

A DETAILED LESSON PLAN ON READING AND WRITING CONNECTIONS

Topic	: Baby Talk
Goal / Objectives	<p>Goal (general): To connect reading with writing in a paragraph level</p> <p>Objectives (specific):</p> <ol style="list-style-type: none"> 1) To apply new vocabulary in sentence construction (cognitive / mental state) 2) To express ideas and opinions about baby talk through writing from reading the text (kinesthetic / movement) 3) To show interest or enthusiasm about sign language by connecting reading with writing (affective / emotional state)
Material	: Mackay, D. (2010). <i>Read this!</i> US: Cambridge USA: New York. Cambridge University Press.
Level	: Middle School (Intermediate proficiency level of English)
Process Teaching	<p>Warm-up:</p> <p>T: How are you today?</p> <p>Ss: I'm fine. We feel good today and we are excited for the new lesson. You told us last time that we're going to read an awesome story.</p> <p>T: It's good to hear that! This unit has two things to do: reading and then writing. First of all, let's do the reading section. The first part is the topic preview wherein you need to answer A and B (see p. 6). I'm giving you 8 minutes to discuss with your seatmates.</p> <p>Ss: Yes, teacher! Can we ask help from you if things are not clear enough?</p> <p>T: Of course! Feel free then.</p> <p>Ss: In section A, we're done. Ah... We are not good at sign language but we know a few signs.</p> <p>S1: In section B, parents know when babies want something, like milk, because they cry and cry.</p> <p>S2: The baby tries to follow what the mom is doing in the picture.</p> <p>T: What is the reading going to be about?</p> <p>Ss: It's about baby moves, hmmm... baby wants... Oh baby talk.</p> <p>T: Right! Today, we are going to talk about baby talk.</p> <p>T: The second part of this reading selection is the vocabulary preview (see pp. 6-7). In</p>

section A, you can see 3 categories of unfamiliar words. After which, please go to section B and complete the 10 sentences with missing information. I'll give you 8 minutes for that.

Ss: Ok, teacher!

Ss: We're done!

T: Great! All your answers are very interesting. You're becoming motivated. Some of your answers are correct though. Here are the correct answers:

1. infant
2. deaf
3. develop
4. sign
5. normally
6. intelligence test
7. grow
8. hearing
9. communicate
10. research

Ss: Thank you, teacher!

T: Welcome!

T: Let's move on to part 3 which is reading (see pp. 8-9). You may now start reading it quietly for at least 12 minutes. Should you have any questions, please feel free to ask. When time's up, I'll turn on the CD for you to listen to the person reading the selection while your eyes are following the words. Is that ok?

Ss: Yes, teacher!

T: How was the listening? Did you understand fully?

S4: The pronunciation or accent is hard to follow, but I guess I understand every word because you gave us enough time to read quietly.

S5: I did not finish reading quietly but I think the listening was clear enough.

T: Alright! Let's proceed to part 4 which is the reading check (see p. 10). It has two

sections, true or false and multiple choice types of questions. Please work alone.

Ss: Sure, teacher!

T: Time's up! Let's me see your answers. I'm going around to check it out. Well, you did a good job for most of you. Anyways, let's review your answers.

A. 1. F 2. T 3. F

B. 1. c 2. a 3. a 4. b 5. c 6. a 7. B

T: Any questions?

Ss: None, teacher!

T. In our next activity which is labeled as vocabulary check (see pp. 10-11), you will retell the story by filling the blanks. This part has two sections, A provides you sentences with the words that were given in the first part of this reading selection and B shows you the word formation of noun with verb. Okay? As you all know a verb follows after a subject which can be a noun; in other cases, a noun can be an object of a sentence. I'll give you 8 minutes. You may begin now.

Ss: Yeah, remember that sentence pattern. We will try, teacher!

T: Time is up! Let's review your answers.

A. 1. normally 2. deaf 3. sign 4. hearing 5. infants 6. research 7. intelligence tests

B. 1. communication 2. develop 3. grow 4. communicate 5. development

Ss: Thank you, teacher!

T: So far, so good! Let's all go to the next part, applying reading skills (pp. 11-12). It has a note there that says that "organizing information into a chart can help you see the information in a reading in a new way. This can give you a deeper understanding of the reading." Section A is a true-or-false type, and section B is a table where you need to write the correct information. Are you ready?

Ss 7 & 8: Yes, teacher! But we think this is going to be challenging as we need more time to read through the text to find the answers.

T: Ok. I'll give you 10 minutes to do it. Just try. This is not a test though, rather a practice reading.

T: Time has passed! Let's see your answer.

A.1. T 2. F 3. T 4. T 5. T

B.

BABIES AND CHILDREN WHO LEARN TO SIGN	BABIES AND CHILDREN WHO DON'T LEARN TO SIGN
<i>start to speak earlier</i>	<i>start to speak later</i>
score higher on intelligence tests	don't score higher on intelligence tests
communicate earlier	communicate later
become more interested in books later	don't become more interested in books later
speak as much as other children	don't speak more than signing babies and children

Ss: We got them right!

S8, S9 & S10: We were confused. It was hard to do scanning, skimming, and getting exact words. Please give us more time next time, teacher!

T: Okay! I will help you; just do your true best!

T: At this point, we are at the last part of this reading selection, called discussion (see p. 12). You need to understand the questions here. You may discuss your answers or views with your seatmates. Should you need any help, let me know and I'll give you more explanation.

S11: All questions are clear, but we need time to critically think of good answers.

T: Okay, I'm giving you 15 minutes. I hope it's enough.

T: Thanks for your sharing. You've done a great job today, which is a sign of good progress. Before we end the class, I'd you to do your homework. You'll have more time as you are coming back to my class after 4 days.

Instructional strategies: individual work, pair work, group discussions, and individual reflections

Learning activity: sharing of opinion and judgment, new vocabulary discovery, implicit grammar use, conversation practice, quiet reading, and writing.

Technology used: reading materials with pictures & listening tracks; classroom

	computer with an LCD projector; website links for the book available online
Assessment	<p>: Note: This is done at the end of the lesson.</p> <ol style="list-style-type: none"> 1) Students will share inputs they have learned from the activity. 2) Each student will evaluate how far he/she has spoken English without being conscious with grammar. 3) Each student will assess the activity in general. 4) Students will be given tips on how to further develop communicative competence in both reading and writing.
Reinforcement / Homework	<p>T: Now, let's connect the reading to writing (see p. 12). With the four questions, choose only 1 and give your opinion or idea in a paragraph. To write a good paragraph, let's have a short review.</p> <p style="text-align: center;"> <u>People enjoy the companionship of cats.</u> Many cats are affectionate. They will snuggle up and ask to be petted, or scratched under the chin. Who can resist a purring cat? <u>If they're not feeling affectionate, cats are generally quite playful.</u> They love to chase balls and feathers, or just about anything dangling from a string. They especially enjoy playing when their owners are participating in the game. Contrary to popular opinion, <u>cats can be trained.</u> Using rewards and punishments, just like with a dog, a cat can be trained to avoid unwanted behavior or perform tricks. Cats will even fetch! </p> <p style="text-align: right;"><small>Source: http://members.tripod.com/~llivington/essay/sample.html</small></p> <p> Topic sentence (TP): first sentence in a <u>circled</u> sentence Primary supporting details (PSD): those <u>underlined</u> sentences Secondary supporting details (SSD): those sentences following each underlined sentence Clincher (short concluding sentence or phrase): none here, but in most paragraphs, there are </p> <p>Ss: We know that, teacher!</p> <p>T: Okay. Thank you and see you soon!</p> <p>Ss: Thank you!</p>