

GED 2002 Teachers' Handbook of Lesson Plans

Area/Skill - Language Arts, Reading	Cognitive Skill Level - Application/Analysis	Correlation to Framework - 04.03/04.04/04.06	Lesson # - 31
<p>Activity Title - Limericks</p> <p>Goal/Objective</p> <p>To critique the mood of a piece of music and analyze the different poetic elements.</p> <p>Lesson Outline</p> <p>Introduction</p> <p>Begin the class by reciting a limerick. Discuss that a limerick is a five-line poem written with one couplet (a two-line rhyming structure) and one triplet (a three-line rhyming structure). Discuss that limericks have very distinctive beat patterns as they will see.</p> <p>Activity</p> <p>Write the following on the board:</p> <ul style="list-style-type: none"> • a a b b a • Lines 1, 2, and 5 contain three beats and rhyming • Lines 3 and 4 have two beats and rhyming <p>Discuss that this is the pattern for a limerick. Define different literary elements of limericks, such as hyperbole, onomatopoeia, idioms, puns, and other figurative devices. State that the last line of a good limerick contains the punch line or “heart of the joke.” When working with limericks, have students clap the rhythm while they are being read. Once students understand the distinctive beat pattern of the limerick, have them try their own. You may wish to begin by having them use the templates in the Handout - Limericks Are for Fun!</p> <p>Debriefing/Evaluation Activity</p> <p>Have students read their limericks to the class. Identify different figurative devices used and assess whether the rhyming pattern matches that on the board.</p>		<p>Materials/Texts/Realia/Handouts</p> <ul style="list-style-type: none"> • Handout - Limericks Are for Fun • Paper and pencils • Chart paper/board and markers • Sample limericks • VirtualSalt - http://www.virtualsalt.com/litterms.htm 	
		<p>Extension Activity</p> <p>Some people say that the limerick was invented by soldiers returning from France to the Irish town of Limerick in the 1700s. See if students can verify this story through searching the World Wide Web for the origin of the limerick.</p>	
		<p>ESE/ESOL Accommodations</p> <p>Give students a partially completed template in which to write their limericks.</p> <p>Define basic figurative devices and provide examples of each.</p> <p>Have students work in pairs to create limericks.</p> <p>Provide additional samples in writing for students to model.</p>	
<p>Real-Life Connection</p> <p>Although students may not read limericks in their daily lives, the literary elements of limericks, such as hyperbole, onomatopoeia, idioms, sarcasm, and puns are part of everyday communication. Have students identify a given list of literary elements in both written and spoken communication.</p>			

GED 2002 Teachers' Handbook of Lesson Plans - Script

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<p data-bbox="58 215 606 245">Activity Title - Limericks Are for Fun!</p> <p data-bbox="58 280 233 310">Introduction</p> <p data-bbox="58 345 2011 407">Begin the class by reciting a limerick. Sample limericks are provided in the Handout - Limericks Are for Fun! or you may wish to recite one of your favorite.</p> <p data-bbox="58 443 1232 472"><i>Ask:</i> Does anyone else know a limerick that they can recite to the class? What is a limerick?</p> <p data-bbox="58 508 2028 602"><i>Say:</i> Limericks are poems that are only five line in length. They are written with one couplet (a two-line rhyming structure) and one triplet (a three-line rhyming structure). Limericks have very distinctive beat patterns as you will see. In fact, you could clap your hands to a limerick. Limericks are also pun, I mean fun!</p> <p data-bbox="58 638 254 667">Main Activity</p> <p data-bbox="58 703 491 732">Write the following on the board:</p> <ul data-bbox="58 735 743 829" style="list-style-type: none">• a a b b a• Lines 1, 2, and 5 contain three beats and rhyming• Lines 3 and 4 have two beats and rhyming <p data-bbox="58 833 667 862"><i>Say:</i> On the board is the pattern for a limerick.</p> <p data-bbox="58 898 1955 959">Explain the rhyming scheme to the class. You may also need to define the different literary elements of limericks, such as hyperbole, onomatopoeia, idioms, puns, and other figurative devices.</p> <p data-bbox="58 995 1839 1024"><i>Say:</i> Like a good joke, the last line of a good limerick contains the punch line. Let's read a few more and see if we can "get" the pun or joke.</p> <p data-bbox="58 1060 2028 1122">Read a few more limericks until students are comfortable with the limerick pattern and how figurative devices are used by the writer to create the "punch line."</p> <p data-bbox="58 1157 1990 1219"><i>Say:</i> Now it's time for you to try your hand at writing limericks. You may wish to begin by using the templates in the Handout - Limericks Are for Fun! or just follow the formula!</p> <p data-bbox="58 1255 338 1284">Closure/Conclusion</p> <p data-bbox="58 1320 1976 1382">Have students read their limericks to the class. Identify different figurative devices used and assess whether the rhyming pattern matches that on the board.</p> <p data-bbox="58 1417 470 1446">Follow-Up Lessons/Activities</p> <p data-bbox="58 1482 1245 1511">Have students research the origin of the limerick through a search on the World Wide Web.</p>			

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Reading 31 Handout

Limericks

1. Write five or six places that you have lived or visited, cities, states, countries, addresses, etc.
2. Choose the two places that are easiest to rhyme. You may wish to brainstorm rhyming words with other students. Rhyming can be done using only the last syllable of the name.

Example: Beijing, bring, fling, kin, opening, ring, sin, sling, sting, thing, etc.

3. Using one or both of the templates, write your limerick by filling in the blanks with your own rhyming words. Please use past tense. When you have finished, write your own limerick. Have fun!

Template 1:

I once met a _____ from _____.
Every day she/he _____.
But whenever she/he _____.
The _____.
That strange _____ from _____.

Template 2

There once was a _____ from _____.
All the while she/he hoped _____.
So she/he _____.
And _____.
That _____ from _____.

Sample Limerick

A flea and a fly in a flue
Were caught, so what could they do?
Said the fly, "let us flee."
"Let us fly," said the flea.
So they flew through a flaw in the flue.
...Anonymous