

## Entry Level – 2.2 – Lesson Plan – Reading in Different Ways

<b>Lesson Objective and Assessment Criteria covered:</b>	<p><b><i>Lesson Objective: To read one poem or script in lots of different ways, to practise varying our pitch, pace, and tone to best fit the piece.</i></b></p> <ul style="list-style-type: none"> <li>• Speak using variation of pitch; Speak using variation of pace; Speak using variation of tone; Speak using vocal strength.</li> <li>• Choice allows candidate to share the mood or spirit of the poem with understanding and spirit/thoughtful interpretation.</li> </ul>
<b>Delivery</b>	<p><b><i>This lesson is designed to incorporate some relevant ideas from literacy to support learners' interpretations of poems/scripts and their understanding of how aural imagery can create meaning, mood, and spirit.</i></b></p> <p><b><i>The accompanying PowerPoint 'EL – 2.2 – Activity – Reading Poetry in Different Ways' supports this lesson. There is further focus on vocal expression in 'EL – 2.4 – Lesson Plan – Vocal Expression'.</i></b></p> <ol style="list-style-type: none"> <li>1. Discuss the terms on Slide 1 with the group, these terms describe poetic techniques used to transfer meaning across to the audience: rhyme, rhythm, repetition, alliteration, onomatopoeia. Encourage learners to think about how they might change their voice or body language when these techniques are used.</li> <li>2. Examine one of the sample poems or scripts as a group (Cats Sleep Anywhere by Eleanor Farjeon, The Sound Collector by Roger McGough, or My Shadow by Robert Louis Stevenson, Act 1 Scene 1 of Macbeth by William Shakespeare). Emphasise that these techniques, used by the writer, can also be used by the reader to convey the message to their listening group. These are parts that can be emphasised to share the piece with 'understanding and enthusiasm' and 'thoughtful interpretation'.</li> <li>3. In pairs or groups, learners explore the different ways they could read the piece. Experiment with different styles – what happens if you speak all the repeated words loudly? What if you speed up every third line? What if you emphasise every rhyming word?</li> <li>4. Learners share their interpretations with the rest of the class – they could perform the version they thought best captured the <i>tone or mood</i> of the piece, the version they found the most enjoyable to say aloud, or the version that was most difficult – there are lots of different ways you can encourage your learners to play with the sounds of poetry/drama.</li> <li>5. Next, your learners can experiment with the sounds of their own chosen text in the same way. If they haven't chosen their poem/drama pieces yet, this might be a good time to think about the sound</li> </ol>

	<p>techniques they have enjoyed exploring. They can use the filters on the CLPE website to find poems using these methods: <a href="https://clpe.org.uk/poetry">https://clpe.org.uk/poetry</a></p> <p><b>Further Support:</b> Work together with learners, showing them how to highlight or to annotate the parts of their poem/script where they want to use different voice techniques.</p> <p>You can use the questions on each slide (where to use a loud voice etc.) to choose how to read the poem/script together. The class could then perform the piece chorally for maximum effect. Choral performance is a great way to get learners used to reciting aloud without the fear of everyone listening to them speak. Then, move down to small groups, pairs, and finally, individually.</p> <p><b>Extension Activity:</b> Ask learners to think about the mood and tone of the piece – they can highlight and annotate their text with different colours or re-write their pieces so that the style reflects the way they want to say the words. For example, for CAPITAL LETTERS FOR LOUD WORDS. <b>Red words for anger, blue words for calm. Italics for stressed words. S t r e t c h e d</b> words for length. Encourage creativity – learners can express these ideas in whichever way works best for them.</p> <p>They could then give their poems/scripts to a partner to see if they can read them aloud in the way the learner imagined.</p>
<b>Additional Resources</b>	<b>EL – 2.2 – Activity – Reading in Different Ways</b> <a href="https://clpe.org.uk/poetry">https://clpe.org.uk/poetry</a>