**Are you nobody? (Reading Lesson Plan)**

**Youngjong Ko (Young) TESOL 114th WK June 26th, 2015**

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| **Title:** Are you nobody? | | | | |
| **Instructor** | **Level** | **Age** | **Number of students** | **Length** |
| Young | Advanced | Adult | 10 | 50 minutes |

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| **Materials:** Whiteboard, markers; pens and paper, worksheets |

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| **Aims:**   1. To practice reading and comprehension skills by interpreting a poem, “I’m Nobody! Who Are You?” 2. To practice speaking skills when discussing the poem with other students 3. To practice writing skills by composing a short poem with other students |

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| **Language skills:**  **Reading:** Reading and understanding a poem  **Listening:** Listening to teacher’s instructions and other students’ opinions  **Speaking:** Sharing opinions with other students and presenting one’s own ideas  **Writing:** Taking notes and writing a short poem |

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| **Language systems:**  **Lexis:** Students learn how a poet uses his/her chosen words to construct a poem.  **Grammar:** Students realize how grammatical rules are sometimes compromised in poems.  **Function:** Students appreciate poetic aspect of the language.  **Discourse:** Students learn to present opinions and reasons clearly. |

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| **Assumptions:**  Students are at an advanced level of English proficiency, and are able to not only understand the text literally but also interpret it.  Students feel comfortable working in pairs and groups, and are ready to share their ideas with other students. |

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| **Anticipated Errors and Solutions:**  Students will balk at the idea of reading poetry in class. They will think that poetry is so complex and abstract that they cannot understand.  ☞ Tell them the language of a given poem is not a complex one, nor an abstract one. Encourage them to share their ideas of the poem as it is open to interpretations.  The activities finish earlier than expected.  ☞ Show students a video “The Life and Death of Emily Dickinson”. The video will help students understand better the poem. https://www.youtube.com/watch?v=qiHWnwUwACs |

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| **References:** <http://www.poets.org/>, Google search “acrostic poems” |

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| **Notes:** Students often think poetry is beyond their recognition and understanding not only because of its language but also its characteristics. One purpose of this lesson is toshow students that poetry is still a linguistic production and they can read and appreciate poetry just like the way they do with the poems written in their native languages. |

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| **Pre-task:** Warmer: What makes a poem? | | | | |
| **Aims:** To establish the notion of poetry and to have students to distinguish prose and poetry | | | **Materials:** Whiteboard and markers; pens and paper; worksheets | |
| **Time** | **Set Up** | **Students** | | **Teacher** |
| **5 mins** | **Individual**  **and**  **Whole Class** | Students read two writings.  One student reads them out loud.  Students read them again and find the difference between them. | | Greetings  Present students two different types of writing.  Invite one student to read them verbally.  Elicit the notion of poetry. |
| **Notes:** You do not expect your students to be literary critics. However, it is not unrealistic either to expect them to have an idea of what poetry is. It is crucial to elicit that notion here in this task. | | | | |

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| **Task Preparation:** Worksheet and discussion | | | | |
| **Aims:** To have students unscramble the lines of the poem and to practice speaking | | | **Materials:** Whiteboard and markers; pens and paper; worksheets | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **5 mins** | **5 Pairs** | Students in pairs unscramble the lines of the poem. | | Divide the students into five pairs.  Distribute to the each pair the scrambled line of the poem. |
| **5 mins** | **Whole Class** | A student from each pair reads the poem in the chosen way verbally. | | Ask one student from each pair to read the poem in the chosen way verbally. |
| **7 mins** | **Individual**  **and**  **2 Groups** | Students compare their version of the poem and the original one.  Students in two groups discuss the theme of the poem. | | Give the students the original version.  Divide the students into two groups. |
| **5 mins** | **Whole Class** | One spokesperson from each group talks about what his/her groups has discussed. | | Invite a representative from each group to share what his/her group has discussed. |
| **Notes:** It is especially important to encourage your students for these activities as they will probably shy away from the thought of interpreting poems. | | | | |

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| **Task Realization:** Writing an acrostic poem | | | | |
| **Aims:** To have students practice reading, speaking and writing through composing an acrostic poem and discussing it | | | **Materials:** Whiteboard and markers; worksheets; pen and paper | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **3 mins** | **Individual** | Students read the poem individually.  Students figure out the characteristics of an acrostic poem. | | Distribute to the students a copy of an example acrostic poem.  Set up task and monitor.  Explain briefly what makes an acrostic poem. |
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| **15 mins** | **2 Groups** | Students in two groups write an acrostic poem.  One representative from each group reads the poem verbally. | | Ask ICQs.  Set up task and monitor.  Invite one representative from each group to read the poem. |
| **Notes:** Students will figure out the pattern of an acrostic poem with ease. In case they do not and it takes more than one minute, get their attention and explain it. I say this because I do not believe it is pointless to spend more than one minute for this. The heart of this part is to write an acrostic poem. | | | | |

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| **Post Task:** Discussion and feedback | | | | |
| **Aims**: To have students practice speaking through discussion of the two poems they produced and to receive feedback from them | | | **Materials:** Whiteboard and markers; pens and paper | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **3 mins** | **Whole Class** | Students freely discuss their poems and their intentions of writing them. | | Set up task and monitor. |
| **2 mins** | **Whole Class** | Students give feedback about usefulness of the class. | | Encourage students to give feedback. |
| **Notes:** When you receive feedback from your students, make sure to ask students how they feel about reading poetry in their ESL class. | | | | |

**Writing A**

Whenever your dad disciplines you

Whenever your mom scolds you

Your uncle will be right there spoiling you

Whenever your teacher punishes you

Whenever your friend teases you

Your uncle will be right there rewarding you

Whenever you feel you have no one but you

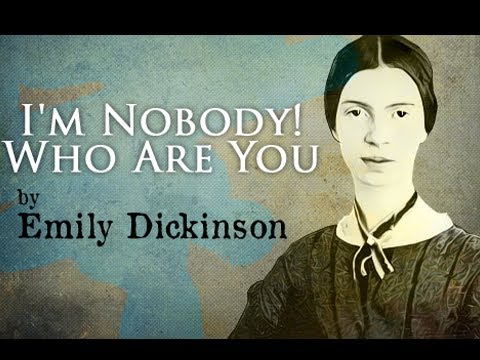
Your uncle will be the one waiting to hold you

**Writing B**

I have a niece. Her name is Jiwho. At the age of four, she started her first English class at one private language school in Pangyo last March. Yes, she is now Julia as well as Jiwho. She comes to my place once a week with her grandmother. I know she wants to impress me with her newly learned English words when she visits my flat. Understandably, she does not care about the context of language use. She once went like this even if I had not spoken a single word for hours. “Uncle, please be quiet!” She also wants to “test” my knowledge of English vocabularies. “Uncle, do you know what study means?” As an uncle who does not want to see a look of disappointment in his niece’s face, I say. “No, I don’t know.” Yes, I am a “dumb” uncle when I am with my niece. However, I am a happy dumb uncle.

Emily Dickinson (1830 ~ 1886)

I'm nobody! Who are you?  
They’d banish us, you know  
Are you nobody, too?  
Then there’s a pair of us – don’t tell!  
  
How dreary to be somebody!  
To tell your name the livelong day  
To an admiring bog!  
How public, like a flog

[](http://www.google.co.kr/url?sa=i&rct=j&q=&esrc=s&frm=1&source=images&cd=&cad=rja&uact=8&ved=0CAcQjRw&url=http://www.youtube.com/watch?v=Ev15wAJkzwM&ei=3HmLVc-PHcGumAXX1p-oAw&bvm=bv.96782255,d.dGY&psig=AFQjCNFMzZZJjXxIymDrwxmdyvZIOCELLw&ust=1435290344970204)

I’m Nobody! Who are you?

Emily Dickinson (1830 ~ 1886)

I'm nobody! Who are you?  
Are you nobody, too?  
Then there's a pair of us — don't tell!  
They'd banish us, you know.  
  
How dreary to be somebody!  
How public, like a frog  
To tell your name the livelong day  
To an admiring bog!

Believe in each other

Exchange silly stories

Share Favourite Clothes

Tell it like it is

Find the answers

Rely on each other

Inspire Bravery

Encourage the dreams

Never stop caring

Devise crazy schemes

Stand by each other