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 | | |
| Time  2 min | Set Up  Whole 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 | | |
| Time  7 min  1 minutes | Set Up  Whole Class  Whole 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 | | |
| Time  5 min  5 min | Set Up  Whole Class  Individually  Groups  Whole Class  Individually  Groups  Whole 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 | | |
| Time  8 min  7 min | Set Up  Whole Class  Groups  Whole 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. |