

Lesson Plan Cover Page

| | |
|--|--|
| Name: Mehmet DURMAZ | |
| Date: May 9 th , 2013 | Time: 10:40-11:30 |
| Level: :Pre-intermediate | Length of lesson: 50 mins |
| Main focus of lesson: skills / language | Reading a text related to birth order |
| Main Aims: | <ol style="list-style-type: none"> 1. Practicing skimming and scanning skills in reading 2. Increasing their anticipation skills (through word-guessing activity) |
| Subsidiary aims /focus: | <p>My subsidiary aims are:</p> <ol style="list-style-type: none"> 1. Reinforcing students' comprehension skills through speaking. 2. Exposing them to some vocabulary items they are responsible for in the exam such as "mediator, order, engaging and excel at" through reading text. 3. Adapting an interesting text, out of the students' reading books and implementing it in the classroom. |
| Evidence of achievement: | <ol style="list-style-type: none"> 1. Students check the vocabulary items in the texts in Task 1. 2. Students answer the comprehension and true-false questions in Task 2. 3. Students tell whether they agree with the author or not, which shows their comprehension level. |
| Personal Aims: | In the pre-reading section a word guessing activity for the first time in my classroom, and see whether I can use it for further reading activities or not. |
| Materials / Aids: | Computer and data projector |
| Timetable Fit: - what comes before / after | They have done lots of reading last week and they will have more this week. They are going to write an "advantages and disadvantages" comparison paragraph next week, so this reading text may give them some idea about it. In addition, this reading text is not from their reading books which they find boring; therefore, I wanted to give them an interesting one before they start doing reading activities from their books. |
| Assumptions: | <p>I assume that;</p> <ol style="list-style-type: none"> 1. Students will find the lesson interesting because the text, which is about birth order, is directly related to their lives so that they will easily personalize it. 2. Students will find the lesson beneficial since they will practice skimming and scanning skills which they need in their proficiency exam. |

| | |
|--|--|
| Rationale for this lesson: | The METU Proficiency Exam requires students to use their skimming and scanning skills at utmost level, and the grade percentage of the reading section is quite high. Taking this fact into consideration, I planned this reading lesson in order to give my students a chance to practice their reading skills with an enjoyable and interesting topic. Moreover, they should enjoy speaking about themselves; therefore, I have planned a speaking activity as a sub-skill. |
| Class Profile: | <ul style="list-style-type: none"> • There are 8 girls and 13 boys in my class. They generally try to participate in the lessons, especially when I am using the online classroom management program “Classdojo” in which students get points according to their contribution to the lesson, and I am going to use those points when I am going to give their Performance Grades. They are more active after a pair or group work, for this reason, they often work in pairs or groups. They like watching videos and listening to music and this motivates them; therefore, almost every day at the end of the lesson (generally the last lesson), we listen to the music or watch a fun video. • There are some students who can be described as distractive such as Er.,Mer, Esm. Gök. and Buk. who can be very talkative sometimes, and this distracts other students as well. • There are also some students whose levels are high, but prefer not to speak or contribute to the lesson. In order to involve them in the lesson, sometimes I use Classdojo to decide who is going to answer the next question. Classdojo randomly chooses the person and s/he answers it. I do not often use this strategy in order not to make bright students demotivated, but it is a very effective way of involving quiet students. <p>P.S. In my classroom students sit in groups of three which both increases interaction among students and promotes collaborative working. In order to hinder students rely on the brighter students, I have recently regrouped them.</p> |
| Anticipated Problems: Possible Solutions: | If students do not understand the text, I will let them use dictionaries and mobiles phones (as some use online dictionaries). |
| Contingency Plan | In case we have extra time, students might discuss the advantages and disadvantages of being “first-middle and last” born child. |

| Time | | Procedure | | Purpose | Interaction Pattern | Aids |
|----------------|---|---|--|---|--------------------------|--------------------------|
| | | Teacher (T) Activity | Student (Ss) Activity | | | |
| 10:41 10:47 | 1 | <p>1. T shows a picture of family on the screen and asks students to guess the topic of the reading that they are going to read in groups of three.</p> <p>2. T gets the answers from students.</p> | <p>1. They look at the picture and talk about it trying to find out what the text is about.</p> <p>2. Ss tell their answers.</p> | <p>Picture makes the abstract topic more concrete and it illustrates it making the target topic more meaningful for the visual learners. Moreover, this activity helps activate the vocabulary schemata of the students related to the topic and group work increases the interaction among students.</p> | Group work | Power-point presentation |
| 10:47 10:50 | 2 | <p>1. T projects the topic of the reading text on the screen.</p> <p>2. T distributes a word guessing activity and wants students to put a tick if they think the word is going to be in the reading text and put a cross if they think that it is not.</p> | <p>1. Students look at the screen and get the correct answer.</p> <p>2. They do the task first individually, and then they share their answers with the whole class.</p> | <p>Word guessing activity provides students with possible vocabulary items that they can see in the text and it gives them a chance to understand the topic in general without reading it.</p> <p>Sharing their ideas with the whole class provides them with the feedback both from their friends and teacher.</p> | Individual > Whole class | Appendix III |

| | | | | | | |
|------------------------|----------|--|--|--|---------------------------------------|------------------------|
| <p>10:50 10:58</p> | <p>3</p> | <p>1. T distributes the reading text and asks students to read it quickly.</p> <p>P.S. Before they read the text T asks students what they need to be careful about while reading and answering the questions.</p> <p>2. T monitors the students while they are reading so that he can see whether they understand it or not.</p> <p>3. T opens a video and asks students to watch it.</p> <p>4. T wants students to match the characters in the video with their birth orders.</p> | <p>1. Ss read the text.</p> <p>2. Ss watch the video.</p> <p>3. They try to tell which character is first born, middle born and last born.</p> | <p>Asking them what they need to be careful about is important since they are related to skimming and scanning skills and this increases their awareness about what they need while reading and answering comprehension questions.</p> <p>Watching a video in order to see whether they have understood the text or not is something unusual and interesting and it will relax students since they like watching videos.</p> | <p>Individual> Whole class</p> | <p>Appendix I</p> |
| <p>10:58 11:10</p> | <p>4</p> | <p>T distributes an activity sheet on which there different types of questions including “open-ended, multiple choice and true false questions” and ask students to answer them.</p> | <p>Ss try to answer them.</p> <p>After they are ready they share their answers with the whole class and get Classdojo points.</p> | <p>There are different types of questions parallel to their exams and this enables them practice it.</p> <p>Classdojo is a motivating element in my classroom and students compete to get the highest point; moreover, they tend to participate more if Classdojo is on.</p> | <p>Individual> Whole class</p> | <p>Appendix II</p> |

Note: The teacher monitors students while they are doing the activity so that he can see whether they understand the text and are able to the tasks.

| | | | | | | |
|--------------------------------------|----------|--|--|--|--------------------|--|
| <p>11:10 11:15</p> | <p>4</p> | <p>After finishing the reading and answering the questions, T asks students about their status in the family, and whether they agree with the writer or not.</p> | <p>Ss give their opinions about it.</p> | <p>This task is directly related to their life, and they like talking about themselves. Another thing is that this activity also shows whether they have understood the text or not.</p> | <p>Whole class</p> | |
| <p>11:15 11:20</p> | <p>5</p> | <p>After they do it, T asks students whether they would rather be something else. He tells his position in the family and his opinions about this issue.</p> | <p>Ss give out their answers with their reasons.</p> | <p>This activity reinforces their speaking skills on a specific topic using the related vocabulary items from the text. By talking about himself, the teacher models the activity for the students. In addition to this, students like hearing and learning about the teacher, and it motivates them to talk about themselves.</p> | <p>Whole class</p> | |
| <p>11:20 11:30</p> | <p>6</p> | <p>T asks students to check whether they were right about their guessing the vocabulary items.</p> | <p>Ss check it.</p> | <p>Doing the feedback session for this activity at the end of the lesson creates a smooth closure for the lesson and acts like a vocabulary recycling activity where students need to scan the text.</p> | <p>Individual</p> | |

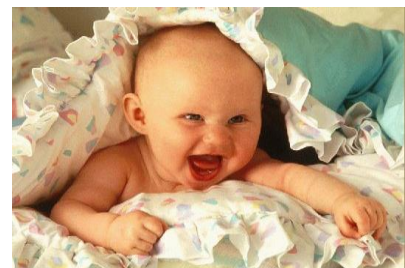
Appendix I – The Reading Text

First-born, middle or last-born?

“Where do you come in your family?” According to Frank Sulloway, a US sociologist, the order in which we came into this world -first-born, middle or last-born- can not only help shape our personality, it could affect the success of our relationships, too. Sulloway has interviewed more than 6000 people over the past 26 years in an attempt to prove this theory: ⁵“Children compete for a place in the family”, he says, “and if one role has already been taken, later-born children have to choose from what's left”. Because firstborns begin life with exclusive parental attention, they are often more open to accepting their parents' values, while later-born children, forced to compete for a place in the family, may grow into rebellious adults.

¹⁰ So if birth order has such a significant impact on our behavior, does it affect our interactions with other people? Can we, for example, judge the suitability of our partners by their birth order? Absolutely, says Sulloway, “Birth order is an excellent way of telling whether a relationship will survive. For example, a marriage between a typical first-born husband who's dominating and assertive, and a later-born wife who likes being looked after, is ¹⁵ very likely to work out”.

According to Kevin Leman, A psychologist, parents often try very hard to make sure that everything is perfect for their first born son or daughter, which leads first born children to be perfectionist. He also claims that the middle child will often excel at i.e. be good at something that the first born child is not as good at. For example, a first born may be very good in ²⁰ school, while the second child is gifted in athletics. Middle children often play the role of peacekeeper in the family, mediating between the older and younger siblings. Unlike first and middle born children, last born children, who are very social and outgoing, take fewer responsibilities and have more freedom, which makes them free-spirited and creative.



Appendix II – The Questions

COMPREHENSION

1. Find a word or expression in the text which, in context, is similar in meaning to:

- a. be good at (par. 3):
- b. talented (par. 3):
- c. appropriateness (par. 2):
- d. privileged (par. 1) :

2. Answer the following questions using your own words.

- a. What do children have to do when a place in the family has been taken?

- b. Why does Sulloway believe that a marriage between a typical first-born husband and a later-born wife will probably be successful?

- c. Why do first born children become perfectionist?

3. Are the following statements true or false?

- a. Later-born children usually agree with their family values. (T) (F)
- b. Birth order is a good way of knowing whether a relationship will be successful. (T) (F)
- c. A last-born child tends to be more creative as s/he has more freedom. (T) (F)

4. Choose a, b, or c, in each question below. Only one choice is correct.

- 1. The order in which we are born affects

- a. both our personality and our relationships.
- b. only our personality.
- c. neither our personality nor our relationships.

- 2. The writer's purpose is to

- a. persuade people that birth order is important just for our personality.
- b. give information about how birth order affects our personality and relationships.
- c. criticize people who don't believe that birth order has an effect in our lives.

Mehmet DURMAZ

Middle East Technical University Northern Cyprus Campus

Appendix III – Word –guessing activity

Task: Put a tick (✓) if you think that the word might be in the text, or a cross (X) if you think that is not in the text.

| | | | |
|--------------|--|-------------|--|
| Rebellious | | Husband | |
| Teenager | | Determine | |
| Mediate | | Independent | |
| Relationship | | Survive | |
| Careful | | Compete | |
| Parental | | Theory | |

Appendix IV – Video link

http://www.youtube.com/results?search_query=birth+order+and+personality+parody&oq=birth&gs_l=youtube.1.0.35i39I2j0I8.160974.161453.0.162787.4.4.0.0.0.108.358.1j3.4.0...0.0...1ac.1.11.youtube.FjUqAGO5c20

References:

The reading text is adapted from:

<http://www.miguellmlop.com/practice/intermediate/readingcomprehension/birthorder.pdf>

<http://www.sheknows.com/parenting/articles/974203/does-birth-order-affect-personality>