**Lesson Plan for Reading Future Create 2**

**Class Time:** 50 mins

**Unit:** Unit 1 Heritage Sites and Satellites

**Topic:** History

**New Words:** heritage, site, ground, bone, normal, hole, valuable, steal

**Reading Skill:** Main Idea & Details

**Vocabulary Skill:** -(o)logist

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| **Lesson Section** | **Activities** | **Page** | **Time** |
| **Pre‐reading** | **Unit Intro Pages**  **-** watch the pre-reading YouTube videos. (eBook)  - view videos, image, and title and discuss what the passage might be about | p.8 | 5 mins |
| **Warm-up**  - read the short paragraph at the top of the page aloud  - read the questions aloud and have students create responses; write a few responses on the board  **New Words**  - ask students to look at the highlighted words and discuss what they think the words mean  - read the sentences on the left and the definitions on the right. Then, have students match the sentences to the definitions for the highlighted words.  - explain words that are unfamiliar to students | p. 8 | 5 mins |
| **Reading** | **Reading**  - listen to the audio track for the passage; have students track the words of the passage as they are spoken  - listen again and pause the audio track after each sentence; have students repeat after the speaker for pronunciation practice  - close the book and ask students to explain what they can remember; students may explain in their first language as long as the teacher is able to understand.  **Pictures**  - have students look at the pictures  - ask students why they think the pictures were included. Then, ask if the pictures are helpful.  **Vocabulary Skills**  **-** read the vocabulary skill explanation and example  - ask students if they know any additional examples of the target skill.  - if possible, share some additional words or examples with the students  **Reading Skills**  - explain what *main ideas and details* are. Then read the reading skills prompt or question.  - ask students to underline the main ideas of the reading passage  - ask students to underline the details of the reading passage  - explain why the correct details or parts should be underlined. | p. 9 | 15 mins |
| **Comprehension Checking** | **Reading Comprehension**  - have students mark their answers and then check the activity together as a class | p. 10 | 5 mins |
| **Consolidation** | **Reading Skill**  - have students complete the reading skill activity by referring to the passage and then check the activity together as a class  **Vocabulary**  **-** have students complete the vocabulary activity by completing each sentence. Then, check the activity together as a class. | p. 10-11 | 10 mins |
| **21st Century Skills** | **Project**  **-** read through the project introduction and step 1  - have students refer to the sample in order to complete the step 1 activity.  - ask students to complete step 2  - ask students to complete step 3 | p. 11 | 10 mins |
| **Closure** | **Homework**  - assign homework in the workbook | - |  |