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| Reading Lesson Plan | | | |
| Title : Reading Poems | | | |
| INSTRUCTOR | LEVEL | STUDENTS | LENGTH |
| Hannah | Upper intermediate | 12(teens aged 15-17) | 50 mins |
| Materials: Worksheet 1, Worksheet 2, Worksheet 3  Music 1(Flying to the moon), Music 2 (Moonlight) – both downloaded in usb  Whiteboard and markers | | | |
| Aims:  1. To develop reading skills by reading poems. 2. To learn how to enjoy reading poems by practicing it. 3. To improve speaking and writing skills by pair and group discussions. 4. To learn new vocabulary. | | | |
| Language Skills: Reading: reading three poems  Listening: listening to others’ reciting poems and sharing their thoughts  Speaking: group discussion  Writing: working on the worksheets | | | |
| Language Systems: Phonology: practicing new vocabulary  Lexis: plum, frown, collapse  Grammar: check in speaking or writing  Discourse: discussion  Functions: appreciating, discussing | | | |
| Assumptions: Reading English poems is a very good way to improve students’ English reading skills and comprehension.  Students may like to read English poems, if they learn how to do it. | | | |
| Anticipated Errors and Solutions: The first two poems look easy -> Teach the students that some poems are written with easy words, yet they have some deep meanings and we need to learn how to dig them out. | | | |
| References: Rosen, Michael. 1993. *Children’s Poetry*. New York: Kingfisher.  Molloy, Paul ed. 1968. *Poetry U.S.A*. New York: Scholastic Inc.  http://www.poetry4kids.com | | | |
| Notes: SOS Plan: 1. Ask Students to rewrite the poems just by changing a few words to suit their situations, to recite them, and to share their feelings.  Ex) to replace the plums and the ice box with apples and the refrigerator in the poem 1. | | | |

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| Pre Task or Warmer | | | |
| Title: Why poems? | | Aims:To understand the benefits of reading poemsTo learn some patterns in poems | Materials: White board and markers |
| Time | Set Up | Students | Teacher |
| 7 mins | groups | Sharing their ideas in groups.  Discuss the benefit s in groups.  Teacher adds explanation more:   1. It helps you to see things in a different way from the way you normally do. 2. It enriches your imagination and strengthens your thinking power. 3. It enriches your vocabulary. | Introduce today’s lesson by reciting the poem on Worksheet 2 with music 1.  Introduction Q:  “Do you like reading poems? Why or Why not”  -Get students to talk in groups.  -Write on the board “Reading Poems.”  CCQ  “What do you think are the benefits of reading poems?”  (poetic expression = container  poetic imagination = contents)  Patterns in poems:  CCQ  What are patterns in poems?  Explain some basic patterns in poems, if necessary. (line, verse or stanza, rhyme, rhythm) |
| Notes: | | | |

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| Task Preparation or Presentation | | | |
| Title: How to read poems | | Aims:To learn and practice how to read poems | Materials: Worksheet 1 |
| Time | Set Up | Students | Teacher |
| 7  mins | pairs | Work on the Worksheet 1 in pairs. | Explain how to read poems   1. Read aloud first imagining the scene. (Give rhythms in your reading) 2. Think of the subject matter and the theme of the poem. 3. Find some interesting points. (Find some poetic expression or poetic imagination.) 4. Share your thoughts or feelings that the poem brings up to you.   Get students to work on the worksheet 1 in pairs.  Discuss the poem in whole class. |
| Notes: The original title of the poem on Worksheet 1 is “This is just to say.” | | | |

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| Task Realization or Practice | | | |
| Title: Reading Poems | | Aims:  1. To develop reading skills by reading poems. 2. To learn how to enjoy reading poems by practicing it. 3. To learn new vocabulary. | Materials: Worksheet 2.  Worksheet 3. |
| Time | Set Up | Students | Teacher |
| 29  mins | Whole class  Individually  and in groups | Read the poem all together.  Work individually on Worksheet 1.  Discuss the answers in groups.  Share some ideas in whole class. | Read to students the poem on Worksheet 2.  Get them to read the poem all together.  Rhymes: colder-shoulder, heat-sheet, rain-again  Get them to work individually first, then in groups.    Get them share the answers to the questions in whole class.  Repeat the same with the poem on Worksheet 3.  Be flexible in time managing. |
| Notes: The original title on Worksheet 2 is “While I Slept.”  The original title on Worksheet 3 is “The Clock on the Wall.” | | | |

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| Post Task or Production | | | |
| Title: Reciting poems | | Aims:To enjoy reciting poems. | Materials: Music 1 for the poem on Worksheet 2  Music 2 for the poem on Worksheet 3. |
| Time | Set Up | Students | Teacher |
| 7 mins | Whole class | Each student chooses one poem and recites it in front of the class with music. | Get students to choose one poem and to recite it in front of the class.  Play the music while they recite.  Get some feedbacks:  What did you enjoy most? |
| SOS Plan 1. Ask Students to rewrite the poems just by changing a few words to suit their situations, to recite them, and to share their feelings.   1. Ex) to replace the plums and the ice box with apples and the refrigerator in the poem 1. | | | |

# Worksheet 1

\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I have eaten 1. What happened?

the plums

that were in 2. What do you think the season is? How do you know?

the icebox

and which 3. What is interesting? Can you imagine the taste of plums sweet and cold?

you were probably Can you imagine the feeling of stealing something delicious and eating it.

saving

for breakfast 4. What would be a good title of the poem? Write the title on the top \_\_\_\_ of

the poem and explain why you chose that title.

Forgive me

they were delicious 5. How do you feel after reading the poem? Do you smile or frown? Why?

so sweet

and so cold

By Williams Carlos Williams

**Worksheet 2.**

Read the poem aloud imagining the scene the poem depicts.

And then, read silently trying to feel the atmosphere of the scene.

\_\_\_\_\_\_\_\_\_\_\_\_\_

While I slept, while I slept and the night grew colder 1. What do you imagine, reading the poem?

She would come to my bedroom stepping softly

And draw a blanket about my shoulder 2. How do you feel after reading the poem?

While I slept.

While I slept, while I slept in the dark still heat 3. Who do you think she is? Why?

She would come to my bedside stepping coolly

And smooth the twisted troubled sheet 4. Explain what seemed to happen between verse 2 and verse 3.

While I slept.

Now she sleeps, sleeps under quiet rain 5. What would you feel if you were the “I” in the poem?

While nights grow warm or nights grow colder

And I wake and sleep and wake again

While she sleeps. 6. What would be a good title of the poem?

By Robert Francis

**Worksheet 3.**

Read the poem aloud imagining the scene the poem depicts.

And then, read silently trying to feel the atmosphere of the scene.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

My city collapsed

The clock was still on the wall 1. What do you imagine, reading the poem?

Our neighbourhood collapsed

The clock was still on the wall 2. How do you feel after reading the poem?

The street collapsed

The clock was still on the wall 3. What does “collapse” mean? What do you think it implies?

The square collapsed

The clock was still on the wall 4. What do you think “the clock ticked on” in the last lines

The house collapsed means?

The clock was still on the wall

The wall collapsed 5. What do you think is the theme of the poem?

The clock

Ticked on 6.What would be a good title of the poem?

By Samih Al-Qasim 7. Can you remember any situations where time seemed to go on ruthlessly?