

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 novice-high level of reading. The students have been practicing decoding for a while. They are able to pronounce and recognize words easily. Their main goal now is to learn more vocabulary. Sometimes they rely too much on the dictionary, and it slows them down in reading. I am trying to help them guess the meaning of words from contextual clues more confidently, instead of relying on dictionary all the time.

Instructional objectives for the lesson

The students will be able to derive meaning of unknown words by guessing from the contextual clues.

Review

From last class, the students demonstrated their ability in reading out loud very well. They were able to recognize and match many unknown words' form. They were struggling in understanding the story they read. Unknown words slow them down in comprehending the meaning.

Overview

The students will be able to increase their fluency in reading by learning how to guess meaning of unknown words before looking up on the dictionary. First, they will do a word recognition exercise to get them use to the unknown words in the first passage. Then, they will be given multiple choice questions asking the meaning of unknown words in the context. Some questions will be choosing the right words to fill the blank. After that, the students will work as partner to talk about the meaning of each word. They will be instructed about the meaning of each word by using Pictionary. Last, we will read the story together. They will practice the same way with the second passage, which is an expository text.

Presentation of key instructional point

1. To develop reading fluency, the readers need to be able to read at appropriate rate with sufficient comprehension. Word recognition exercise will help the students train their eyes to notice unknown or target words that they need to understand. They are given 30 seconds to complete the exercise individually. The students will first practice with the narrative text. There are ten unfamiliar words for novice-high readers that are selected for this exercise.

Words Recognition Exercise

Country: county contrary countrified control century countryside country community

Exciting: excited excitement exhilaration exciting electrifying arresting interesting amazing

Field: file fire firm forte fount fund field fields

Fence: fences france fence fasten fast fort French fend

Clouds: cloud cloudy crowd crowns clouds cow cowboy cool

Nervous: nervy nerve navy nervous native nature nearby nearly

Toward: tow town touch tour towel tower toward tough

Tired: tire title tip tiny tired tilt tiring tires

Lick: licks lid lit lucky lick luck lift like

Climb: climbs climate click cliff clerk climb clever clip

2. After the first exercise, they will be given another exercise. This exercise help them to practice guessing the meaning of the words without using dictionary, but use the context to help them. The words that they will guess are the same words from the first exercise. The

exercise is multiple choice that the learners have to choose the correct answer. There are five questions. The students will do it as individual.

Choose the correct answer

1. Jamie lives in the country. What does country mean?
 - A. A country that people live in
 - B. A place that is outside the city
 2. It is weekend. We want to do something _____.
 - A. Boring
 - B. Exciting
 3. They walk across the field. What does field mean?
 - A. An open area filled with plants
 - B. A branch of study
 4. A dog jumped over the _____.
 - A. Fence
 - B. River
 5. There are clouds on the top of the mountain. What does clouds mean?
 - A. Worry
 - B. Sky
3. Then, the students will get a partner to talk about the meaning of another five words. As a partner, they will try to think of meanings. They can discuss what they know about the underline words, and what it means in the context.

The exam is coming up. I'm nervous.

Walk toward the ocean, you can hear sound of the ocean clearer.

I have been working all day. I am so tired.

Try to lick the ice-cream, so you can know if it's good.

Climb the wall to the other side.

4. After completing all the exercise, I will teach the meaning of the words by using pictures. I will show them pictures, and they have to think of those ten words. As a class, they will answer a word that match the picture. I do not want to teach the students directly the meaning of the words because I want to build confidence in their ability to guess the meaning. By allowing them to try to answer from what they know will help them to keep trying to guess in the future. Pictures are also universal language that could be understood by anyone.
5. After many explosion to the unknown words, now the leaners are ready to read. We will read the story together as a class and discuss about the story.
6. The second passage is an expository text. The students will practice the same way they did with the first passage. These are the materials for the second passage.

Words Recognition Exercise

Helpful: help helps helpless helpful helped hip hence heat

Hear: head heel hears hers her hear heard hearing

Smell: small smells smelling smelly smell smile smiles smog

Nose: none noise nice niece noisy noses nose nonsense

Friendly: free friends friendly friend friendless fraud frank frequently

Owner: owns owner own ow ox one once onto

Short: sharp shot shooting short shorts shy shorty shark

Human: huge hug hill human husband hub hot humid

Blind: bride bide bend blinds blind bird birth bid

Well: we walk welfare west wales wheat well wells

Assessment of the instructional objectives

The students will be assessed by answering questions about the meaning words from the two providing passages. The words will be in the context to give the learners some clues. The assessment is similar to the activity that they have done during lesson.

Summary

The whole hour the students have been exposed to the words that are unfamiliar to them. The students learned to obtain the meaning by looking at the context around the words. The students have practiced with many different exercises. They got to discuss with friends the meaning of unknown words. They also get to test out their guesses by choosing the right picture for the meaning. At the end of the lesson, the students are more comfortable reading the story because they know the meaning. The second passage, the students seemed to have fun guessing meaning of words more than first time. They can read more confidently and faster because they do not need to rely much on the dictionary.

Practice of the instructional point

Passage 1: An Adventure

Jaime is a boy. Jaime lives in a house. Jaime lives in the country. Jaime lives in a house in the country. Jaime has a dog. The dog is named Go-Go. Jaime and Go-Go are friends. Jaime and Go-Go are bored. They want to do something new. They want to do something fun. They want to do something exciting. Jaime and Go-Go walk out of the house. They walk across the yard. They walk across the field. They jump over the fence. The fence is on the other side of the field. Jaime sees a mountain. The mountain is very tall. The top of the mountain is in the clouds. Jaime looks at the mountain. "We are going to the top of that mountain," Jaime says. Go-Go looks nervous. "Don't be nervous," Jaime says. Go-Go runs after Jaime. They walk toward the mountain. Jaime stops. He looks back at the house. "I am a little tired," Jaime says to Go-Go. Go-Go licks Jaime's face. Jaime turns around. "Come on, Go-Go. We will climb the mountain tomorrow," Jaime says. Jaime starts to walk home. Go-Go runs after Jaime.

Passage 2: Dogs (written myself)

Dogs are good helpers. They are also good friends to people. They are very helpful in many ways. People says that dogs are "man's best friend." Dogs used to help people travel. They help people do yard work. They help people find food. They can fish. They pull many things for people. They help people find things by using their nose. Dogs can smell very well. Some dogs can see very good. They can see things in the dark. They see things that are not closed to them. Dogs can be a guide for blind people. All dogs can hear better than people. People cannot hear sounds that dogs can hear. Dogs can hear sound from far away.

There are many kinds of dog. They have different color. Some are brown, white, black, or gray. Some dogs have long hair. Some has short hair. Dogs can be very big, and some can be very small. Small dogs are about 6-8 inches tall. Dog has shorter life than people. Some dogs do not live very long. Some lives more than 10 years. People love dogs because they are friendly. Dogs love their owners. Many people like to have dogs as friends more than human.

ER CENTRAL LEVEL 5

Rate: 95.22 %

Syntactic Analyzer rating 1.154

Self-assessment

Making lesson plan for beginner readers has been the most challenging level of all. The level of language that are used with the beginners are very basic. I have found myself not being exposed too much in the beginner level. I am not fully aware that some cannot even recognize the letters or

sound. I know from making this lesson plan that I should study more about the beginner level, and how I could teach them. I think it is helpful to know so I can understand the way they think and process information.

Materials and instruction for beginners are also need to be specific and in details. For the higher level, a teacher can guide a little and then leave the students to do the task. For beginners, I cannot do that. They have to be guided step by step to complete the task. They can get lost easily.

It is not easy to write a passage that contains meaningful stories but use very few words. It was hard for me to create a passage for beginner readers. Many words that seems so simple to me, were not easy for the readers. This caused me to think that the language that I use in class while teaching also need to be simplified.