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| INDEPENDENT READING | 7.11.2019 |

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| Subject |  | Overview |
| |  | | --- | | English | | Prepared By | | [Instructor Name] | | Grade Level | | 5 | |  | 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. |

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| Materials Required  * Course Book. * Copies of the chosen book. * Dictionary * Board and marker. * Picture Book. |
| Additional Resources  * <https://www.scholastic.com/teachers/blog-posts/beth-newingham/top-teaching-will-return-in-august-with-angela-beth-and-an-expanded-group-of-exceptional-teachers-ready-to/> * <https://www.scholastic.com/teachers/blog-posts/genia-connell/instant-lesson-plans-any-book-perfect-substitutes/> * <http://jenniferfindley.com/how-i-teach-reading-in-5th-grade/> * <https://www.developingteachers.com/articles_tchtraining/extreadlp1_scott.htm> * <https://www.researchgate.net/publication/42386353_Developing_Students'_Reading_Ability_through_Extensive_Reading> * <https://www.teachingenglish.org.uk/article/extensive-reading-why-it-good-our-students%E2%80%A6-us> |
| Additional Notes |

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| **Objectives** Students should be able to; Reading different kinds of books for enjoyment and relaxation.Developing the habit of reading for enjoyment and relaxationSet purpose and targets for reading. Assessment Activity  Have the student read a selected story. Write a 5-6 line summary that retells what you read about.The students should know who was in the story, where the story took place, and what happened at the beginning, middle and end.**Summary**Reading books can be a simple way to define extensive reading. On the other hand, there is another approach to reading.When you work with short texts such as textbook texts or newspaper and magazines, it is called intensive reading.By definition, intensive reading requires full focus for a limited amount of time.Intensive reading is referred to as “reading to learn”, while extensive reading is more about “learning to read”.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. |  | **Activity Starter/Instruction**Choose a picture book from the classroom or library.Make one reading response sheet for students to complete. Make enough so that each students can have a copy each.Read the book aloud asking the discussion questions.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 readIf time allows, have students share their responses with the class or with their turn-and-talk partners. **Guided Practice**  **Day 2/ Lesson 2: 40Mins** Review previous day’s reading or introduce a new book.Go over 3-4 tricky vocabulary words.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.Check on each of the students while they are reading and listen to them read. You should ask comprehension questions during this check-in.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. |  | **Teacher Guide** **Day 1/ Lesson 1: 50Mins** Gather the students on the carpets in the front of the room.Read the story aloud to the class, using the questions below.You may choose to ask the questions to the whole group or ask students to share answers with their turn-and-talk partners.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?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 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** Explain to the students the goals and procedures of extensive reading.Have the students talk about their experience about reading books in general and about books they have readMake a presentation about the importance of extensive reading. Make it more interactive – let students express their own opinion.Make an agreement on the reading, how long they will read for and how they will be building their vocabulary.Divide the class into groups and assign group leaders and have them read the portion assigned to them.Students will discuss within their reading groups the features of a given character in the book.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.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.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”Formulate a summary on an extensive reading project. Decide about further reading.. |