

## Sample Lesson Plan for Reading Shelf 3

Class Time: 50 minutes  
 Unit: 3 A Different Kind of Car  
 Skill Targets: Vocabulary development  
 Reading fluency  
 Comprehension of text  
 Basic listening, speaking, and writing

Lesson Section	Activities	Time
Introduction	Greeting and attendance Check completed homework	5
Review	Vocabulary Quiz for Unit 2 <ul style="list-style-type: none"> <li>- provide copies of quiz to students</li> </ul>	5
Pre-reading	Warm-up <ul style="list-style-type: none"> <li>- brainstorm vocabulary related to title and picture in the Warm-up activity</li> <li>- read the questions aloud and have students create responses; write responses on the board</li> </ul> New Words <ul style="list-style-type: none"> <li>- read the sentences and have students match the underlined words with the pictures and definitions</li> <li>- explain words that are unfamiliar to students</li> </ul>	5
Reading	Passage <ul style="list-style-type: none"> <li>- ask students to look at the picture and discuss what they see</li> <li>- listen to the audio track for the passage; have students track the words of the passage as they are spoken</li> <li>- listen again and pause the audio track after each sentence; have students repeat after the speaker for pronunciation practice</li> <li>- close the book and ask students to explain what they can remember; students may explain in their first language as long as the teacher is able to understand</li> <li>- in pairs, ask students to read the passage aloud to each other or have the students read silently and record their reading times below the passage</li> </ul>	10
Comprehension Checking	Checking <ul style="list-style-type: none"> <li>- have students mark their answers and then check the activity together as a class</li> </ul> Mapping <ul style="list-style-type: none"> <li>- have students read the questions and write the correct</li> </ul>	15

	<p>answer in the blank</p> <ul style="list-style-type: none"> <li>- have students work in pairs asking and answer the questions; ask students who are answering to close their books and try to answer from memory</li> <li>- as a class, brainstorm additional mapping questions by writing Who, What, Where, When, Why, How on the board; see if the class can create questions related to the reading that begin with some or all of these words.</li> </ul>	
Consolidation	<p>Vocabulary Review</p> <ul style="list-style-type: none"> <li>- have students complete the activity and then check the activity together as a class</li> </ul> <p>Summary</p> <ul style="list-style-type: none"> <li>- have students fill in the blanks with words from the word box</li> <li>- allow students to refer back to the passage as necessary to confirm their answers</li> <li>- check together as a class</li> </ul>	5
Closure	<p>Practice</p> <ul style="list-style-type: none"> <li>- allow students time to practice with word cards from this unit along with word cards from any previous units studied</li> </ul> <p>Homework</p> <ul style="list-style-type: none"> <li>- assign homework in the workbook</li> </ul>	5