Appendix-H

LESSON PLAN FOR CO-OPERATIVE LEARNING STRATEGY (CIRC)

Student Teacher’s Name : 
Date of Presentation : 
Estimated Time of Lesson : 40 minutes
Teaching Point : Three Questions

Instructional Objectives  Academic and Social objectives

Academic  At the end of the lesson, students should be able to:

1. Generate ideas and share to the group members
2. Comprehend the reading text
3. Identify specific information from the text
4. Provide information and summarize the main idea of the text
5. Guess the meanings of words based on the reading text
6. Explain the concept of Three Questions
7. Label paragraphs
8. Provide information based on what is read

Social  At the end of the lesson, students should be able to:

1. Use quiet voices
2. Follow directions
3. Wait Patiently
4. Use names

Materials  1. Students’ Text book
2. Chalk board
3. Worksheet

Teaching methods/ Techniques  Cooperative Integrated Reading Composition Technique (CIRC)

Group size  4 students per group
Assignment to groups  Teacher will assign a high, two averages and one low achieving student to each group. Teacher will produce a numbered list of students from highest to lowest achiever based on last test averages. He will choose the top, bottom and two middle achievers. He will assign them to team 1. Then he will use the reduced list to assign remaining teams.

Arranging the Room  Group members will sit face to face and be close enough to each other to communicate effectively without disrupting the other learning.

Previous Knowledge  The teacher will motive the students by asking them the following questions with the help of their previous knowledge.

1. Who is a king?
2. What are the functions of a king?

Instructional Task and Procedures

Phase 1  Before Reading Activities

Building knowledge and Vocabulary  Teacher introduces CIRC method and explains about the text. Teachers survey reading selections to identify content and language that might be unfamiliar to students, then with and for students, they develop semantic maps that become word banks for use in reading, writing, and discussion.

Making Predictions  After a teacher models how to make and confirm predictions, students work with team members to examine the title and illustrations of a story to predict elements of the story, which are shared with the entire class.

Reading a Selection  Students accept the passage of text. Students follow the text of the story as the teacher reads aloud.
Phase 2 Main Reading Activities

Partner Reading  Sitting in pairs, ear to ear, students read to each other the passage. They help each other with pronunciation and comprehension before reading the material silently on their own.

Treasure Hunt  Reading partners discuss the answers to Treasure Hunt questions on story grammar, then work in teams of four to collectively answer questions from the teacher. Students compete against other teams and are called on randomly, so they make sure all group members know the material.

Phase 3 After Reading Activities

Story Mapping Comprehension  Each team organizes story elements such as the main idea, events, problems and conclusion of the story.

Story Retell  Students retell the story to their partners, who evaluate them, then the pairs discuss what they like about the story.

Story-Related Writing & Words Out Loud and Spelling
In teams students work to develop important elements of writing character and plot development and the sequencing of events. Students (each group) also draft, revise, and edit one other's work and prepares to publish their writing. Students help each other master new words and use them in meaningful sentences.

Partner Checking  Partners, who assess whether tasks have been completed, verify each other's progress on a Student Assessment Form. The meanings of several selected words are discussed. Students create meaningful sentences in pairs and then individually.

Tests Students  are tested on their grasp of the story and write meaningful sentences. Students (each group) deliver the delegation in front of the class to publish their writing. Students gave chance to ask or respond toward other presentation. Test scores and evaluations determine team scores while tracking individual progress.
Direct Instruction in Reading Comprehension  Comprehension skills such as identifying main ideas, drawing conclusions and comparing/contrasting is provided by the teacher throughout the lesson cycle; students practice these skills together before taking individual quizzes.

Independent Reading Students are asked to select a book and read it at least 20 minutes each evening, and verify that students have devoted the required amount of time to reading. Students, who turn in book reports and completed forms, earn points for their team.

Monitoring and Processing

1. Form the pairs or triads within their teams for checking.
2. Give each team four copies of the worksheets so that each student work individually.
3. Ask team members to study work-sheets and answer sheets to practice and assess their knowledge.
4. If a student attain 80% success rate, he will go for final test otherwise check-out B would be given to him/her.
5. Monitor the students’ work carefully (check if somebody is dominating or not participating).
6. Focus on positive practice: praise the team who is working well and show others how they are doing it.

- **Individual Testing/Quiz:**
  1. Each student sits alone for the quiz.
  2. Each Student has to understand the content and demonstrate his/her understanding. They are individually accountable!

- **Quiz Correction:**
  Students in different teams correct each other’s quizzes after having received the quiz answer sheets.
• **Team Recognition:**
  1. Distribute the “Team Summary Sheets”.
  2. Record the scores of each team member and their averages.
  3. Recognize Teams according to the guidelines mentioned on the Team Summary Sheets as well.
  4. Give the different prizes to the “Good Team, Great Team and Super Team.”

Students should understand that they have Equal Opportunity for Success; they compete only against their past performances; Effort and Improvement count a lot!

• **Closure:**

Review and discuss (briefly) the various components of CIRC ask students for their opinion to see whether they have liked this method or not.

**Assignment:** Learn Question & Answers from text book exercise.
Lesson: Three Questions

Read the following passage from carefully and give the correct answer for the questions given at the end of the passage.

The king was very happy to have made peace with his enemy so easily, and to have won him over as a friend. He not only forgave him but said he would send his servants and his own doctor to look after him, and he promised to give back the man his property. Leaving the wounded man, the king went out of hut and looked round for the hermit. Before going away he wished once more to get answers to his questions. The hermit was on his knees sowing seeds in the beds that had been dug the day before. The king went up to hermit and said, "For the last time I beg you to answer my questions, wise man."

Q1 Why was the king happy?
Q2 Who was the king's enemy?
Q3 What did the king do to save the man's life?
Q4 What promise did the king give to the man?
Q5 Why did the king wish to meet the hermit before going away?
Q6 Who was the wise man?
Q7 Choose the correct answer:
When the king saw the hermit-------------
 a) He was digging the beds.
b) He was sowing seeds.
c) He was watering the beds.
ANSWER KEY

Ans.1  The king was happy to have made peace with his enemy so easily.
Ans.2  The bearded man was his enemy.
Ans.3  The king sends his servants and doctor to look after him.
Ans.4  The king promised that he would return his property.
Ans.5  The king wished to meet the hermit to know the answers of his questions.
Ans.6  The hermit was the wise man
Ans.7  He was sowing seeds.
FORMATIVE TEST

Q. 1 Why did the king go to the forest?
Ans. ....................................................................................

Q. 2 What was the hermit famous for?
Ans. -------------------------------------------------------------------.

Q. 3 What was the hermit doing when the king went to him?
Ans. ------------------------------------------------------------------.

Q. 4 What was the king’s first question?
Ans. ------------------------------------------------------------------.

Q. 5 What was the king’s second question?
Ans. ----------------------------------------------------------------.--

Q. 6 What was the king’s third question?
Ans. ------------------------------------------------------------------. 
ANSWER KEY

Ans.1 The king went to the forest to meet the hermit.
Ans.2 The hermit was famous for his wisdom.
Ans.3 He was digging the beds.
Ans.4 The king's first question was, what was the right time to begin something.
Ans.5 The king's second question was, which people he should listen to.
Ans.6 The king's third question was, what was the most important thing for him to do.