

Grade

3

Unit 1

Answering questions

Lesson objectives: to allow Ps to read a short text and answer a set of comprehension-check questions
Ps will have improved their reading for specific information skills by:

- reading a short text
- answering comprehension checking questions

Skills: reading, speaking

Function: reading aloud and understanding text

Recycled language:

I'm Huda.

This is my school.

I like my school.

I can walk to school.

Materials: Make two flashcards: a Sudanese school, a Sudanese girl aged 8

Make a poster with this text (at least 60 cm x 70 cm)

I'm Huda.

This is my school.

I like my school.

I walk to school.

NOTE: you can change the girl to a boy. Change the name.

Rationale:

This lesson focuses on improving the subskill of reading for specific information. Reading for specific information involves understanding what information, or what kind of information, you're looking for, locating it and then reading the relevant part carefully to get a full and detailed understanding. This will be achieved through a set of comprehension-check questions.

Timings	Stages	Interactions
10 mins	<ol style="list-style-type: none"> 1.Say, <i>good morning/afternoon children.</i> 2.Encourage Ps to say <i>good morning/afternoon teacher.</i> 3.Say, <i>Today we are going to read a text and answer some questions about it.</i> 4.Show a flashcard of a girl and say <i>This is Huda.</i> 5.Put up the flashcard of a school and gesture to Ps that you want them to complete your sentence. 6.Praise any P who says <i>school</i> Say, <i>This is Huda. This is her school.</i> 	<p>T – Ps</p> <p>Ps – T</p>
20 mins	<ol style="list-style-type: none"> 1.Display the poster with the text. 2.Say, <i>Let's read the words together.</i> 3.Point to the text and get the Ps to read with you. 4.Say, <i>What's her name?</i> point to the flashcard with the girl. 5.Praise any P who says '<i>Huda</i>' 6.Say, <i>Who can help me spell her name?</i> Encourage the P to say the sounds of the name <i>h-u-d-a</i> 7.Write the letters on the board, write the lower case (Arabic) for the /h/ 8.Gesture that something doesn't look right. Point to the text on the poster. Get Ps to notice the capital letter. 9.Say, <i>What does Huda like?</i> 10.Praise any P who says, <i>school.</i> 11.Say, <i>Yes, Huda likes school.</i> 12.Say, <i>What does Huda do in the morning?</i> 13.Point to Huda flashcard and school flashcard. 14.Praise any P who motions or says '<i>walk</i>'. Say, <i>Yes, Huda walks to school.</i> 	<p>T – Ps</p> <p>Ps - T</p>
	<ol style="list-style-type: none"> 1. Say, <i>Let's read the text again together.</i> 2. Point to the text and get Ps to read with you. 3. Say, <i>Who wants to read alone?</i> 4. Let volunteers read aloud. Make sure other Ps are quiet and listening. Correct pronunciation. 5. Praise all Ps. Say, <i>well done class. You worked really well today.</i> 6. Encourage Ps to say, <i>thank you teacher.</i> 	

Assessment: select areas of the class to assess at one time. Monitor, support and assess when the Ps are doing the main activity. This is part of continual, formative assessment.

Teacher's notes [add notes here about the lesson you have just given]:

What went well

What needs to be practised more