

PRONUNCIATION: LEARNING FROM A PASSAGE

9.15.2019

Subject

English

Prepared By

[Instructor Name]

Grade Level

1

Overview

This lesson plan covers teaching content for;

1. Listening and Speaking through Passages
2. Learning new vocabularies

Objectives

Students should be able to;

- Speak fluently
- Learn new words from passages
- answer questions to clarify the meaning of unknown words in a nonfiction text

Teacher Guide

Day 3/Lesson 3: 25 mins

1. Show your students a page from the book you were just reading that includes a bolded word or text box
2. Explain that even when we come across a new

Activity Starter/Instruction

1. Tell students that today you be reading a passage from their text book
2. Tell students that today they will be extracting new vocabularies from the passage
3. Tell students that today they will learn how to identify and pronounce new vocabularies.

Guided Practice

Day 2/ Lesson 2: 20 Mins

1. From the previous section with the class, ask your students to think about these words and how they might help us learn what the book was about.
2. Have students share out with the class.
3. Explain that one way that nonfiction authors teach us about their topic is

Teacher Guide

Day 1/ Lesson 1: 25 Mins

1. Read to students a few pages from a text book or a similar nonfiction text.
2. As you read, pause to think aloud.
3. You can say something like, "It seems like this text is about dolphins.
4. This sounds like it might be the main idea, or what the book is about.
5. I wonder what I'll learn about them. Hmm." Continue to read, pausing to notice important words, facts, and text features.
6. Pause to write any potentially unknown words on the whiteboard or chart paper.
7. Explain that sometimes unknown words in books can confuse readers.
8. Good readers ask questions to clear up

Materials Required

- Class set of the Course Books
- Organizer
- worksheet
- Class set of the New Nonfiction Words
- Bookmark worksheet
- projector

Additional Resources

- <https://www.k12reader.com/subject/vocabul>
- <https://study.com/academy/lesson/vocabul-comprehension-teaching-strategies.html>
- <https://www.youtube.com/watch?v=tsBcRd>
- <https://www.pinterest.com/pin/7151576157>

Additional Notes

word, there are many clues in a nonfiction book that can help us discover what the new word might mean.

3. Ask students to turn and talk to a partner.

4. Partner A asks the question, "What clues can help me figure out the meaning of a new word?"

5. Partner B can answer the question by suggesting clues.

6. Then, switch roles. Remind your students to think about the text features in a nonfiction text.

7. Show examples of text features such as labels, diagrams, glossary, pictures, etc.

8. Ask students how they might use text features to learn about a mystery word.

9. Instruct students to turn and talk to a partner to discuss. Answers might

by including special words called vocabulary words.

4. These words are often highlighted, bolded, and include pictures next to them.

5. Say, "Today we will practice asking questions about what different words mean.

6. We will figure out the meaning of these vocabulary words to help us learn more about the topic."

7. Activate background knowledge by reminding students what a nonfiction book is.

8. Model how to determine the meaning of unknown words using pictures. Have students define nonfiction in home language

Assessment Activity

1. Provide advanced students with a nonfiction text and worksheet to read and complete independently.
 2. Collect the worksheets and assess whether students were able to identify and define unknown words using details and clues from the text.
 3. Listen as students work together to check that they are asking questions about unknown words.
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confusion about what they are reading.

9. Think aloud, "What does the word ____ mean?"

10. Read the list of new (potentially unknown words) aloud.

Guided Practice

Day 4/ Lesson 4: 25 mins

1. Read from the text book.
 2. As you begin to read, tell the students to raise their hands when they hear a mystery word.
 3. Tell students to repeat chorally, "What does the word ____ mean?"
 4. Write down each mystery word on the board.
 5. Pause and ask the class to predict what the word might mean.
 6. Record their thinking.
 7. Demonstrate how you would use the glossary in the book to check the meaning of the word.
 8. Also demonstrate how you would use a dictionary (if there wasn't a glossary).
 9. Write down the correct meaning of each word and/or circle it if it is already written on the board.
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include: Looking at the illustrations or photographs near the word, reading the words around the mystery word, reading the headings on the page.	4. Observe that they use different sources (e.g. context clues, illustrations, glossary) to clarify the meaning of unknown words.	
10. Tell students that they have just identified some great strategies for learning about a mystery word's meaning.		10. Tell students, "We used a glossary to get information.
11. Explain that they can also ask a friend, teacher, and look in the dictionary.		11. The glossary helped give us information about the meaning of the new word."

Summary

- Aid the students to work more on pronouncing new vocabularies
