**READING COMPREHENSION LESSON PLAN**

**Regional Directorate:** Plateau Central

**School:** Collège d’Enseignement Technique et de Formation Professionnelle de Boussé **School year:** 2019-2020

**Date:** Tuesday, May 12th 2020

**Level:** Form five (BEP1- Génie Civil)

**Size:** 22 **Boys:**  15 **Girls:** 7

**Presents: Absentees:**

**Teacher:** Mr. KABORE Boudnoma Victor

**Duration**: 55 minutes

**Nature of the lesson**: Reading comprehension

**Title of the text:** Building construction

**Aim**: To develop students reading skills through the text entitled “Building construction”.

**Objectives**: By the end of this lesson, form five students will be able to:

1. Predict five (5) words which are likely to appear in the text from its title;
2. Say whether four (4) statements related to the text are true or false;
3. Provide correct answers to four (4) wh-questions related to the text;
4. List four (4) causes of the bad state of some buildings in Burkina Faso.

**Prerequisites**:

-Students have already been taught some reading comprehension lessons.

-They are taking courses on building and even do practical exercises on walls building at school.

**Anticipated problems:**

-Some words may hinder students’ understanding of the text.

-Students may also need help during the post reading stage to find words and formulate ideas.

**Anticipated solutions**:

-Three words are explained at the bottom of the text.

-The teacher will provide students with appropriate words during the post-reading stage activity.

**Teaching aids and materials:** Board, chalk, bucket of water, duster, texts.

**UNFOLDING OF THE LESSON**

**WARM-UP (3 mns)**

***Step 1:*** **Greeting and date telling and writing. (1 mn)**

The teacher greets the class, asks a volunteer to tell and write the date on the board.

***Step 2***: **lead-in and the day’s lesson announcement. (2 mns)**

*The teacher will bring a brick in the classroom and have a little talk with the students.*

**Teacher** (*showing the brick to the students*): class, what is this?

**Students**: It is a brick.

**Teacher**: Good! And what do we do with bricks?

**Students**: We use bricks to build houses.

**Teacher**: Fantastic! Today, we are going to have a reading comprehension lesson on a text entitled “building construction”.

Then the teacher writes the nature of the lesson and the title of the text on the board.

**STAGE I**: **PRE-READING (9 mns)**

**Step1: Prediction of words (2 mns)**

**Instruction**: From the title of the text, predict five (5) words which are likely to be in the text.

**Step2**: **Guiding question (1 mn)**

Read the text to see if your predictions are right and answer the following question:

What does the construction process include?

**Step3**: **Text distribution and students’ silent reading (6 mns)**

**STAGE II**: **WHILE-READING (16 mns)**

**Step1**: **Predictions checking (1 mn)**

The teacher checks the students’ predictions.

**Step 2**: **Answer of the guiding question. (1 mn)**

The construction process includes the manufacturers of building products and systems, craftsmen, contractors and consultants.

**Step 3: Activity One: True/false statements (4 mns)**

**Instruction**: Say whether the following statements are true or false and justify your answer by indicating the line number.

1. Building construction is a new practice.
2. Human shelters were at first very simple and lasted for a long time.
3. Brick, concrete, metals, and plastics were synthetic materials used in building.
4. The present state of building construction is simple.

**Expected answers**

1. False (L1).
2. False (L4).
3. True (L10-L11).
4. False (L17).

**Step 4: Activity Two: Wh-questions (10 mns)**

**Instruction**: Answer the following questions according to the text (5 mns).

1. Why did building construction begin?

2. What were the most durable natural materials used later in construction?

3. What are the different trends in the history of building?

4. What do design professionals do in the design process for buildings?

**NB: The questions are typed on sheets of paper to be given to students.**

* **Correction (4 mns)**

The teacher gets the students swap their exercise copybooks to be marked by their neighbours. They will mark ‘1’ for a correct answer and ‘0’ for a wrong one.

**Expected answers**

1. Building construction began for the need of moderating the effects of climate.
2. The most durable natural materials used later on in construction are clay, stone, and timber.
3. The different trends in the history of building are the increasing durability of the materials used, the quest for higher and more spanned buildings and the degree of control exercised over the interior environment of buildings.
4. In the design process for buildings, design professionals determine user needs and design a building to meet those needs.
* **Evaluation (1 mn)**

After the correction, the teacher gets the students turn back the copybooks. He records the numbers of the students who have got right answers from those who have got 4/4 to those who have got 2/4. He checks some students’ copybooks as an attempt to make sure they are telling the truth. He then praises the students who succeeded and encourages those who failed, and asks them to take correction.

**STAGE III*:* POST-READING (27 mns)**

**Activity Three: Written and pair work (20 mns)**

**Step 1: Task completion (10 mns)**

**Instruction**: With your neighbour, give four (4) reasons to explain why some buildings are immediately in bad state after they are built in Burkina Faso.

**Step 2: Feedback and adjustment (10 mns)**

The teacher listens to the maximum of pairs and asks some to read their productions so that he can record some examples on the board. He praises and encourages students for their productions.

**Step 3: Follow-up:**

**Instruction:** From the reasons explaining the bad state of some buildings in Burkina Faso that you have given, what suggestions can you make in order to deal with the issue? (10 lines maximum)

**Step 4: Note-taking and administrative duties** (**7 mns)**

The teacher tells the students to take notes, checks for the absentees, fills the record book and then monitors the students’ note-taking.

**Closing:** The teacher reminds the students to do the follow-up, thanks them for their attendance and says goodbye.

