

# 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 [mochoa16@sisd.net](mailto:mochoa16@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.*

<b>LESSON PLAN TITLE</b>	WHAT'S THE BIG IDEA
<b>CONCEPT / TOPIC / THEME</b>	Reading Strategies
<b>READING COMPONENT(S) ADDRESSED</b>	<ul style="list-style-type: none"> <li>*sight words recognition</li> <li>*decoding skills</li> <li>*scanning</li> <li>*skimming</li> <li>*TIPP</li> <li>*categorizing skills</li> </ul>
<b>OBJECTIVE</b>	<ol style="list-style-type: none"> <li>1. Students will be able to read and understand newspaper article.</li> <li>2. Students will recognize sight words learned.</li> <li>3. Students will acquire new vocabulary.</li> <li>4. Students will complete What's The Big Idea? graph organizer to be able to categorize newspaper articles</li> </ol>
<b>REQUIRED MATERIALS (include copy of newspaper articles/information used)</b>	newspaper articles, high lighters, pen/pencil, writing paper, graphic organizer
<b>ACTIVITY PROCEDURES:</b>	<p><b><u>INTRODUCTION OF LESSON</u></b>            Introduce newspaper skills--</p> <ol style="list-style-type: none"> <li>1. categorizing</li> <li>2. Information--Entertainment--Services</li> <li>3. new vocabulary</li> </ol>
<b>ACTIVITY PROCEDURES:</b>	<p><b><u>LESSON OUTLINE/SCHEDULE (include approximate times)</u></b></p> <ol style="list-style-type: none"> <li>1. Introduce lesson by defining why we read the newspaper. (information, entertainment &amp; services) Write examples on the board.</li> <li>2. As a whole class read/discuss five newspaper articles. Review and teach vocabulary to students for better understanding of article information. Categorize into types of articles--! Information II. Entertainment III. Services. Explain to students why article was categorized as it was</li> </ol>

	<p><b><u>PRACTICE/ACTIVITIES (may attach handouts)</u></b></p> <p><i>1. Why we read the newspaper--students will cut out five newspaper articles and decide what type of article it is. I. Information II. Entertainment III. Services</i></p>
	<p><b><u>EVALUATION</u></b></p> <p><i>Students will tape articles on charts with appropriate category. Students will explain their reason for categorizing articles the way they did.</i></p>
<p><b>DIFFERENTIATION / GROUPING STRATEGIES USED</b></p>	<p><i>Students were in multi-level groups both academic and language.</i></p> <p><i>Based on their BEST PLUS score students were placed in language leveled groups.</i></p> <p><i>Groups were formed multi-leveled: low--medium--high for peer assistance.</i></p>

## What's the Big Idea?

## Narrow it Down: What's the Most Important Point?

How do you know that's the most important idea? Write three examples or comments that support your assertion that this is the most important idea. If they are quotes include the page number so you can refer to it later when writing about or discussing this idea.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

# GED READING ACADEMY

## Lesson Plan Development and Evaluation Form

**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 [mochoa16@sisd.net](mailto:mochoa16@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.

TOPIC	SPECIFIC QUESTIONS
<b>TEACHING SITUATION</b>  <i>Describe your teaching situation and setting.</i>	<b>Where do you teach?</b> Socorro I.S.D. Community Learning Center  <b>What do you teach?</b> ESL II  <b>How many hours a week do you teach?</b> 5  <b>Who are your students?</b> Limited English Speaking Adults
<b>PROBLEM</b>  <i>Describe what led you to the developing this activity.</i>	<b>What is the problem you have experienced in your situation?</b> With limited speaking students, I like to expose them to many different types of learning experiences. I like to teach my students thru means by which they may acquire the most exposure to the language.  Targeted Problems: 1. oral language a. pronunciation   b. fluency   c. vocabulary 2. reading fluency 3. reading comprehension 4. writing-grammar

TOPIC	SPECIFIC QUESTIONS
	<p><b>Why are you interested in this topic?</b>  I feel I need to start my students off slow for better comprehension of the targeted language, therefore I selected categorizing for my first newspaper lesson.</p>
<p><b>ACTIVITIES DEVELOPED TO ADDRESS THE PROBLEM</b></p> <p><i>Explain each step of the process. Include enough detail so that readers can understand what you did.</i></p>	<p><b>What specifically did you do to identify the problem?</b>  1. language levels  2. level of comprehending skills</p> <p>Language levels were determined by Pre and Post Test on vocabulary learned. Best Plus scores were also used for language levels.</p> <p>Comprehension levels were determined by classroom assessment on skills and vocabulary taught.</p> <p><b>Identify at least one (1) data collection activity used.</b>  1. reading levels  2. language inventory</p> <p>Scholastic Reading Inventory Form A and B were used to determined students reading levels.</p> <p>Classroom assignments on grammar usage and pronunciation were used to assess students vocabualry.</p>
<p><b>ACTIVITY EVALUATION</b></p> <p><i>Evaluate your activity and note the results of this activity.</i></p>	<p><b>What were the results?</b>  1. Students aquired the skills needed to comprehend lesson. 2. Product produced reflected comprehension.</p> <p><b>What effect did this project have or not have on your learners? Why?</b>  The effect on the students was positive and well received.</p> <p>Students were receptive to the newspaper activity and found it interesting and beneficial .</p> <p><b>What worked well and what didn't go well?</b>  What went well</p> <ol style="list-style-type: none"> <li>1. Students were well engaged in their groups</li> <li>2. Students benefited from multi-level grouping</li> <li>3. Students were receptive to the new skills taught.</li> </ol> <p>What didn't go well--</p> <ol style="list-style-type: none"> <li>1. Oral presentations needed to be practiced before presenting</li> <li>2. Lower level students reluctant to present</li> </ol>

<b>TOPIC</b>	<b>SPECIFIC QUESTIONS</b>
	<p data-bbox="574 401 1442 464"><b>What are you going to start doing differently as a result of this experience?</b></p> <p data-bbox="574 470 1349 501">Allow more time before students present to the whole group</p>
<p data-bbox="118 764 362 795"><b>ATTACHMENTS</b></p> <p data-bbox="118 835 526 898"><i>Include materials, handouts , lesson plans, student work, etc.</i></p>	<p data-bbox="574 764 1422 827"><b>What documents did you create/use for this activity? Include samples of student work to support your activity.</b></p>