

Reading 12

Name

Institution

Reading 12

Teachers need to consider the academic abilities of their learners before determining the most appropriate reading materials for them. They should therefore design learning materials in relation to their significance to the learners in question. The grade of interest in this case is Grade 4 and the children's book of interest is *Gulliver's Travel* by Jonathan Swift. The choice of this book suits the specific needs, interests, and reading levels of the students in Grade 4. The book has numerous advantages that qualify it as the most prerequisite text for the English lesson.

The first justification to prove that the reading is appropriate is its storyline. The storyline of the book is chronological and exhaustive. The author considered this element of narration due to its positive results in literature. The chronological flow of events in the book is motivational to the reader. The reader is likely to be glued to the book while following the story closely. It therefore implies that the reading attracts the reader's attention. Grade 4 students still need motivation as a driver of their interests in literature reading. The book therefore ascertains the relevance of the lesson as regards to the motivation of learners.

The second attribute that makes the reading appropriate for teaching the lesson is its descriptive nature. The author uses an exhaustive descriptive language to narrate the story involving Gulliver and his encounters during the journey. Descriptive language allows the reader to feel, smell, see, taste, and hear what is happening in the story. Students in Grade 4 can only understand a text when extra descriptions are used in the story. The descriptive language that Swift used in the text puts the students in Gulliver's and hence making them lively and enthusiastic. Additionally, the use of descriptive language element allows the reader to visualize the setting, plot, and actions of the character that the author is describing. There are limited techniques of fully attracting the attention of young audiences and hence it is the task of the

author to use appropriate literary styles. However, the teacher needs to select the text that conforms to the objectives of the lesson. The lesson plan should consist of elements that are derivable from the text of interest.

The third factor that makes the text important is its simple vocabulary. The text lacks complexity in both structure and content. It is therefore an easy to comprehend text. Its comprehension marches with any learner in Grade 4 and below. It is fact that learners enjoy reading texts that pose few complexities in terms of vocabulary and diction. Research indicates that complex books with difficult vocabulary are usually hard to comprehend. The comprehension difficulty also renders the book boring and less motivating from the reader's perspective. Close analysis of *Gulliver's Travels* clearly indicates that the content is easy to read and understand. The author's choice of words is appropriate. There is the use of short structured sentences that link the ideas and thus allowing the reader to gain the main theme and the flow of the story. This tenet of literature is beneficiary especially to the fourth graders because it forms a strong foundation for their future studies that will be higher in complexity.

Lesson Plans

The following are lesson plans for teaching phonics, phonological awareness, and oral reading fluency.

a. Phonics

GENERAL INFORMATION

Lesson Title & Subject(s): Literature/ reading

Topic or Unit of Study: Phonics

Grade/Level: 1

Instructional Setting: 50 students in the classroom

It is necessary to divide the 50 students into small groups that would enhance learning phonics. The highest number of students in a given group should be five students. Lean groups sizes enhance understanding of students as far as the effect of group discussions is concerned.

STANDARDS AND OBJECTIVES

Your State Core Curriculum/Student Achievement Standard(s):

English proficiency is the core student achievement standard.

Lesson Goals:

The main goal of the lesson is to enable students especially the beginning readers to decode new words by reading them out. Additionally, the lesson aims at developing the learners' ability of hearing, identifying, and manipulating phonemes.

Lesson Objective(s):

The main objective is to achieve the most appropriate learning abilities to enhance students' reading proficiency. The students will have to listen to specific sounds and redefine their meanings. They should also be able to use the available resources to understand the concepts. The lesson will facilitate students' understanding of sounds and their spelling patterns. By the end of the lesson, students should score at least 98% in reading proficiency.

MATERIALS AND RESOURCES

Instructional Materials:

Pictures – pictures of items that the learner needs to know the spelling of their names

Cut-out letters – the cut-out letters are important to be used either separately or in a connected manner

Guided note template – guided note template is applicable in phonetic transcription. In this case, there is placement of direct spelling of a word on top of it. This technique simplifies the process of acquiring phonetics.

Resources:

Dictionary – a dictionary contains all words that are relevant in teaching the lesson

Textbook – the phonetics textbook is an important resource for learning phonetics because it contains a collection of letters and words.

INSTRUCTIONAL PLAN

Sequence of Instructional Procedures/Activities/Events (provide description and indicate approximate time for each):

1. Identification of Student Prerequisite Skills Needed for Lesson:

Review of terms in order to determine their appropriateness in understanding the new words

Connection of the current lesson with the previous lesson to gauge the knowledge base of the learners

2. Presentation of New Information or Modeling:

Definition of new terms and modeling them using cards

3. Guided Practice:

Scaffolding of words to come up with definitive spellings

Answering questions asked by the teacher regarding the new words

4. Independent Student Practice:

Teacher-monitored – teacher monitored practice mitigates straining from the mainstream learning.

5. Culminating or Closing Procedure/Activity/Event:

Review of new terms and their phonetics.

Check for students' understanding by asking relevant questions

Pedagogical Strategy (or Strategies):

Group discussions are the most important to enhance their lexical techniques.

Discussions also enable the learners to learn from each other.

Differentiated Instruction:

Dealing individually with each English Language Learner is likely to work perfectly in enhancing their understanding.

Student Assessment:

Assessment tests after the lesson to test their understanding of phonetics. The assessment will test students' reading abilities. The assessment will be used to evaluate the level of learners in meeting the lesson's objectives.

b. Phonological Awareness

GENERAL INFORMATION

Lesson Title & Subject(s): speaking and listening

Topic or Unit of Study: Phonological Awareness

Grade/Level: 1

Instructional Setting: 50 students in the classroom

There should be approximately seven groups formed from the 50 students to enhance the ease of monitoring, teaching, and learning.

STANDARDS AND OBJECTIVES

Your State Core Curriculum/Student Achievement Standard(s): English proficiency

Lesson Goals:

To enable students distinguish different sounds from each other. Sometimes students find it quite complicated to make a distinction between two or more words. The main goal of the lesson is therefore to put in place the most appropriate teaching and learning techniques that are likely to enhance their English proficiency.

Lesson Objective(s):

The main objective of the lesson is to achieve the most appropriate learning abilities to enhance students' listening and sound manipulation skills. During the lesson, students should be able to use the available learning resources to enhance their reading and comprehension proficiencies. By the end of the lesson, the student should be able to compare, generate, and identify different sounds or phonemes. They should also be in the position of scoring at least 90 % in the end-of-lesson assessment test.

MATERIALS AND RESOURCES**Instructional Materials:**

Pictures – pictures of objects and places with relevant syllables, rimes, and phonetics are necessary for sound comparison purposes.

Cut-out letters – the cut-out letter will be used to make a complete word before comparing the sound that it produces to the other sounds.

Recorded sounds – since sounds are the main tenets of the lesson, it is necessary to avail an electronic gadget with recorded sound for the students to listen and analyze.

Written words – the application of written words to compare different sounds is appropriate

Resources:

Dictionary, textbook, recorded tapes, radio

INSTRUCTIONAL PLAN

Sequence of Instructional Procedures/Activities/Events (provide description and indicate approximate time for each):

1. Identification of Student Prerequisite Skills Needed for Lesson:

Review of new terms that need sound analysis and comparison.

Connection of the current lesson with the previous lesson is necessary to gauge the level of sound identification by the learners.

2. Presentation of New Information or Modeling:

Reading loudly and definition of new terms is significant. In this case, students are likely to listen carefully to the sounds produced while reading out the words.

3. Guided Practice:

Scaffolding of words is required. By scaffolding, the learners will be able to engage in hands-on activities as the main tenet of enhancing their sound acquisition and differentiation.

Answering questions from students by the teacher, and vice versa is a guided practice.

The teacher has to explain the most contentious areas to the learners while the learner needs to answer what the teacher asks.

4. Independent Student Practice:

Teacher-monitored practice is the most appropriate because of its propensity to enhance teacher-student interaction and understanding. Through the practice, the teacher is able to identify the areas of strength and areas of improvements.

5. Culminating or Closing Procedure/Activity/Event:

Review terms and statements that are indicated in the pictures, images, and recordings

Check for students' understanding by asking relevant questions that relate to the selected sounds.

Pedagogical Strategy (or Strategies):

Group discussion is the most appropriate to enhance sharing of information and development of confidence among the learners.

Differentiated Instruction:

Dealing with the English Language Learners on an individual basis

Student Assessment/Rubrics:

Assessment tests after the lesson to test the understanding of the learners and their ability to learn new concepts. The assessment will also test their level of phonological awareness.

GENERAL INFORMATION

Lesson Title & Subject(s): reading comprehension

Topic or Unit of Study: oral reading fluency

Grade/Level: 1

Instructional Setting: 50 students in the classroom divided into ten groups. Each group is a mixture of the two genders. Age is not a determinant of their arrangement in the classroom or within the group.

STANDARDS AND OBJECTIVES

Your State Core Curriculum/Student Achievement Standard(s): English proficiency

Lesson Goals:

To enhance the reading proficiency of learners by subjecting them to oral literature practices.

Lesson Objective(s):

The objective of the lesson is to achieve the most appropriate learning abilities to enhance students' reading proficiency. Students will use the available learning materials such as letters and pictures to understand the concepts. By the end of the lesson, the learners should be able to prove their competency in pronouncing new words and phrases. They are therefore required to earn at least 93% in the final assessment.

MATERIALS AND RESOURCES**Instructional Materials:**

Cut-out words – learners will read the words one by one and make connections between them

Passages – students should read short passages loudly for their peers and the teacher in the classroom to assess.

Resources:

Dictionary, textbooks

INSTRUCTIONAL PLAN

Sequence of Instructional Procedures/Activities/Events (provide description and indicate approximate time for each):

1. Identification of Student Prerequisite Skills Needed for Lesson:

Review of terms that are present in the cut-out letters and passages. This technique is necessary to determine the correctness of their presentation and pronunciation.

Connection of the current lesson with the previous lesson to determine whether there is any improvement in terms of oral perfection.

2. Presentation of New Information or Modeling:

Definitions of new terms that are present in the passages that the students are have just read. Definition of new terms by the teacher has the duty of improving their vocabulary and English language comprehension.

3. Guided Practice:

Scaffolding of words is important in developing the sounds of the worlds and thus facilitating reading and speaking them out.

Answering questions – either the teacher or the learners should answer questions posed by either party. Asking and answering questions makes the lesson interactive and accommodative.

4. Independent Student Practice:

Teacher-monitored activity works well in oral/reading comprehension. Through this technique, the teacher is able to trace the baseline of the learners' areas of weakness and strengths.

5. Culminating or Closing Procedure/Activity/Event:

Review the terms that the students read in the classroom

Check for students' understanding by asking relevant questions or by answering questions that the students ask.

Pedagogical Strategy (or Strategies):

Group discussions – through group discussions, learners are likely to develop their comprehension of the new terminologies by using them in the discussions.

Oral presentation – through oral presentation, the teacher is able to make instant correction whenever mispronunciation takes place.

Differentiated Instruction:

Dealing individually with each English Language Learner is necessary to assess their abilities in reading comprehension and oral presentation.

Student Assessment/Rubrics:

Oral and written assessment tests after the lesson. Oral tests gauges the learner's oral abilities while reading comprehension tests gauge the learner's ability to correctly pronounce some words.