

# Lesson Plan

<b>Level:</b> intermediate	<b>Lesson type:</b> Reading
<b>Lesson length:</b> 90 mins	
<b>Class description:</b> Class consists of 30 university students in their late teens and early twenties.	
<b>Main Aim(s):</b> Identifying and understanding main ideas, supporting evidence, and relevant vocabulary in a short article.	
<b>Sub Aim(s):</b> Using structural and lexical clues to determine main ideas and unknown vocabulary, including identifying topic sentences, supporting evidence, and warrants in paragraphs, understanding how signposting links paragraphs and other text segments together to form a cohesive essay, and identifying other cohesive devices that build the overall structure and coherence of the article, specifically patterns of anaphor/antecedent linkage; in this lesson, students build on prior knowledge and the article's structural and lexical clues to gain a practical understanding of how cohesive devices work together to create overall cohesion and coherence.	

<b>Stage/Aim</b>	<b>Procedure</b> (For additional details, see <i>Notes &amp; Materials</i> , below)	<b>Time</b>
Warmer: <i>Greetings</i> <i>Entry-Ticket</i> Activating Schemas & Relevant Vocabulary	Door Greetings <b>Entry-Ticket:</b> <i>Visual Media Survey</i> (see <b>Materials</b> ) Results of anonymous surveys returned as entrance ticket; class groups tally categories and create graph on board showing results. . . T/s question prompts on board. . What do we watch most? How much do we watch? What are good and bad effects? (elicit as many relevant terms as possible: relaxing, educational, fun, wasting time, etc.) Segue “We will be reading about this in today's article. . . “	10-15 minutes
Lead-in: Using Context Clues	Students in groups <u>Part I: Paragraph Structure</u>	15-20 minutes

<p>to Determine Paragraph Organization; Making Informed Predictions About a Text from Context Clues; Guessing Specialized Vocabulary from Context Clues</p>	<p>Each group gets a set of sentence strips cut from transparencies of the article's 1<sup>st</sup> paragraph.</p> <p>Task:</p> <ol style="list-style-type: none"> <li>1. Put sentences in order.</li> <li>2. Explain why the sentences go in that order.</li> </ol> <p>T: elicit “What clues told you this goes first?”</p> <p>Categories of clues on board: Signal/signpost words; structural &amp; semantic clues; topic vs. evidence; general vs. specific; cause vs. result</p> <ol style="list-style-type: none"> <li>3. T circulating during group work to scaffold.</li> <li>4. Guess/Predict what rest of article will talk about.</li> </ol> <p>Groups given a few moments to compare &amp; collaborate with neighboring groups before presenting findings. Each group comes up, adds a sentence that they placed in correct order to the ¶ , explaining their reasoning.</p> <p>[While students working on this activity, T prepares/writes on board simple definitions for some of the key visual media vocabulary from this week's vocabulary journal sheets.]</p> <p><u>Part II: Vocabulary</u> – Give students each a copy of <i>Vocabulary Journal Pages – Media Unit Vocabulary (Reading 24)</i>, (See <b>Materials</b>) assign or mark each group's sheets so they focus on 5-10 of the vocabulary words; students have 5 mins in their groups to scan the article for their words, work together to understand them from context, and identify which word from their list goes with which definition on the board; each group comes up to write their vocab items as matches to definitions on board; the next group discusses and corrects any items about which they disagree with the previous group, then adds their own words as matches for another 5-10 definitions, and so on. Depending on</p>	
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	class level this can be a fast-paced, timed activity.	
Analyzing Article I: Deriving Information and Meaning from Skimming & Scanning for Specific Facts	Still in groups, tell students they'll get to work together to find answers to questions in the article by skimming/scanning; they should be able to tell WHY they chose T or F in each case. Handout <i>Visual Media Reading Analysis True/False Questions</i> (see <b>Materials</b> , below) For more proficient classes, this can be a competitive game; for classes needing scaffolding, breaking the activity down into smaller tasks by assigning each group only one paragraph and its associated questions to answer provides support. In the latter case, provide each group on-board assignments, or mark copies appropriately beforehand. T circulates to discuss ideas with each group and understand student reading strategies. After groups have decided on answers, had time to discuss rationales, and if appropriate, compare with other groups, Each group goes through answers, giving both answer and strategy for determining that answer. Encouraging process-oriented approach brings out best results. <b>Why/how</b> did the group arrive at their conclusion the statement was T or F? What did they look at first? What key words or sentence structures made them decide? Focus especially on eliciting any cohesive devices students used as clues; can list on board as segue to next activity.	10 minutes
Analyzing Article II: Understanding Logical Structure using Signposting and Paragraph C.E.W. Form	<u>Part I: Adverbial Signposting</u> (Recap from previous lessons) Remind with “What links the paragraphs together in order?” (scaffold w/ <i>Cohesive Devices Signposting Handout</i> ) Brief review of types & examples – elicit as much as possible from students' own favorites from writing. (What do you usually write at the beginning of your last essay paragraph?,	20 minutes

etc.) Then, working in groups, students have a few moments to circle signposts they can find in the article. Each group gives at least one that they've found and tells how it functions; they may look at signposting handout sheet for help with functional terms, e.g., "First of all" starts a list, "Secondly" continues the list, "as has been mentioned above" references another part of the text, etc. What observations and predictions can students make about article just from signposts they've found?

### Part II: CEW Paragraph Structure

Seque with idea that overall structure they guessed/inferred from signpost structure works with lower level paragraph structure to form cohesive essay. Review from previous lessons: "What logical structures does each paragraph have? Get students to recall how they put 1<sup>st</sup> paragraph in order. Try to elicit CEW model elements from students (previous class content) or at least idea of topic sentence and support sentences. *Toulmin Claim-Evidence-Warrant Handout* as scaffold. Can work in pairs or groups. Each pair/group of students focuses on one paragraph, and identifies any claims, supporting evidence, and warrants in it. (Paraphrase/"tell in your own words") Pairs/Groups working on same ¶ can take a few moments to compare before presenting. Groups describe their paragraphs' CEW structure. Students encouraged to make connections about overall meaning. If your paragraph makes point x, and yours makes point y, together, what do these paragraphs make the article say overall? What did we predict the article was about in our first activity? What did we find?

T can add students' points to list on board to help

	<p>visualize articles evidential structure. Elicit from students what they think author's overall opinion is, and why. How do you know? Is it number of points, order of points, emphasis? T list on board:</p> <p style="text-align: center;"><u>pos</u></p>	
<p>Analyzing Article III: Hands-On Cohesive Devices Practice: Finding Anaphoric References and Their Antecedents</p>	<p>Recapping: How does the article make its points? We've looked at overall logical structure with signposting and how paragraphs are structured to create a list of points. So how else is the whole linked together.</p> <p>Refer to <i>Cohesive Devices Handout</i></p> <p>Paragraph transparencies, article copies, colored pens given to each group. Review nature of backward reference. Elicit some words that signal anaphora. Go over an example of circling a reference and finding and underlining its antecedent. Note this can, sometimes, work the other way, though cataphora or forward reference not as common. Ask if references have to be just one subject/object (elicit or provide examples from the first paragraph of the article). Students work in groups find reference words and their antecedents, T circulates to scaffold, students use coloured pens to transfer their findings to transparencies and share with class. (See <i>Sample Student Exercise Transparency</i>)</p>	<p>15-20 minutes</p>
<p>Wrap-up Students Recap Methods of Textual Cohesion <i>Homework</i> <i>Exit Ticket</i></p>	<p>So, okay, we've worked with several ways to make a text fit together and make a point at different levels.</p> <p>Let's try to remember 5 tools authors use at different levels of the text. . .</p> <p>How about overall in the whole essay?</p> <p>What about in one paragraph?</p> <p>How about linking sentences?</p> <p><b>Homework:</b> Pick one paragraph of the article to</p>	<p>5 minutes</p>

	<p>rewrite – make at least 3 improvements. E-collaborate with your partner to draft this; you and your partner should end up with at least 3 substantial messages working through your edits on the class message board. You'll present your draft on Friday and explain your changes and strategy. We'll be putting these together into a better overall essay. You are free to change the POV, just stick with CEW rules!</p> <p><b>Today's Exit ticket:</b> (St write on slip of paper and place in basket on way out)</p> <p>=====</p> <p>What's one thing from today's lesson that you're going to add to your own toolbox to read or write better? What's one thing that's still unclear from today's lesson?</p>	
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**Notes & Materials:**

Background & Introduction:

Leading up to this lesson, other skills segments in the Media Unit have introduced relevant materials, concepts, and vocabulary. This in-depth analytical reading lesson follows speaking and listening segments that introduced cohesive devices. To ensure a student-centered, relevant body of material, each Media Unit lesson collects and builds upon student knowledge about, and personal use of, media. Prior discussions focused on eliciting the services, terms, types, and categories students find most interesting and relevant to their needs, from education to entertainment. These responses are instructor collated to create a corpus for future lessons, and the students' examples and vocabulary added to our class wall for the unit to scaffold later productive activities. Collaboration and peer-to-peer teaching are the most useful tools in sessions collecting such vocabulary, for example, organizing the class into interest groups to talk about their own areas of expertise, for instance, a favorite social media platform or video-game. In these activities, peer 'experts' or interest groups introduce relevant terms, types, and vocabulary to others. Discussions and pair- and group- responses allow a

forum to build and share student opinions, likes, dislikes, and compare and contrast newer and older media habits, comparisons that are fostered by anecdotes, clips, shorts, and statistical realia. Thus, when students reach this reading class, they have a foundational lexical set to talk about their opinions and analysis, and schemas in place to structure reactions and responses to the article.

### Activity I: Warmer

Materials: Survey Form

Survey				
Service	Type of Media	Category		Minutes
Streaming Service (Disney Plus, Netflix, Hulu, etc.)	Movie	Comedy	Beauty	Less than ½ an hour
	Series	Nature	Sports	½ an hour to 1 hour
	Sports	Tech	Health	1 – 2 hours
	News	Fashion	Celebrity	2 – 3 hours
	Documentary	Fandom	Travel	3 – 4 hours
		Music	Exercise	4 – 5 hours
	<u>Language:</u>	Dance	Art	5 – 6 hours
	Turkish	Cooking	Education	6 – 7 hours
	English	Animation	Other	7 – 8 hours
	Other		8+ hours	
Television Network or Cable	Movie	Comedy	Beauty	Less than ½ an hour
	Series	Nature	Sports	½ an hour to 1 hour
	Sports	Tech	Health	1 – 2 hours
	News	Fashion	Celebrity	2 – 3 hours
	Documentary	Fandom	Travel	3 – 4 hours
		Music	Exercise	4 – 5 hours
	<u>Language:</u>	Dance	Art	5 – 6 hours
	Turkish	Cooking	Education	6 – 7 hours
	English	Animation	Other	7 – 8 hours
	Other		8+ hours	
Youtube	Movie	Comedy	Beauty	Less than ½ an hour
	Series	Nature	Sports	½ an hour to 1 hour
	How-to	Tech	Health	1 – 2 hours
	Lecture/Talk	Fashion	Celebrity	2 – 3 hours
		Fandom	Travel	3 – 4 hours

	<u>Language:</u> Turkish English Other	Music Dance Cooking Animation	Exercise Art Education Other	4 – 5 hours 5 – 6 hours 6 – 7 hours 7 – 8 hours 8+ hours
Social Media (Tiktok, Facebook, Instagram, Twitter)	Video  <u>Language:</u> Turkish English Other	Comedy Nature Tech Fashion Fandom Music Dance Cooking Animation	Beauty Sports Health Celebrity Travel Exercise Art Education Other	Less than ½ an hour ½ an hour to 1 hour 1 – 2 hours 2 – 3 hours 3 – 4 hours 4 – 5 hours 5 – 6 hours 6 – 7 hours 7 – 8 hours 8+ hours
Computer, Playstation, or Device	Video Game  <u>Language:</u> Turkish English Other	Sandbox Real-time strategy(RTS) Shooter Multiplayer online (MMO) Role-playing Sports Action-adventure Racing Other		½ an hour to 1 hour 1 – 2 hours 2 – 3 hours 3 – 4 hours 4 – 5 hours 5 – 6 hours 6 – 7 hours 7 – 8 hours 8+ hours

Procedural Notes:

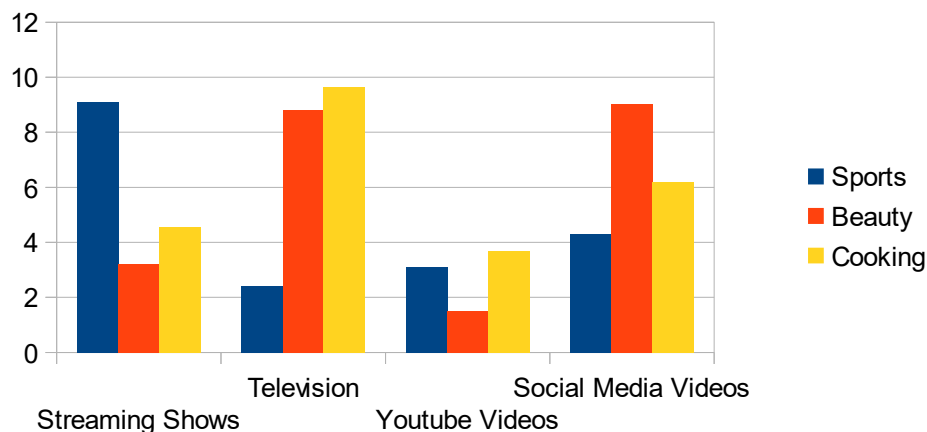
T located to offer personalized greetings to each student, and collect entry-tickets. Entry ticket procedures should be habitual by this point in the year; students know they must provide the entry-ticket on arrival, and, if lost for some reason, grab a blank form and fill out and pop into basket to enter. This procedure, often used in K12 settings, here serves to provide the instructor with a broad set of student opinion and input, to help shape future activities and meet instructional preferences and needs. A completed survey sheet such as the above serves as today's class entry tickets. It anonymous, placed folded into the ticket basket, to avoid any reporting hesitancy.

The actual categories included on the survey form can be somewhat like those in the sample survey above, but the survey activity works best if the categories and time



segments, etc., are tailored to the preferences and habits of the students in that specific class, as expressed in prior discussions and activities in the unit.

Students work together to tally the results in each category from the completed surveys and compile a class bar graph something like this (a simplified partial version shown below):



Each group can work on a stack of surveys or be in charge of one category so they would use one colored marker, or color of chalk. The goal of this process as a warmer is to activate schemas and focus students' attention on time and types of media consumption personally, so that the article is relevant and meaningful.

## **Activity 2: Lead-in Organizing Sentence Strips into Paragraphs**

### Part I: Paragraph Structure:

Materials: Sentence Strips on Transparency, 1 set per group

Procedural Notes: This can be done on a smartboard, on a projector, with paper-strips on a main table, or sticky-tacked to the board, depending upon available equipment.

### Part II: Vocabulary:

Materials: *Vocabulary Journal Pages – Media Unit Vocabulary (Reading 24)* Handout; egg or sand timer handy for this, though phone apps also work, if the latter, set tone to something funny and non-stressful.

Procedural Notes: T preps definitions while students are working on paragraph ordering. Definitions can but put up using available technology whether it be blackboard, smartboard, PPT, etc. By this point in the year, students are accustomed to working quickly to match very basic definitions to vocab items through skimming & context, and completing the remainder of their vocabulary journal pages at home, as a

study and exam preparation tool, and for sharing in bi-weekly Vocabulary Workshop sessions where groups share their revised and updated sheets including examples, synonyms, antonyms, related forms, and screenshots/jokes/memes/videos for extra-credit. Students are encouraged not to worry about knowing every word in the reading, and to focus on gist. They also know by now to focus only on key words for deeper learning (i.e., OPAL words), with an emphasis on maximizing impact through deep learning of fewer vocabulary words. Students have been provided NAWL at the beginning of the year to scaffold focused self-study.

### Activity 3: Analyzing Article I

Materials: Article copies, marked by group, *Reading Analysis True/False Questions*, with assigned questions marked on each group's sheets, or indicated on the board.

Procedural Notes: Depending upon the size of the class and convenient group sizes, each group may be assigned a paragraph and 3 or 4 associated questions, either by marking the sheets handed out, or writing group assignments on the board. The questions can be projected, contained in a PPT, or on a smartboard, depending upon available equipment.

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*The Visual Media Reading Analysis True/False Questions*

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According to the author of the article:

- |   |   |   |
|---|---|---|
| 1. Even if you choose shows carefully, television is harmful.                   | T | F |
| 2. Certain high-quality programs have educational benefits.                     | T | F |
| 3. Television is a comfort for the elderly and medical patients.                | T | F |
| 4. TV is too full of slang to be good listening practice for language learners. | T | F |
| 5. Watching television is an efficient way to spend your day.                   | T | F |
| 6. Television serves as a reliable, safe “electronic baby-sitter.”              | T | F |
| 7. Concentration improves the more television you watch.                        | T | F |
| 8. The mind responds to TV like it does to light sleep.                         | T | F |
| 9. Watching TV can impair children's communication ability.                     | T | F |
| 10. Watching TV has been linked to attention deficit disorder (ADD)             | T | F |
| 11. Watching violence on TV isn't harmful.                                      | T | F |

- |  |   |   |
|--|---|---|
| 12. Some people may copy the bad behavior they see on TV.                            | T | F |
| 13. The excitement shown on TV makes people dissatisfied with real life.             | T | F |
| 14. Seeing how actors solve problems on TV can help people solve real life problems. | T | F |
| 15. We should all watch more TV to relax.  | T | F |

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#### 4. Activity 4: Analyzing Article II Logical Structure with Adverbial Signposting and C.E.W. Paragraph Form

Materials: *Cohesive Devices: Signposting Handout*; *The Toulmin Claim-Evidence-Warrant Model Handout*

Procedural Notes: *Part I – Signposting:* Intro here focuses on activating students' own schemas from writing by eliciting the phrases they have learned to use to organize their own essays. What are some favorites? Does the author use the same ones? Which ones do we use very often?, etc. Then students will work in groups to find signpost phrases in the text and explain how each one works as a cohesive device. Students may use the functional categories on the handout as a scaffold for this activity, but may also come up with their own ideas; new ideas can be added to a class functional phrase wall to help with later writing assignments.

*Part II: Claim-Evidence-Warrant Structure:* This is a review of claim, evidence, warrant structure from earlier sessions, in particular, a writing class outlining segment presented earlier in the year. Students are now encouraged to apply the criteria they learned for evaluating their own essays to another author's work. They should be encouraged to express opinions on whether the author's claims are good ones (Interesting? Innovative? Focused? Or too vague? Too general? Too obvious?). Does the author support each claim with objective evidence? Expert opinion, data, research? Does the author follow up the presentation of claims and supporting evidence with a convincing warrant showing how and why they prove his point? What could be added or changed to improve the structure and make the article stronger? If possible, group evaluation and discussion should be peer-to-peer, each group commenting on others' paragraph critiques; students should be given time for brainstorming to come up with ideas for improvements (i.e., how can you fix the weak points in the essay?) and scaffolded as much as needed so they are off to a good start for the homework, which is a rewrite assignment, either for a paragraph or for the entire essay, or for an essay on

the same topic, but taking a different view, drafted through e-collaboration. The more discussion and critical analysis pairs & groups generate in class, the more naturally the writing assignment will follow, so ensuring highly student-centered discussion during this activity is especially important.

### **5. Activity 5: Analyzing Article III – Cohesive Devices – Finding Anaphoric References and Their Antecedents**

Materials: *Cohesive Devices Handout* (see attached)

Transparencies of article sections

Colored pens for each group

Procedural Notes: Alternatively, this could be done projected on whiteboard, or using smartboard drawing functions over text. Students may find this difficult at first, so directing them to just skim first for pronouns or determiners may help get the process started. Once they have found any of these, asking what “it”, “they”, “these” in Wh-fronted questions, “Who or what are 'they' in this sentence?” “What does the author mean by 'it' here?” and reminding them to skim back to prior nouns and check one-by-one can scaffold further discoveries. Can intro a rule-of-thumb of back-2-or-general reference: if they haven't found the pronoun's antecedent in prior two subjects/objects then try looking at paragraph as a whole to see if the reference is overarching or situational.

Sample: Marked-up sample\_anaphor\_cataphor\_transparency.pdf attached.

### **6. Activity 6: Wrap Up, Homework, and Exit-Ticket:**

Materials:

Basket

Slips of paper, pencils if students don't have – normally these would be in the basket.

Procedural Notes: T moves toward exit to verify exit-ticket submission and be in place for personal goodbyes. Each student should receive a personal comment by name on exit, perhaps noting an especially good idea the student had that could be used for the rewrite homework. Exit ticket procedure is habitual by this point in the year; students expect they will have to complete one and know to pop it in the basket on the way out. Homework drafting is with established writing partner who is a default organized by lot or random draw at the beginning of the year to be partner when not otherwise assigned. Partners contact each other on the class forum/message board online (i.e., a dedicated

Moodle or Blackboard space, or, if LMS not available, a class-created Facebook, Telegram, Kik or other Group space). Students receive credit both for collaboration and for output on these assignments, so they must make substantive interchanges as part of the productive process.