What’s All That Nonsense?

**Reading Lesson Plan**

Level

Intermediate

Students

12

Length

35 minutes

Instructor

Kim, Hyejin

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| **Materials:****-** A poet(Edgar A Toe) and his poem- A picture of creatures- 12 copies of the crossword puzzle with key vocabularies- 12 copies of the text “What’s All That Nonsense?” - 12 copies of the reading worksheet- 4 pieces of blank paper for the group activity- White board and board markers  |
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| **Aims:**- Ss will be familiar with key vocabularies by solving the crossword puzzle.- Ss will be able to get the main idea by skimming the reading text and answering a guiding question.- Ss will improve scanning skill by filling in the book card and answering the context vocabulary question.- Ss will be able to create a poem using the rhyming pattern by working with group members. |
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| **Language Skills:**- Reading: reading the text “What’s all that nonsense?” and the worksheet- Writing: answering the worksheets and writing a poem- Listening: listening to teacher’s presentation, instruction, demonstration and group members’ ideas of a poem- Speaking: Sharing ideas in a group and presenting a group activity (poem) in class |
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| **Language Systems:**- Phonology: the syllable used in poetic rhyme and the pronunciation of key vocabularies- Lexis: the meaning of key vocabularies used in the reading text |
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| **Assumptions:**- Most students have read and written poems.- Students are able to solve the crossword puzzle.- Students know how to skim and scan the text. |
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| **Anticipated Errors and Solutions:**- Students have never read any pomes→ Show students a famous poet and poem at the beginning of the class.- Students may not understand how to make rhymes→ Give a couple of examples and ask students for another words.e.g.) crime – dime – grime- ? - ? - If time is short for the follow-up group activity→ Give students time limit and ask one of the group members to read their poem.  |
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| **References:** **-** Leung, Karman.Bricks Reading 200. Seoul: Sahoipyoungnon Publishing Co., Inc, 2011. Print. |

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| **Lead-In** |
| Materials: A poet(Edgar A Toe) and his poem |
| Time2 min | Set UpWhole Class | Procedure:* Greeting

Good morning everyone. * Eliciting: (showing a poet, Edgar, and his poem)

What is this? Who is the person and what did he do?Do you know any famous poets and poems? Why do you like his/her poems?* Introducing today’s topic:

Today, I will introduce a poet and a poem, and we will do some fun activities. |

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| **Pre-Activity** |
| Materials: 12 copies of the crossword puzzle worksheet, A poet(Edgar A Toe) and his poem, A picture of creatures |
| Time7 min1 minutes | Set UpWhole ClassWhole Class | Procedure:1. Pre-teach Key Vocabularies (Activate Schemata)

*Instruction*Let’s learn key vocabularies by solving the crossword puzzle.On the worksheet, there are some clues for the across and the down. I will go over each clue with you using some visual aids and a short explanation. We will solve the puzzle together.(Distribute the worksheet)*CCQ*Do you answer the crossword puzzle by yourself?*Demonstration***Creature***Elicit*Show the animal characters. Ask students how do we call these characters in another way? *Write* Write the word “Creature” on #1 across.*Analyze*“Creature” is a noun and has a stress on the first vowel.*CCQ*Have you ever colored or played with creatures? (If you want, I can give it to you.)**Rhyme** *Elicit*Ask a student to read the sentence (#2) on the worksheet; Do you see any regular correspondence of sounds? (hot- pot and cold- old) *Write* Write the word “rhyme” on #2 down.*Analyze*“Rhyme” is a noun and a verb; read out [rahym].*CCQ*Could you substitute any other rhymes for hot, pot, cold, or sold?**Pattern***Elicit*Draw (□△○□△○□??). What’s next? How did you solve the problem?*Write* Write the word “pattern” on #3 down.*Analyze*“Pattern” is a noun and a verb and has a stress on the first vowel.*CCQ*When do you hear the word “pattern” the most? (unlock your cell phone)**Nonsense***Elicit*Ask a student to read the sentence (#4); does it make “sense”?*Write* Write the word “nonsense” on #4 across.*Analyze*“Nonsense” is a noun and has a stress on the first vowel.*CCQ*Do you like a nonsense quiz? If we have some time left in the end of the class, I will give you a fun nonsense quiz.**Poem***Elicit*Show Edgar’s poem; ask students what types of writing is this? *Write* Write the word “poem” on #5 down.*Analyze*“Poem” is a noun and has a stress on the first vowel.*CCQ*Who writes a poem?1. Prediction/ Get ready to listen

*Instructions*Now you know some key vocabularies. I believe in some people already find out what kind of a poem we will talk about today. Are you ready to read a story? Would you like to become a poet?Check your predictions as you read the text. |

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| **Main Activity** |
| Materials: 12 copies of the text “What’s All That Nonsense”, 12 copies of the worksheet |
| Time5 min5 min | Set UpWhole ClassIndividuallyGroupsWhole ClassIndividuallyGroupsWhole Class | Procedure:1. Guiding Questions (#1)

*instructions*Make a group of three students. (4 groups) (Distribute the reading worksheet)You will have a worksheet. Look at #1 only and read it out together; “How does a rhyming pattern make your poem better?” Think about this question while you are reading individually and silently and share the answers with your group members. I will give you 4 minutes to read and answer the #1.*CCQ*Do you answer all questions?Are you working alone?How much time do you have?(Pass out the text and run the task- 1st reading; skimming)Monitor discreetly and give time warning (30 seconds left)*Feedback*What do you think about this question?(Have all four groups’ answers)1. Detail questions (#2: a comprehension question ,#3: a context vocabulary question)

*Instructions*Now look at #2. There are five sentences in the box and a book card. Complete the book card with the correct sentences as you read. You also answer #3 as well. Show demonstration. Work individually and check the answers with your group members. I will give you 3 minutes. *Demonstration*Ask a student “who is your favorite actor or singer?” (if the student says Yoo, Jaeseock) Then write down a sentence on the board; Yoo, Jaeseock is a star.Tell students to find a word from the text to complete the other blank.*CCQ*Which numbers do you answer?How much time do you have?Who do you work with?(Read the text again and run tasks- 2nd reading; scanning)Monitor discreetly. Help students with unfamiliar vocabularies. Give time warning (30 seconds left)*Feedback*Check the answers by having four groups read out each number of information and #3. |

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| **Post-Activity** |
| Materials: 4 pieces of blank paper –Writing Task |
| Time8 min7 min | Set UpWhole ClassGroupsWhole Class | Procedure:1. Free Production

*Instructions*How did Edward write down pomes? Practice writing a poem using the rhyming pattern. Each group discusses which rhyming pattern will be used, and each person write down two lines of a poem; combine the lines and create a poem with a title. Write a completed poem on the given paper. You have 10 minutes.(Distribute a piece of paper each group)*CCQ*Are you working alone?How many lines do you write?How much time do you have?Monitor actively and help students if they have questions.1. Give Feedback/ Review

Each group presents their poem to the class.Monitor passively; when groups finish their presentations, it naturally closes.1. Conclusion

*Give an assignment*Find a poem and underline or highlight the rhyming patterns.You did a good job. See you next week. |