

Reading Lesson Plan: Annotated

LESSON TITLE	DATE	CONTEXT
Malcolm X (Monday-Wednesday)	11/01/24	Level: Intermediate-Low (AA) Skill: Reading Institution: The BYU English Language Center Class Period: 65 mins (Mon-Thurs) Number of Students: 18
LEARNING OUTCOMES		
<div><div>1.</div><div>Connects content to background knowledge.</div></div> <div><div>2.</div><div>Understands explicit main ideas.</div></div> <div><div>3.</div><div>Demonstrates understanding of high-frequency general vocabulary.</div></div> <div><div>4.</div><div>Identifies author’s purpose.</div></div> <div><div>5.</div><div>Identifies author’s point of view.</div></div>		
OBJECTIVES		
<p>Intermediate-low students will be able to analyze the text “Discovering Words” using a combination of previously learned strategies (identifying the main idea, identifying the author’s purpose, identifying the author’s point of view) with the support of the teacher and classmates.</p> <p>Intermediate-low students will be able to create a one-sentence synthesis of two passages about Malcolm X, modeled by the teacher.</p> <p>*Previously, students have learned to identify the main idea of the passage, which they have been continually practicing with other passages.</p>		
KEY VOCABULARY ¹	MATERIALS	
<div><div>1.</div><div>Acquire</div></div> <div><div>2.</div><div>Eventually</div></div> <div><div>3.</div><div>Finally</div></div> <div><div>4.</div><div>Inevitable</div></div> <div><div>5.</div><div>Section</div></div> <div><div>6.</div><div>Word-base</div></div> <div><div>7.</div><div>Succeeding</div></div>	<div><div>1.</div><div>Reading Passage: Discovering Words by Malcolm X and Alex Haley (from Groundwork for College Reading with Phonics 5th Edition by John Langan</div></div> <div><div>2.</div><div>Quote by Malcolm X</div></div> <div><div>3.</div><div>Paper</div></div> <div><div>4.</div><div>Pencils</div></div> <div><div>5.</div><div>Slideshow Presentation</div></div> <div><div>6.</div><div>Phones</div></div> <div><div>7.</div><div>Quizlet</div></div> <div><div>8.</div><div>Padlet</div></div> <div><div>9.</div><div>Whiteboard + Pen</div></div> <div><div>10.</div><div>Exit Ticket Papers</div></div> <div><div>11.</div><div>Malcolm X Biography</div></div> <div><div>12.</div><div>Alex Haley Video</div></div>	
ASSESSMENT		
Formative: <div><div>1.</div><div>Class Discussion</div></div> <div><div>2.</div><div>Group Discussion</div></div> <div><div>3.</div><div>Exit Tickets</div></div>		
Summative: <div><div>1.</div><div>Synthesis Sentence</div></div>		

DAY 1: BUILDING BACKGROUND KNOWLEDGE		
ACTIVITY	TIME	DESCRIPTION
Introduction	2 mins	<p>The teacher will ask the students the following question: <i>"What motivates you to learn?"</i>²</p> <p>Students will discuss their answers with a partner.</p>
Building background knowledge: Civil Rights ³	5 mins	<p>The teacher should first ask the following question: <i>What do you know about the history of African-Americans in the United States?</i></p> <p>The teacher should explain that African Americans are people who live in the United States with African ancestors.</p> <p>The students should first share their answers with a partner for 2 mins. Then the teacher should ask students to share their answers. The teacher should write a list on the board of student answers.</p> <p>The teacher should fill in any gaps that the students missed by explaining that people were forced to come to the United States and work as slaves (without payment) starting in the 1600s. This continued for hundreds of years. Finally, in 1865 it was made illegal. However, extreme racism continued, making it so that African Americans were not treated equally. Though it has gotten better in many ways, racism still exists today.</p> <p>***The teacher should explain that no racist comments made during this lesson or any time during the class will be tolerated.</p>
Building Background Knowledge: Who was Malcolm X? ⁴	15 mins	<p>The teacher should explain that the Civil Rights Movement a actions with the goal to end racism and achieve equal rights for African Americans.</p> <p>The teacher should explain that they are going to watch a short biography of Malcolm X.</p> <p>A biography explains who a person is and what important events they were a part of.</p> <p>She should then explain that the biography will include many details of Malcolm X's life, but they should listen for and write down the answer to this question as they watch the video:</p> <ul style="list-style-type: none"> - <i>What role did Malcolm X play in American history?</i> <p>They should then watch the video again and try to answer these questions:⁵</p> <ul style="list-style-type: none"> - <i>Why was Malcolm X passionate about civil rights?</i>

		<p>- <i>When did Malcolm X begin to love reading?</i></p> <p>The class should then discuss these questions with a partner and then as a full class.</p>
Background Information: Alex Haley ⁶	10 mins	<p>Following this, the teacher should explain that they are going to read part of a biography about Malcolm X written by Alex Haley.</p> <p>The teacher should explain that Alex Haley was an African-American author whose writing showed the struggles of African-Americans. His autobiography on Malcolm X is considered an African American Classic.</p> <p>They are going to watch a video of Alex Haley talking about an experience he had with Malcolm X. The teacher should explain that the video is old, therefore the quality of the video and the language used in it might make it difficult for them to understand, but that they should just do the best they can.</p> <p>They should try to answer the question as they watch the video:</p> <p><i>What was Haley's perspective of Malcolm X?</i></p> <p>As a class, the teacher should show the video of Alex Haley.</p> <p>They should then discuss in partners and then as a class the answer to the question above.</p>
Vocabulary: Using the Dictionary ⁷	10 mins	<p>Next, the teacher will introduce key vocabulary items.</p> <p>The teacher should divide the class into 7 groups (2-3 students for each group.) Each group will research a vocabulary word on their phones using the Oxford Learner's Dictionary. They should find a definition and an example of the word used in context.</p> <p>The students will then add their word, definition, and example sentences to this discussion board. The teacher will display the QR code on the screen for students to scan with their phones.</p> <p>As a class, they will then discuss each word, and the teacher will clarify or elaborate on any definitions if needed.</p>
Vocabulary: Quizlet Live	10 mins	<p>The teacher will then play Quizlet Live to practice these words. Students will automatically be put into teams.</p>
Vocabulary: Stories	10 mins	<p>Then, the students should then work individually to write a short story using the vocabulary words. The story should be</p>

		<p>set at the library on Halloween. The students should be given 5 minutes to write their stories.</p> <p>Then, students should be directed to stand up and share their stories with someone they haven't talked to yet that day. The students should do this 3 times.</p>
Day 1 Exit Ticket + Conclusion ⁸		<p>The teacher should pass out a piece of paper to each student. The students should respond to this question:</p> <p><i>Who is Malcolm X and why was he important to American history?</i></p> <p>The teacher should explain that tomorrow, they will be reading an excerpt from the autobiography of Malcolm X.</p>
DAY 2: QUESTIONING THE AUTHOR		
ACTIVITY	TIME	DESCRIPTION
Review: Background information ⁹	2 mins	<p>The teacher should ask the following questions to the students:</p> <ul style="list-style-type: none"> - <i>What did we learn yesterday about Malcolm X?</i> - <i>Who was Alex Haley?</i> - <i>What role did they have in the civil rights movement?</i>
Review: Vocabulary	5 mins	The students should then play one round of Quizlet Live to refresh their memories of the vocabulary words for the reading passage.
Previewing the Text: The Title ¹⁰	2 mins	The teacher should tell the students to open their textbooks to p. 193. They should first look at the title 'Discovering Words.' They should discuss with a partner what they think that title means and what they predict the excerpt will be about.
Previewing the Text: The Speaker ¹¹	2 mins	<p>The teacher should ask the students who is telling the story: is it Malcolm X or Alex Haley? They should scan the text for clues. Hint: They can look at the pronouns used. The teacher can guide the students to the first sentence of the second paragraph if they need help.</p> <p>The students should identify that Malcolm X is telling the story because the pronoun "I" is used.</p>
Questioning the Author (Introduction) ¹²	2 mins	<p>The teacher should explain that today, they are going to practice asking questions throughout the text about what the author wrote and the ways he chose to write it.</p> <p>They will choral read ¹³ the text paragraph by paragraph, after which they will stop to ask and discuss questions in their groups. The teacher should divide them into groups of 3.</p>

		The questions for each paragraph will be in the Google Slides.
Paragraph 1 ¹⁴	5 mins	<p>The students should choral read Paragraph 1 of the text.</p> <p>In their groups, they should then discuss the following questions:</p> <ol style="list-style-type: none"> 1) <i>In the first sentence, [which Malcolm X wrote to people outside while he was in jail] is inserted. Who do you think inserted this?</i> 2) <i>This paragraph is only one sentence long. Is that normal? Look at the rest of the passage for clues.</i> 3) <i>Did Malcolm X purposefully seek out education while in jail? What vocabulary words helped you to know?</i> <p>The teacher should monitor as students discuss in their groups, and choose which questions to highlight as a whole class based on key ideas generated from discussions or from confusion among the groups.</p>
Paragraph 2 ¹⁵	5 mins	<p>The students should choral read Paragraph 2 of the text.</p> <p>In their groups, they should then discuss the following questions:</p> <ol style="list-style-type: none"> 1) <i>Why does Malcolm X compare reading books to reading Chinese?</i> 2) <i>Malcolm X didn't actually read Chinese. What phrasing is used so that we know this?</i> 3) <i>Why are ellipses (...) used at the end of paragraph 2? What could that mean?</i>
Paragraph 3 ¹⁶	5 mins	<p>The students should choral read Paragraph 3 of the text.</p> <p>In their groups, they should then discuss the following question:</p> <ol style="list-style-type: none"> 1) <i>Why do you think Malcolm requested some tablets and pencils as well? What do you think he is going to do with them?</i> <p>*The teacher may need to explain that tablets were used to write on and that they are different from tablets such as iPads that people have nowadays.</p>
Paragraph 4 ¹⁷	5 mins	<p>The students should choral read Paragraph 4 of the text.</p> <p>In their groups, they should then discuss the following question:</p> <ol style="list-style-type: none"> 1) <i>The author uses words like I'd and didn't in this passage. Typically, this is considered informal. Why do you think it is acceptable here?</i>
Paragraph 5 ¹⁸	5 mins	<p>The students should choral read Paragraph 5 of the text.</p> <p>In their groups, they should then discuss the following question:</p>

		1) <i>What do you think Malcolm X means when he says down to the punctuation marks?</i>
Paragraph 6 ¹⁹	5 mins	<p>The students should choral read Paragraph 6 of the text.</p> <p>In their groups, they should then discuss the following question:</p> <ol style="list-style-type: none"> 1) <i>What does the word “Moreover” mean? What does it tell us about the author’s message?</i> 2) <i>Why does Malcolm mention an aardvark? Why is it important to the story?</i>
Paragraph 7 ²⁰	5 mins	<p>The students should choral read Paragraph 7 of the text.</p> <p>In their groups, they should then discuss the following question:</p> <ol style="list-style-type: none"> 1) <i>What were the benefits Malcolm mentioned of reading a dictionary?</i> 2) <i>How do you think the author feels at this point in the story? What makes you think that?</i>
Paragraph 8 ²¹	5 mins	<p>The students should choral read Paragraph 8 of the text.</p> <p>In their groups, they should then discuss the following question:</p> <ol style="list-style-type: none"> 1) <i>Why does the author use the phrase “Let me tell you something”? How does it impact the readers?</i> 2) <i>Why does he say he had never been so truly free? How is this an interesting phrase, given his circumstances?</i>
Main Idea Discussion ²²	7 mins	<p>Think-Pair-Share: <i>What do you think the main idea of this passage is? What makes you think that? What clues and strategies did you use?</i></p> <p>The teacher should write down clues and strategies that students share on the board.</p>
Day 2 Exit Ticket + Conclusion ²³		<p>The teacher should pass out a piece of paper to each student and have them answer the following question:</p> <p><i>Why do you think Malcolm X shared this story? What is special about it?</i></p>

DAY 3: SYNTHESIS

ACTIVITY	TIME	DESCRIPTION
Review	5 mins	<p>The students should discuss the following questions with a partner:</p> <ol style="list-style-type: none"> 1) <i>What do you remember about the passage we read yesterday?</i> 2) <i>What was the main idea? What strategies did you use to find it? What strategies will you use next time?</i>

Malcolm X quote: Main Idea ²⁴	10 mins	<p>Students should read the following adapted quote and find the main idea with a partner:</p> <p>“I have often reflected upon the new view that reading opened to me. I knew right there, in prison, that reading had changed forever the course of my life. As I see it today, the ability to read awoke inside me some long-sleeping craving to be mentally alive... Every additional book that I read made me a little bit more sensitive to the deafness, dumbness, and blindness that was afflicting the black race in America. Not long ago, an English writer telephoned me from London asking questions. One was, “What college did you go to?” I told him, “Books.” You will never catch me with a free fifteen minutes in which I’m not studying something I feel might be able to help the black man.”</p> <p>Then, the teacher should follow the same process as the day before by asking the students what the main strategy is and what strategies they used to find it. The teacher should then write the strategies on the board.</p>
Synthesis: Malcolm X ²⁵	10 mins	<p>Students should then take the main ideas from the first and second passage.</p> <p>With these two main ideas, the students should write a 1-sentence synthesis.</p> <p>*Students recently learned how to do this in their writing class. The reading and writing teachers have collaborated.</p>
Conclusion	5 mins	<p>The students should then stand up, find a new partner, and discuss the following question:</p> <p><i>1. The excerpts we read in class were from the Malcolm X Biography. It is considered an African-American Classic. Why do you think that is? What about Malcolm X’s story might inspire others? What do you think about his writing?</i> ²⁶</p>
Other Class Activities		The teacher and students will then continue with other class activities for the rest of the class period.
CONTINGENCY		
Reading Scanning Activity: Students should work with a partner. One partner should say a word. The other student needs to scan the page until they find it. Then, they switch places. ²⁷		

Footnotes

1. I ran the text words through LexTutor. I found that there were 4 AWL words that I included in the vocabulary text. The textbook recommended the other three¹ words as words that don't have contextual support in the text.
2. This question helps students to activate their schema by thinking of the purpose of why people learn.
3. Again, this helps students understand Malcolm X's background by understanding American History.
4. Talking about Malcolm X helps students understand the author and the story's context.
5. Watching for a second time will help students solidify their understanding and better understand Malcolm X's role in history.
6. Alex Haley worked with Malcolm X to create a biography about his life. Understanding his role in creating the biography will help students better understand the passage.
7. Through these activities, students will gain a better grasp of the vocabulary, which will help them to have better comprehension as they read the passage and will help them to increase their vocabulary knowledge.
8. The exit ticket ensures that students understand the background knowledge that enable them to have better comprehension when they read the text the next day.
9. This step helps students to remember what they learned the day and to review the vocabulary they learned to solidify their understanding.
10. This previewing will help students improve their comprehension because they will be prepared for the reading.
11. To understand the passage completely, students need to know who "I" is referring to.
12. This approach helps students combine multiple strategies such as understanding the author's purpose and point of view and identifying the main idea. Combining strategies helps students to be able to use them and eventually automatize them as they read.
13. Choral reading is a strategy to help students to increase fluency.
14. These questions help students to analyze the language that was used in the passage. This can help them to think about the vocabulary and syntax which can increase their comprehension.
15. Again, these questions help readers to analyze what they are reading.
16. This question asks students to predict which is a comprehension strategy is.
17. This question allows students to consider different registers.
18. Here, students analyze the language used once again.

19. In the second question, students need to consider the author's choice in what they included in the story.
20. Here, readers are given the opportunity to consider authors' point of view.
21. This question allows readers to think about the register and the figurative language in the passage.
22. This discussion helps students consider the strategies to identify the main idea.
23. This exit ticket allows the teacher to assess the students' understanding.
24. This passage helps students to practice identifying the main idea as well as synthesizing two passages.
25. Again, students are now able to synthesize, which increases comprehension and requires higher-order thinking skills.
26. Here students are able to evaluate the writing, which again is a higher-order thinking skill.
27. This is an activity that can help students to practice scanning, which is an important skill for reading.