

Shih Yongting



Introduction

This lesson plan aims to enhance students' reading skills through background knowledge construction and graphic organizers, as well as teaching students to skim and scan texts. When reading texts that contain unfamiliar vocabulary, students have to be able to skip words with which they are unfamiliar but which do not impede text interpretation, and guess the meaning of words which they don't know but are significant to understanding the text, using context and word formation.

A video clip is played at first to help students understand the concept of 'dairy-free'. Worksheet questions that have been designed to present the story in a clear, flowing way guide the students to find the main ideas as well as specific information, aided by graphic organizers and instruction from a teacher. During the interactive reading process, students are encouraged to interact with their peers in pair discussion and with the teacher during guided reading, which allows the teacher to monitor their reading comprehension.

At the end, students are required to write a paragraph to connect the text with their personal experience, which is a meaningful writing practice for students that allows them to express themselves through writing. With a complete writing process leading students from brainstorming to drafting and revising, they are instructed to share their stories through personal thinking, oral communication, and written production.

Objectives:

1. Students will develop reading techniques
 - 2-1 Identify important information through skimming and scanning
 - 2-2 Infer context by using background knowledge
2. Students will conduct communicative discussions
 - 2-1 Produce speech in natural constituents
 - 2-2 Accomplish communicative functions
3. Students will fulfill writing tasks
 - 3-1 Produce writing at an efficient rate of speed to suit the purpose
 - 3-2 Produce an acceptable core of words
 - 3-3 Use appropriate word order patterns
 - 3-4 Accomplish the communicative functions of written texts according to each form and purpose

Students' Level

High school sophomore at the high-intermediate level (PR 90)

Time Required

5 classes (50 minutes for each)

Preparation

Equipment: a blackboard, chalk, a computer, a projector, and a screen.

Materials: a text, a clip, and a worksheet.

I. Creation of Background Knowledge

I.1 Watching the video of “DQ Commercial”

Directions: Pose pre-watching questions on the PowerPoint and have students discuss those questions with their neighbors after watching the video.

Questions for Dairy Queen Commercial

1. What happened to the passengers on the plane?
2. What did the seated man attempt to do?
3. Why were those men fighting?
4. Burger King sells the best hamburgers. What does Dairy Queen sell?

▲ Clip: DQ Commercial “Carry on” (0’31”)

http://www.youtube.com/watch?v=YV6LDh9XOZs&feature=results_video&playnext=1&list=PL587B491D7DBA3A6B

II. Introduction of New Information

2.1 Introducing the background of the story

Directions: Have students discuss the question through teacher-student interaction and introduce the background of the story.

T: Do you enjoy dairy products? If yes, can you imagine life without them? If not, can you imagine life without something you enjoy?

2.2 Skimming for main ideas

Directions:

- Have students predict the content of the story from the title and find the main idea
- Have them work on the worksheet in groups (**Q1: What do you learn from the story?**)
- Indicate important information with explanations of new words and phrases if needed

Q1: What do you learn from the story?

Please quickly read through the story and complete the information below.

(Hints: Focus on the beginning (1)-(6) and ending (15)-(20), and go through other paragraphs swiftly.)

Who was the character?

What did she suffer from?

How did she conquer it?

Did she enjoy the process?

Did she make it at the end?

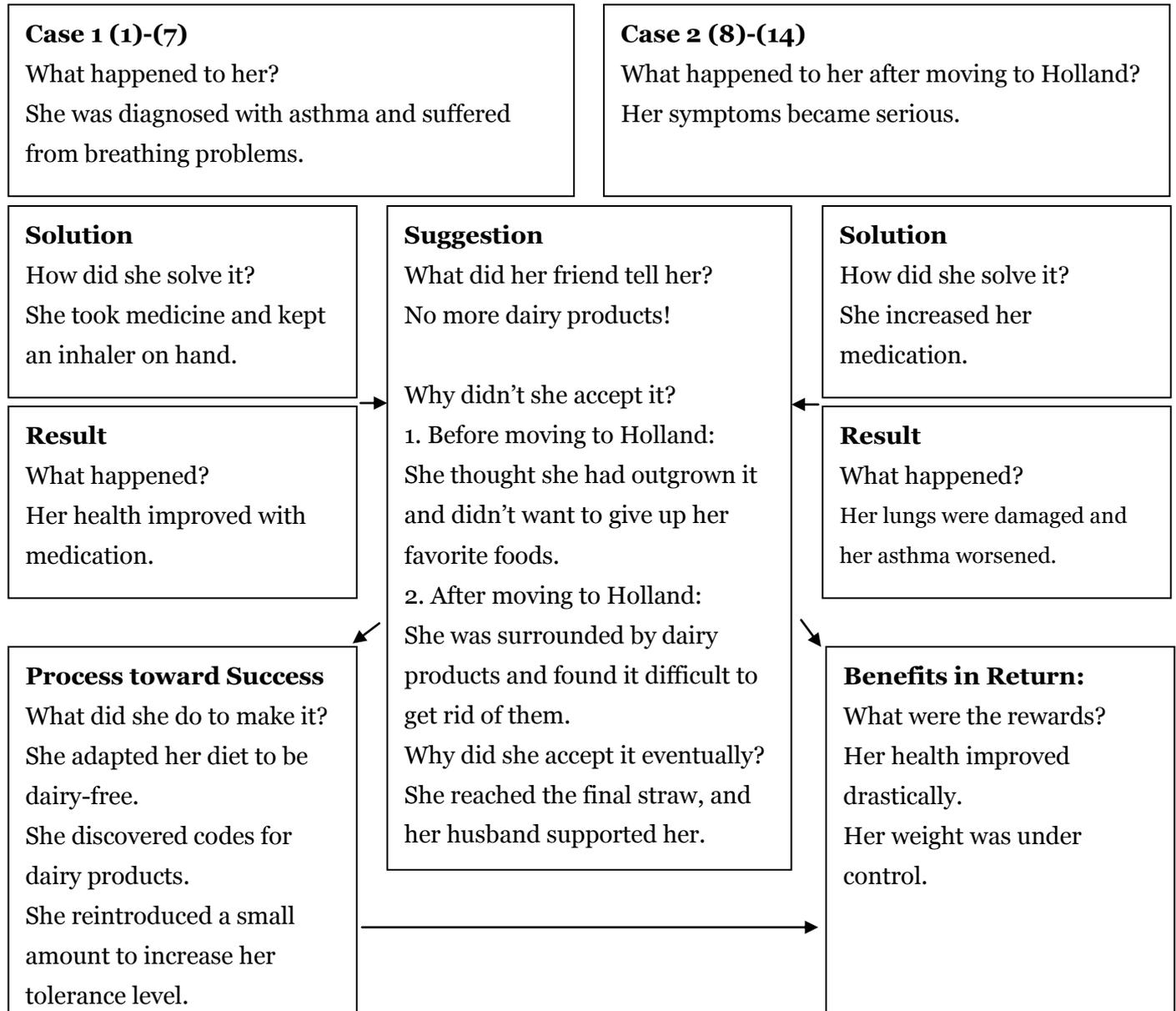
2.3 Scanning for specific information

Directions:

- Have students find specific information on the worksheet
- Have them work on the worksheet in groups (**Q2: What do you know about the character?**)
- Indicate important information with explanations of new words and phrases if needed

Q2: What do you know about her experience?

Please carefully read the story again and complete the information below.



▲ Text: "Dairy-Free Queen" by Johnna Stein

Dairy-Free Queen

By Johnna Stein

(1) Tears drenched my cheeks as I traveled the short distance home from the allergist. The shocking news made all the sense in the world, but my mind refused to accept it. Me, an

asthmatic at the age of thirty-two? The dentist, wary about my long list of drug allergies, had insisted I see an allergist before he dared administer Novocain.

- (2) That morning in the allergist's office, after answering pages of questionnaires, the nurses had pricked and prodded me. All for a Novocain problem? Then, the breathing tests. The nurse had shaken her head and urged me to try harder the second time. I managed just under 70 percent. She explained, "Your history of bronchitis and double pneumonia this past year was a red flag for asthma. Now we've confirmed it. The good news is that you have no allergy to Novocain.
- (3) Good news? Good grief!
- (4) The nurse armed me with antihistamines and inhalers for my mold, dust mite and cat allergies. The inhaler did relieve the tightness in my chest. For the first time in a year, I felt like I could take deep breaths. Amazing that I'd gotten used to a lack of oxygen in my blood. No wonder I wanted to collapse on the couch each evening after long days with my two preschoolers.
- (5) Questions bombarded my brain. Would I always have to take medicine? Would I continue to suffer from pneumonia and bronchitis? What about our health insurance? I envisioned myself carting around an oxygen tank on my back with plastic tubes running to my nose. Would I get better?
- (6) With medication and slight changes to my environment, my health improved dramatically in a few weeks. I adjusted to the idea of taking medicine and got on with my life. Advice poured in from well-meaning family and friends, but only one comment stuck. My friend Dana shared the recommendation from her naturopath who had recently treated her young children suffering from chronic ear infections and colds. He removed all dairy foods from their diet and within weeks, they all regained their health. Without dairy products, they remained perfectly healthy.
- (7) As a child, I had some food allergies but outgrew them. I never enjoyed drinking milk, but loved ice cream, yogurt and cheese. I parked the information Dana shared with me somewhere in my memory, but didn't really give it much attention. Give up ice cream? That would be a bit drastic!
- (8) Within months, we found ourselves moving our worldly belongings across the ocean to live in The Netherlands, my husband's homeland. At the Dutch family doctor, I received ongoing treatment for my asthma, which seemed to be worsening in spite of our new mold and mildew-free living environment. About every three months, I came down with a new case of bronchitis. Instead of searching for the cause of my downward spiral, the doctor only increased the strength of my inhalers.
- (9) After a frustrating year, a nurse friend warned me, "Your lungs become damaged every time you have bronchitis and have to increase your medicine. You need to find what's causing the asthma to worsen." Once again, I pictured myself with an oxygen tank strapped to my back.
- (10) My fear turned into prayers. God, what is causing the asthma? Just tell me and I'll do whatever it takes. I don't want to end up with that tank on my back. Then, from the recesses of my mind came Dana's story about eliminating dairy.

- (11) Was that it? Did I need to eliminate all types of dairy from my diet? Impossible in Holland! This country is dairy land -- the best yogurt and cheeses in the world! That would mean no more ice cream! Christmas loomed just around the corner. How could I survive the holidays without dairy? I refused to listen to those crazy thoughts.
- (12) Just days after New Year's, the doctor prescribed yet another, stronger inhaler to help clear my lungs. That potent medicine was the final straw. I made up my mind and shared my difficult decision with my husband, "Babe, I'm going to try to go off of dairy for the next eight weeks to see if my asthma improves. Will you be willing to adapt your diet in the beginning to help me out?"
- (13) "Whatever it takes, I'll help." And he meant it. He and the kids could still eat their ice cream and cheese, but all those fabulous Dutch mashed potato dishes made with creamy butter and milk would need serious adaptations.
- (14) Within two weeks, I noticed a big difference in my breathing, and by the end of eight weeks, my lungs felt open again. My energy levels increased and I suspected I had found the answer. As a small trial, on Easter, I poured yogurt dressing on my salad and treated myself to a big piece of Mont Blanc whipped cream pie. The next day I was treated to an asthma attack and flu-like symptoms when all my glands swelled. The proof was in the pudding.
- (15) From that point on, I ate dairy-free. The first six months were the most challenging. I focused on all the foods I could no longer enjoy: ice cream, chocolate, melted cheese, pizza, etc.... Life felt so unfair! Finally, I realized how many amazing dairy-free foods I could have and chose to focus on all the healthy choices I was forced to make.
- (16) I became the dairy-free queen. It required being creative and adapting my favorite recipes to be dairy-free. I scrupulously read the labels on every package and discovered the code words for hidden dairy ingredients like casein and whey. I hunted down soy and dairy-free products in the grocery and health food stores.
- (17) After three months, I stopped using my daily inhalers. For the next five years I used them only sporadically when exposed to cats or molds. In the past three years, I am happy to report that although I keep a light dosage inhaler on hand, I haven't needed it.
- (18) Right from the start of my dairy-free endeavors, I tried to reintroduce slight amounts of dairy into my diet about every six months. I knew my life would be much easier if I developed a bit of tolerance. Finally, four years ago, I found I could ingest small amounts of butter or chocolate without any adverse reactions. Chocolate! Whipped cream, ice cream and cheese are still no-no's, but I don't mind. I can eat chocolate.
- (19) Giving up dairy meant regaining my health in more ways than one. I no longer suffer from asthma, my cholesterol (genetically high) stays in a healthy range, and I can manage my weight because of all the high calorie desserts that I politely decline.
- (20) When I first said I'd do whatever it took, I'm not sure I meant it. The price of a dairy-free lifestyle seemed too high to pay. But now, the rewards far outweigh any sacrifice I've had to make.

III. Practice and Personalization

3.1 Introducing new words

Directions:

- Have students guess the meaning of each word on the worksheet (**Q3: What do you know about these words?**)
- Introduce key words and phrases in detail including their definitions, usages, and variations
- Have them make a sentence for each word as their assignment

Q3: What do you know about these words?

Write down the words “**refuse, outgrow, recess, in spite of, adapt**” and **3 words** you like in each bucket and make a sentence.

The image shows eight cylindrical buckets arranged in two rows of four. The top-left bucket contains the word "refuse". The other seven buckets are empty.

Teacher’s Note for Vocabulary Teaching

1. refuse (v.)
refusal (n)
= turn down
e.g. She refused my proposal, not agreeing with my ideas.
2. outgrow (v.)
out + grow e.g. outnumber, outperform
e.g. She outgrew her clothes. She felt so sad that she couldn’t wear them anymore.
3. recess (n.)
recede (v.) re-
vs. proceed (v.)
4. in spite of
despite / in spite of + N.
e.g. In spite of the heavy rain, she still went outdoors. She didn’t care how heavy the rain was.
5. adapt (v.)

vs. adopt, adjust, adept
e.g. The movie was adapted from a famous novel.
e.g. He couldn't adapt to the climate in Taiwan.

3.2 Introducing the sentence pattern “S. advise/insist/suggest that S. (should) V.”

Directions:

- Have students read the sentence “The dentist insisted I see an allergist.”
- Have them find the special feature of the sentence with other example sentences on the blackboard
- Indicate important information with explanations of the sentence pattern
- Have them write five suggestions or requests to friends about how to lose weight, reach a goal, and so on (I4)

Teacher’s Note for “S. advise/insist/suggest that S. (should) V.”

1. The doctor insisted **I see an allergist.**
2. The nurse advised **he see a dentist.**
3. The pharmacist suggested **she take this medicine.**

4. Please write five suggestions or requests to your friends and tell them.

“S. advise/insist/suggest that S. (should) V.”

(advise/argue/decide/**demand**/desire/**insist**/order/**propose**/**recommend**/require/**suggest**)

e.g. I insist **Mary go on a diet.**

- (1) I insist _____
- (2) I demand _____
- (3) _____
- (4) _____
- (5) _____

*Which one do you like best? Why?

*Which one do you hate most? Why?

4 Application

4.1 Brainstorming and exchanging information

- Have students work on the worksheet (I5-1)
- Have them work on the worksheet (I5-2)
- Have them work on the worksheet as their assignment (I5-3)

5. Please write a composition about your personal experience.

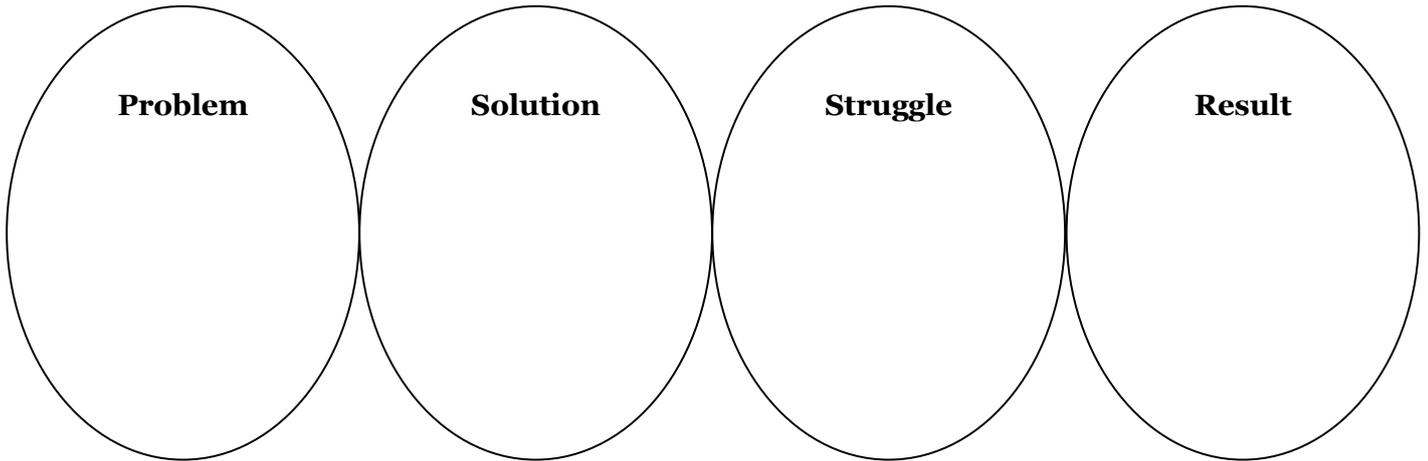
5-1 Before you write, think about the following questions and write down your answers below.

- (1) What was your problem?
- (2) What was your solution?

Partner’s Name:

(3) How did you struggle toward success?

(4) What did you gain at the end?



5-2 Exchange your information with your partner and answer the questions below.

(1) Did you share any similarities? If not, what were the differences?

(2) How did your partner solve his/her problem?

(3) Do you have a better solution? Please write it down and tell your partner.

5-3 Please write your story using less than 50 words and ask your partner to read it and revise if necessary.

4.2 Drafting and proofreading

- Have students write their stories using at least 120 words **(I6)**
- Have them find a partner and proofread their stories. **(I7)**

6. Composition Practice

Now tell us your personal experience, using at least 120 words.

7. Peer Proofreading and Teacher's Feedback

Find a partner to read your story and ask him/her to write down his/her comments. Then, revise your composition if necessary.

	Partner's Name:
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Check teacher's feedback and see how to improve next time.

Comments:	Total Score:
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Content	20%	_____ thesis statement _____ related information _____ use of description
Organization	20%	_____ introduction _____ logical sequence _____ conclusion
Discourse	20%	_____ topic sentence _____ cohesive devices (e.g. transitional words and discourse markers) _____ paragraph unity
Syntax	15%	_____ grammatical mistakes _____ sentential structures
Vocabulary	15%	_____ wording _____ misspelling
Mechanics	10%	_____ punctuation _____ handwriting

4.3 Finishing the description of their personal experience

- Check students' writing process
- Have students check their compositions again and revise them if necessary as their assignment
- Inform them of collecting their assignment next class
- Have them hand in their writing journals (**I8**) one class after receiving teacher's feedback (**I7**).

8. Writing Journal

Please tell us how you feel about the writing process and what you learn from it.