

ST.CHARLES COLLEGE OF EDUCATION, MADURAI-06

MODEL LESSON PLAN – ENGLISH POEM

Name of the Student Teacher :
Name of the School :
Class/Sec : IX ‘A’
Subject : English
Unit : V
Topic : The River – Poem
Date :
Duration :

Instructional Objectives:

The Student

- Acquires the knowledge about the title of the poem “**The River**”
- Knows about the author and her works.
- Learns the new words and its meaning.
- Develops the skill of reading the poem with proper stress and intonation..
- Comprehends the meaning of the poem.
- Develops the skill of imagination and LSRW.
- Identifies the rhyming words from the poem.


- Recall the summary of the poem.
- Summarizes the content of the poem in simple sentences.







Instructional resources required:


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| ❖ Poster | - | The picture of the author |
| ❖ Chain chart | - | Water resources |
| ❖ Plug Card | - | Introduction about the author |
| ❖ Flow chart | - | Glossary |
| ❖ Chart | - | Poetic Lines |
| ❖ Chart | - | Image of the river |
| ❖ Working Model | - | River |
| ❖ Matching Board | - | Rhyming words |

Previous Knowledge of learners:

- Name few of the water resources in Madurai.
- Does water travels a long distance?
- Where does the river end?
- Have you ever been to a river?
- Can you name few of the rivers you know?
- Do you think rivers have life like human beings?

| Concept/Content | Specification of behavioral Objectives | Learning Experiences | Evaluation |
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| Title of the Poem – “The River” | Introduces | The teacher introduces the topic of the poem and writes it on the black board <div data-bbox="1070 384 1496 552" style="text-align: center; border: 1px solid black; padding: 5px;"> <p><u>The River</u></p> </div> | What is the title of the poem? |
| About the Poet Caroline Ann Bowles (1786-1854) was an English poet and the wife of Robert Southey, the poet laureate of Britain. She was a poet of great merit and produced some of the best work at the threshold of the Victorian era. She wrote various other works including ‘The Little Ladybird’, ‘Chapter on Churchyard’ and ‘Tales of the Factories’. | Listens and knows | The teacher explains about the poet of the “ The River ” poem by using the flash card and the students listen and come to know about the poet. <div data-bbox="1081 715 1686 1007" style="border: 2px solid red; padding: 10px;"> <p style="text-align: center;"><u>Profile of the poet</u></p> <p style="text-align: center;">Caroline Ann Bowles (1786-1854)</p> <ul style="list-style-type: none"> ▪ British poet, writer ▪ Married to Robert Southey, poet laureate of Britain ▪ Other works:-‘Chapter on Churchyard’, Tales of the Factories’  </div> | Who wrote the poem – The River? |
| Glossary foliage (n) : a cluster of leaves, flowers and branches glancing (adj) : touching or hitting something lightly from the side, without causing much damage swelling (adj) : becoming greater in | explains | The teacher writes the glossary on the black board and explains one by one with the help of flow chart. | What is the meaning of foliage? Glancing means -- ----- |

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| <p>intensity or volume</p> <p>rose-banks (n) : riverbanks where roses (flowers) appear along</p> <p>impetuous (adj) : acting quickly and without thought or care</p> <p>tending (adj) : going in a particular way</p> | | <p>foliage (n) : a cluster of leaves, flowers and branches</p>  <p>glancing (adj) : touching or hitting something lightly from the side, without causing much damage.</p>  <p>swelling (adj) : becoming greater in intensity or volume</p>  <p>rose-banks (n) : riverbanks where roses (flowers) appear along</p>  <p>impetuous (adj) : acting quickly and without thought or care</p>  <p>tending (adj) : going in a particular way</p>  | <p>What is the meaning of tending?</p> |
| <p>Page 141 ... Stanza 1</p> <p>River, river, little river! Bright you sparkle on your way; O'er the yellow pebbles dancing, Through the flowers and foliage</p> | <p>Reads, listens and understands</p> | <p>The teacher explains the first stanza of the poem</p> <ol style="list-style-type: none"> 1. "River, river, little river!" - The poet is talking to a small river. 2. "Bright you sparkle on your way;" - The river shines brightly as it flows. | <p>Whom does the poet compare in the first stanza of the poem?</p> |

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| <p>glancing, Like a child at play.</p> | | <p>3. "O'er the yellow pebbles dancing," - The water moves over yellow stones, making it look like its dancing.</p> <p>4. "Through the flowers and foliage glancing," - The river flows past flowers and leaves.</p> <p>5. "Like a child at play." - The river moves happily, like a child playing.</p>  <p>In these lines, the poet compares the river to a joyful child, emphasizing its lively and playful movement as it sparkles and dances through nature.</p> | |
| <p>Page 141 ... Stanza 2</p> <p>River, river! Swelling river! On you rush through rough and smooth; Louder, faster, brawling, leaping. Over rocks, by rose-banks, sweeping Like impetuous youth.</p> | <p>Reads, listens and understands</p> | <p>The teacher explains the second stanza of the poem</p> <p>1. "River, river! Swelling river!" - The poet is talking to a river that is growing bigger.</p> <p>2. "On you rush through rough and smooth;" - The river moves quickly through both rough and smooth places.</p> <p>3. "Louder, faster, brawling, leaping." - The river gets louder and moves faster, making a lot of noise and jumping around.</p> <p>4. "Over rocks, by rose-banks, sweeping" - The river flows over rocks</p> | <p>Whom does the poet compare in the second stanza of the poem?</p> |

and past the banks with roses.

5. "Like impetuous youth." - The river is compared to a young person who is full of energy and acts without thinking.



In these lines, the poet describes the river as powerful and energetic, comparing it to a young person who is wild and full of life, rushing through various landscapes with great force.

Rhyming words:

Way – Play

Dancing – glancing

Smooth – youth

Leaping - sweeping

identifies

The teacher identifies the rhyming words from first two stanza of the poem with the help of matching board.

Find out the rhyming words for way and smooth.

| | | <table border="1"> <tr> <th>Way</th> <th>Youth</th> </tr> <tr> <td>Dancing</td> <td>Play</td> </tr> <tr> <td>Smooth</td> <td>Sweeping</td> </tr> <tr> <td>Leaping</td> <td>Glancing</td> </tr> </table> | Way | Youth | Dancing | Play | Smooth | Sweeping | Leaping | Glancing | |
|--|------------|---|-----|-------|---------|------|--------|----------|---------|----------|--|
| Way | Youth | | | | | | | | | | |
| Dancing | Play | | | | | | | | | | |
| Smooth | Sweeping | | | | | | | | | | |
| Leaping | Glancing | | | | | | | | | | |
| Summarizes the Poem – The River | Summarizes | <p>The teacher summarizes the poem by asking few questions.</p> <p>What is the title of the poem?</p> <p>Whom does the poet compare in the first stanza of the poem?</p> <p>What is the meaning of foliage?</p> | | | | | | | | | |

Follow up activities:

1. Memorize the first and second stanza of the poem.
2. Collect the picture of the Indian Rivers.
3. Write your experience of visiting the river.

Name of the Guide Teacher

Name of the Student Teacher