

**Reading Trail:** Stimulating reading motivation in a linguistically diverse class through a poem about multilingualism.

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| What | How | Time(in minutes)  | Why |
| Lesson 1 |
| Introduction |
| 1. The teacher plays the multilingual version of the BlimE song and video (from season 11).
2. Students record which languages they observe. If a longer introduction is required, the students may report languages they are interested in learning using Mentimeter and reflect on why.
 | 1. The teacher asks students which languages they recognised and why.
2. The students may enter up to three languages. The student answers are displayed in a word cloud, showing the most popular languages but also showcasing the large variety of languages students are interested in.
 | 15 |  • Inspire and motivate  • Stimulate curiosity1. The song is a multilingual version of a song they know well in Norwegian, and is intended to trigger curiosity about the topic of the lesson.
2. The mentimeter task allows students to reflect on, share and compare interest in languages within the class
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| Decoding the text |
| Students work with key vocabulary from the poem | The teacher either shares a list of key words or the students construct their own, depending on level of competence. The students are placed in a suitable number of groups according to class size and translate the words into Norwegian. If the students are strong enough, assessing the word choices they make could be a suitable additional challenge. A possible grid is provided in assignments for the students. | 15 | The pre-reading activity serves as scaffolding for the main reading activity by introducing essential words in the poem that students are less likely to be familiar with. Depending on the language level of the students, the range of vocabulary can be reduced. |
| The teacher introduces the text with a brief presentation about the genre “slam poetry” | The teacher asks students what they think the term “slam poetry” means and shows a slide explaining typical characteristics of the genre. Example slide attached in the timeline.  | 5 | The introduction to the genre gives students some clues about what genre traits to expect and to look for when working with the main text of the lesson.  |
| Vocabulary, interpretation and reflection |
| The class read and listen to/ watch the poem | 1. The students are given a printed version of the text which they read through. Students are asked to concentrate on the gist of the text.
2. The students watch the poet’s performance of the poem (YouTube video linked in resources).

Students are asked to listen for characteristics of slam poetry introduced in the previous stage. The listening activity is followed up with a brief whole-class discussion of what features students noticed. | 15 | Work with the poem is divided into reading and listening phases. The reading stage ensures that students have the time to read carefully and work out unfamiliar vocabulary. The video version, in which the poet recites the poem, gives students a different, multimodal impression of the text, including the poet’s voice which highlights the rhythmical “rap-like” effect of the poem as well as the setting. |
| Apply competence |
| Students reflect on the content of the poem in a quick-write activity | The students receive the following writing prompts, which they answer individually:• How do you think the poet feels? Why?• Do you understand the choice George’s parents made? Why/ why not?* The focus of the quick-writing task is on content rather than language correctness.
 | 5 | * • To receive the students’ immediate reaction to/ interpretation of the poem
* • To chart students’ understanding of the text.
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| * Session 2
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| * Warmer:
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| The teacher follows up from the previous session/ activity with a brief whole-class discussion. | The students are either asked to decode/check if they have the terminology needed to work properly with this topicorReflect in groups on the following questions:1. What is a mother tongue?What does “multilingual” mean?
2. Who in the class would describe themselves as multilingual?
3. Why are some people not allowed to speak their mother tongue?
 | 10 | * • To create a link to the previous lesson.
* • To clarify central concepts (multilingualism and mother tongue)
* • To refresh the students’ memory of the text
* • To reflect on the theme of the poem
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| * Create a product
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| Creating a poster based on one of the given tasks. | Students are divided into groups and are given the choice between the two tasks below: A: Find one quotation from the poem “Mother Tongue” which you find significant. Using the quotation as a point of departure, create a mind map, a montage or poster in which the quotation is elaborated on with terms, pictures and explanations.B: Create a poster in which the pros and cons of being multilingual are displayed. You may draw a Venn-diagram, a chain of consequences, a grid with lists or symbolic pictures in which you should explain when presenting your poster. The products are to be handed in and assessed in accordance with what the teacher has instructed. | 35 | * To engage with the poem in more detail in a multimodal format.
* To aid understanding of the text by visualising important words/ sequences
* To allow students to share their understanding of the text among themselves and practice the target language in small groups
* To gather the acquired competence and summarise the topic
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