

# Lesson Plan Design

## Love and Learn: Two Poems

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# Introduction

Teaching goal:

to activate their ability to think critically, write with creativity and enjoy reading love poems

- Level of difficulty: Intermediate
- Focus of the lesson: critical thinking and basic training of the four skills
- Text type: poetry
- Grammar focus: transitional words

# The Warm-up

- Students are provided a chance to think what love is. Through song listening and idea exchanging on the international online forum, they are expected to have some rough ideas about love.

# Brainstorming—One-sentence definition

- “Love is a simple word composed of four letters but loved by all kinds of people. Teenagers like you guys must be very curious about what it is like to be in love with someone. Some of you may have fallen in love already while some haven’t got the chance. But anyway, you must have heard about someone’s love story or learned some ideas about being in love from novels, TV or movies. So, in your opinion, what is love?”

# Song Listening

- John Lennon's "Love"

<http://www.youtube.com/watch?v=2GmVajkqLNU>

- Students may have a comparison between Lennon's definition of love and their own or just share how they feel about it orally.

# Link to iEARN Project: Heart to Heart

- What is iEARN?

<http://www.youtube.com/watch?v=PygsWMKpaR4>

<http://www.iearn.org/>

- What is Heart to Heart?
- a thematic forum on iEARN and includes many monthly themes. Students from all over the world will write poetry, draw pictures and collaborate with their global partners.

<http://media.iearn.org/projects/hearttoheart>

# What is Love?—Online Forum

- <http://foro.learn.org/webx?230@@@.1ebb1f2e>
- My students' message post on the forum:
- Student A:  
"Love is a little piece of heart"  
love makes a person whole  
and we always need it"
- Student B  
Love is a cup of Latte that makes people feel  
excited and pleased.

# Teaching of the Reading

- Students are guided to comprehend the text with a graphic organizer, a Knowledge Rating Scale (a form for formative assessment), and some comprehension questions (including a practice of one-sentence summary). To raise the interest of students in reading and enjoying poems, some clips from the Internet are used in the class as well.



# Silent Reading

- While reading, they may come across the new words (printed in **boldface** in the textbook). However, they are not allowed to jump to the vocabulary part to get the exact meaning of each new word. Instead, it is preferred for them to guess what a word means during the reading process.

# Knowledge Rating Scale

- Based on the Knowledge Rating Scale, the teacher will find out which word students especially are not familiar with. Therefore, the teaching of vocabulary could be focused on some specific words only.

# Teaching the first part of the reading

- Graphic Organizer
- Before students move on to the graphic organizer, the teacher may highlight some parts he/she wants students to pay attention to by asking some guided questions (such as “how do the young and the old differ in their attitude toward love?”) so that students can get the whole picture of this part more easily.

# Teaching the second part of the reading

- A Review of Some Elements of Poetry
- Read aloud the first poem

“When I Was One-and-Twenty”

<http://www.youtube.com/watch?v=9gIVA8u7pY>

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- Sing aloud the second poem
- “Down by the Salley Gardens”

# One-Sentence Summary

- Clarify the meaning of the poems with comprehension questions
- Practice **one-sentence summary** to retell what the two poems are about

# The Follow-up Activities

- Students are encouraged to write a short poem of their own or develop a short story based on a love song they like. It would be highly praised if they could read what they have written and share with their classmates.

# Activity One

- The teacher divides students into groups and asks each group to present a love song they love the best. The lyrics of the song must have a theme related to love (all kinds of love, such as maternal love or love to the Earth, could be included). They have to make up a story in advance by themselves and incorporate the lyrics into the story. They don't have to act it out but they have to read the story in front of the class and play the song at the right moment when the story goes on.

# Activity Two

- The teacher plays the song “L-O-V-E” sung by Joss Stone, and introduce what an acrostic is. Then, he/she asks students to create an acrostic with a word they pick. After they finish their poem, the teacher may share with other students.



Thank you for listening and welcome  
comments and suggestion.