

Subject

Prepared By

Grade Level

Overview

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

Additional Notes

<p>other hand, there is another approach to reading.</p> <p>2. When you work with short texts such as textbook texts or newspaper and magazines, it is called intensive reading.</p> <p>3. By definition, intensive reading requires full focus for a limited amount of time.</p> <p>4. Intensive reading is referred to as “reading to learn”, while extensive reading is more about “learning to read”.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>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.</p>	<p>author trying to teach?</p> <ul style="list-style-type: none"> 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? <p>Teacher Guide</p> <p>Day 3/ Lesson 3: 60Mins</p> <ol style="list-style-type: none"> 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
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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.
