

# Teaching Plan

**Subject:** English

**Std:** VIII

**Time Duration:** 135 minutes

**Chapter:** When Great Trees Fall

**Term:** II

## Concepts/Subtopics

1.
2.
3.
4.
5.

## Teaching Strategies

1. <b>Paragraph Shrinking</b>
2.
3.
4.
5.

**Reference Books:** The English Fabric 8

## Resources

Entry Task (Diagnostic Test)	-	AS of Entry Task (Diagnostic Test)	-
Exit Task (Achievement Test)	-	AS of Exit Task (Achievement Test)	-
PPT	1	Video	-
Workbook	1	AS of Workbook	1
Quiz	-	Graphic Organiser	-
Activity Sheet	1	AS of Activity Sheet	1
Weblinks	-	TSD	2

## Teaching Plan

### Lesson Goal/ Purpose of the Lesson

- To foster an appreciation for poetry as a means of expressing complex emotions.
- To encourage creative responses, such as writing reflective pieces or personal poems inspired by the themes.

### Prerequisite Knowledge

The student should know to:

- Read the poem with correct intonation and rhythm.

### Set Induction: Visual Analysis (40 minutes)

- The teacher shows the students the PPT (Slides 2 & 3) and encourages them to describe what they see.
- The teacher then asks them to speculate on how these images relate to the poem.
- Students will complete the Weave In section in their textbook.

### Concepts/Sub Topics

### Learning Outcome

Students will be able to:

- read the poem with the correct pronunciation, stress and intonation.
- understand the rhyme scheme of the poem.
- identify the rhyming words in the poem.
- identify the figurative language used in the poem.
- understand the gist of the poem.

## Teaching Plan

- comprehend the message conveyed through the poem.

### Teaching strategy: Stanza Shrinking

### Vocabulary/Keywords

hunker down, lumber, recoil into silence, sterile, hurtful clarity, gnaws, wizened, unutterable

### Methodology

#### Stanza Shrinking (Refer to TSD 1)

Pair Activity:

- Selectively create pairs of students: one who requires more help with specific skills and one who can help that student learn that skill.
- Model the strategy with one stanza to ensure that students understand how the activity is to be carried out.
- Between each pair of students, one student will be the 'coach' and one will be the 'player'.
- In the pair, each student will take turns being the 'coach' and the 'player' for each stanza.
- After each stanza, the student who is the 'player' will stop and explain what the stanza is about.
  - The who or what of the stanza
  - The most important thing about who or what
  - the main idea or summary of the stanza
  - rhyming words and rhyming scheme of the stanza
  - Figures of speech included in the stanza
- The student who is the 'coach' will then provide feedback or supplement information.

The pair will reverse the order for the remaining stanzas.

- Ask any student pairs to present the paraphrase of the stanza 2, 3, 4, 5, 6, 7 & 8 to the class. (Refer to TSD 2)
- Provide guidance wherever required.

### Assessment

## Teaching Plan

- Text book exercises 1 – 6 and the speaking activity and work book exercises 1 – 4 to be done in class.
- The writing and listening exercise from text book and exercise 5 & 6 from the work book to be done as homework.

### Closure

#### Activity 1 : Make a mind map of the poem.

- Divide the class in groups of 5.
- Provide the activity sheet to each group.
- Display the PPT.
- Guide the students to fill in the mind map.

### Vocabulary Building Strategy

#### Word Association

1. List one word or phrase that you associate with each of the following vocabulary words:

hunker down: \_\_\_\_\_ **shelter**

recoil into silence: \_\_\_\_\_ **withdrawal**

hurtful clarity: \_\_\_\_\_ **painful awareness**

gnaws: \_\_\_\_\_ **anxiety**

wizened: \_\_\_\_\_ **aging**

#### Synonyms and Antonyms

2. Complete the sentences with the correct vocabulary words from the poem:

- i. When great souls die, our air becomes light, rare, and \_\_\_\_\_. **sterile**
- ii. Small things \_\_\_\_\_ into silence when great trees fall. **recoil**
- iii. The memory \_\_\_\_\_ on kind words unsaid. **gnaws**
- iv. After a period, peace \_\_\_\_\_ slowly and always irregularly. **blooms**
- v. Our senses, restored, will never be the same; they will \_\_\_\_\_ to us. **whisper**

*Amendment: Page 58 Stanza 7 - change – 'Spaces fill with a kind of soothing electric vibration.'*