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| ***Tony and the Lottery,* teacher-made reading** | **Reason for choice**  The lottery has been a popular news item lately |
| **Content objectives**  SW know useful money/lottery vocabulary | |
| **Other objective(s)**  Cultural knowledge: SW know where the jackpot money comes from  Discuss spending vs. saving | |

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| **ABCD Text Introduction** | | | | | | | | |
| **Activate Prior Knowledge** | Ask students if anyone won Powerball on 1/16/2016  How much was the jackpot? | | | | | | | |
| **Build Background Knowledge** | Discuss where the jackpot money comes from  Discuss taxes  Ask them if there is a state lottery in their country | | | | | | | |
| **Concentrate on Vocab 1:**  **Fast words (2-8)** | **Word** | | **Def** | | | **Image?** | | |
| lottery | | Game where numbered tickets are sold | | |  | | |
| win | | Come in first in a race, have the winning number in a lottery | | |  | | |
| Jackpot | | The main prize in a lottery | | |  | | |
| **Concentrate on Vocab 2:**  **Deep words (2-3)** | **Word** | **Def** | | **Ex/Non Ex** | **Questions** | | | |
| Need  Spend  Save  make | If you don’t have it, you need it.  Pay out money  for things  Keep for use in the future  Earn (money) | | You need a lot of money to buy a car.  When you buy a coffee for a dollar and a donut for $1.50, you spend $2.50.  They are saving money to buy a house.  He makes $9.00 an hour. | What do you need to make a cup of coffee? What do you need to get a job as a doctor?  How much a day do you spend at Dunkin Donuts?  Do you have a savings goal?  Does Tony make a lot of money? Do you make a lot of money?  Does Tony plan to spend or save his lottery winnings? | | | |
| **Describe purpose** | You know what you will do with your lottery winnings if you ever win, but after this reading you will be able to say something about your lottery dreams in English. | | | | | | | |
| **Reading aloud** | | We do this because it’s necessary: Reading English is still a bit of a problem for fifty percent of the students in my class.  We read the text chorally, then I ask a couple of volunteers to read it.  Correct pronunciation where necessary. | | | | | | |
| **Student-**  **teacher practice** | | Who is this story about? What can you tell me about him? Is he rich or poor? If he buys a ticket, is will he win? Ss are not familiar with the conditional, but we discuss it here briefly, and they learn it by rote: “If I won the lottery, I would buy….I would give….etc.” What would Tony do if he won? What would you do if you won? | | | | | |
| **Student-**  **student**  **practice** | | I’ve written simple who, what where etc. questions of strips of paper and pairs of students pick them at random. They work on the answer together and I go around checking. The class listens to the answers and decides if they are correct.‘ | | | | | |
| **Student-student**  **practice** | | I ask them to put their stories and questions away and ask for a volunteer to come and read some answers from my list, and the students ask the questions, jeopardy-like. “Tony works at MacDonald’s.” “Where does Tony work?” | | | | | |

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| **Student-teacher practice:** I give them a cloze of the text to work in pairs and I monitor. We check it together.  Next, I tell them to read the story once more, trying to memorize as much of it as possible. Then I will  ask for volunteers to tell me the story in their own words. The rest of the class can help when I tell them to. Four volunteers will give it a try.  Next, we go around once more and everyone will get to say what they would do if they won the lottery. |
| **Assessment:** Ask the students to summarize the text in their own words in four sentences.  Tony is poor. He needs money. He buys a lottery ticket. If he won, he would….. If they manage something along these lines (even if there are grammar and spelling errors) the exercise will have been a success. I collect the exercises and check them after the class. |

P.S.

I did my best to use what I could from the excellent reading strategies in Devin’s presentation. However, because of my students’ low English level, I had to modify them to be able to make use of them. With my students, it’s difficult to go beyond simple “what, where and who” kind of comprehension questions.