Ravindi De Silva

HS/TE15/0009

READING COMPREHENSION

1. Class Description: The class consists of 05 female Grade 10 students between the ages of 14 and 15.

2. Lesson: Reading Comprehension

3. Time: 02 hours 3

4. Goal: develop reading for comprehension skills

5. Objectives:

By the end of the lesson students will be able to:

a. develop speed reading skills with a reading race

b. learn vocabulary related to reading and books

c. share ideas and participate in classroom discussions.

d. practice reading for gist

6. Material and Equipment needed:

a. Pupil's Book and Writing Book

b. Reading passages

c. Online Screen

d. pictures

7. Teaching Techniques:

a. Activities

b. Discussion

c. Evaluation

8. Procedure:

Time	Activity	Interaction	Skills
5mins 10mins	<u>Lead-in</u> • Show a picture of a dinosaur on the screen and ask the students to guess the topic of the reading that they are going to read. *(Appendix 1)* • Give them the passage to read. *(Appendix 2)*	T-Ss	Speaking Reading

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10mins 10mins	• Each student should read aloud the passage to the class. • Ask the students to underline/highlight the key words that they can identify in the passage.	Ss-T Ss-T T-Ss	Reading
10mins 5mins	<u>Introduction</u> • Ask some questions from the students. Eg. *What is reading comprehension?* *Why reading comprehension is important?* *What are the strategies of reading comprehension?* • Explain them about reading comprehension and strategies that we can use in reading comprehension.	T-Ss Ss-T T-Ss	Speaking
    10mins 5mins 5mins	<u>Reading for gist</u> • Give a small passage to the students. *(Appendix 3)* • Ask them to read the passage twice. • And underline/highlight the main facts of the passage. • Discuss the facts with the students.	 T-Ss Ss-T T-Ss Ss-T	Reading Speaking

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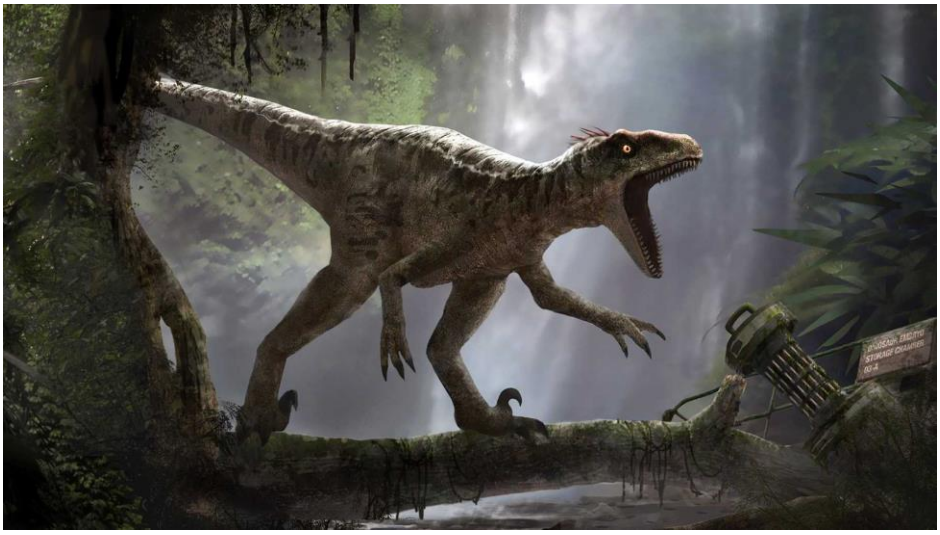
10mins	• Show them a video clip on reading comprehension. (to give a further explanation about reading comprehension) *(Appendix 4)*	T-Ss	
10mins	<u>Activity 1</u> • Ask the students to complete the Activity 2 of the UNIT 8. *(Appendix 5)* • Discuss the answers with the students.	T-Ss	Writing
	<u>Home work</u> • Ask the students to complete the Activity 3 of the UNIT 8. *(Appendix 6)*		

<u>Appendix 1</u>



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Appendix 2

Dinosaurs

Among predatory dinosaurs, few flesh-eaters were bigger, faster and nastier than the "tyrant lizard" of popular imagination, the Tyrannosaurus Rex. At least, that is what we have been led to believe. Now research suggests that, far from being the Ferrari of dinosaurs, Tyrannosaurus Rex, whose ferocious reputation has fascinated generations of schoolchildren, was in fact a cumbersome creature with a usual running speed of twenty-five kilometers an hour. This is a mere snail's pace compared with modern animals such as the cheetah. Unlike some of the predators of today's African savannah, which can change direction almost immediately, the dinosaur would have had to turn slowly or risk tumbling over. And while a human can spin forty-five degrees in a twentieth of a second, a Tyrannosaurus would have taken as much as two seconds, as it would have been hampered by its long tail. Thankfully, however, all its prey, such as triceratops, would have been afflicted with the same lack of speed and agility. The findings were reached after researchers used computer modelling and biomechanical calculations to work out the dinosaur's speed, agility and weight. They based their calculations on measurements taken from a fossil dinosaur representative of an average Tyrannosaurus and concluded the creatures probably weighed between six and eight tons. Calculations of the leg muscles suggest that the animal would have had a top speed of forty kilometers an hour, which is nothing compared to a cheetah's one hundred kilometers an hour. It is sobering to reflect, though, that an Olympic sprinter runs at about thirty-five kilometers an hour, not sufficient to outrun a Tyrannosaurus, should Man have been around at that time!

Appendix 3

The debate on whether Australia will have a nation-wide carbon trading scheme ended last week with the government committed to a national emissions scheme from 2012. However, the decision making as to how we power the economy in a carbon constrained world is only just beginning. Fossil fuels like coal and oil have underpinned our economic growth and standard of living for decades. The current resources boom is there because other countries want our fossil fuels, and for all these reasons it is profitable to keep mining them. Ironically, the income may help develop the technologies to replace them, but it is a matter of which and when. Almost certainly, in the race to reduce emissions, new technologies such as solar, wind and geothermal (heat from rocks) power will compete against gas, clean coal and perhaps nuclear energy to win the hearts and minds of the business world. In the end, business will favor whatever is a cheap, abundant and reliable solution. You can imagine the lobbying that will ensue from the different interest groups, to attract business capital and government support so that their technology wins out. There may be many collapsed ventures and lost fortunes along the way.

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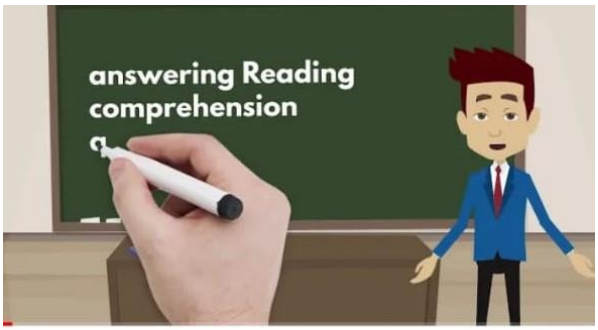
Appendix 4

https://youtu.be/W7BW9gv_OkU



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Appendix 5

Finger Millet

Finger millet (*Eleusine Coracana*) is a traditional grain that is popular in Sri Lanka because of its nutritional value. It is called Kurakkan in Sinhala and Tamil. Vitamin B, iron and calcium are all present in abundance in finger millet. It is also rich in dietary fibre and helps in easy digestion. Therefore it is an excellent remedy for constipation as it acts as a natural laxative. It is low in fat content but rich in carbohydrates which makes it good for people who are overweight. The digestion process of finger millet is slow and therefore helps in keeping the blood sugar at a low level. As a result, it has become a favourite food among diabetic patients. This wholesome grain is made into porridge, idli, pittu, rotti, hoppers and bread in various regions. It is increasingly becoming popular as a bakery product and recently its demand has increased considerably as people have become aware of its health benefits. Organically grown finger millet is healthier and safer to eat as there are no harmful chemicals used in growing it.

In Sri Lanka, it is grown in Anuradapura, Kegalle Moneragala, Hambantota, Ratnapura, Nuwara Eliya, Ampara, Badulla and Jaffna districts. It is a hardy crop that is well adapted to arid highland areas in Africa and Asia. The crop is now grown on a larger scale in India. It grows best in an environment with medium rainfall, an annual temperature range of 11°C to 27°C and a soil of pH range of 5.0 to 8.2. It is a crop that has great potential if promoted as a healthy food.

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Activity 02

Read the passage on finger millet and fill in the grid.

Finger Millet	
Areas where it is grown in Sri Lanka	
Nutrients	
Benefits	
Food items that can be prepared	
Required rainfall	
Required temperature	
Required type of soil	

Appendix 6

Activity 03

Answer the following questions.

1. Which substance in finger millet helps easy digestion?
2. What makes it good for people who are overweight?
3. Why has the demand for finger millet increased recently?
4. Why is finger millet a favourite food among diabetic patients?
5. Why is organically grown finger millet safer to eat?
6. Describe the enviromental conditions required for growing finger millet.