

Sample Reading Lesson Plan

Lesson Plan Title	Just Like in Real-Life
Reading Component(s) Addressed	Vocabulary Activating Background Knowledge Comprehension
Objective	<p>To enable students to</p> <ul style="list-style-type: none"> • Activate their own knowledge/experience about a topic before reading • learn new words they can use when reading and speaking • practice using pre, during, and after-reading strategies • recognize reading skills can be applied to real-life situations
Required Materials (include copy of newspaper articles/information used)	<p>McGraw-Hill/Contemporary Essentials of Reading, Book 6 Lesson 5: Asking for a Raise Vocabulary Elaboration Template List of common prefixes/suffixes Index cards</p>
<p>Activity Procedures:</p> <p>Introduction of Lesson Activity Outline (include approximate times) Practice</p>	<p>Introduction of Lesson</p> <p>Have students look at the pictures in the story and tell what they see happening in those pictures. Don't refer to the title of the story, just focus on the pictures. Students may indicate a number of ideas from the pictures, such as the man just got an award (the hand-shaking picture) or the man's car had problems.</p> <p>Ask students if they have ever thought about asking for a raise. Have students describe their own experiences, including:</p> <ul style="list-style-type: none"> • how they felt before asking • what they actually said • what happened <p>Refer students to the title of the story. Now have them look at the pictures again and see if this changes their mind about what the pictures are telling them.</p>
Before Reading	<p>Lesson Outline/Schedule (include approximate times)</p> <p>Take time before introducing the vocabulary to review prefixes/suffixes with students. If you have not yet introduced the concept of prefixes/suffixes then begin with some basic instruction. If students are familiar with the concept ask them brainstorm a list of prefixes/suffixes with which they are familiar. Distribute the list to them so they add it to their personal dictionaries.</p> <p>Introduce vocabulary for the story before students read.</p> <ul style="list-style-type: none"> • Maintenance • Compliment • Fixture • Rapid (rapidly) • Improve (improved, improvements) • Rehearse • Reasonable • Instances <p>Have students work in pairs. Assign each pair 1-2 words. Have each pair complete a vocabulary elaboration worksheet for each assigned word. Have students share their</p>

Pre-Reading Strategy	<p>results with the rest of the class. Check to see if students included different variations of words by including prefixes or suffixes (ex. rapid, rapidly). Make copies of the sheets so that all students can add them to their personal dictionaries.</p> <p>Before students read, have them TIPP? the story. Use the following as a guideline for the TIPP? strategy.</p> <p>T – Title I – Introduction (read the first paragraph) P – Paragraph - read the first sentence of each paragraph P – Pictures – review the pictures or any graphics ? – Question- jot down 1 or 2 questions they would like to answer as they read the story</p>
During Reading Strategy	<p>After students complete the TIPP? process, have them silently read the story and be prepared to answer questions.</p> <p>Distribute index cards so students can jot down the answers to the 5Ws as they read the story.</p> <p>After students have read through the story one time. Introduce them to Underlining for Comprehension. This strategy can be extremely useful for students who struggle with understanding. Discuss how underlining can help reduce a long passage to a more manageable size and how it can be very helpful especially when reading more technical information such as material they may have to read at work.</p> <p>Emphasize that students don't have to underline everything, but that when they are having some problems understanding what they read, this strategy can help them.</p>
After Reading	<p>Practice/Activities (may attach handouts)</p> <p>Underlining for Comprehension</p> <ol style="list-style-type: none"> 1. Read the entire text before making anything. 2. Place double line underneath main idea 3. Place single lines underneath supporting details 4. Circle key words or terms 5. Make notes in the margin (brief summary) <p>Demonstrate the process using the section of the story. Have students practice the process using the second section of the story. Monitor for understanding and to ensure that they are marking important information that can be used later to answer questions or gain better understanding of the story.</p>
After Reading	<p>Evaluation</p> <p>Have students answer the comprehension questions at the end of the story. Check for accuracy.</p>
Extension	<p>After students read the story, have them work in pairs to write an epilogue in which they explain – using the same tense and tone as the author – what happened to the character(s) next.</p> <p>Have students share their epilogues and then vote for the most creative, the funniest, etc.</p>

Vocabulary Elaboration

Take one word from your vocabulary list and elaborate on that word.

Word with syllables indicated

Gist of the word and how it is used (noun, verb, adjective, adverb)

Sample sentences using each form.

Some other examples of how the word can be used

Non-example

List 3 characteristics of that word

Illustrate (if appropriate)