ESAL 0370 Reading Lab Lesson Plan - Hour 9

Class Description

Intermediate level, virtual classroom- 5-6 students

Terminal Objective

Students will be able to…

- Skim and scan through text to find and understand the needed information quickly.
- Read at a quicker pace.
- Avoid reading carefully when unrequired.

Enabling Objectives

Ss. will be able to:

- Differentiate between skimming and scanning strategies.
- Cooperate with classmates to find answers.
- Work under time stress through competition.
- Practice reading quickly to find the general idea and specific answers.
- Widen their knowledge of Canadian & Indigenous traditions.

Materials & Equipment

- Presentation
- WCR June:
  https://thewestcoastreader.com/wp-content/uploads/2020/05/DEC_1005_June-WCR-2020_f01-SM.pdf
- Teacher feedback form

Procedures/Activity	What is the TEACHER doing?	What are the STUDENTS doing?
Greetings (3 min)	- T. greets the students.	- Ss. answer.
Warm up (5 min)	- Ken asks Ss. "When you're on social media, how do you read in your first language? Do you read everything, or only some things?"	- Ss. answer how they read on social media.
Overview (2 min) **(Done by 3:40)**	- Ken provides the overview of the class.	- Ss. listen.
Explaining Skimming (5 min)	- Ken explains the significance of skimming in reading, and introduces tips on how to skim. Ask for questions at this point!	- Ss. listen.
Explaining Scanning (5 min) (Done by 3:50)	- Sam explains the significance of scanning in reading, and introduces tips on how to scan. Ask for questions at this point!	- Ss. listen.
Skim & Scan - co-op (~7 min) (Done by 4:00 latest)	- Before starting the reading activity, Sam asks students to define whether the examples on the slides are examples of skimming or scanning. **(Multi-user)**	- Students will hover over the words "Skimming" or "Scanning" to answer. - Ss. listen to instructions, then read and answer questions.

Skim & Scan + Scavenger hunt (20 min) **(Done by 4:20)**	- Sam shows an article taken from the Westcoast Reader (June issue) about totem poles and asks Ss. to read through the article on their own and answer the provided questions on their notepad. Sam also tells Ss. to make a note of words they don't understand (skimming and scanning only). They will be explained later. - Depending on the situation, Sam will work with the level 2 student, and Ken will work with the level 3 students. If the level 3s are done earlier, Ken will do a scavenger hunt game in a breakout room in the meantime. Sam will keep Ken posted about the progress she makes at all times. - Once Ss. are done, for each question Ken calls a S. to share his/her answer to the rest of the class. T. corrects if necessary.	 - Ss. share what they answered.
Filler activity - Wordsearch	- If Ts. have time, let students play a wordsearch activity.	- Ss. race.
Exit Ticket **(5 min)**	- Announcement! Ts. explain that next class will be our last class! What would they like to do? Options are on the slides. They can add ideas too. - Ts. turn the multi-user board on and upload a survey for the Ss. to fill. Ts. ask Ss. to read and provide feedback. They can leave once they're done. - For the duration of the survey, T. looks away from the document.	- Ss. listen and pick. - Ss. fill out the survey.

Evaluation/Assessment

S. volunteers to distinguish between scanning and skimming.
Ss. are assessed as a group when they present scanning and skimming answers from the WCR issues.

Homework
None