

INDEPENDENT READING

7.11.2019

Subject

English

Prepared By

[Instructor Name]

Grade Level

5

Overview

This lesson plan covers teaching content for;

- 1. Independent Reading
- Developing the habit of extensive reading.
- Setting a purpose and targets for reading.
- Reading for enjoyment and relaxation.

Objectives

Students should be able to:

- 1. Reading different kinds of books for enjoyment and relaxation.
- 2. Developing the habit of reading for enjoyment and relaxation
- 3. Set purpose and targets for reading.

Assessment Activity

Have the student read a selected story.

- 1. Write a 5-6 line summary that retells what you read about.
- 2. The students should know who was in the story. where the story took place, and what happened at the beginning, middle and end.

Summary

1. Reading books can be a simple way to define extensive reading. On the

Activity Starter/Instruction

- 1. Choose a picture book from the classroom or library.
- 2. Make one reading response sheet for students to complete. Make enough so that each students can have a copy each.
- 3. Read the book aloud asking the discussion questions.
- 4. Following the read aloud, choose one of the following options;
- Students respond to the read aloud book by using the reading response sheet you provided.
- Students read independently for several minutes, then use the last portion of the reading period to complete the reading response sheet using the book they read
- 5. If time allows, have students share their responses with the class or with their turnand-talk partners.

Guided Practice

Day 2/ Lesson 2: 40Mins

- 1. Review previous day's reading or introduce a new book.
- 2. Go over 3-4 tricky vocabulary words.

Teacher Guide

Day 1/ Lesson 1: 50Mins

- 1. Gather the students on the carpets in the front of the room.
- 2. Read the story aloud to the class, using the questions below.
- 3. You may choose to ask the questions to the whole group or ask students to share answers with their turn-and-talk partners.
- 4. Before/ While Reading;
- Looking at the cover, what do you think this book will be about? What makes you think that?
- What genre is this book? How do you know?
- What's the setting of this story?
- What's happening in this story so far?
- What do you think will happen next? What makes you say that?
- What problems/challenges are the characters facing?
- 5. After Reading;
 - What was the purpose of the author? Was he/she trying to persuade, inform or entertain you? How do you know that?
- What message did the author want the reader to understand? What lessons is the

Materials Required

- Course Book.
- Copies of the chosen book.
- Dictionary
- Board and marker.
- Picture Book.

Additional Resources

- https://www.scholastic.com/teachers/blog-r and-an-expanded-group-of-exceptional-teacl
- https://www.scholastic.com/teachers/blog-r
- http://ienniferfindlev.com/how-i-teach-read
- https://www.developingteachers.com/article
- https://www.researchgate.net/publication/4
- https://www.teachingenglish.org.uk/article/

Additional Notes

- approach to reading.
- 2. When you work with short texts such as textbook texts or newspaper and magazines, it is called intensive reading.
- 3. By definition, intensive reading requires full focus for a limited amount of time.
- 4. Intensive reading is referred to as "reading to learn", while extensive reading is more about "learning to read".
- 5. Extensive reading is reading literature for enjoyment, interest and – possibly not intentionally – for learning. However, extensive reading is considered to be one of the best ways of learning a language.

- other hand, there is another 3. Set a focus for today's reading (This could be a specific question or a reading target that you want them to use in their reading in addition to their normal reading strategies). You can also assign the pages you want them to read.
 - 4. Check on each of the students while they are reading and listen to them read. You should ask comprehension questions during this check-in.
 - 5. Try to time it so the students can finish their assigned pages some few minutes before to give room for discussion on the focus skill or strategy.

- author trying to teach?
- What were the most important parts of the story? Did you like the way the story ended? What do you like about it?
- What are you still wondering about?

Teacher Guide

Day 3/ Lesson 3: 60Mins

- 1. Explain to the students the goals and procedures of extensive reading.
- 2. Have the students talk about their experience about reading books in general and about books they have read
- 3. Make a presentation about the importance of extensive reading. Make it more interactive – let students express their own opinion.
- 4. Make an agreement on the reading, how long they will read for and how they will be building their vocabulary.
- 5. Divide the class into groups and assign group leaders and have them read the portion assigned to them.
- 6. Students will discuss within their reading groups the features of a given character in the book.
- 7. Students will discuss within their reading groups the story development and a group leader or another group member will present in front of the class.
- 8. Encourage open discussion within groups about the book from multiple points of view, such as: The plot description, how did you like it, Would you recommend it to a friend and why, What benefits of reading as a process can you see, etc. Formulate consensual opinion of the group.
- 9. Each group will present their consensual

opinion either altogether as a group or a
chosen group member. Class discussion
takes place. A teacher or a student takes
notes on a blackboard: "key points about
extensive reading"

10. Formulate a summary on an extensive reading project. Decide about further reading.