**Lesson 2**

**CLASS**: Form 2

**TEACHER:**

**LESSON DURATION**: 35 minutes

**CONTENT STRAND(S)**: Listening and speaking, reading, writing,

**LESSON** **TOPIC**: Prior knowledge

**PURPOSE**: To show students that there is a correlation between activating their prior knowledge and applying it to a text.

**RATIONALE**: Students are often called upon to understand information from an unfamiliar text and the ability to derive meaning from an unfamiliar topic in a text is an essential skill for reading comprehension requiring higher order cognitive skills. A student's understanding of a text can be enhanced by activating their prior knowledge before dealing with the text.

**TEACHING POINT**: Activating prior knowledge allows students to make connection with topics in the text after reading.

**ANTICIPATED DIFFICULTY**: Students may have difficulties in making connections between the two ideas.

**PRIOR KNOWLEDGE**: Students’ ability to make connection between two disparate ideas by using their prior knowledge about one of the ideas.

**RESOURCES**: Whiteboard, Markers, Duster, Multimedia equipment

Picture Stimulus, Written text of a passage, Graphic organizer (KWL).

**INSTRUCTIONAL OBJECTIVES**

Students will be able to:

1. Activate prior knowledge about the stimulus, ‘Bats’.

2. Apply reading strategies during and after reading text.

3. Analyze given statements on text and respond as T/F.

**SET INDUCTION**:

A picture of bats will be shown. Students will be asked to make general comments on the picture. 2 mins

**PROCEDURES:**

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| **Teacher Activity** | **Student Activity** | **Time** |
| Draws a KWL chart on the whiteboard.Explains what the chart represents.  | Provide feedback. | 2 mins |
| Elicit responses from students on:* whatever information they know about bats.
* Writes the responses on the board.
 | Engage in discussion. Students will be allowed to orally state their responses. | 6 mins |
| Introduce lesson – activating prior knowledge on a topic and using the graphic organizer. Distributes KWL chart. | Provide feedback  | 5 mins |
| Review the information on the board eliminating unnecessary information.  | Complete the “What I know?” column of the organizer.  | 3 mins |
| A reading sheet on Bats will be distributed and read by a student. The teacher will reread and a vocabulary list will be generated. | Reading of stimulus and writing of vocabulary.  | 3 min |
| Group students.Guides students in responding to the “What I want to know?” column. | Work collaboratively under supervision.Students will fill in the column what they want to know about bats from the passage. | 4 mins |
| Verify responses.List responses on the board.Guides students in responding to the “What I learnt?” column. | Work collaboratively under supervision.Students will fill in the column what they learnt about bats from the passage. | 4 mins |
| Verify responses | Compare the two columns what they want to know and what they learnt. | 1 min |
| Verify responses | Random groups will orally present their charts. | 4 mins |

**CLOSURE:**

The teacher will recap what was taught. Students will be reminded that they can derive meaning from a text based on their prior knowledge of a topic. 1 min

**STUDENTS’ ASSESSMENT**: Verbal responses based on the stimulus.

Students will be given sentences on the passage and they will analyze whether the statements are T/F.

**CONTINGENCY PLAN**: If students are unable to make connections, the teacher will prompt them.

If multimedia is not available, the teacher will provide printed handouts.