

Name: Bich Nguyen

Lesson 5

Student Profile:

Adult ESL learners (ages 18+)

- Multilingual and multicultural
- Range: high-intermediate IEP students and pre-matriculated university students
- Students have practiced vocabulary and reading-skill strategies in previous lessons

Class Size: 12–18 students

Lesson Length: 50 minutes

Topic for the Day: Reading Skill Practice — Using Context Clues (Karaoke & Music) + Extensive Reading

Reading Focus:

- Skill: using context clues to determine the meaning of unfamiliar vocabulary while reading
- Vocabulary: distract, pay attention, beat, mood, energy, steady, range, seem, control, social

Prerequisite Knowledge (from previous lessons):

- Basic sight vocabulary and familiarity with short informational passages
- Introductory practice with skimming and scanning strategies

Learning Outcomes (Student-Friendly): By the end of this lesson, students will be able to:

1. Recognize and use the target vocabulary (distract, beat, mood, steady, etc.) in context
2. Use context clues to figure out the meaning of unfamiliar words while reading
3. Read independently for sustained periods to build fluency and enjoyment
4. Discuss opinions about music and karaoke using target vocabulary orally

Course Description

This course focuses on (1) building reading fluency through guided skill practice and extensive reading, and (2) expanding functional vocabulary students can use in speaking and writing. Students review reading strategies — such as using context clues — to improve comprehension of unfamiliar texts, alongside sustained independent reading to build reading stamina and enjoyment.

II. Concept

In this lesson, students will practice using **context clues** to understand new vocabulary encountered while reading, rather than relying on a dictionary for every unfamiliar word. From observation, students often stop reading to look up every new word, which slows down fluency and breaks comprehension of the overall passage.

Students will first review target vocabulary orally, then apply it while reading a short passage about karaoke, answering questions that require them to infer meaning from surrounding context. The lesson closes with sustained extensive reading, giving students uninterrupted practice reading for meaning and enjoyment rather than for detailed analysis.

III. Lesson Plan

Stage	Objective	Procedure
Warm-Up Time: 5 minutes	Build rapport and activate spoken fluency before the reading focus begins.	T asks Ss to turn to a partner and share • 5 things you like about your partner Ss take turns speaking; partner listens and responds with a follow-up question. T calls on 2–3 pairs to share one thing they learned about their partner with the class.

Stage	Objective	Procedure
Vocabulary Pre-Teaching Time: 10 minutes	Pre-teach key vocabulary Ss will meet in the reading so unfamiliar words don't block comprehension.	T presents the target vocabulary list and elicits meaning using gesture, example, and context before giving a definition: distract, pay attention, beat, mood, energy, steady, range, seem, control, social T drills pronunciation of higher-difficulty items, e.g., steady /'stedi/. Ss work in pairs to create one original sentence for each word, then share a few sentences aloud.
Pre-Reading Time: 5 minutes	Activate prior knowledge and build interest in the reading topic.	T writes on the board: <i>"Do you like karaoke?"</i> Ss discuss briefly in pairs, then a few volunteers share with the class. T asks Ss to predict: <i>"What do you think this reading will be about?"</i> and previews the title/picture on p. 41 before reading.
Reading Skill & Vocabulary Practice Time: 15 minutes	Help Ss practice using context clues to understand new vocabulary while reading for meaning.	Ss read the passage on page 41 silently, then follow along as T reads aloud. Reading passage: Many people enjoy karaoke because it helps them relax and have fun with friends. When you sing, it can be easy to lose the beat or feel nervous, but a steady rhythm helps you stay on track. Some singers seem shy at first, but once the music starts, they gain energy and confidence. A good song can also change your mood — from tired to excited in just a few minutes. Karaoke is also social: friends cheer each other on, and no one is distracted by their phone. Even if you don't have a wide vocal range, the most important thing is to pay attention to the music, relax, and enjoy the moment. You don't need to control every note to have a great time. Comprehension & context-clue questions: - According to the passage, why do people enjoy karaoke? - Find the word "steady" in the passage. Using the surrounding sentence, what do you think it means? - What can change a person's mood while singing karaoke? - Why does the writer say karaoke is "social"? - Do you agree that you don't need a wide vocal range to enjoy karaoke? Why or why not?
Extensive Reading Time: 10 minutes	Build reading fluency and enjoyment through sustained, independent reading.	Ss read independently and silently from their extensive reading book (<i>Star Girl</i>) for a sustained period, continuing from where they left off. T circulates quietly and notes any words Ss point to as unfamiliar; T does not interrupt reading flow to explain vocabulary during this time. T pre-teaches one useful word Ss may meet in the coming chapter, cassette /kə'set/, with a quick gesture and example.
Wrap-Up & Homework Time: 5 minutes	Consolidate learning and set expectations for independent work.	T reviews 2–3 target vocabulary words by asking Ss to use them in a new sentence. Homework: Read <i>Star Girl</i> – Chapter 4. Reminder: Vocabulary quiz tomorrow — Ss should review the 10

Stage	Objective	Procedure
		target words from today's lesson.

List of Materials:

- PowerPoint slides: Reading 3B
- Reading passage & comprehension questions (p. 41 / handout above)
- Vocabulary list: distract, pay attention, beat, mood, energy, steady, range, seem, control, social
- Extensive reading novel: Star Girl (individual copies)
- Board/slides for vocabulary review and wrap-up

IV. Abbreviated Lesson Plan

Objective: Students use target vocabulary accurately while reading, and build reading fluency through extensive reading.

Reading Skill: Using context clues to determine word meaning

Stages:

- Warm-up: Partner speaking activity
- Vocabulary Pre-Teaching: Review & practice target words
- Pre-Reading: Predict content from topic/title
- Reading Skill Practice: Read passage + context-clue questions
- Extensive Reading: Sustained independent reading (Star Girl)
- Wrap-up: Vocabulary review + homework assignment

Timing:

- Warm-up: 5
- Vocabulary Pre-Teaching: 10
- Pre-Reading: 5
- Reading Skill Practice: 15
- Extensive Reading: 10
- Wrap-up: 5

Materials:

- Reading passage/handout
- Board/slides
- Star Girl novel copies