

READING OF MATERIALS SUCH AS MAPS, CHARTS, NEWSPAPERS, ETC.

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Subject

English

Prepared By

[Instructor Name]

Grade Level

5

Overview

This lesson plan covers teaching content for;

1. Reading of materials such as maps, charts, Newspapers, and other important national issues such as fight, counterfeiting of drugs and other regulated products.

Objectives

Students should be able to;

1. Read and obtain useful information from Newspapers, charts, maps, etc on important national issues such as fight, counterfeiting of drugs and other regulated products.

Assessment Activity

- Encourage students to read newspapers in English.
- Organize short presentations at the beginning of each class.
- Ask a different student at the end of each class to find an interesting newspaper article and to summarize it to the other students during the next class, explaining why they chose it.
- This can lead to interesting discussions about current issues.

Activity Starter/Instruction

1. When moving from a picture or cartoon to text in terms of teaching close reading, use short, easy-to-understand text that discusses new ideas or provides information.
2. Have the students read the text through for the first time.
3. Go through the text as a group and paraphrase sentences.
4. Read the text for a second time and focus on how the text says what it says.
5. Go through the text as a group and discuss how the text says what it says.
6. Read the text for a third time and focus on text meaning.
7. Have the students work in pairs to discuss the article.
8. Go through the text as a group and discuss what the text means.

Guided Practice

Day 2/ Lesson 2: 40Mins

1. Begin the class by revising what was learnt the previous day.

Teacher Guide

Day 1/ Lesson 1: 50Mins

1. Choose a Newspaper, Magazine or an article.
2. Have students read the article and write out new words to check for their meaning.
3. Circulate the room while students read.
4. Once students learn to closely read a text on their own, they will paraphrase the text and take notes as they read.
5. Make the students read the text for the second time.
6. You are focused on asking a different question, "How does the text say it?" This reading is concentrated on what the text says and how the author says it.
7. During the second reading, students may begin making inferences about the text.
8. Making and analyzing inferences requires students to deeply interpret the text by applying background knowledge and supporting conclusions, for which you will support them in this step.
9. Encourage the students to look at the craft and structure of the text as well as to begin

Materials Required

- Course Book.
- Newspapers
- Magazines
- Selected charts, graphs and other such materials
- Different kinds of maps.

Additional Resources

- https://us.sagepub.com/sites/default/files/upbinaries/60006_Akhavan_Excerpt.pdf
- [https://www.teachhub.com/classroom-management-how-use-magazines](https://www.teachhub.com/classroom-management/how-use-magazines)
- <http://www.onestopenglish.com/methodology/articles/teaching-materials/teaching-materials-newspapers-in-the-classroom-1/146510.article>
- <https://www.teachingenglish.org.uk/article/reading-activities>
- <https://www.teachingenglish.org.uk/article/reading-activities>
- <https://www.readingrockets.org/article/teaching-using-newspapers-enhance-language-arts-skills>

Additional Notes

Summary

1. There is a danger of putting students off reading newspapers if articles are used in the same way as course books, with tedious comprehension activities.
 2. If used in a more inspiring way, newspapers can help students to develop not only reading skills but also writing, grammar, vocabulary and speaking skills.
 3. Encourage students to read newspapers outside the classroom, explaining that ongoing reading can help them to articulate/discuss ideas more fluently, as well as read and understand a whole variety of texts.
 4. Use different newspapers to suit your students' tastes. If you are teaching in an area where English-language newspapers are produced for the local community, these may include articles and topics of particular interest and relevance to your students.
2. Read the text read in the previous class for a third time and focus on text meaning.
 3. This reading is focused on the analysis of the text.
 4. The essential question asked in this passage through the text is "What does the text mean?"
 5. This analysis includes identifying the author's purpose and making conclusions about the concepts and the implications of the text.
 6. Encourage students to consider some essential ideas about the author's thinking:
 - The question the author is trying to answer.
 - The basic concept the author is portraying.
 - The author's purpose in writing the article.
 - The author's point of view.
 - Assumptions the author is making.
 - The implications of the author's reasoning.
 - The information the author chooses to use, or to leave out

thinking about how the ideas in the text connect to each other, or to other things.

Teacher Guide

Day 3/ Lesson 3: 60Mins

1. Remember, this third reading is focused on the analysis of the text. The essential question asked in this passage through the text is "What does the text mean?"
 2. Before discussing a reading in a group, have students talk in pairs so that they can "practice" their thinking with a partner.
 3. This helps to engage more students in the big conversation you will lead because they can prepare their ideas with a partner before sharing with the whole group.
 4. Say: "Now I want you to get with a partner and have a quick discussion about what you thought about the meaning of the text. Compare what you have noted with what your partner has noted. Make sure to, and help each other, have at least two ideas about the meaning of the text."
 5. Support the students through making the meaning of the text.
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