

Discipline: Reading, Writing, Speaking, Listening

Standard Category: Reading Independently

Lesson Focus: This is a sample lesson to be taught immediately before and during the reading of a literature selection. The goal of the lesson is to prepare the student, model the strategies used by a good reader, and assist the student in his or her comprehension. Lowering the anxiety and making new language comprehensible by previewing is a fundamental technique used in teaching ESL students.

PA Standard(s):	Related TESOL Standard(s):
1.1.8H: Demonstrate fluency and comprehension in reading.	Goal 2: To use English to achieve academically. Standard 2: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form. Standard 3: Students will use appropriate learning strategies to construct and apply academic knowledge.

Key Objectives in Accordance with TESOL Level:

Pre-Conversational/ Beginning	Intermediate	Advanced
Students will be able to: <ul style="list-style-type: none">• Ask questions.• Respond orally.	Students will be able to: <ul style="list-style-type: none">• Engage in discussion and respond to open ended questions.• Listen to others and ask probing questions.• Identify the story elements on describe on a story map.	Students will be able to: <ul style="list-style-type: none">• Engage in discussion and elaborate to open ended questions.• Write with controlled organization.• Summarize events and identify significant points.• Represent information visually.

Materials:

“Echo & Narcissus” a Greek myth retold by Antonia Barber

Procedures: (ELL suggestions are written in italics)

1. Motivation: Review myths with students; discuss those read in class. Have students choose something in nature, like thunder, fire, or rain and brainstorm a “mythical” explanation for how it may have begun. Example: How did rain enter this world? (gods crying)
2. Present important vocabulary from “Echo and Narcissus” and its definition. Discuss the meaning of the words and preview the word

Suggested

Level:

Middle

Lesson Focus:

Preparing to read a literature selection

Teaching

Strategies:

Cloze activity

Concept mapping

Schema building

Developmental-reading

Assessment

Strategies:

Formative assessment of cloze activity, story map, written critique

Informal assessment: participation in conversation and class discussion.

used in context. *(Use expressions, gestures, drawings, role play, to help make the word comprehensible.)*

3. Conduct an activity to allow the student to demonstrate vocabulary comprehension: for example- have the students create original sentences that contain context clues to demonstrate word comprehension *(ESL Students may be asked to complete a cloze activity with or without the use of a word bank as an alternative way of demonstrating word comprehension.)*
4. Read the story to the class. Model speed, fluency, pronunciation, and emotion.
5. Demonstrate and explain how a good reader thinks. *(Stop repeatedly to explain how to monitor one's own reading. Breakdown the process of reading and help students to see the purpose of monitoring: to ensure we understand what we are reading.)*
6. Ask "Guided Reading" questions.
7. Engage the student in discussion pertaining to the story or any related ideas that connects the story to the student and his life.

Assessment:

Beginner

Student should be able to point to vocabulary word when they see a picture or action related to the word.

Intermediate

Student should demonstrate story comprehension by completing a simple story map (characters, setting, sequence of events). Drawings should be allowed with written words if necessary.

Advanced

Student should demonstrate story comprehension by completing a story map. The map must identify the story elements and the story constructs: the opening, the rising action, the climax, and the resolution.

Notes:

Modeling how a good reader thinks is important. We not only want to emphasize fluency but reader's thinking too! The ESL student greatly benefits from the teacher reading to the student. Once the student is properly prepared to read, he can pursue reading independently with less anxiety and a less active "affective filter."