



The Lake Isle of Innisfree

Activity – I: Pre–Reading

SKILL AREA: THINKING/SPEAKING

Learning Outcomes: The students will be able to

- discuss their thoughts in pairs or in groups.
- develop writing and speaking fluency and accuracy.
- speak without any written text in hand.

Time Required: One period

Procedure:

1. The teacher draws a dream bubble (as shown here) on the board and asks the students if they have seen something like this, if yes where?
2. They may say
 - ❖ storybooks
 - ❖ cartoons
 - ❖ thoughts
 - ❖ dreams (do not accept speech bubbles)
3. The teacher initiates a discussion on 'Dreams' and asks:
 - ❖ When/why do people dream?
4. Divide the class into pairs/ groups and instruct them to present a dream. It can be in the form of a story/poem. All students are expected to speak and participate.



Assessment (For Story/Poem):

- Content
- Clarity of thought
- Accuracy and fluency of expression
- Creativity



Feedback:

Some of the common errors made by the students may be put up on the blackboard and discussed.

Activity – II: Pre-Reading

SKILL AREA: ANALYTICAL THINKING

Learning Outcomes: The students will be able to

understand the difference between dream and reality.

develop reasoning skills.

Time Required: One period

Procedure:

1. The teacher explains that the poem 'The Lake Isle of Innisfree', exploring the poet's longing for the peace and tranquillity of a place where he spent a lot of time as a boy. She displays the following graphics and asks: 'Which of the following do you think the poet would dream of? Why?'



2. The teacher begins by showing these images and instructs students to find a similarity, asking leading questions to extract the word 'Dreams.'



Some dreams are possible	-	They become a reality.
Some dreams are impossible	-	The dreamer is called 'escapist'.

3. She discusses what kind of dream the poet is dreaming about.

This activity need not be assessed.

Activity – III: While-Reading

SKILL AREA: READING /LISTENING

Learning Outcomes: The students will be able to

comprehend the poem without the teacher explaining it to them.

TASK: This poem is a lyric. (The teacher may explain that a poem that rhymes and can be set to music is a lyric. Also identify rhyme scheme) Here the teacher must not teach the poem by reading it out herself. Let one student read while the others listen.

Time Required: One period

Procedure:

1. The teacher instructs a student to read the poem aloud.
2. The teacher asks simple questions to check whether students have understood. If not, she should ask one more student to read it slowly.
3. The teacher may ask orally or prepare a worksheet with similar MCQs to check the comprehension of students.
4. The students answer the questions / complete the worksheet.

Assessment Criteria:

Correct responses

Feedback:

Discuss the Imagery

- a) Visual
 - ❖ cabin of clay and wattles
 - ❖ nine bean rows



BEEHIVE

FORMATIVE ASSESSMENT

- ❖ a hive for the honey bees
 - ❖ midnight's all a glimmer
 - ❖ noon a purple glow
 - ❖ evening full of the linnet's wings
- b) Auditory
- ❖ the bee-loud glade
 - ❖ the cricket sings
 - ❖ lake water lapping with low sounds by the shore

Link it with the MCQs

WORKSHEET

Choose the correct option:

- A. Where will the poet go?
- a) a forest
 - b) Innisfree
 - c) a city
 - d) his home
- B. The poet says, "And a small cabin build there, of clay." The poet wants to say that he
- a) will be happy only in a mud house.
 - b) does not want a huge house to be happy.
 - c) will build with his own hands.
 - d) will be happy in a small mud house in Innisfree .
- C. The poet will have
- a) linnets and a bee loud glade.
 - b) nine bean rows and a hive for honeybee.
 - c) eatables.
 - d) all his friends visiting.



- D. How will the poet live?
- a) by throwing a party.
 - b) alone and lonely.
 - c) alone and peaceful.
 - d) listening to the birds.
- E. The poet says, "I hear it in the deep heart's core." The poet wants to say that.....
- a) going to Innisfree is his fantasy and he can hear the sound of the lake water.
 - b) he is tired of the city.
 - c) he is longing to visit the sea shore.
 - d) The poet has a vision of the isle of Innisfree.
- F. In his vision the poet sees
- a) lake water lapping and low sounds by the shore.
 - b) glimmering midnight and shimmering noon.
 - c) peace dropping slowly through the morning veil.
 - d) the cemented pavements.
- G. The poet thinks about Innisfree when he is
- a) walking in a city.
 - b) tired and wishes to sleep.
 - c) driving on the roadway.
 - d) standing on a road or the pavement.

Activity – IV: While - Reading

SKILL AREA: WRITING

Learning Outcomes: The students will be able to

understand the different shades of meaning of words associated with the theme of the poem

The teacher to inform students that Innisfree was a place of the poet's boyhood, an imaginary place for the poet. He mentions it in many of his poems.



BEEHIVE

FORMATIVE ASSESSMENT

Time Required: One period

Procedure:

1. The teacher instructs students to find what the following words mean by looking up a dictionary and to write down the meaning where the words are used as naming words (nouns).
 - a) dream
 - b) fantasy
 - c) vision
 - d) wish

2. The teacher discusses the same with the class and points out the differences.

Some of the differences are:

- a) Dream-a series of thoughts that come in sleep and also wishes. (*Example: We dream in the night. We dream of becoming famous.*)
- b) Fantasy-an exciting /imaginary thing that you imagine will happen (but it may not). An imaginary world. (*Example: I have this fantasy of becoming the richest man in the world. Disneyland is a fantasy world for children.*)
- c) Vision -sight, religious experience, the knowledge or imagination needed to plan the future. (*Example: The vision of people fails as they grow old. She had a vision of Lord Krishna himself. We need people with vision to run this country.*)
- d) Wish-a desire to do something, have something or have something happen. (*Example: I wish to go to France. I wish I had won the prize. We wish we could be children once again.*)

3. Using the words discussed, students write a paragraph of about 80-100 words predicting what the poem may contain.
4. The students submit the task which is reviewed after the poem is read.

Assessment:

Content
Fluency
Accuracy
Creativity



Feedback:

Read out some of the answers and invite comments from the class.

Point out the strengths and weaknesses of the written work of students and give your comments.

Activity – V: Post-Reading

SKILL AREA: READING/SPEAKING

Learning Outcomes: The students will be able to

review their own writing.

enhance their speaking skills.

Procedure:

1. The teacher
 - gives each student the text of what he/she had predicted about the poem. (in the previous activity)
 - instructs them to review their predictions on the basis of their understanding of the poem.
2. Each student speaks about the following:
 - a) What I thought about the poem before was_____.
 - b) Now I know that the poem is about_____.

Assessment Criteria:

Content

Fluency

Accuracy

Creativity

Feedback:

Review the poem to ensure that the students have comprehended the main ideas.

Encourage the students to raise their doubts and have a brief class discussion.



Activity – VI: Post-Reading

SKILL AREA: WRITING

Learning Outcomes: The students will be able to

write a letter to an imaginary person.

enhance thinking, analytical and imaginative skills.

Task: Letter Writing

Procedure:

1. The teacher asks the students to imagine that they have visited a place similar to Innisfree.
2. Then the teacher asks them to write a letter to a friend describing the place, giving vital importance to 'how peaceful the place is'.
3. The students write the letter individually and submit for evaluation.

Assessment Criteria:

Content

Fluency and accuracy of expression

Originality

Feedback:

The teacher guides students to be brief with necessary information while writing the letter.

The best letters are shared with the class.