

CEP Lesson Plan Template

Teacher/s: _____ Youngmee Suh _____

Level: _____ A3 _____ Date: _____ Mar 27 _____

Goal: Reading for details to support an argument

Objectives: (In a perfect world) Students Will Be Able To...

1. read for details in a story
2. summarize a paragraph and a story based on important details
3. share summaries with others to collect data
4. create arguments about the worth of Junko Tabei's adventure based on details from the story

Theme: _____ Adventure Travel _____

(Extensions: _____)

Aim/Skill/Microskill	Activity/Procedure/Stage	Interaction	Time
<i>Official Business</i>	<ul style="list-style-type: none"> -Attendance -Announcements -Homework Check 	Ts-Ss	5 min
<p><i>Activity 2: Reading Activity</i></p> <ul style="list-style-type: none"> • <i>Read for details</i> • <i>Summarize a paragraph</i> • <i>Share a summary</i> <p><i>Transition to #3: Writing Activity</i></p> <ul style="list-style-type: none"> • Using details to support your argument • Organizing a paragraph to state your stance and your reasoning 	<p>Pre-Stage: Intro So, we have been talking about adventures and adventure travels for a few days now.</p> <p>Do you remember when we did that activity to rate different adventure travels from most dangerous to least? Do you remember some of those activities? What were some of those activities? (elicit answers from students)</p> <p>Why do people do these things? We talked about adventure and what it means to have an adventure, but why you think people do things that can be very dangerous? (elicit class discussion)</p> <p>Do you think it is worth it for a scientist to risk his life in Antarctica in order to discover new things? Do you think its worth it for an archaeologist to dig in dangerous mountains</p>	Ts-Ss-Ss	Pre: 20 min

	<p>for dinosaur bones? What makes an adventure worth it for you? Or for those of you who do not like adventure, why is it <u>not</u> worth it to you?</p> <p>[Teachable moment: What does it mean when something is “worth it”? How can we use it in a sentence?]</p> <p>(elicit student discussion)</p> <p>So let's turn to pg 143 in our textbooks. We are going to read about someone who thought that the adventure was worth the risk. Her name is Junko Tabei, and she is a climber who attempted (tried) to climb Mount Everest. Have any of you heard about Junko Tabei?</p> <p><u>During Stage:</u> Put all your phones and electronics away. We are going to read the first paragraph to this reading. BUT before you begin I want you to first know what the task is, what you should look for.</p> <p>If you find a word that you do not know, just underline it. We will go over it together as a class. You have 2-3 min to read the paragraph.</p> <p>Has everyone finished? Okay, now with your groups discuss the vocabulary words that you did not know. Do <u>not</u> use your dictionaries or your cell phones.</p> <p>Circle the words that you or your group still do not know. We will discuss them as a class.</p> <p>What were some words that you did not know?</p> <p>(elicit class discussion, have classmates share or explain)</p>	<p>Ss</p> <p>Ss-Ss</p> <p>Ts-Ss-Ss</p>	<p>During: 20-30 min</p>
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	<p>Now let's discuss the question the paragraph asks you. What would you risk in those last moments? Two minutes for the first partner. Then two minutes for the second partner.</p> <p>Okay, so this paragraph describes a very scary situation. What would some of you wish for?</p> <p>(elicit class response)</p> <p>Okay, now I am going to assign each of you a paragraph. I want you to read your paragraph and then summarize the paragraph so you can share with your partners later. Again. If you do not know a word, underline it and ask your group members if they know it. We will go over it together as a class so do not use your phones or electronics.</p> <p><i>(Assign paragraphs)</i></p> <p>Does everyone have a paragraph? Good. Now read your paragraph and wait for your group members to finish so that you can share the summaries.</p> <p>Okay now let's share as a class what each summary. Who had the first paragraph? Can you share with us, what happened in the first paragraph?</p> <p><i>[repeat for all paragraphs]</i></p> <p>Now everyone read the last paragraph. What are some things that the paragraph talks about?</p> <p>Now let's go through vocabulary, what were some words your groups could not figure out?</p> <p><u>Post-Stage:</u> What do you think of this woman? Was it worth it? Why is it worth it to you? Why not?</p>	<p>Ss-Ss</p> <p>Ss-Ss</p> <p>Ss-Ss</p>	<p>Post: 10-15 min</p>
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	<i>[elicit details from the story to justify answers]</i>		
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Materials:

In charge 1 textbook

Pen/Pencil

Anticipated Problems & Suggested Solutions:

1. Too many vocabulary words are difficult and interrupt comprehension
 - a. Instructor allows students to use dictionaries to find definitions according to assigned paragraph and have them share with the class
2. Students have trouble using details from the story to justify why it is worth it
 - a. Look at paragraphs one by one eliciting details from students
 - b. Have students decide whether or not they think that detail is relevant to the worth of an adventure
 - c. Have students make connections to their own beliefs of worth for an adventure to what is portrayed in the paragraph
 - d. Have students try to justify again, why they think Junko Tabei's experience was worth it or not.

Contingency Plans (what you will do if you finish early, etc.):

[if extra time]

Now let's do the vocabulary check. Do it first on your own, then check with your partner to see if you have the same answers.

Have students use the same vocabulary words to summarize the story.

Post-Lesson Reflections:

Students found the reading to be much reading when divided into paragraphs. Students were able to work together to decipher vocabulary as well as piece together a story as a whole. Extra steps were included to help guide this scaffolding that were not previously thought of within the lesson plan because students need more help putting the paragraphs together to create a cohesive summary of the whole story. Students shared summaries of the each paragraph and had to write down those summaries in their notebooks. Then they were asked to put those summaries together to create their own summary of the whole story. This helped students' focus on listening to each other as well as gathering information, particularly details. Students were able to better understand the story when they read it individually for themselves as well as overcoming the obstacles of difficult vocabulary.