper articles/information used)	Newspaper, Index Cards, Reading Diagram Handout, Paper and Pencil.
ACTIVITY PROCEDURES:	<p><u>INTRODUCTION OF LESSON</u></p> <p>State objectives and provide overview of how reading can be meaningful and related to real life experiences. Provide students with understanding of expectations and modeling a chosen text.</p> <p><u>LESSON OUTLINE/SCHEDULE (include approximate times)</u></p> <p>7:30 – 7:35 : Short newspaper scavenger hunt (to get familiar with newspaper)</p> <p>7:35 – 7:45 : Introduction and Modeling (whole group)</p> <p>7:45 – 8:00 : Selection of text (using TIPP) and development of word bank. (Individually)</p> <p>8:00 – 8:15: Complete Text Connections Handout (Individually)</p> <p>8:15 – 8:30 : Cooperative learning by dividing in group of 3. Students will share text with group and explain how it relates to a real life experience. Students will share their word bank list to create a group word bank. (small group)</p>

DIFFERENTIATION / GROUPING STRATEGIES USED	<p>8:30 – 8:45: <i>Group will pick one person to present his/her article to the class and explanation of how it relates to their real life experience.</i></p> <p>8:45 – 8:50 : <i>Closing comments stating how reading can be meaningful and how it relates to real life experiences.</i></p>
	<p><u>PRACTICE/ACTIVITIES (may attach handouts)</u></p> <ul style="list-style-type: none"> • <i>TIPP</i> • <i>Text Connections Handout</i> • <i>Classroom Presentations</i>
	<p><u>EVALUATION</u></p> <p><i>Students will be evaluated based on their successful completion of the Text Connection Handout and a short paragraph stating how the article related to their real life experience (Homework).</i></p>
DIFFERENTIATION / GROUPING STRATEGIES USED	<p><i>Students will work individually for first part of lesson. This will allow for introduction of the activity and for students to identify their reading materials and also to get familiar with the newspaper.</i></p>
	<p><i>Students will work in heterogeneously small groups for second part of lesson. This will allow for the development of their vocabulary word banks and also for the sharing of information related to their readings.</i></p>
	<p><i>Students will work in whole group for end of lesson. This will provide a setting where information can be shared to the whole class in an attempt to develop a whole class understanding of the lesson.</i></p>

Newspaper Scavenger Hunts

Newspaper Scavenger Hunt

(Grade Level 2.1)

Cut out the following from the newspaper.

1. The date of your newspaper
2. The title of your newspaper
3. A want ad.
4. Your favorite comic strip.
5. An ad for a car.
6. An ad for food.
7. A picture of an animal.
8. A weather map.

Text Connections

Directions: Use the chart below to make text-to-self, text-to-world, and world-to-self connections to the essential question.

Essential Question: _____

Text	
Self	
World	
Text-to-Self	
Text-to-World	
World-to-Self	
Text-Self-World	

Implementing TIPP? with Beginning Activities or Lower-Level Readers

To teach the TIPP? process to lower-level readers, the teacher may wish to use the following graphic organizer or read the questions orally and have the students identify each part of the TIPP? process

TIPP?	
Title	What do the titles/subheadings and layout tell me?
Introduction	Skim this to get the main idea.
Paragraph	Read the first line of paragraphs/text boxes.
Pictures	What do the diagrams, photos, and graphs show me?
?	Can you come up with any questions?

Implementing TIPP? with Advanced Activities or Higher-Level Readers

After teaching the TIPP? process, the teacher may wish to have students monitor their own skimming process by using the following chart prior to reading an assignment.

Elements	Notes
T – Title What do the title, subheadings, and layout tell me about this text?	
I – Introduction What is included in the introduction?	
P – Paragraphs What information is included in the first sentence of each paragraph?	
P – Photographs What do the photographs, maps, charts, tables, illustrations tell me?	
?? – Questions What questions do I have about this text?	

GED READING ACADEMY

Lesson Plan Development and Evaluation Form

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TOPIC	SPECIFIC QUESTIONS
<p>TEACHING SITUATION</p> <p><i>Describe your teaching situation and setting.</i></p>	<p>Where do you teach? Antonio Rosales</p> <p>Clint I.S.D. Adult Basic Education Program</p> <hr/> <p>What do you teach? GED Writing/History/Science Class</p> <hr/> <p>How many hours a week do you teach? 3 hours weekly</p> <hr/> <p>Who are your students? Parent and family members of students attending Clint ISD.</p>
<p>PROBLEM</p> <p><i>Describe what led you to the developing this activity.</i></p>	<p>What is the problem you have experienced in your situation? The lack of interest in reading by students regarding everyday happenings and how reading relates to everyday activities. Students feel that reading is only for academic progress and have a hard time realizing its other functions.</p> <hr/> <p>Why are you interested in this topic? I feel that by providing the students with the opportunity to see first hand how reading can be related to personal life experiences and also be a fun activity, it would promote reading among the students...The newspaper in particular.</p>

TOPIC	SPECIFIC QUESTIONS
<p>ACTIVITIES DEVELOPED TO ADDRESS THE PROBLEM</p> <p><i>Explain each step of the process. Include enough detail so that readers can understand what you did.</i></p>	<p>What specifically did you do to identify the problem? I took a survey of how many students read for pleasure, how many read the newspaper, how many read books etc. in an attempt to evaluate their reading interests and motivation.</p> <p>Identify at least one (1) data collection activity used. A quick questionnaire sheet that provided the desired feedback and allowed for classroom discussion regarding the results.</p>
<p>ACTIVITY EVALUATION</p> <p><i>Evaluate your activity and note the results of this activity.</i></p>	<p>What were the results? The results were measured by their verbal responses to the activity and their different perceptions of reading the newspaper and other literature once the activity was over. I also asked students on a continuous basis after the activity was done if they were reading daily at their homes or anywhere outside of the classroom. Most of the students stated that as a result of the activity they had been reading the newspaper on a daily basis and that it had also prompted them to watch the news on T.V.</p> <p>What effect did this project have or not have on your learners? Why? They were able to see that reading can be fun and informative. They seem to have enjoyed the activity in a way that it promoted reading on a daily basis, at least of the newspaper.</p> <p>What worked well and what didn't go well? The activity ran smoothly, the fact that I had never used the newspaper to incorporate an activity/lesson was something that had to be explained. The fact that some students were unfamiliar with the newspaper made it necessary to spend some time modeling the use of the newspaper and its components.</p> <p>What are you going to start doing differently as a result of this experience? I will incorporate a daily reading time of the newspaper or other reading materials.</p>
<p>ATTACHMENTS</p> <p><i>Include materials, handouts, lesson plans, student work, etc.</i></p>	<p>What documents did you create/use for this activity? Include samples of student work to support your activity. I used handouts and materials that were provided in the training. I simply made copies of the materials and provided them to the students, I did not create any additional materials.</p>