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| Reading Lesson Plan |

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| *How to find the main idea* | | | | |
| **Instructor** | **Level** | **Age Group** | **No of Ss** | **Length** |
| Heeyoon Moon | High-  Intermediate | Adult | 6 | 50mins |

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| **Materials:**   * Main idea worksheet with 16 answers cards(3copies) * Finding Topic sentence worksheet (6 copies) * “Finding the main idea of the paragraph” handout (6copies) * “Allaboutme” handout (SOS plan) (6 copies) |
| **Aims:**   * Students will be able to find the main idea by reading and working on the worksheets * Students will learn and improve reading skill by working on the worksheet and reading the paragraphs. * Students can practice speaking through discussion of worksheet with partner |
| **Language Skills:**   * Reading : Read the handout and worksheets. * Speaking: Discussion with partner * Listening : Teacher’s talk * Writing : Writing for the vocabulary homework and ‘Allaboutme’ handout(for those who finish the worksheet early) |
| **Language Systems:**   * Discourse : Discussion with partner * Lexis : Vocabulary from the paragraphs * Structure : Structure of the paragraph * Phonology : Listen to teacher and classmates. |
| **Assumptions:**   * Students already know teacher’s teaching style * Students already know most of vocabulary from the passage. * Students already know how to do vocabulary homework that Students find and write down the words they don’t know and write students-friendly definition by guessing from the context. * Students have ability to read and comprehend the discussion topic worksheet. |
| **References:**   * Busyteacher.com (Search for “Main idea”) |
| **Anticipated Errors**   * Ss may not know the vocabulary, * Try not to focus on the vocabulary they do not know. Have Ss check the words and do the homework. Getting main idea by skimming is the point. * If some Ss finish earlier than others,(SOS plan) * Provide ‘Allaboutme’ handout |

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| **Lead-in** | | | | | | | | |
| Materials: - | | | | | | | | |
| **Time** | **Set up** | | **Students** | | | **Teacher** | |
| 3min | Whole Class | | Answer my questions. | | | Elicit and guiding questions | |
| **Notes:**  General guiding questions. | | | | | | | | |
| **Pre-activity** | | | | | | | | |
| Materials : Worksheet 1 | | | | | | | | |
| **Time** | **Set up** | | **Students** | | | | **Teacher** | |
| 12min | Pairs | | Find the main idea on the worksheet with partner. | | | | Setup, give instruction and monitor.  Distribute the worksheet1 | |
| 2min | Whole Class | | Provide the answer | | | | Elicit the answer | |
| **Notes:**  Before we move into more elaborated paragraphs and get the idea how we can find the topic sentences, Ss have chance to work on finding main idea of easier paragraph by working as in a pair during pre-activity. | | | | | | | | |
| **Main activity** | | | | | | | | | |
| Materials : Worksheet2, and explanation handout | | | | | | | | | |
| **Time** | | **Set up** | | **Students** | | **Teacher** | | | |
| 20min | | Individually | | Work on worksheet 2 | | Instruct, setup, and monitor | | | |
| 5min | | Group of 3 | | Check the answers | | Monitor | | | |
| 3min | | Whole Class | | Present the answer. | | Elicit the answers  Provide the structure of paragraph handout. | | | |
| **Notes:**  The key is that Ss get the idea how they find the main idea. And monitoring is essential. Some may finish early, they can work on extra worksheet or they can think how they found the main topic. Also, let Ss answer what they found.  Reassign the Ss into group of 3. | | | | | | | | | |
| **Post activity** | | | | | | | | |
| Materials : - | | | | | | | | |
| **Time** | **Set up** | | **Students** | | **Teacher** | | | |
| 5min | Whole class | | Answer and feedback | | Elicit and check how Ss feel.  Give them Vocabulary homework | | | |
| **Notes:**  If needed, give them S friendly definitions instruction. | | | | | | | | |

Worksheet 1

The main idea of a paragraph is what all the sentences are about. Read the paragraph and ask, “What’s your point?” That will help you zero in on the main idea.

***Read each paragraph carefully. Find the main idea of the paragraph from the answer cards.***

1. Juan loves to play games. His favorite game is chess because it requires a great deal of thought. Juan also likes to play less demanding board games that are based mostly on luck. He prefers Monopoly because it requires luck and skill. If he’s alone, Juan likes to play action video games as long as they aren’t too violent.
2. Maria is watching too much television. A toddler shouldn’t be spending hours staring blankly at a screen. Worse yet, some of her wild behavior has been inspired by those awful cartoons she watches. We need to spend more time reading books with her and pull the plug on the TV!
3. Samantha, I can’t eat or sleep when you are gone. I need to hear your scratchy voice and see your lovely toothless smile. I miss that special way that you eat soup with your fingers. Please come home soon!
4. Someday we will all have robots that will be our personal servants. They will look and behave much like real humans. We will be able to talk to these mechanical helpers and they will be able to respond in kind. Amazingly, the robots of the future will be able to learn from experience. They will be smart, strong, and untiring workers whose only goal will be to make our lives easier.

a. Juan dislikes violence.  
b. Juan likes to think.  
c. Juan enjoys Monopoly.  
d. Juan enjoys playing games.

a. Watching a lot of television isn’t good for Maria.  
b. Books are good.  
c. All cartoons are bad.  
d. Some cartoons are bad for Maria.

a. Samantha, you have bad manners.  
b. Samantha, you should see a dentist.  
c. Samantha, I miss you.  
d. Samantha, I have lost my appetite.

a. Someday we will all have robots that will be our personal servants.  
b. We will be able to talk to these mechanical helpers and they will be able to respond in kind.  
c. They will look and behave much like real humans.  
d. Amazingly, the robots of the future will be able to learn from experience.

Worksheet 2

**Look the following and see if you can find its topic sentence. The topic sentence states the main idea: a general idea that includes the other material in the paragraph**

**Underline the topic sentence.**

Americans love to send greeting cards. For instance, over 4 million birthday cards are sent out in this country every day. During Valentine’s Day last year, over 900 million cards were mailed. And close to 3 billion holiday greeting cards were sent out over the Christmas season.

Some Shoppers enjoy running from sale to sale, looking for the lowest possible prices on their sheets, towels, and microwaves. But more shoppers today prefer stores that offer everyday low prices – not just occasional sale prices. These shoppers dislike waiting for a sale on an item they need. When they decide they want or need an item, they want to get it right away. Also, they hate buying something and seeing it go on sale the next week.

Today we take world-wide communications for granted. Through TV or radio, we learn almost instantly what happens throughout the world. In Roman times, however, military leaders had to rely on a slower, less technical method to send important messages back to headquarters – pigeons. Rock pigeons, also called homing pigeons, have a strong instinct to return home and are able to return to their nests from far away. The birds were kept in cages at the military camps. After messages were strapped to their legs, they were released to fly home.

It’s a winter afternoon in January. The streets of the city, usually busy, seem oddly empty. There are a record number, of parking spaces free on the streets, and the passing buses are all but empty. Restaurants have few customers today, and there are no movie fans lined up, even for the most popular new films. The only folks doing a lively business today are the pizza delivery people. Where is everyone, you ask? The answer is easy. Everyone is home, glued to the radio or TV – it’s Super Bowl Sunday in America.

**Choose the main idea from the answers.**

When you speak with someone, you can easily gather clues about how much he understands or agrees with you and adjust your conversation accordingly. But when you write, you must try to anticipate the readers’ reactions without those verbal clues. You also have to provide stronger evidence in writing than in conversation. A friend may accept an unsupported statement such as “He’s a lousy boss.” But in writing, the reader expects you to back up such a statement with proof.

1. There are special techniques to communicating verbally with others.
2. Effective writing is more difficult than effective conversation.
3. Speaking and writing are both challenging ways of communicating
4. When conversing, you get feedback about a person’s reacting that helps you to make your conversation more effective.

