

T E X A S   A D U L T   E D U C A T I O N   S T A N D A R D S  
L E S S O N   P L A N

**Before you begin**

**Title:** Comedy Genre: Reading for a Purpose

**Setting:** ABE/ASE

**NRS Level(s):** Level 2: Beginning Basic Education

**Open entry/exit:** Yes

**Context:** Academic

**Standard(s):** Read with Understanding

**Benchmark(s):** 1.2, 2.2, 3.2, 4.2, 5.2, 6.2

**Objective:** To broaden range of sight words; increase skills for comprehending, decode and locate information by reading a novel.

**Materials:** Copies of the reading material for the entire classroom (suggested for this lesson is *Three Men in a Boat*), sight words list (either handed out to students on paper, and/or transparency films & projector), paper, and pencils

**Estimated time needed to prepare for this lesson plan:** 1 hour

**Estimated time needed to complete this lesson plan:** Several class sessions

**The Lesson Plan**

**Introduce the lesson:**

Begin by asking students to describe the types of reading genre. For example comedy, adventure, mystery, etc. As a class, decide the reading genre that interests the majority of the class. (Note: you might give titles of novels that are easy to obtain in large numbers). Once the selection has been made, provide copies of the novel to each student. Before reading the novel, ask the following questions:

1. Why are we reading this story?
1. What do we already know?
2. What do we think will happen?
3. What do we think we will learn?
4. What do we hope to take away from reading this today?

It will take several class sessions to complete the novel, reading one or two chapters each class session. Alternate how the reading is carried out. For instance, the whole class might read one

chapter together, allowing each person to contribute to the reading. Students should also read individually.

**Teach the lesson:**

After the reading is completed, compile a set of questions from the novel. As a class have students skim the reading to locate the answers. Students should be instructed to raise their hands once they have located the correct answer and indicate the page number. Compile a word list from the reading. Present these words to students in a handout. Have each student create their own word list to add to the teacher generated list. Students should use a dictionary to locate the meanings of unfamiliar words.

As a class activity, each student will read aloud their list of words. The teacher should correct and assist students with words that are difficult to pronounce, coach them in decoding it, and/or ask them how the word is used according to the context of the story.

**Practice the lesson:**

Each student should write an essay about what they learned from reading the novel. The student should incorporate words from their self-generated word list into their essays.

**Assess the lesson:**

The written essays should be submitted to the teacher for correction. Students will re-write their essays from the teacher's feedback.

**Apply the lesson to the real world:**

As students broaden their reading experiences, they increase their range of vocabulary that will help them meet their reading and writing goals.

**Submitted by:** Christine Spin