

LESSON PLAN 課程計畫

Class level: Grade 9 in junior high schools

No. in class: 32

Main objectives: By the end of the lesson, students will have the abilities to understand a short English poem and to write a few lines in the poem.

Secondary objectives: Students will also have had the opportunity to learn a context from their schematic knowledge .

Time	Stage	Procedure/ Activity	Aids	Skills	Interaction	Purpose
5 min	1. Lead-in	1. T asks Ss what present they want to ask from Santa Claus the most. 2. T divides Ss into 8 groups and each group comprises four students. 3. Ss discuss with their partners in a group. 4. Each group comes up with the present they all agree on and write it on the blackboard.	Blackboard	S, L	T → C Ss → Ss T circulates+ monitors	To raise interest. To set context.

		5. The rep of each group briefly shares with other classmates about the present they choose and the reasons why they choose it.			Ss→C	
8-10 min	2. Jigsaw reading	<p>1. T has each group receive 4 lines in a stanza from the poem. (Each two group would get the same stanza because there are only 4 stanzas in total.)</p> <p>2. T has Ss take a look at each line on the different pieces of paper that they receive in a group.</p> <p>3. Ss negotiate the meaning with others in a group and try to put the lines in order.</p>	Blackboard, pieces of paper on which there is a line	R, S, L	T→ Ss Ss→Ss	<p>To understand vocabulary within each line.</p> <p>To focus on the detailed information in lines.</p> <p>To understand the general meaning in a stanza.</p>

<p>8-10 min</p>	<p>3. Comprehension check</p>	<p>1. After the four stanzas are put on the blackboard, Ss have three minutes to read all the stanzas.</p> <p>2. T asks the questions to Ss:</p> <ul style="list-style-type: none"> ● What does the author want to obtain from Santa? ● What reasons does the author provide to persuade Santa that he/she deserves to obtain the present? ● What does the author promise Santa to do after he/she obtains the present? ● Does the author ask for another 	<p>Blackboard</p>	<p>L, S</p>	<p>indiv. T → C</p>	<p>To enable Ss to grab the main idea of the poem.</p> <p>To enable Ss to understand the detailed information of the poem.</p> <p>To estimate the author's purposes based on the poem.</p>
---------------------	---------------------------------------	---	-------------------	-------------	------------------------------	--

		<p>present except for the one he/she mainly describes?</p> <ul style="list-style-type: none"> ● Which present do you think the authors mainly want, a reindeer or a iPod? <p>3. T asks Ss to put the four stanzas in the correct sequence.</p>				
5 min	4. Vocabulary check	<ol style="list-style-type: none"> 1. T gives Ss Handout 1 on which there is the complete poem. 2. T checks with Ss if there is any vocabulary they don't understand. 3. Have Ss guess the meanings through the context. 	Handout 1	R, S, L	T→C	To focus on the meaning of vocabulary.

10 min	5. Writing	<ol style="list-style-type: none"> 1. T gives Ss Handout 2 which is designed based on the poem they have learnt. 2. Ss create their own versions about what they want to get from Santa and the reason why. 3. After finishing the lines, Ss share their writings with their group members. 4. Ss give feedback of the writing with each other. 	Handout 2	R, W, S	indiv. T circulate+ monitor Ss→Ss	To enable Ss to write with guided techniques. To enable Ss to share their opinion with others.
-----------	---------------	---	-----------	---------	--	---

Handout 1: Reading

A Reindeer for Christmas by Kenn Nesbitt

Dear Santa, this Christmas my list is quite small.

In fact, I need practically nothing at all.

My list is so short and so easy to read
because there's just one thing I actually need.

A reindeer for Christmas is all I require;
a reindeer, of course, who's an excellent flier.

I really don't care if it's Dasher or Dancer.

I'm okay with Cupid or Comet or Prancer.

Please don't think I'm greedy; I only want one.

You won't even miss him, and I'll have such fun.

I promise I'll feed him and treat him just right,
and take him out flying around every night.

You see, I'm not selfish. So, for my surprise
this Christmas, please bring me a reindeer that flies.

But if my request is a bit much for you,

I guess that an iPod will just have to do.

Retrieved from <http://www.poetry4kids.com/poem-584.html>

Handout 2: Writing Worksheet

_____ **for Christmas**

Dear Santa, this Christmas my list is quite small.

In fact, I need practically nothing at all.

My list is so short and so easy to read
because there's just one thing I actually need.

_____ for Christmas is all I require;
(more specific) _____.

I really don't care if _____.

I'm okay with _____.

Please don't think I'm _____; I only want one.

(why) _____.

(promise) _____.

(promise) _____.

You see, I'm not _____. So, for my surprise
this Christmas, please bring me _____.

But if my request is a bit much for you,

I guess that _____ will just have to do.