



Task Title: Read a Poem for Pleasure or Education

OALCF Cover Sheet – Practitioner Copy

Learner Name: _____

Date Started (m/d/yyyy): _____

Date Completed (m/d/yyyy): _____

Successful Completion: Yes ☐ No ☐

Goal Path: Employment ☐ Apprenticeship ☐

Secondary School ☐ Post Secondary ☐ Independence ☐

Task Description: The learner reads a poem (silently then out loud) and answers comprehension questions – either verbally (I) or via writing (S), depending on their goal path.

Main Competency/Task Group/Level Indicator:

- Find and Use Information/Read continuous text/A1.2
- Communicate Ideas and Information/Interact with others/B1.1 **or** Communicate Ideas and Information/Write continuous text/B2.1
- Manage Learning/E.1

Materials Required:

- Pen/paper and/or digital device

Instructions for Instructor/Practitioner

1. Show the poem to your learner and ask, "What is this?"
2. Review the learner's instructions with the student.
3. Go over the checklist with the learner so that they are aware of the skills to be demonstrated.
4. Give the learner time to read the poem silently. Ask them to show you any words that are unknown to them. Help them to decode these words and either tell you the meaning, or if unknown, look up the meaning in a dictionary.
5. Ask the learner to read the poem aloud with as much expression as possible.
6. If the learner's goal path is Independence and they are reading for pleasure, allow them to read then answer the questions verbally. If they are preparing for secondary school credits, ask them to write down their answers to the questions.
7. When the learner has completed the activity, complete the evaluation together, enter the date completed, and note whether the task set was successful or needs to be tried again.

Help Allowed: A dictionary may be used. The learner should be encouraged to work out any unknown words independently, but the practitioner may help with occasional words.

Assess the learner's fluency and expression and attention to punctuation when reading the poem aloud. Make note of words the learner has difficulty with.

Adaptation: Another poem at this level

Learner Information

People read poetry for a variety of reasons. The most common are pleasure or education.

Read the poem “All Grown-up” by Cindy Shabley.

All Grown-up
by Cindy Shabley

Perhaps you'd say I'm all grown-up
And much too old for toys,
Too old to think of Santa Claus
Like little girls and boys.
And yet I love the pleasant thrill,
The happy sweet surprise,
The packages on Christmas morn,
Those big blue wondrous eyes.

Perhaps you think that Christmas dreams
Are only for the young,
The ornaments and Christmas wreaths,
The mistletoe that's hung.
The waiting for that happy time,
The chimes on Christmas Eve,
The cookies left for Santa Claus
By those who still believe.

Perhaps you think it's just a fad,
The Christmas time parade,
For often times grown-ups do insist
That too much fuss is made
Why trim the tree, why wrap the gifts
In packages so bright,
Why count the days till Santa comes
That gay and wondrous night?

Perhaps you think it's not worthwhile,
And yet somehow I've found
The world takes on a special glow
When Christmas comes around,
And though it is true, I am too old,
In size I'm much too tall,
In heart and mind each year I find
I'm not grown-up at all.

Worksheet

Task 1: Read the poem to yourself and list any words that are unknown to you. Try to decode the words by yourself. If you still can't work out what they mean, ask your instructor for help to look them up in a dictionary.

Answer:

Task 2: Read the poem out loud to your instructor. Use as much expression as possible.

Answer: Task Completed: Yes ☐ No ☐

Task 3: Answer the following questions (out loud or in writing).

a) What is the main point of this poem?

Answer:

b) Who do you think has "those big blue wondrous eyes"?

Answer:

c) What does the author mean by "The world takes on a special glow"?

Answer:

d) What do grown-ups say about Christmas?

Answer:

e) What is left for Santa Claus?

Answer:

f) What do you think the "Christmas time parade" is?

Answer:

g) How old do you think the author is? Why?

Answer:

h) Do you like this poem? Why or why not?

Answer:

Task 5: Complete the Learner's Self-Reflection on the next page.

Learner's Self Reflection

1) I knew this was a poem.

Yes ☐ No ☐

2) I could read most of the words by myself.

Yes ☐ No ☐

3) I read the poem easily with fluency and expression.

Yes ☐ No ☐

4) I understood what this poem was about.

Yes ☐ No ☐

5) I liked this poem.

Yes ☐ No ☐

6) I answered most of the questions correctly.

Yes ☐ No ☐

Answers

Task 1: Read the poem to yourself and list any words that are unknown to you. Try to decode the words by yourself. If you still can't work out what they mean, ask your instructor for help to look them up in a dictionary.

Answers will vary.

Task 2: Read the poem out loud to your instructor. Use as much expression as possible.

No answer required other than a checkmark to indicate whether or not the learner read the poem out loud.

Task 3: Answer the following questions (out loud or in writing).

a) What is the main point of this poem?

Answer: Christmas is not just a magical time for children (the young)

b) Who do you think has "those big blue wondrous eyes"?

Answer: children at Christmas time

c) What does the author mean by "The world takes on a special glow"?

Answer: the world feels different at Christmas time for those who believe – learners may indicate that the presence of Christmas lights makes everything glow, or that Christmas itself just exudes a special energy that sets it apart from other times of the year.

d) What do grown-ups say about Christmas?

Answer: that too much fuss is made about/during the season

e) What is left for Santa Claus?

Answer: cookies

f) What do you think the "Christmas time parade" is?

Answer: Answers may vary. This could mean the Santa Claus parade.

g) How old do you think the author is? Why?

Answer: An adult – maybe a parent or grandparent. They say they are considered too grown up by normal standards for Christmas, they also refer to themselves twice as “too old” – for toys and just in general. They also say their size is also “much too tall”.

h) Do you like this poem? Why or why not?

Answers will vary.

Task 5: Complete the Learner’s Self-Reflection below.

Answers will vary.

Performance Descriptors

Levels	Performance Descriptors	Needs Work	Completes task with support from practitioner	Completes task independently
A1.2	Scans text to locate information			
	Makes low-level inferences			
B1.1	Conveys information on a familiar topic			
	Speaks clearly in a focused and organized way			
B2.1	Writes simple texts to inform			
	Conveys simple ideas and factual information			
	Uses highly familiar vocabulary			
E.1	Begins to monitor progress towards achieving goals			
	Begins to monitor own learning			

This task: Was successfully completed ☐ Needs to be tried again ☐

Task Title: ReadAPoemForPleasureOrEducation_SI_A1.2_B1.1_B2.1_E.1

Learner Comments:

Instructor Name (print):

Learner Signature: