

# Lesson plan, The Teacher's Compass

*Planning a lesson is of crucial importance. It saves teachers from being lost. Also it guides them to proceed with the syllabus. Think of time when you enter the classroom without any lesson plan, how would you feel? Your students would be aware of your situation and they would spoil your work. Be sure that a good lesson plan makes a confident teacher. Some teachers do their job at random even if they follow teacher's book, so experience supplies good strategies for teachers. I tend to give a support to the new teachers with suggested lesson planning.*

*First of all, before starting to present your work, scan your syllabus and have a look at the unit how it proceeds, what activities it contains, what materials should be used, what topics are treated. The tasks we should plan and they create problems for both teachers and students are: vocabulary, grammar, structures, functions, and the four skills: listening, reading, speaking and writing. In Reading Skills, It is advisable to use SQ4RS to help students grasp and understand more the passage.*

*What is SQ4Rs?*

*It is a method which helps the students improve their reading skills, It consists of survey, question, reading, reciting, and retrieving / reflecting.*

*Before reading a text, survey it to get its main idea. We can survey it by its title sub titles, pictures, graphs, charts, introduction and conclusion, or a topic sentence and concluding sentence.*

*While reading, we ask questions that we think the text is going to answer especially what, why and how. These questions are going to be helpful.*

*In reading we follow the information in sequence keeping in mind the questions we asked; we should have a reason why to read.*

*Recite:*

*After reading the text and answering the questions we remember the information, and we try to repeat the information without going back to the text; this strategy helps the student to develop their speaking abilities.*

*Review and retrieve:*

This stage belongs to the post activity; It consists of producing information, it encourages students to use language in their own style. This is the effective learning

## **Planning a lesson for**

### **Reading Comprehension**

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**Date:**                      **Level:** C.CORE 2                      **Unit:** 8                      **time:** 8\_9

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**Lesson type:** *Reading activity*                      **Topic:** *Our Hobbies*

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**OBJECTIVES:** *At the end of this lesson students should be able to:*

- \_ recognize the meaning of soccer (football)*
- \_ recognize the main character in the text (Pele)*
- \_ develop their reading skills about "Hobbies"*
- \_ Answer the questions related to the text*

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**Instructional materials / Aids needed**

- \_ The BB to organize information ( divide the BB in 2 or 3 par*
- \_ drawing a chart on the BB*

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**References:** *textbook: "Outlook "*

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**Stages:** *Content and procedure*                      *technique / timing / mode of work/*

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**1. Warm up:**

*T. after marking the absence, having a look around the class, s/he greets the students. S/he asks them what they did yesterday. What do they remember to check his/ her lesson? T. asks them: " what do you do in your free time? \_ What's your favorite activity? ( All this in 5 minutes*

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**2. BRAINSTOPMING: (10 mns)**

*T. says: In pairs pick up the best activity, what are the advantages of your activity?*

*When and how you practice it? Is it one of your hobbies?*

*T. most people prefer football, what's the synonym of football? What do American people say? Football or soccer? Ss :.....*

*T. What are the famous players do youknow? Ss: .....*

*What were the famous players in 1970's; 1980's; 1990's? Do you know?*

*SS: .....*

*T. the famous one was PELE. So who was Pele? Where was he from? How was he famous? SS: .....*

*T. So our topic today is to know more about Pele.*

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**PRE READING ACTIVITY: (scanning 10 mns)**

*T. asks students to open their book page 87 \_ read the text to answer the questions given (reading silently)*

*T. draws a chart on the BB, in the chart we put the name, hometown, characters, events*

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**WHILE READING: (skimming \_ 15 mn)**

*T. asks students to answer the questions. S/he makes sure that students have read the text*

*Once a student gives the answers, he may refer to the line in the text.*

*T. prepares more various questions about the text to infer the meaning of some words, s/he can vary wh\_ questions*

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**Post reading stage** ( reciting and retrieving the text 15 mns)

*T. encourages students to speak by supplying them with cues*

*S/He lets them talk about the characters, what they did, they give a summary of what they have read in their own language.*

*T. gives an exercise on vocabulary to do in the classroom if there is enough time*

*If not they take it as a homework*