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| **Handouts for Students** |
| **Topic: Teaching methodology for developing reading skill**  **Lesson 4-7: Poem** |

The purpose of Reading strand is to enable children to increase their knowledge, enrich their emotion, enjoy reading, and foster thinking skills through reading activities.

It contains (A) Poem, (B) Story, and (C) Informational text.

Reading ability means to be able to not only textbook but also read other books.

1. **What is Poem?**
   1. **Features of “Poem”**

A piece of writing in which the expression of feelings and ideas is given intensity by particular attention to diction (sometimes involving rhyme), rhythm, and imagery.

There are several kinds of poems such as Laycho poem, Duecho poem and Yetu poem. Each types of poems have different rhythm and way of writing. This is to be taught at higher primary level.



* 1. **Importance of “Poem”**

The aims of teaching poems

* 1. To give pleasure to the children
  2. To be able to speak pleasantly and politely
  3. To be able to enjoy the aesthetic flavor of poems
  4. To gain insight and knowledge
  5. To love and cherish Myanmar literature and cultures

1. **To give pleasure to the children**

Reciting rhymes and poems can make people gentle peaceful and happy. They can reduce tension and can make hostile feeling tender and peaceful. They can coax the down hearted children and encourage them to stand tall. By reciting poems, the children can become active and cheerful. So, poem recitation is an effective remedy for gloomy children, depressed children and children with inferiority complex etc.

The children can get a feeling of security, recognition, satisfaction and happiness when they are praised by the teacher, parents, peers and other people in their surrounding for their eloquent recitation and good performance and gestures that accompany it.

1. **To be able to speak pleasantly and politely**

The children can not only pronounce words correctly and clearly, but also become active, confident and sociable by reciting poems. They can also enrich their vocabulary. They can understand and appreciate the value of sweet voice (pleasing tone), and beautiful lyrics.

1. **To be able to enjoy the aesthetic flavor of poems**

To be able to appreciate the aesthetic enjoyment provided by poems. Different kinds of poems can provide the readers with different kinds of aesthetic enjoyment in different style depending on their type and they can make us enjoy the pleasing rhythms and different patterns of intonation to describe feeling and they give us some information about life.

Poems carry the aesthetic value in three aspects: the aesthetic value in theme based on its type, that in sound and that in information. The purpose of teaching poems is to understand the different patterns of information such as rising tone falling tone high rise or high full etc. and their functions. So that the reader can see, hear, and think just as the poet does. Thus, they will be able to acquire the creative ability and thinking skills.

1. **To gain insight and knowledge**

Poem is a type of literary work which shows essence of literacy in form but enriched with plenty of thoughts, assumptions and creativity. So, poems can be regarded as the essence of a literature. Good poems and prose can help improve the mind of children. The children can increase their vocabulary, gain insight and knowledge by reciting poems. For example the children can know and understand such sophisticated concepts and ideology national identity, natural prestige patriotism and courage etc. through reading poems in which they are elaborated and exemplified clearly. For the children can gain insights. In fact, the children are too young to know and understand such ideology and concepts. Due to creative ability of poets, these concepts can be clearly understood by them. Thus, the students can gain insight and they can improve their intellectual ability.

1. **To be able to love and cherish Myanmar literature of culture**

Since the primary school children are young, their mind is pure and tender enough to learn whatever behaviour good or bad. They can be easily shaped into polite and gentle children, who are familiar with Myanmar culture and Myanmar traditions. Accordingly, they should be trained to appreciate the value of poems and to be able to enjoy reciting them. On the basis of their cherishment and appreciation for poems, they will cherish Myanmar literature and understand the importance of preserving the culture, as the national identity.

1. **Teaching methodology for “Poem”**
   1. **How to teach “Poem”**

**(a) Step-by-Step process for poem teaching**

1. **Introduction or motivation**

The introductory stage can prepare the students to draw their attention on the topic of the lesson to be taught.

The main function of an introductory stage is motivating the students to be able to concentrate on the topic of the lesson that is going to be taught. The teacher should introduce the topic to the students by making a link between the new lesson and the previous lesson. If they two lessons are related to each other in some ways, the teacher can ask the students to answer a few questions based on the information in the previous lesson. The children from know to unknowns. The teacher should attract the attention of the children from known to those they do not know. He can use wall charts or pictures that can easily attract the children’s interest or he can bring real objects to class to motivate the children.

2. **Recitation of poems**

The teacher should recite the poem he is going to teach by using proper tones so that the children can repeat after him in a systematic way. The teacher should do model recitation of the poems using the rising tones and falling tones correctly and properly. At first, teacher ask students about their impression of feelings after listening the poem. Then the teacher asks the students to repeat after him and at the same time he can teach them how to use questions to support the theme of the poem.

**3.** **Giving explanation on some difficult words.**

The teacher should first ask the children if they know the meaning of the difficult words. He must explain the meaning of the difficult words that they do not know. Then he must teach them how to make sentences in which these difficult words are used. By doing this, the students will be able to know the usage of these words.

**4. Paraphrasing**

After the students have known the meaning of difficult words, they must be asked to paraphrase the stanzas as they understand. The teacher should supervise this task to make their paraphrasing precise and comprehensive. Their paraphrasing should neither have any redundancy nor lack necessary information. Paraphrasing should be done by the students only so that they can improve their creativity, imagination and philosophy etc.

1. **Asking Questions**

After the students have done the paraphrasing of the poem, they are supposed to have learnt the poem relatively well. At this stage, some questions are given to the students to assess how much they have understood about the poem. These questions should comprise important point in the poem.

1. **Describing the aims of the poet and the message he wants to give the readers**

The teacher should describe the aims of the poet, the new knowledge gained from reading the poem and the lesson given by it etc. whenever he has taught a poem. By doing so, the students will be able to think and feel as the poet does.

1. **Giving exercises**

Some objective type questions are given as exercises so that the students can not only learn/remember the theme of the poem but also become proficient in writing a literary skill of Myanmar literature.

The exercises should be short questions and objective type questions.

1. **Teaching Methodology of reading a loud**

**Teacher should choose the appropriate methods for reading a loud for each grade described in 2-2.**

| Method | Contents | |
| --- | --- | --- |
| Demonstration reading | **E:\yamaoka_user_files\Desktop\クリップボード01.jpg**  At far far away galaxy  Old old time | Teacher read aloud as an example of reading and students listen it. Teacher should be careful to read based on the points of the lessons such as pronunciation and difference of paragraph etc. |
| Repeating | **E:\yamaoka_user_files\Desktop\クリップボード01.jpg**  At far far away galaxy  At far far away galaxy  Old old time  Old old time | After teachers’ reading, students repeat same sentences after a sign (such as Say!). Teacher should adjust the length of repeated sentences based on the grade of children. |
| Chorus reading | **E:\yamaoka_user_files\Desktop\クリップボード01.jpg**  Old old time, At far far away galaxy | This is the way to make students to read in chorus and practice. All students can practice in short time. Teacher should instruct students to read emotionally or consider the punctuation of paragraph. |
| Relay reading | **E:\yamaoka_user_files\Desktop\クリップボード01.jpg**  At far far away  Old old time,  galaxy | Teacher let students to read one by one in turns. This method can confirm reading skills of individual children. |
| Pair reading  At far far away  に・ | **E:\yamaoka_user_files\Desktop\クリップボード01.jpg**  At far far away  に・  Old old time,  Old old time, | This is relay reading in pair. Children can practice and review their reading in pair. |
| Role play reading | **E:\yamaoka_user_files\Desktop\クリップボード01.jpg**  King  Monk  Villager  Princess | Students role play the conversation of characters and narrator of a story. Each student is given a role and they read in turns. By giving role to each student, they can understand the contents more. It is also good to change roles and repeat the practices. |
| Group reading | E:\yamaoka_user_files\Desktop\クリップボード01.jpg  I will read here loud and slowly  Let’s read this part together with energy! | The way of artistic voice expression by several children. They should discuss to match the way of reading with contents of story such as reader, tone, speed, repetition etc. |

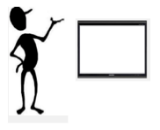
**References**

**Procedure of Micro-Teaching**

These are the procedure of micro-teaching to be conducted in coming lessons.

1. **Teacher’s Guide Review**

Let’s read and review the Teacher’s Guide of assigned unit and lesson to be ready for Micro-Teaching.

Let’s review TG of the lesson of assigned unit and lesson. Carefully check TG in detail how students learn, work on the tasks, and how teacher conduct learning process based on the subject specific features.

Before reviewing TG, confirm the important points in the lesson as suggested below.

* Objectives
* Key questions to be asked
* Teaching process in the lesson
* How and when teaching learning materials to be used

**(2) Preparation for Micro Teaching**

Plan and prepare for a role-play in each group.

* Check the flow of the lesson shown in TG.
* Confirm contents and activities of the particular lesson.
* Prepare teaching aids for the lesson.

**Observation points for Micro Teaching:**

All participants pay attention to the following points during microteaching and reflect on the lesson based on the observation points afterwards.

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| 1. Do students (as children’s role) perform well for the objective of the lesson? 2. What was Teaching process? 3. Good points or points for improvement |

1. **Micro Teaching of Each lesson**

Let’s conduct Micro Teaching

* One person of responsible team plays teacher’s role. Teacher divide class into two groups, one is act as observers and the other act as students.
* Follow flow of activities of lesson as shown in the description of teacher’s guide.
* Student’s and observers record the lesson by using observation points.

1. **Reflection of Micro-Teaching**

* Reflect the micro-teaching individually based on the observation record. Think about the ideas for improving lesson.
* Share individual findings and any important aspects with other students.
* Do not make individual attack or complaints to presenters. Give constructive comments for lesson improvement.

**WORK SHEET (Poem)**

**Instruction**

* During preparing micro-teaching, read teacher’s guide and discuss the objectives of the lesson, what kinds of questions should be asked, how and when teaching learning materials to be used, and what the points to be noticed in groups.
* Take notes on discussion result in this handout,
* If they still have time, let them practice teaching poem within group.

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| --- | --- |
| Lesson topic |  |
| Objectives |  |
| Questions to be asked |  |
| What are the important activities in the lesson and why they are important? |  |
| How and when teaching learning materials to be used |  |

**WORK SHEET (Micro-teaching)**

**Instruction**

* During the micro-teaching, find out which teaching methodologies were used (Select form methods described in this handout) and fill in the table below.
* Discuss in group about good points of using teaching methodologies and points for improvement.

|  |  |  |
| --- | --- | --- |
| Lesson topic |  | |
| Objectives |  | |
| Steps | Teaching process | Good points or points for improvement |
| **<Introduction>** |  |  |
| **<Development>** |  |  |
| **<Conclusion>** |  |  |