

Teaching Summary Writing through Scaffolding

Name of Instructor: Saima Sadiq

Lesson Topic: Daffodils by Wordsworth

Grade /Age Level: Pre-Intermediate

Lesson Time: 60 minutes

Language Level: Intermediate

Learning Objectives:

The lesson focuses on reinforcing students' verse comprehension skills through the activities offering practice in:

- identifying diverse rhetorical strategies and poetic devices,
- understanding pertinent vocabulary and connotations,
- perceiving central theme and constructing overall meaning, and
- summarizing the poem.

Learning Outcomes:

Students will be able to:

- identify several rhetorical strategies as used in the poem,
- determine the meanings of the words in the text,
- identify and explain poetic devices as used in the poem,
- comprehend the connotative meaning of the poem,
- construct the meaning of the poem through understanding the key theme,
- summarize the poem.

Preparation:

- Teacher will show a picture of Daffodils on the multimedia projector by using the following link: <https://unsplash.com/s/photos/daffodil>



- Ask learners:
 - What is the name of flower shown on the projector? The learners will think and give the name of flower “Daffodils”.
 - What do you feel when you see a flower? E.g. happy, excited, pleased, delighted, thrilled, etc.
 - What do flowers symbolize? E.g. beauty, attraction, loveliness, etc.
- Give hints and help them give different one word answers on sticky notes and stick on white board.
- Explain the impact of flowers on human mind and soul with reference to the answers given by students on sticky notes.
- Relate answers to the poet’s experience and introduce the topic.

Presentation

- Read the poem aloud with proper stress and intonation, at least two times.
- Ask learners to read and underline the difficult words to understand, and figures of speech like simile, metaphor, personification, imagery, and alliteration, as used in the poem.
- Discuss the meaning of the underlined difficult words and the use of different figures of speech.
- Explain the meaning of difficult words and identify figures of speech.

1st Stanza <ul style="list-style-type: none"> • wandered = walk aimlessly • lonely as a cloud = without friend (simile) • dancing (personification) = moving 	2nd Stanza <ul style="list-style-type: none"> • margin = border • glance = to look briefly, quick look • sprightly dance = active movement (personification) • gay = lively • continuous as stars (simile)
3rd Stanza <ul style="list-style-type: none"> • outdid = excelled, • gazed = stared • jocund = high spirit, happiness, exuberance • glee = joy, merry 	4th Stanza <ul style="list-style-type: none"> • vacant = empty, not occupied • pensive = thoughtful, melancholic, sadness • bliss of solitude = blessing of loneliness • inward eye = visual imagination

- Learners (working in pairs) will discuss the meaning of each line of the poem.
- The teacher explains meanings and poetic devices with reference to the poem.

Practice

After most of the students have comprehended the meaning, they will be given quiz to provide answers. The learners will discuss quiz and write correct answers.

1st Stanza

- Identify and explain the use of simile in first stanza.
- What does the poet see there?
- Where does he come across the daffodils?
- How many daffodils does the poet see at a glance?

2nd Stanza

- How does the poet compare daffodils with stars?

3rd Stanza

- What does the poet feel in the company of daffodils?
- Why do you think the daffodils rather than the waves of lake catch the poet's attention?

4th Stanza

- How can the poet be both vacant and pensive?
- Why does his heart dance?
- What peculiar experience does the poet have after watching daffodils?
- What wealth do these daffodils bring for the poet?
- The learners will share their answers to questions and discuss with each other.

Perform

- Working in groups of 4, the students will compose (with the help of quiz) summary of given stanzas within their respective groups.
 - Group A Group A* Stanza 1
 - Group B Group B* Stanza 2
 - Group C Group C* Stanza 3
 - Group D Group D* Stanza 4

- Later the groups working on the same stanza e.g. Group A, Group A* Stanza 1, will swap their product (Summary) for peer assessment.
- The group leaders from each group will read out /share the composed summary with the rest of the class and display their work in the activity corner (the corner of class specified for display of students' classroom activities).

Assessment

The lesson plan uses performance-based assessment. Hence, the products i.e. 'summaries' constructed by students will be evaluated by observing comprehension of essential elements; for instance, appropriate meaning of the poem. The products should also reflect understanding of the rhetorical strategies, poetic devices, connotations, etc. as mentioned in the learning outcomes.

Homework

Write a reflection about what you enjoyed in the class and what you found new in the lesson.