

Subject: English by Ms Laura Sghendo

Topic: Poetry – The Trouble With My Sister (by Brian Patten)

1. Lesson Description

Since my class has a high Sequential, Technical, Confluent and Precise reasoning, I need to provide a lesson where I cater for all their learning methods. Thus, the lesson needs to include:

- (i) clear instructions of what the task includes and an exercise which caters for those who are mostly sequential
- (ii) hands-on opportunities at exploring the poem thoroughly
- (iii) a task which allows the use of creative and imaginative ideas
- (iv) brainstorming session for those who score high in precision

2. Goals

Literature is an important aspect of the curriculum. The goal is that the students understand that poetry is another medium of written and spoken expression. Students will learn the rules and conventions of poetry and interpret its meaning whether hidden or obvious.

3. Objectives

So far, the students have explored literary techniques such as the metaphor, simile, alliteration etc. They have been exposed to other poems and have seen these literary techniques in use. They also have explored the language and what the poet wanted to convey.

In this poem, the students will be asked to imagine having a younger sister. At first the poem will not be read but they are just asked to use their imagination. After this exercise, the poem will be introduced and read in class. Through their previous exercise, they will be able to identify with the poet. Literary techniques and poetry language will then be explained in detail and notes given. They will have a handout to assess their comprehension of the whole lesson.

4. Objectives Analysis

Students will empathise with the poet by imagining they have a naughty sister, and draw a picture of her. When the poem is then introduced, they have pictures of things in the poem to complement the words. This will help them understand it better. (Technical and Confluence)

In their first task, they will write a short description of what she looks like and her character.

After seeing poem they will compare the poem and their own account. (Precision)

They will list the things they like/don't like doing together. In their notes they will also have a list of what happens in the poem. (Sequential)

5. Prerequisites

Learners will be grouped up approximately according to their learning profiles and levels of learning readiness. In each group there will be a mix of students who score high in each of the learning patterns. Eg. Student A who is high in confluence with student B who is high in precision, will be with Student C who is high in sequence and Student D who scores high in the technical learning pattern.

As stated before, the students have already been exposed to literary techniques and other poems. Therefore they have been adequately prepared to tackle another poem. All measures are explored to challenge the students: use of imagination, creation of lists, writing and drawing. Students who don't score high in certain areas will be motivated by students who do.

6. Materials

- Poem
- PowerPoint presentation
- Colours
- Blank A4 Papers
- Notes

7. Lesson Procedure

Introduction

For the following exercise, I am going to divide you in groups of four.

Does anyone have a younger sister? Today you're going to imagine that you all have one.

1. Draw the picture of your younger sister. (Technical and Confluent)
2. Write a short description of what she looks like and of her character. (Precision)
3. List the things you like/don't like doing together. (Sequential)

Then first screen of PowerPoint will be shown with pictures of the poet's sister and other pictures so that students may anticipate the poem using their imagination.

Main Activity

Introduce the poem, read it out to class.

Prompts:

- Do you think the poet likes his younger sister?
- What do you think this poem is about?
- Can you find some examples of metaphors, alliterations, similes...
- What is the structure, rhyming scheme...

Closure

Summary of our lesson by comparing the sister they imagined with the character in the poem.

Encourage feedback by prompts such as:

- Does the character in the poem sound familiar?
- What is your sister like?
- Would you mind having her for a sister?

Activity

Worksheet

8. LML Language

This will be covered at the beginning of the lesson and if time permits, at the end. At the beginning, the patterns will be indicated for the task at hand and objectives of the lesson shared. Then at the end, the students will be asked what learning patterns were used throughout the lesson. This will help students understand and strategize when faced with learning challenges.
