

Description of the target student population

The target students are in Thailand. They are in an EFL environment, about 20 students per class. They are in a mid-advanced level of reading. The students have been exposed to a lot of reading, and very minimal comprehension. They read to answer questions, instead of learn something from reading.

Instructional objectives for the lesson

The students will be able to make connection from the text with themselves, the text they have read before, and the current issues in the world.

Review

From last class, the students were struggling in having discussion about what they learned from the materials they read. They know many vocabulary, but their comprehension seems to be in a very shallow level. They understand the texts, and can report what it means. They could not think beyond the meaning, or it calls “making connection”.

Overview

To assist them in increasing their understanding of the texts, I will teach them how to make connection. They will be taught three ways of making connection, which are text to self, text to text, and text to world. The students will be taught how to do it first with an example for each way, then they will practice each way with one passage. Their delivery of making connection will be done through speaking and writing.

Presentation of key instructional point

1. Introduction of three different ways to make connection from reading. The ways are text to self, text to text, and text to world. I will describe each way along with an example that I will demonstrate how to connect it.

First: Text to self

Refers to connections made between the text and the reader's personal experience.

Example #1

Cocoa and dark chocolate are believed to help prevent heart attacks, or help keep them from happening. They are supposed to be good for the circulatory system. On the other hand, the high fat content of chocolate can cause weight gain, which is not good for people's health. Other health claims for chocolate have not been proven, but some research shows that chocolate could be good for the brain. Chocolate is a popular holiday gift. A popular Valentine's Day gift is a box of chocolate candies with a card and flowers. Chocolate is sometimes given for Christmas and birthdays. Chocolate eggs are sometimes given at Easter. Chocolate is toxic to some animals. An ingredient in chocolate is poisonous to dogs,

cats, parrots, small rodents, and some livestock. Their bodies cannot process some of the chemicals found in chocolate. Therefore, they should never be fed chocolate.

Connection

This article reminds me of my experience when I was young. I believed that chocolate is very good for health. I ate chocolate every day, and my health at time was very healthy. I had a pet who is not very healthy at that time name "Bruce". I thought if I feed him chocolate, he would be better. It was a wrong decision. I learned that I cannot trust all the article or things that I read.

Second: Text to text

Refers to connections made between a text being read to a text that was previously read.

Recall the article that we have read about the importance of trees

Previous text:

Importance of Trees: Trees are a part and parcel of earthly life. All life directly or indirectly owes its existence to them.

- Trees release oxygen which we need for our life. They also absorb the carbon-dioxide.
- Many living species live in trees. Trees form the natural habitat of many animals, birds and insects.
- Trees help make the land fertile. We get good crops out of fertile land.
- They are the sources of the fruits and flowers.
- They offer us cool shade during summer.
- During rainy season, we take shelter under the trees.
- Trees and plants are the sources of many supply life-saving drugs.
- They prevent land erosion and guard us against pollution. Thus, trees keep up the ecological balance.
- Trees protect us from inclement wind also.
- Seeds, nuts and fruits are food sources for humans and animals

Example #2

It is not possible for anyone to predict the exact timing and effects of global pollution and global climate change brought about by pollution. There is general agreement by scientists that the global climate will continue to change, that the intensity of weather effects will continue to increase, and that some species of animals will become extinct. There is also general agreement, or consensus, that humans need to take steps to reduce

emissions of waste products and greenhouse gases into the atmosphere, make adaptations to the changes that are occurring, and figure out ways of reversing the trends of pollution and global warming.

Connection:

Whenever I read this kind of thing, I have to ask myself what can I do to help the environment to be better. As I have learned from last week, trees are so important to human. It releases oxygen that we need for our life, and many other things that it does for the earth. Trees could be one thing that I can do to help with the global warming issue. With the extreme climate change, some place gets too hot, trees can give them shade.

Third: Text to world

Refers to connections made between a text being read and something that occurs in the world.

Example #3

America is known as the land of opportunity, where one could achieve anything they put their mind to, no matter who they are. Thousands of people immigrate to the United States every year from different parts of the world to have access to these kinds of opportunities. This is what is known as "the American dream". One of the many reasons America is such a great country is the diversity you see all around. America is one big melting pot of citizens from different backgrounds.

Connection:

I do not agree with this article entirely. I agree that once America was a land of opportunity. It is true that many people want to come to America for opportunity. However, if America is a land of opportunity, why there were so many people unemployed in few years earlier. In my opinion, America is still a great country, but with the evolve of technology right now, anywhere can be opportunity for anyone.

2. After I explained each way with an example. I will allow some moment for the students to discuss or ask questions. I will teach them some strategies to allow themselves to make connection. The strategies that I will teach are asking questions before you read, try to give opinion, or think how it helps you. Some of the words that could be used to make connection are I think, maybe, in my opinion or this reminds me of...

3. After modeling how to make connection, I give them an instruction on the activity. There will be three exercises that will allow them to practice each way of making connection. In each text, they will be told which connection they have to make. The first two will be done orally, and the last one is done by writing.
4. As a class, we read the story for making connection text to text. After reading, the students will answer orally to me what connection they can find. With the number of students around 20, the answer could not get too deep and long. Instead of having them share their whole thought process, I will have them summarize their thoughts and share.

Previous text:

Newspapers provide information and general knowledge. Reading it daily will widen the scope of your knowledge which is an integral part of education and very useful. People are made aware of the existing condition of politics, culture and economy by reading the news. Those who hunger for news will surely find satisfaction by reading the newspapers as it carries information of various topics.

First exercise: Use the article "A woman" (see below)

5. Now, in pairs, the students will read together silently and discuss their opinions and connection that they can make from the article. The paragraphs that will be used in this part is for making connection text to world, which the students will be told to find connection with the world.

Second exercise: Use the article "The Death Car". (see below)

6. Individually, the students will do one last paragraph. They will demonstrate their skill in making connection through writing 150-200 words. This one is a text to self.

Third exercise: Use the text "The letter". (see below)

7. After all the exercises, the students will be assessed by doing another exercise making connections.

Assessment of the instructional objectives

The students will be assessed by writing connections they can make from reading providing texts. The assessment is treated as an additional exercise. The work sheet as three different articles for three different ways to make connection. They will be told in the worksheet that which article for which way. Students will write out their connection for about 150-200 words for each article.

Summary

The whole hour we have been trying to make connection from the text we read. The students had very limited ability to make connection before class today. The students had practiced making connection in three ways with different examples individually, in pairs and

as a class. At the end, they were assessed on their knowledge and the average of the class has demonstrated sufficient understanding of each way in making connection. It also shows their increased ability in comprehending the text. There are some common issues that occurred in the assessment. The students have a hard time to connecting the two text together. This skill is important as a learner because making connection between different texts expands our knowledge to be bigger and stronger. We will revisit on this point in the next lesson.

Practice of the instructional point

Passage 1: Chocolate

Cocoa and dark chocolate are believed to help prevent heart attacks, or help keep them from happening. They are supposed to be good for the circulatory system. On the other hand, the high fat content of chocolate can cause weight gain, which is not good for people's health. Other health claims for chocolate have not been proven, but some research shows that chocolate could be good for the brain. Chocolate is a popular holiday gift. A popular Valentine's Day gift is a box of chocolate candies with a card and flowers. Chocolate is sometimes given for Christmas and birthdays. Chocolate eggs are sometimes given at Easter. Chocolate is toxic to some animals. An ingredient in chocolate is poisonous to dogs, cats, parrots, small rodents, and some livestock. Their bodies cannot process some of the chemicals found in chocolate. Therefore, they should never be fed chocolate.

Passage 2: Global Warming

It is not possible for anyone to predict the exact timing and effects of global pollution and global climate change brought about by pollution. There is general agreement by scientists that the global climate will continue to change, that the intensity of weather effects will continue to increase, and that some species of animals will become extinct. There is also general agreement, or consensus, that humans need to take steps to reduce emissions of waste products and greenhouse gases into the atmosphere, make adaptations to the changes that are occurring, and figure out ways of reversing the trends of pollution and global warming.

Passage 3: American dream

America is known as the land of opportunity, where one could achieve anything they put their mind to, no matter who they are. Thousands of people immigrate to the United States every year from different parts of the world to have access to these kinds of opportunities. This is what is

known as "the American dream". One of the many reasons America is such a great country is the diversity you see all around. America is one big melting pot of citizens from different backgrounds.

Passage 4: A woman

Detective Morton read the news in her armchair. The headline cut across the front page:
ESCAPED CONVICT FROM WOMEN'S PENITENTIARY

Rachel Lovell, imprisoned for embezzlement, escaped from the Women's Penitentiary Friday morning. It is unknown whether Lovell received aid in her escape. Citizens are warned that Lovell could be dangerous. Lovell is 5 feet tall and has long, brown hair and blue eyes. A knocking sound startled Detective Morton. She answered the door. A tall blonde woman stood waiting. "Good morning" The woman smiled, "May I come inside? I've heard about your detective work, and I need your help" Detective Morton raised her eyebrows. "Come inside" "My name is Lauren Blake. My parents died in a car accident, and they left me their fortune. I have two attendants-a married couple-who live downstairs. Something strange has been happening at my home. One night last week, I heard noises. I thought it was the couple, but I was too scared to investigate and I stayed in bed. The next day, I confronted the couple. They claimed they were in bed all night, and did not hear anything" Detective Morton listened intently. "Did you find the cause of the noise? Have you called the police?" "Yes, but they think my attendants are making noises. Detective, I've seen something strange. Something I can't tell the police..." Detective Morton leaned forward. "Yes?" "I've seen a wailing woman!" "Tell me more." Lauren took a deep breath. "I've seen her for three nights. She's a ghost- she appears in the hallway and screams!" "What does she look like?" Detective Morton asked. "Well, she has long brown hair, and she's pale as death." "Is she short?" "I suppose she is...why?" "Never mind. Have you told anyone?" "I told my attendants, but they don't believe me. They think I'm stressed because of my engagement." Lauren held out her left hand, displaying a large, emerald ring. "Have you noticed anything missing in your house?" Lauren's eyes widened. "No, nothing has been stolen." "Curious. May I see your ring?" Detective Morton brought out a magnifying glass. "How often do you remove it?" "I remove it only when I sleep." Detective Morton nodded. "I'm sorry to tell you this: your ring is a fake!" "Charles would never give me a fake ring! There must be a mistake!" Lauren exclaimed. "There's no mistake. However, your fiancé didn't give you the fake ring. I think I know what's been happening."

Can you solve the mystery? Keep reading for the answer...

The escaped convict, Rachel Lovell, is the sister of the male attendant. First, Lauren's attendants hid Rachel and stole valuable items that they replaced with fake items. Lauren's real ring was stolen. The attendants worked at night, which made the noise. Then, after Lauren complained, Rachel

pretended to be "The Wailing Woman" to distract Lauren. Detective Morton realized Rachel was the woman when Lauren described her. The attendants were stealing valuable items to help Rachel escape to another country.

Passage 5: The death car

The Death Car It was a cold night in September. The rain was drumming on the car roof as George and Marie Winston drove through the empty country roads towards the house of their friends, the Harrisons, where they were going to attend a party to celebrate the engagement of the Harrisons' daughter, Lisa. As they drove, they listened to the local radio station, which was playing classical music. They were about five miles from their destination when the music on the radio was interrupted by a news announcement: "The Cheshire police have issued a serious warning after a man escaped from Colford Mental Hospital earlier this evening. The man, John Downey, is a murderer who killed six people before he was captured two years ago. He is described as large, very strong and extremely dangerous. People in the Cheshire area are warned to keep their doors and windows locked, and to call the police immediately if they see anyone acting strangely." Marie shivered. "A crazy killer. And he's out there somewhere. That's scary." "Don't worry about it," said her husband. "We're nearly there now. Anyway, we have more important things to worry about. This car is losing power for some reason - - it must be that old problem with the carburetor. If it gets any worse, we'll have to stay at the Harrisons' tonight and get it fixed before we travel back tomorrow." As he spoke, the car began to slow down. George pressed the accelerator, but the engine only coughed. Finally, they rolled to a halt, as the engine died completely. Just as they stopped, George pulled the car off the road, and it came to rest under a large tree. "Blast!" said George angrily. "Now we'll have to walk in the rain." "But that'll take us an hour at least," said Marie. "And I have my high-heeled shoes and my nice clothes on. They'll be ruined!" "Well, you'll have to wait while I run to the nearest house and call the Harrisons. Someone can come out and pick us up," said George. "But George! Have you forgotten what the radio said? There's a homicidal maniac out there! You can't leave me alone here!" "You'll have to hide in the back of the car. Lock all the doors and lie on the floor in the back, under this blanket. No-one will see you. When I come back, I'll knock three times on the door. Then you can get up and open it. Don't open it unless you hear three knocks." George opened the door and slipped out into the rain. He quickly disappeared into the blackness. Marie quickly locked the doors and settled down under the blanket in the back for a long wait. She was frightened and worried, but she was a strong-minded woman. She had not been waiting long, however, when she heard a strange scratching noise. It seemed to be coming from the roof of the car. Marie was terrified. She listened, holding her breath. Then she heard three slow knocks, one after the other, also on the roof of the car. Was it her husband? Should she open the door? Then she

heard another knock, and another. This was not her husband. It was somebody -- or something -- else. She was shaking with fear, but she forced herself to lie still. The knocking continued -- bump, bump, bump, bump. Many hours later, as the sun rose, she was still lying there. She had not slept for a moment. The knocking had never stopped, all night long. She did not know what to do. Where was George? Why had he not come for her? Suddenly, she heard the sound of three or four vehicles, racing quickly down the road. All of them pulled up around her, their tires screeching on the road. At last! Someone had come! Marie sat up quickly and looked out of the window. The three vehicles were all police cars, and two still had their lights flashing. Several policemen leapt out. One of them rushed towards the car as Marie opened the door. He took her by the hand. "Get out of the car and walk with me to the police vehicle. You're safe now. Look straight ahead. Keep looking at the police car. Don't look back. Just don't look back." Something in the way he spoke filled Marie with cold horror. She could not help herself. About ten yards from the police car, she stopped, turned and looked back at the empty vehicle. George was hanging from the tree above the car, a rope tied around his neck. As the wind blew his body back and forth, his feet were bumping gently on the roof of the car -- bump, bump, bump, bump.

Passage 6: The letter (written myself)

Dear Jane,

Congratulations on your new adventure! I am so happy that you get to study in Finland. I love it there. I'm sure you'll have a wonderful time. I'd like to give you some advice on how to become a successful student.

First, you have to be responsible. Specifically, be responsible when it comes to your assignments and your studies. Do not wait for someone to remind you of what to do. You should always think about what you will do and plan ahead. Also, pay attention in your classes and ask questions. This will help you become a successful student. Being responsible will make you be the best you can be. Second, your attitude is the most important thing. You have to love what you learn. Try to find motivation even for the classes you have no interest in. Changing your attitude can change your performance. No one can do anything well without a good attitude. This is what I tried to do when I was in school. It helped me to get where I am now in my life. I want you to be successful. I hope you will take my advice and do the things I've suggested.

Education is very important. I believe it will bring you many wonderful opportunities in life. Be a successful student. Many rewards will come to you now and in the future.

P.S. Tell me about the school system there. How is it? Share some of your experiences with me. I would also love to hear about your friends.

Take care,

Grandma

Dear Grandma,

How are you? It was good to receive your letter!

You asked me about the school system here. Kids don't go to school until they're 7 years old. Their pre-school is for children ages 5-7. They mostly learn how to play and make friends. There are no tests for students until they are 15 years old. Students that are mothers can take a break from school for three years. There is no homework. Also, I spend less time at school here than students in the U.S. do.

Your question also led me to ask some of my friends from Singapore and China about their school systems. In Singapore, technology is strongly encouraged in schools. They focus a lot on educating young children to build a strong foundation. Memorization is not common in Singapore. Usually, students are taught concepts rather than memorizing facts and details.

In China, the main focus is on memorization. The culture and the language has contributed to this style of education. Learning Chinese requires a lot of memorization because of the many characters that are part of the written language. The education system also helps students become good at math because math is all about remembering formulas.

I love it here in Finland. I love learning about many different cultures.

Anyway, I miss you, Grandma. Hope to hear from you soon!

Love,

Jane

P.S. Could you send me some recipes? I am learning how to cook.

ER CENTRAL LEVEL 16

Rate: 96.97 %

Syntactic Analyzer rating 1.7

Self-assessment

I have learned how to monitor my own thinking. In this task, it is very important to be specific. Creating lesson plans is not simply telling people information or playing games. It is about thinking why we are doing the way we do and how it will help the students to complete the object of the lesson. I felt like I think more thoroughly while planning this lesson. I caught myself thinking back and forth over and over again, making sure that the lesson is appropriate for the level of the students. However, I think it is a good thing that my mind get to practice on the materials that I am going to teach again and again. I think I can deliver and teach this lesson with just a few practices very easily because of many practice that I had done in my mind.

Moreover, the passage that were chosen for the advanced readers were so much more fun than intermediate. The skills that can be taught to the students are more exciting, and deeper. Personally, I like teaching upper level because of the depth in meaning that can be discussed in class. I imagine myself as a student in this lesson, I think it will be a little challenging for Thai students because of the culture of our study never make us think deep. This will be a good start to help the Thai students become a better thinker.