Tech-enriched Reading, Writing Lesson Plan

Mardan Mirzaguliyev

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- Level: Intermediate

Business/Materials	Lesson Objectives

• Ozymandias, Percy Bysshe Shelley (1818)
• Projector
• Image of Pharaoh Rameses II and image of a fallen statue
• AI Model Sentiment labels
• Episode 9: Ozymandias
• Sentiment table template (Google Sheet), one shared copy per pair and one individual copy per student
• Interpretation template
• Assessment Rubric
• Gemini Notebook
	By the end of the lesson students will be able to:
	• Interpret the poem and write a 120–150 word descriptive paragraph of the poem that identifies:
	  ○ what happens,
	  ○ who is speaking, and
	  ○ what the poem suggests about power and time.
	• Correctly use at least 6 of the 8 target vocabulary words (traveller, antique, trunkless, visage, sculptor, pedestal, command, colossal) in their spoken answers and written interpretation.
	• Create a sentimental table of the poem assigning one of Plutchik's 8 primary emotions to every line and writing a one-sentence, text-based justification for each label.

Warm-up and Objective Discussion (10 minutes)

Warm Up (5 mins)

Display the image of Pharaoh Rameses II and ask the class:

- "Who is in this picture?"

Collect answers and then call on one student:

- "How could an ancient Egyptian pharaoh be connected to a poem written in English?"

Take two or three guesses from other students before moving on.

Next, display the image of the fallen, broken statue and ask two different students in turn:

- "What do you notice about this statue? What might have happened to it?"

Then ask the whole class:

- "Would you believe this statue once belonged to a king who ruled for decades and called himself the greatest king of all?" and let students react before you confirm anything.

Ask one student:

- "Do you enjoy reading poems? Why or why not?"

Then ask another:

- "Have you heard of a poet named Percy Bysshe Shelley?"

Then ask the class:

- "Does anyone know a poem called 'Ozymandias'?"
- "Can you guess how Rameses II and this poem might be connected?"

If no one connects the two, explain to students that "Ozymandias" was the ancient Greek name for Rameses II, then immediately ask:

- "So what do you think this poem is about, now that you know that?" and take two answers before moving to the objectives.

Objective Discussion (5 mins)

State the objectives in plain language:

- "Today you will read a famous poem called "Ozymandias" written by Percy Bysshe Shelley in 1818. You will be able to write your own interpretation using 8 new words from the poem."
- "Also, you will be able to build a table which contains a sentiment label for each line of the poem along with the justification of your sentiment labeling. These labels are Joy, Sadness, Trust, Disgust, Fear, Anger, Surprise, Anticipation."

Check understanding by asking two students:

- "In your own words, what are we building today, and what are we writing?"

Then ask the class:

- "Why do you think looking at emotions, line by line, might help us understand a poem better than just reading it once?" and take one or two answers.

Instruct and Model (17 mins)	R ✓	W	L ✓	S ✓

Vocabulary pre-teach (3 min)

Pre-teach the 8 target words (traveller, antique, trunkless, visage, sculptor, pedestal, command, colossal).

Display the quiz generated by Gemini Notebook and ask students to work in pairs and complete the quiz.

If they make a mistake, correct with a gesture or quick example sentence.

- A traveller: a person who goes on a trip, journey, or visits distant places.
- Antique: extreme old age and obsolescence
- Trunkless: lacking a torso, body, or main woody stem
- Visage: a person's face or facial expression
- Sculptor: an artist who makes three-dimensional works of art by carving, modeling, welding, or assembling materials such as stone, metal, clay, wood, or glass
- Pedestal: a tall base, column, or support structure used to hold up an object like a statue, vase, or column.
- Command: an authoritative order, an instruction given to a computer, or a mastery of a skill or subject.
- Colossal: extremely large in size, amount, or degree.

Reading (5 min)

Display the poem from the link.

In a small class, ask each student to read the full poem aloud in turn; in a larger class, split it into short sections of about 2-4 lines each so more students get a turn.

Ask the rest of the class to follow along silently in the Doc and highlight any of the 8 target words as they hear the other student read aloud.

Sentiment Modeling (5 min)

Model 1. Sentiment table explanation

Display the table from this link along with the sentiment table template.

Explain to students that this is just machine interpretation of human text.

Explain to students that the template is in "View Only " mode, so, they must first make their own copy of it (File > Make a copy) before they can start typing.

Model 2. Sentiment labeling process

Model the process on lines 1-4 thinking aloud step by step:

"First, I might ask myself: "What do individual words mean? Are their meanings positive or negative? Does the line contain more negative or positive feelings? What would I feel if I meet a traveller coming from an antique land exploration?'. I would probably feel excited and joyful right? So, I put Joy for the first line, and my justification is that 'The narrator might be happy to meet with someone that travels a lot.'"

Also, refer back to the AI model table.

Point out that the AI model table labeled this same line Anticipation instead of Joy.

"You see how humans and machines can judge the exact same line differently."

Fill in both cells of the table so students see the exact format expected: one label plus one justification sentence per line.

Explicitly note that a line can carry more than one plausible emotion as long as the justification points to specific words in the text.

Also, highlight that this is just your labeling and your comprehension. Students' responses might label the lines differently.

Here, also, model the process of adding Google Drive files as sources for Gemini Notebook connecting example interpretation and sentiment table.

In the Assessment section, students will need to connect their sentiment tables to their notebooks and discuss them with AI.

Model asking AI to judge sentiment categories for the lines 1-4:

"Judge my sentiment labels and reasoning for lines 1-4. Do you agree or disagree? Why?"

Then, ask one student to read its answer aloud.

If there are disagreements in the judgment model sending follow-up questions and defense statements:

"It makes a fair point about line 1, but I would still stick to Joy as meeting with someone who has travelled a lot would bring me joy."

Interpretation modeling (2 min)

Display interpretation questions to consider on a Google Doc file.

Explain to students that while writing their own interpretation of the poem, they can refer to these questions.

"The unknown narrator informs us of a meeting with a traveller who has just come from an antique land.

He has seen an ancient statue with two vast and trunkless legs of stone."

Guided Practice (10-12 mins)	R	W ✓	L	S ✓
Guided interpretation starter (3 min)				

In pairs, ask students to answer the first hint question together and write their answer as the opening sentence of their interpretation, using the modeled example as a guide ("The unknown narrator informs us of a meeting with a traveller who has just come from an antique land...").
Circulate and prompt any pair that's stuck by pointing them back to the hint questions on the Google Doc rather than giving the answer directly.

Paired sentiment-table practice, lines 1-8 (5-6 min)
In the same pairs, students open their shared sentiment table and label lines 1 through 8, writing one justification sentence per line using the format modeled in Instruct and Model.
Circulate and prompt any pair that is stuck with a question rather than an answer, such as, "What do words in this line feel to you separately? What does the overall line feel to you?"
Remind pairs they do not need to agree with each other; if partners choose different labels for the same line, both should write their own justification.

Quick share-out and discussion (2-3 min)
Call on pairs, one at a time, to read their chosen emotion label and justification sentence aloud to the class.
Ask the second pair to discuss the label selection and justification of the first pair.
Then repeat until each pair shares their ready sentiments and discusses each other's work.

Independent Practice (10 mins)	R ✓	W ✓	L	S

Final reading (2 min)
Ask students to read the entire poem silently one more time on their own.
Ask them to watch for any of the 8 target vocabulary words they have not yet used and for any line whose emotion feels different from what their partner chose earlier.
Also, think about the sentiments they have assigned to the lines one more time.

Complete the sentiment table individually, lines 9-14 (4 min)
Working alone now, each student finishes labeling lines 9 through 14 of the sentiment table in their own copy, writing a one-sentence justification for each line exactly as modeled earlier.

Finalize the written interpretation (4 min)
Individually, students complete their 120-150 word interpretation in a Google Doc file by answering the other questions and referring to the poem.

Circulate around the class to observe students.

Help students who are having both technical and task-related difficulties:

"How would you edit this file? Yes, you need to have it on your own drive."

"To make help you with the interpretation, refer back to the poem and the hint questions"

Assessment (15 mins)	R	W ✓	L	S ✓

Partner defense of disagreements (10 min)
Pair students specifically to maximize productive disagreement, based on what you noticed while circulating during Guided Practice: match students who chose different emotion labels for the same lines, and pair with yourself or form one trio if the class has an odd number.

Each pair swaps sentiment tables, finds at least 2-3 lines where their emotion labels differ, and takes turns defending their own label using evidence from the text. Also, pair the emotional sentiment defence with interpretation. For example, "I labeled line 5 as anger because 'sneer of cold command' shows the king looking down on people, but you could also argue it's disgust.
Here is my interpretation for this part of the poem "The carved facial expression displays a sneer of cold command, showing that the sculptor deeply understood the king's arrogant and tyrannical personality. What do you think?"
Before moving on, have each partner also silently skim through the other's full written interpretation and provide feedback:
"Does it clearly cover what happens, who is speaking, and what the poem suggests about power and time?"
If one is missing or unclear, point to exactly where.

Circulate and listen for target vocabulary and specific textual evidence, then cold-call 3-4 students by name to repeat one defense aloud to the whole class, requiring a full sentence with at least one piece of evidence each time.

Results discussion with Gemini Notebook (3 min)
Have students add their complete sentiment tables to Gemini Notebook as a source.
Ask them to type one direct prompt to the Notebook:
"Judge my sentiment labels and reasoning. Do my results correctly represent the emotional loads of the lines?"
As students receive responses, ask them to read aloud and type follow-up prompts where necessary.

Finalize and score (2 min)
Collect each student's completed sentiment table (all 14 lines) and their 120-150 word written interpretation.
Have students share their Google Doc links, and score both, along with what you observed during the partner defense and the Notebook discussion, against the Assessment Rubric below.