

## GED 2002 Teachers' Handbook of Lesson Plans

Area/Skill - LA, Reading	Cognitive Skill Level - Application	Correlation to Framework - 04.03/04.06	Lesson Number - 11
<p><b>Activity Title - Oxymorons</b></p> <p><b>Goal/Objective</b></p> <p>To increase students ability to understand words and they way they are used in reading selections.</p> <p><b>Lesson Outline</b></p> <p><b>Introduction</b></p> <p>Many GED students struggle with reading. They take little pleasure in reading and often find ways to avoid reading. Students need an opportunity to play with words and understand that words can be fun. This lesson provides students with an opportunity to explore words and just one of the ways they can be used to inject humor in reading selections.</p> <p><b>Activity</b></p> <p>An <b>oxymoron</b> is a type of paradox that combines two terms ordinarily seen as opposites. A paradox is a seemingly contradictory statement which is actually meaningful and describes a truth. Oxymorons are frequently used in literature as well as in everyday speech and language. Two examples of an oxymoron are jumbo shrimp and pretty ugly. Divide students into teams of 4. Have each team develop a list of common oxymorons they have heard or read. Have each team share their list with the rest of the class.</p> <p><b>Debriefing/Evaluation Activity</b></p> <p>Have each team share their list with the rest of the class. Discuss how oxymorons can make their writing more descriptive and add an element of interest in reading selections.</p>		<p><b>Materials/Texts/Realia/Handouts</b></p> <ul style="list-style-type: none"> <li>• Paper and pencil</li> <li>• Internet access, if available for extension activity</li> </ul>	
		<p><b>Extension Activity</b></p> <p>Have students write descriptive paragraphs using various oxymorons they have developed in their lists.</p>	
<p><b>Real-Life Connection</b></p> <p>Have students search the Internet or newspapers and magazines for additional oxymorons.</p>		<p><b>ESE/ESOL Accommodations</b></p> <p>Pair students who need help with another student who will help them.</p> <p>Provide a dictionary.</p> <p>Provide a peer helper for those students who need help.</p>	

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### Activity Title— Oxymorons

#### Introduction

*Say:* Many times people don't enjoy reading, because they have not had an opportunity to realize that words can be fun. Even when you expect that certain literature will be very boring—it is often filled with figurative language that adds an element of surprise to the writing. In this lesson, we are going to explore one form of figurative language—called oxymorons.

#### Main Activity

Write the word **oxymoron** on the board. *Ask:* Do you know what an oxymoron is? Have students define the term in their own words. *Say:* An **oxymoron** is a type of paradox that combines two terms ordinarily seen as opposites. A paradox is a seemingly contradictory statement which is actually meaningful and describes a truth. Oxymorons are frequently used in literature as well as in everyday speech and language.

*Say:* Two examples of an oxymoron are jumbo shrimp and pretty ugly. Divide students into teams of 4. Have each team develop a list of common oxymorons they have heard or read.

#### Debriefing/Evaluation Activity

Have each team share their list with the rest of the class. Discuss how oxymorons can make their writing more descriptive and add an element of interest in reading selections.