

READING SELECTED STORIES TO EXPLAIN AND PREDICT BEHAVIOURS OF CHARACTERS AND THEIR FUTURE ACTIONS.

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Subject

English

Prepared By

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Grade Level

5

Overview

This lesson plan covers teaching content for;

1. Reading selected stories to explain and predict behaviors of characters and their future actions.

Objectives

Students should be able to;

1. Read selected stories.
2. Explain the behavior of the characters in the stories and predict their future actions.

Assessment Activity

1. Ensure their students read engaging texts for significant amounts of time.
2. Select texts for students which support authentic learning (i.e. interest-based or topic-based texts)
3. Provide a range of texts (multimodal, print-based, images, animations, graphic representations, video, audio, diagrams/charts, newspapers/magazines,

Activity Starter/Instruction

1. In order to teach reading comprehension effectively, you'll need to identify which skills students are struggling with.
2. Can they find and remember basic details from the story?
3. Can they identify the story's main idea?
4. Can they make inferences based on what they read, or do they take everything at face value?
5. Once you identify which areas they are struggling with the most, you can discuss this with them and let them know that you're going to be focusing on these areas of reading comprehension.

Guided Practice

Day 2/ Lesson 2: 20Mins

1. Start the class by reading a story to them.
2. Use the story clues and illustrations to predict what is going to happen next in the

Teacher Guide

Day 1/ Lesson 1: 30Mins

1. Display a picture, photograph, or scene from a book that includes one or more characters.
2. Ask the students to make observations about the picture.
3. As needed, prompt the students with questions such as, "What is the character doing?"
4. Tell the students that they will be learning about predicting characters' reactions using actions from the story.
5. Explain that a character's reaction could include something the character says. It could also include a character's body language (if needed, show examples of body language).
6. A character's reaction could also include another type of response or action.

Teacher Guide

Materials Required

- Selected Stories
- Pictures or drawings of some of the characters
- Flannel Board.
- Course Book.

Additional Resources

- <https://www.sadlier.com/school/ela-blog/high-school>
- <https://education.gov.scot/improvement/digital-learning>
- <https://www.readnaturally.com/research/5-reading-skills>
- <https://medium.com/solomonkingsnorth/research>
- <https://www.readingrockets.org/article/seven-ways-to-teach-reading-comprehension>

Additional Notes

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- fiction, non-fiction) for students to read in various genres (i.e. texts on different topics or different text types about the same topic)
4. Identify and discuss vocabulary from rich texts with their students
 5. Provide time for students to talk to each other about the texts they read and have listened to.
 6. Provide time for students to write and reflect on their reading.

Summary

1. Although reading comprehension instruction is often important in filling in the gaps, the main way to teach reading comprehension is to encourage students to read.
 2. Find out what each student finds fascinating, and expose the student to books on that subject.
 3. For example, a child who is interested in space exploration might welcome a nonfiction book on the Milky Way, a biography about an astronaut and a science-fiction book about a space mission.
 4. You can then make sure to include some of the skills mentioned above when discussing these books with the student.
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story or text.

3. Use bullet points and the following prompts to help you: I think... I bet... I wonder if... I imagine... I predict...
4. Help them understand what the purpose of text is.
5. Ask them;
 - Is it to entertain?
 - To inform?
 - To persuade?
 - And how do you know?
6. Who are the target audience of this text and how do you know?

Teacher Guide

Day 4/ Lesson 4: 25mins

1. Divide the class into groups.
2. Give each group various stories to read.
3. After reading the stories, Ask the students different types of questions which will require that they find the answers in different ways,
4. For example, by finding literal answers in the text itself or by drawing on prior knowledge and then inferring answers based on clues in the text.

Day 3/ Lesson 3: 30Mins

1. Ask questions to help your pupils understand and discuss what has been read next time you come together.
 2. You should think of at least 8 questions as you read the book or text.
 3. Use the following questions, words and phrases to help:
 - Who?
 - Where?
 - What?
 - How?
 - Why?
 - When?
 4. Clear up any parts of the story they might have found confusing.
 5. Find examples of good vocabulary and explain their meaning.
 6. Find examples of unfamiliar words and punctuation and explain their use or meaning.
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