

## “The ABC’s of Reading” Lesson Plan (Sandee Thompson)

| Time   | Stage/Aim  | Materials  | Procedure Activity name  |
|--|--|--|--|
| <p><b>Pre-session</b><br/><b>+ 5 min</b></p> | <p><b>Waiting for people to join the group</b><br/>To provide participants with an activity while they wait for others to arrive</p> <p>To activate participants’ prior knowledge of the theme of reading and to generate discussion among people who do not know each other</p> | <p><b>Quote sheets</b><br/><b>- cut up and on chairs</b></p>                 | <p><b>Group Discussion</b></p> <ul style="list-style-type: none"> <li>➤ When participants enter the room, they will find <b>quotes</b> about reading set up at tables/ on their chairs. They will be asked to <b>sit and to discuss</b> and/or ponder the points while they wait for everyone to arrive</li> <li>➤ Quick wrap up before intros asking participants to put the cards aside for a later discussion</li> </ul>  |
| <p><b>15 min</b></p>                         | <p><b>Introduction to the theme of the ABCs</b><br/>To introduce myself and the aims of the session and to test the awareness of the participants</p>  | <p><b>White board</b></p> <p><b>Categorization sheet/ matching cards</b></p> | <p><b>Brainstorming/Mindmapping:</b></p> <ul style="list-style-type: none"> <li>➤ start by <b>eliciting a few ideas</b> from participants regarding the essential things we pay attention to when we read in our L1</li> </ul> <p><b>Categorization task</b></p> <ul style="list-style-type: none"> <li>➤ <b>give each group cards</b> of things we do when we read in our native language and ask them to <b>categorize them</b> under <i>Access/Breakdown/Conceptualise</i></li> <li>➤ give them some blank cards as well and ask them to add any other strategies they might employ</li> </ul> <p><b>Feedback</b></p> <ul style="list-style-type: none"> <li>➤ ask groups to <b>circulate</b> so that they can <b>read the others</b></li> <li>➤ ask people if they do the same things with their students</li> </ul> |

|        |   |  |  |
|--------|---|--|--|
| 15 min | <p><b>A = Access (Pre-Text)</b><br/>To introduce the topic and test what participants know of the subject matter</p> <p>To motivate participants to share ideas and to interest them in the topic of reading</p> <p>To ensure all participants are able to understand the workshop's jargon</p> | <p><b>Matching vocabulary cards</b></p> <p><b>OHP of answers</b></p> | <p><b>Quick group discussion</b></p> <ul style="list-style-type: none"> <li>➤ <b>elicit what the purpose of the pre-text/access stage is in an efl class/tutorial</b><br/>(eg. set the context, introduce the topic, find out what the person knows, introduce new vocabulary, remind people of strategies)</li> </ul> <p><b>Definition Match</b></p> <ul style="list-style-type: none"> <li>➤ provide participants, in <b>pairs</b>, with <b>matching cards</b> of words and definitions (discourse markers, motivation, personalization, automaticity, rate of speed etc.)</li> </ul> <p><b>Feedback on OHP</b></p> <ul style="list-style-type: none"> <li>➤ <b>check definitions; CQ definitions, model and drill the words...</b></li> </ul> <p><b>Check meaning and model/drill pronunciation</b></p> <ul style="list-style-type: none"> <li>➤ <b>elicit why I did that</b> (to help participants better move the new words from short term memory into long term memory) and (to provide a clear example of an efficient way to introduce new vocabulary)</li> </ul> |
| 15 min | <p><b>B = Breakdown (Text) - Deconstruction</b><br/>To encourage participants to actively search for textual clues and to help reveal the common clues most texts reveal to us if we look</p>   | <p><b>Text Question sheet</b></p>                                    | <p><b>Gist / Comprehension Task</b></p> <ul style="list-style-type: none"> <li>➤ provide participants with a <b>brief text</b> and ask them to read it and answer <b>2 short questions for comprehension</b></li> </ul> <p><b>Pair feedback</b></p> <ul style="list-style-type: none"> <li>➤ have participants discuss in pairs</li> </ul> <p><b>Group feedback</b></p> <ul style="list-style-type: none"> <li>➤ as a group to find out why you ask participants to do that</li> </ul>   |

|        |   |  |  |
|--------|---|--|--|
|        |   | <b>Highlighters</b><br>A / B / C<br><br><b>OHP answers</b><br><br><b>OHP of graphic organizers</b> | <b>Language Exploration</b><br>{Lexis, Discourse Markers/Grammar }<br>➤ give everyone a letter <b>A, B, C</b> )<br><br>➤ have participants do one of three things... <b>highlight pronouns and what they refer back to; underline synonyms of 'X'</b> ; put squares around examples of repetition<br><br><b>Feedback on OHP</b><br>➤ reveal the answers and brief discussion of why it is important with texts to introduce textual clues to learners and to have them deconstruct the text in some way<br><br><b>Graphic Organizers</b><br>➤ Introduce the idea of <b>graphic organizers</b><br><br>➤ <b>Have participants organize the text</b> according to an organization framework that works for them |
| 10 min | <b>C = Conceptualize (Post-Text)- Reconstruction</b><br>To help participants to personalize the tasks and to be better able to remember it at a later date<br><br>To introduce a variety of tasks efficiently | Paper  | <b>Post-Text Activity Options</b><br>➤ provide participants with the <b>framework for writing</b> a radio play, dialogue, summary or journal entry<br><br><b>Feedback</b><br>➤ ask participants for any other ways they can help students to remember what they were introduced to in their text   |
|        | <b>Wrap up (if time/extra)</b><br>To provide closure and reintroduce the original quotes  | <b>Quote cards</b><br><b>List of tasks</b>   | <b>Group discussion/Matching Task</b><br>➤ ask participants to connect the original quotes to the 3 main stages of a reading lesson framework  |