

READING ACTIVITY by Larissa Silva e Silva (TEAM member). Nov 24, 2021.



Students' ages: 14-16.

Students' level: Intermediate.

Assumptions: Students are supposed to have already studied the Simple Present tense.

Stage	Time	Objective(s): Ss are supposed to	Material	Description
Pre-reading activity	10min	<ul style="list-style-type: none"> - Define what a poem is; - Identify elements of the genre poem. 	<ul style="list-style-type: none"> - Whiteboard; - Markers. 	<ul style="list-style-type: none"> - Teacher (T) asks the students (Ss) these questions and encourages the Ss to talk about them: <ol style="list-style-type: none"> 1. What is a poem? 2. Do you like to read poems? If, so, why? 3. Do you often dream? What do you usually dream about? - After that, T explains two elements of the genre poem, through a <u>video</u> (T plays the video only until 1'6'').
While-reading activity	20min	<ul style="list-style-type: none"> - Identify the main ideas of the poem; - Identify detailed information in the poem. 	<ul style="list-style-type: none"> - Whiteboard; - Markers; - Worksheet. 	<ul style="list-style-type: none"> - T gives each student a worksheet. - T reads a poem with the students and T clears up Ss' vocabulary questions. - T asks "How do you feel about the poem?" - T explains that they will read the poem again and then do the activity (see the Worksheet). - T corrects the activity by writing the answers on the board.

<p>Post-reading activity</p>	<p>15min</p>	<p>Write a short poem.</p>	<p>- Ss' notebooks or pieces of paper or post-it sheets, pens, pencils, erasers, glue, and cardboard.</p>	<p>- T shows Ss two examples of short poems with children's rhymes. T will use the whiteboard to write these examples and explain that the first one is the original and the other is adapted:</p> <p style="padding-left: 40px;">"Roses are red Violets are blue, Sugar is sweet And so are you." (original)</p> <p style="padding-left: 40px;">"Roses are red My name is not Dave This makes no sense Microwave." (adapted)</p> <p>- T explains the activity to Ss: they will work in pairs to write a short poem, similar to the examples, in post-it sheets that are supposed to be glued on a cardboard sheet mural and fixed on the classroom's wall. T will also check vocabulary they do not know.</p> <p>- Ss share their poems with the class through the mural.</p>
------------------------------	--------------	----------------------------	---	--

Worksheet

DREAMS

(by Paul Laurence Dunbar)

What dreams we have and how they fly
Like rosy clouds across the sky;
Of wealth, of fame, of sure success,
Of love that comes to cheer and bless;
And how they wither, how they fade,
The waning wealth, the jilting jade—
The fame that for a moment gleams,
Then flies forever—dreams, ah—dreams!

O burning doubt and long regret,
O tears with which our eyes are wet,
Heart-throbs, heart-aches, the glut of pain,
The somber cloud, the bitter rain,
You were not of those dreams—ah! Well,
Your full fruition who can tell?
Wealth, fame, and love, ah! Love that beams
Upon our souls, all dreams—ah! Dreams.

(Source: <https://etc.usf.edu/lit2go/192/lyrics-of-love-and-laughter/3992/dreams/>)

1) Read the poem and answers the questions:

a) What is the main idea of the poem?

b) What kinds of dreams are mentioned in the poem?

2) Identify two rhymes in the poem and underline them.

3) Make a drawing that conveys the main idea of the poem.