

## GED 2002 Teachers' Handbook of Lesson Plans

Area/Skill - Language Arts, Reading	Cognitive Skill Level - Application	Correlation to Framework - 04.03/04.04/04.06	Lesson Number - 32
<p><b>Activity Title - Literary Devices</b></p> <p><b>Goal/Objective</b></p> <p>To recognize and use different types of literary devices.</p> <p><b>Lesson Outline</b></p> <p><b>Introduction</b></p> <p>Literary devices are important in written communication. These devices assist the author in expressing his/her ideas and emotions. The understanding of what these devices are and how they are used is important for critical thinking and reading.</p> <p><b>Activity</b></p> <p>Throughout the term, teach different literary devices that students experience in their readings. Divide the class into pairs. Have the students write out the name of the devices taught that day and have them search through different literature books for examples of the devices. Give students two index cards for each literary device that was discussed. Have the students write the name of the device on one side and an example from literature on the other. When students are finished creating the cards for all of the literary devices (or a select number), have the pairs switch partners with another pair of students and practice identifying the literary device with a new set of flashcards. (Sample literary devices are found in the listed websites, GED materials, or in literary textbooks.)</p> <p><b>Debriefing/Evaluation Activity</b></p> <p>To check on students' knowledge, ask each student to offer a piece of information (or example) about one literary term or device. The teacher can focus on a specific list of terms or allow students to draw freely from any they have learned. Continue until no one can think of another piece of information. Students may challenge the accuracy or uniqueness of others' responses. This evaluation activity can be carried out as a "literature bee" or relay in which students sit down when they can't contribute a new piece of information in their turn.</p>			<p><b>Materials/Texts/Realia/Handouts</b></p> <ul style="list-style-type: none"> <li>• Index cards</li> <li>• Paper and pencils</li> <li>• Chart paper/board and markers</li> <li>• A List of Important Literary Terms - <a href="http://writing2.richmond.edu/writing/wweb/terms.html">http://writing2.richmond.edu/writing/wweb/terms.html</a></li> <li>• VirtualSalt: A glossary of Literary Terms - <a href="http://www.virtualsalt.com/litterms.htm">http://www.virtualsalt.com/litterms.htm</a></li> </ul>
<p><b>Real-Life Connection</b></p> <p>Have students write about how their participation in games, prompt reflection, and self-assessment help them in improving personal recall and knowledge, both in the classroom and in real-life.</p> <p>Students may wish to list different techniques that they use in their jobs or at home to remember things that are important and how these same techniques can be transferred to their school work.</p>			<p><b>Extension Activity</b></p> <p>This type of activity can be easily transferred to grammar skills. Students can identify different parts of speech, grammar rules, etc. and write these on one side of the card with an example on the other. This will assist students as a study aide for Part 1 of the Language Arts, Writing Test.</p> <p><b>ESE/ESOL Accommodations</b></p> <p>Give students a dictionary of literary terms with examples for each term.</p> <p>Provide reading materials at the level of each student.</p> <p>Decrease the number of literary devices discussed during each class period and provide review prior to introducing new items.</p>

## GED 2002 Teachers' Handbook of Lesson Plans - Script

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### Activity Title - Literary Devices

#### Introduction

*Say:* Literary devices are important in written communication. These devices assist the author in expressing his/her ideas and emotions. We have already discussed some of these devices, such as similes and metaphors. Our understanding of how a writer uses these different devices can help us to become better critical thinkers and readers - important skills for both the GED Tests and our personal lives at home and in the workplace.

#### Main Activity

Throughout the term, teach different literary devices that students experience in their readings. After teaching the different devices divide the class into pairs. (Sample literary devices are found in the listed websites, GED materials, or in literary textbooks.)

*Say:* Each of your groups has two index cards for each of the literary devices that we discussed today. On one side of the card, write the name of device we discussed, such as irony or paradox. Next, search through the different literature books and find examples of each. You may also search the web for examples. Write these examples on the back of the index cards. When you have completed a specific number of cards, we will use them as a review by playing a game so make sure that you keep your cards in a safe place. In fact, you may want to review them just to refresh your own memory.

When you have covered a set number of literary devices, have the pairs switch partners with another pair of students and practice identifying the literary device with a new set of flashcards.

You may wish to make this a competition to see which groups has the best "recall" of information.

#### Closure/Conclusion

*Say:* To finish today's assignment, let's see how much you can tell me about (choose literary devices that you have been discussing). We will go around the room and everyone will have a chance to tell the class something about the literary terms or devices. Let's see how long we can continue. I will write your ideas on the board. If anyone disagrees with any or the ideas, you may challenge the accuracy or uniqueness of the response.

The teacher may wish to conduct this evaluation activity as a "literature bee" or relay in which students sit down when they can't contribute a new piece of information in their turn.

#### Follow-Up Lessons/Activities

Have students brainstorm different games, activities, acronyms, etc. that they use in their daily lives at home or in the workplace to recall information.