

Objective: Ss will be able to complete a chart using details from a nonfiction reading.

Time	Stage	Procedure	Purpose	T-S	Materials
1-2 minutes	Context Schema	T elicits animals Ss are interested in. If unusual animals have been reviewed before, elicit names of unusual animals. Ask Ss to provide information about the animals relevant to selected worksheet (habitat, range, lifestyle, diet, description of, important information)	Set the context for the lesson. Activate learner schema. Review prior knowledge. Raise awareness of types of information in the reading.	T-S	Whiteboard
5-8 minutes	Pre	<p>Teachers Note: <i>Review the reading passage before class. Select 6 to 8 words that will be new, or may present a challenge for your learners. There are the vocabulary words that will be important to review with your learners.</i></p> <p>Pre-teach vocabulary to Ss.</p> <p><b>Options: Chose 1 Activity</b></p> <p>Provide list of words and definitions. Have Ss guess and match. Review correct answers.</p> <p>*****</p> <p>Provide pictures and words. Have Ss match word to picture. Review correct answers.</p> <p>*****</p> <p>Provide words only. Have Ss read the words and make guess meanings with partners. Provide the reading. Have Ss read once. After reading have Ss write a possible definition. Review and correct.</p> <p>*****</p> <p>Provide words. Provide dictionaries. Have Ss look up words. Review and correct answers.</p> <p>*****</p> <p>Print definitions on slips of paper. Hang around classroom. Provide each Ss with one word. Have Ss try to find the match and write definition. Arrange Ss in groups. Have Ss share definition of their word. Review and clarify.</p>	<p>Introduce and clarify vocabulary.</p> <p>Pre-teach vocabulary to improve comprehension.</p> <p>Allow Ss to remember vocabulary if previously taught.</p>	<p>S-S</p> <p>S-S</p> <p>S-S</p>	Vocabulary Definitions

<p>10-15 minutes</p>	<p>During</p>	<p><b>Task 1: Skimming:</b> Review picture with Ss. Ask Ss to read and find the animal name.</p> <p><b>Task 2: Scanning:</b> Review qA with Ss. Have Ss read and find the answer. Arrange Ss in pairs. Have Ss check answer with partner. Check answer as a class.</p> <p><b>Task 3: Reading:</b> Draw chart on the board. Review parts of the chart with Ss. Work with Ss on first part of chart. Find one piece of information from the reading. Model writing information in the chart using the chart on the board.</p> <p>Allow time for Ss to find answers and complete chart.</p> <p><i>Optional: Have Ss work in groups to find and complete answers to allow for additional communication.</i></p> <p>Arrange Ss in pairs or small groups. Have Ss check information included in chart together. Encourage Ss to add information after reviewing with other Ss. Elicit and review answers in chart.</p>	<p>To improve reading comprehension.</p> <p>Use skimming, scanning, reading technique.</p> <p>Meet objective: Ss to organize information from the reading into the chart.</p>	<p>S S-S</p> <p>S S- S-</p> <p>S S-S Ss- T</p>	<p>Whiteboard</p> <p>Worksheet</p>
<p>5-10 minutes</p>	<p>Post</p>	<p>Review qC with Ss.</p> <p><b>Options: See worksheet</b></p> <p><b>Discussion Procedure:</b> Allow time for Ss to think about answer. Have Ss make notes or allow Ss to write answer in notebook to structure discussion. Provide a model conversation on the board for Ss to use in discussion.</p> <p>A: (Discussion Question from Worksheet) B: I think that...What do you think? A: I think that...</p> <p>*****</p> <p><b>Research Procedure:</b> Provide Ss with access to research material like computer or smartphone with internet connection.</p> <p>Have Ss look up information.</p> <p>Arrange Ss into pairs. Have pairs share information acquired via research.</p> <p>Elicit and review as a class.</p>			