

GED 2002 Teachers' Handbook of Lesson Plans

Area/Skill - Language Arts, Reading	Cognitive Skill Level - Application/Synthesis	Correlation to Framework - 04.03/04.06	Lesson Number - 27
<p>Activity Title - Poetry</p> <p>Goal/Objective</p> <p>To apply reading comprehension skills to poetry and synthesize the information to create a new piece of work.</p> <p>Lesson Outline</p> <p>Introduction</p> <p>Read aloud to students one of your personal favorite pieces of poetry. Select something that you like and will be of interest to your students. Discuss how poets often take entire lifetimes to “perfect” their craft and that it is often helpful to create one’s own poetry in order to better understand the works of others.</p> <p>Activity</p> <p>Discuss that there are many different forms in poetry, but that today the class is going to create a form that pleases them. Provide each student with an envelope in which the words on the Handout—I Am a Poet have been placed. Have students move the different words into a form of their choosing. When they have “completed” their poem, have them write it out on paper. If they wish to add an artistic flare to the poem, they may do so by using colors, drawings, magazine cutouts, etc.</p> <p>Debriefing/Evaluation Activity</p> <p>Have the students read their creations to the class. Discuss how the same words have very different meanings depending on the poet. Have the students identify different elements of the poems, such as tone, point-of-view, visual imagery, etc.</p>		<p>Materials/Texts/Realia/Handouts</p> <ul style="list-style-type: none"> • Handout - I Am a Poet • Copies of different types of poetry and a minimum of one poem to read to the class • Paper and pencils • Art materials, such as colored pencils, paper, pictures, etc. 	
		<p>Extension Activity</p> <p>Have students write original poetry. Post their creations on a bulletin board that highlights the students’ literary talents. Students may also wish to create their own “poetry book” to place their thoughts and poems.</p>	
		<p>ESE/ESOL Accommodations</p> <p>Provide students with less words to get them started in creating their own poetry. Make sure the words are at their reading level.</p> <p>Record different poetry selections for students.</p> <p>Provide students with dictionaries.</p> <p>Have students first create a picture and then write a poem to depict what is shown.</p>	
<p>Real-Life Connection</p> <p>The GED Language Arts, Reading Test uses poetry selections. Students need exposure to this literary genre in order to be proficient in identifying such things as tone, point-of-view, and figurative language. Have students locate different types of figurative language used in real-life readings, such as editorials, newspaper articles, critical reviews, etc. Have them highlight the examples and share them with the class.</p>			

GED 2002 Teachers' Handbook of Lesson Plans - Script

Area/Skill - Language Arts, Reading	Cognitive Skill Level - Analysis/Synthesis	Correlation to Framework - 04.03/04.06	Lesson Number - 27
-------------------------------------	--	--	--------------------

Activity Title - Poetry

Introduction

Say: Today, I am going to read to you one of my favorite poems.

Tell students a little bit about the piece of poetry that you have selected. Why you like it and what it means to you. Then, read aloud the piece of poetry.

Say: Poets often take a lifetime to “perfect” their craft. Poetry is often an expression of one’s deepest thoughts and emotions; it is a very personal type of literary genre. In order to better understand the works of others, today we are going to create our own poetry.

Main Activity

Say: There are many different forms of poetry, just like there are many different tones that are used. Some poetry is serious; some humorous. Today, each of you will create a form that pleases you. Don’t worry that you may not know how to write poetry or even what you should say. Today you will have some help. I am passing out an envelope to each of you. In the envelope are words. Your task is to place these different words into a form of your own choosing. You may wish to use some or all of the words. After you have finished arranging the words into your personal poetic statement, write your poem on a piece of paper. You may even wish to add an artistic flare to your creation by using different colors, drawings, magazine cutouts, or anything else that makes your work uniquely you.

Provide students with adequate time to create their poem.

Closure/Conclusion

Say: Poetry is best when read aloud and listened to so please, each of you read your creation to the class.

After the students have read their poetry, discuss how the same words have very different meanings depending on the poet. Have the students identify different elements of the poems, such as tone, point-of-view, visual imagery, figurative language, etc.

Follow-Up Lessons/Activities

Have students locate different types of figurative language used in real-life readings, such as editorials, newspaper articles, critical reviews, etc. Have them highlight the examples and share them with the class.

Have students write original poetry. Post their creations on a bulletin board that highlights the students’ literary talents. Students may also wish to create their own “poetry book” to place their thoughts and poems. You may wish to have some of the students’ works published.

GED 2002 Teachers' Handbook of Lesson Plans
Reading 27 Handout

I Am a Poet

Directions: Cut out each of the following words. Place the words in an envelope and give an envelope to each student. Have the students create forms of poetry that please them using the words. When they attain a form that pleases them, have them write their poem out on paper and read it to the class. Students may wish to be creative artistically by adding color, drawings, magazine cutouts, etc. to their poem.

leaves	color	the	rich
wind- fingers	gold	spun	earth
furrows	whisper	mosaic	along
turns	harvest	russet	print
roadbed	autumn	time	fall
they	sun	brown	now
green	walk	the	drifting
sing	and	sky	of
down	summer	of	through
on	brilliant	and	dark