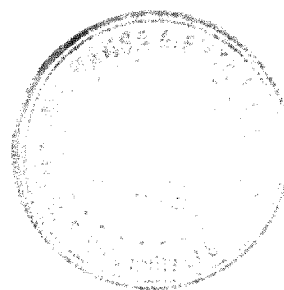


## UNIT – XI

### **Poetry Lesson Plan**



#### **11.0 Introduction**

In unit 10, we saw various aspects of a speech lesson, namely need for a speech lesson, why a speech lesson, steps involved in a speech lesson, model lesson plan, preparation and presentation by the trainees, afterthoughts and conclusions. In this unit you will learn the various aspects of a poetry lesson. Let's understand how the poem "All Things Bright and Beautiful", Class – IX is planned and presented in the class. The poem is as follows:

#### **ALL THINGS BRIGHT AND BEAUTIFUL**

All things bright and beautiful,  
All creatures great and small,  
All things wise and wonderful,  
The great God made them all.

Each little flower that opens,  
Each little bird that sings,  
He made their pretty colours  
He made their little wings.

The tall tress in the greenwood,  
The pleasant summer sun,  
The ripe fruits in the garden,  
He made them every one.

He gave us eyes to see them,  
And lips that we might tell  
How great is God Almighty,  
Who has made all things well?

*- C. F. Alexander*

### **11.1 Why Poetry Lesson?**

You are aware that our teaching of English at the school level should also include some simple interesting poems. Teaching of poetry will enable the students to appreciate and enjoy poems in English. This will enable the students to develop a taste for English language.

### **11.2 Steps involved in the Plan**

A poetry lesson has five important steps or stages, namely, Motivation, Presentation, Response I and Response II and Home Task.

#### **(i) *Motivation***

In this stage we lead them to the theme of the lesson by asking some questions related to the theme of the poem and by introducing the key words. For example you could ask questions namely, what do you see in your surroundings? Make a list of it, etc. Do you like the rising sun? Why do you like the scene? You could also think about an interesting story for presenting the key words. After this you could move on to the presentation stage.

#### **(ii) *Presentation***

In the presentation stage you could give model reading twice, books closed by the students and then books open. This can be followed by silently reading by the students. When the students start reading the poem silently, two global questions could be placed on the blackboard, namely, which are the things mentioned in the poem? Are they living or non-living? Which are living? Which are non-living? After this stage, you could move on to response I.

**(iii) *Response I***

In this stage our main aim is to make the students understand the details of the poem. You could discuss the details with the help of questions, namely, which are bright and beautiful? Are there birds in the poem? Where are the fruits? Who has eyes to see things?, etc. The next stage is Response II

**(iv) *Response II***

In this stage the main aim is to enable the learners to appreciate the poem in terms of the rhyming words, images, special grammatical item; etc. You could ask questions, namely, which are the rhyming words? Do some words get repeated in this poem? How does the use of simple past add to the beauty of the poem?, etc. In this stage you may also give further practice in recitation. The next stage is Home Task.

**(v) *Home Task***

In this stage you could give your students some exercises, tasks for home work. The task could be as follows. When you go back home, make a list of things around and classify them into two groups, living and non-living. You could also tell him to collect pictures of some of these objects.

### **11.3 Model Lesson Plan**

Basic Skills / Type of Lesson

Appreciation / Poetry

Topic : Poem 3 – All Things Bright and Beautiful

Previous Knowledge Assumed

Students are familiar with poems in their mother tongue, Gujarati. They are also familiar with some nursery rhymes. They are familiar with different objects in nature.

❖ **Overall Aims**

To enable the students read poems in English independently.

To enable them to read, comprehend, appreciate and enjoy poems in English.

❖ **Specific Aims**

To enable them to understand the theme of the poem “All Things Bright and Beautiful”.

To enable them to recite the poem correctly.

To enable them to comprehend the poem and answer the questions asked.

Specific objectives	Pupils Learning Activities	Sample of Language Materials Used	Techniques Used and Interaction Patterns
<b><u>Stage 1 : Motivation</u></b>			
<ul style="list-style-type: none"> <li>➤ To lead the students to the theme and key words of the poem.</li> <li>➤ To create the right mood to receive the poem.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The students will listen to the teacher.</li> <li>➤ They will understand the key words.</li> <li>➤ They will get an idea about the poem.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Showing the pictures of birds, animals, What are these?</li> <li>➤ Where do you find them?</li> <li>➤ Do you like flowers?</li> <li>➤ Which flowers do you like most?</li> <li>➤ Wonderful, greenwood pleasant etc.</li> </ul>	<p>Pictorial illustrations</p> <p>Questioning</p> <p>Verbal illustration</p> <p>Narration</p> <p>T → S</p> <p>S → S</p>

Specific objectives	Pupils Learning Activities	Sample of Language Materials Used	Techniques Used and Interaction Patterns
<b><u>Stage 2 : Presentation</u></b>			
<ul style="list-style-type: none"> <li>➤ To enable the students to listen to the model recitation.</li> <li>➤ To enable them to recite the poem.</li> <li>➤ To enable them to get a general idea of the poem.</li> </ul>	<ul style="list-style-type: none"> <li>➤ They will listen to the model recitation.</li> <li>➤ They will recite the poem, in chorus individually. They will read the poem silently.</li> <li>➤ They will answer the questions.</li> </ul>	<ul style="list-style-type: none"> <li>➤ What are the things mentioned in this poem.</li> <li>➤ How can you say, that God Almighty is great?</li> </ul>	<p>Model recitation Chorus recitation Silent reading Questioning</p> <p>T → S</p>
<b><u>Stage 3 : Response I</u></b>			
To enable the pupils to understand the details of the poem.	They will answer the questions asked by the teacher.	<ul style="list-style-type: none"> <li>➤ Who made all the things?</li> <li>➤ Make a list of God's creation.</li> </ul>	Questioning
<b><u>Stage 4 : Response II</u></b>			
To enable them to appreciate the poem in terms of the theme, rhyming words rhythm, etc.	They will do the exercises as directed.	Beautiful – wonderful, find other rhyming words. Which words are being repeated in this period?	Read & say
<b><u>Stage 5 : Home Task</u></b>			
To enable them to do some independent written work at home.	They will do the exercise at home.	Learn the first two stanzas by heart at home. Make a list of things that you see around and collect pictures of them.	Assignment

## **11.4 Preparation and Presentation**

Now you are familiar with the various stages of a poetry lesson plan and the model plan. Based on the model given you could plan a poetry lesson and teach the same to Class IX students. You could use classroom techniques, namely, questioning, pictorial illustration, verbal illustration, silent reading, listen and repeat; etc. for presenting this poem. When you complete the teaching of the poem in your class you could sit down for reflection.

## **11.5 Reflective Questions**

You could ask reflective questions of yourself as follows:

- 1) What was my main aim of the lesson?
- 2) Did I accomplish my aim?
- 3) Were my techniques of presentation appropriate?
- 4) Was my model recitation proper?
- 5) Did I give my students adequate time for reading the poem?
- 6) Did most of my students participate in my lesson?
- 7) Had they any difficulty in understanding the poem?
- 8) Did the students enjoy reciting the poem?
- 9) Could I succeed in helping them appreciate the poem?
- 10) Was my pronunciation proper?
- 11) Did I face any problem in understanding the poem?
- 12) Am I making any improvement in my teaching, etc.

## **11.6 Afterthoughts**

As you reflect over your lesson with the help of the above questions, it would give you better insight into the teaching of a poetry lesson. As a result of this, some afterthoughts may come to your mind. I should have used pair work / group work for motivation. This would have created more interest in the learners. I should not have given the summary of the poem. I had problem with the narration of a story for motivation. I could have presented the keywords using short paragraphs not long stretch of story. I should have given my students more practice at the presentation stage. I should not have used translation for teaching poems in English. In short such reflection would help you make improvement in your teaching.

## **11.7 Conclusion**

You are quite familiar with a poetry lesson by now. You have learnt how to make a poetry lesson plan, how to teach it and how to reflect on it.

You should continue to reflect after each lesson in ways that be indicated in this strategy. You should reflect over your lessons not only during your practice teaching as a trainee teacher but also when working as a regular teacher. The habit of reflecting would help you to grow both academically and professionally. Perhaps there is no technique or method that is as efficient and effective as reflection in the entire sphere of teaching and learning.