

GED 2002 Teachers' Handbook of Lesson Plans

Content Area Language Arts, Writing	Lesson Title <i>Newspaper Poetry</i>	Correlation to Framework 01.05	Lesson Number 45
Objectives/Learner Outcomes At the end of this lesson, the learner will be able to: <ul style="list-style-type: none"> • Appreciate the value of words • Review the parts of speech • Create original poetry • Write an explanation of the images created • Edit and revise a written work that can be shared 		Materials/Resources/Internet Sites/Handouts/Worksheets <ul style="list-style-type: none"> • Newspapers • Paper and Pens/Pencils • Colored paper 	
Pre-Requisite Knowledge The learner should be able to: <ul style="list-style-type: none"> • Compose complete sentences and paragraphs • Understand the basic genre of poetry • Edit personal writing samples • Revise personal writing samples into a finished work 		Key Words <ul style="list-style-type: none"> • Poetry • Genre • Tone • Imagery 	
Anticipatory Set/Introduction To introduce the lesson, Ask: What is the most important element in poetry? (strong words that paint pictures or emotions) Discuss how ideas are obtained for writing poetry.			
Preview Questions for Lesson <ol style="list-style-type: none"> 1. What types of words paint pictures? 2. How is poetry different from other types of writing? 3. What is your favorite piece of poetry? 			

Instructional Outline

Say: Today, you are going to become a newspaper poet. Using the different sections of the newspaper, I want you to cut out about fifty words from the headlines. Don't worry about the "little" words, such as and, a, or, etc. Instead, focus on finding nouns, verbs, adjectives, and adverbs. As you are selecting your fifty, decide whether or not they are interesting words. Do they sound nice? Do they have strength? Don't worry about the different sizes of print or how the print appears. Your job is to find fifty good words.

After students have selected their words, have them create a poem using the words that they have found. You may wish to provide students with colored paper on which to paste their words to create a more attractive visual image. Help students to "write" their poetry by encouraging their creativity.

Have students share their completed poetry with the class.

Process/Activities

1. Have students browse through all sections of a newspaper. Have them cut out approximately fifty words from the headlines. Tell them not to cut out "little" words like articles, prepositions, conjunctions, etc., but rather nouns, verbs, adjectives, and adverbs. Don't worry about the different print styles; they will add to the interest of the piece.
2. Make sure that students evaluate the strength and sound of the words that they have selected. Help students to locate different types of words. They should not search for specific words with a planned image in mind. This will limit the creativity of the activity.
3. Have students form an image poem using the words that they have found in the newspaper by pasting the words on colorful paper. Have them shape the poem. They should be as creative as possible.
4. Allow students to share their poetry with the class. Have each student read his/her poem and explain the imagery and word choice. You may wish to have your students write an explanation of the poem and paste it on the back of the work.

Product/Evaluation/Summary

Ask the students to journal or share their reactions to the process of writing "Headline Poetry." Do they evaluate words differently now? Do they feel that what they wrote was valid poetry? Have them explain their reactions.

Teaching to Different Types of Learners			
	Visual	Auditory	Kinesthetic/Tactile
Learning Activity	Provide students with written directions to follow as instructions are being provided to the class.	Provide oral directions regarding the activity and check for understanding by asking questions when giving the assignment.	Because of the word strips used, this activity allows the kinesthetic/tactile learner to use his/her strengths through manipulating the strips in order to form a piece of poetry.
Special Differentiation Strategies	Students may wish to write their poetry on notebook paper, rather than paste the different strips onto colored paper.	Allow students to read aloud their poetry as they are creating their individual works. They may wish to hear their works as they are editing and revising.	Provide students with adequate space on which to lay the different newspaper strips so that they can create their piece of poetry.
Evaluation	Provide the student with a template from which to create a poem of his/her own choosing.	Have the student write a poem and read it orally. Discuss the final draft with the student to assist him/her in editing and revising his/her work.	Allow kinesthetic/tactile learners to draw a picture/model prior to writing in order to better express their ideas.
The Family and Adult Literacy Connection Have parents help their children create poetry from the newspaper or a children's magazine. For younger children, show parents how they can cut out pictures, instead of words, to create a piece of poetry. Parents should have their children read their creations aloud or even illustrate their poems. Tell parents to display their children's written work in a special place in the house.		ESE/ESOL Accommodations Begin the activity by having students locate a limited number of words in the newspaper and writing a line of poetry that creates an image. You may wish to have students only select ten words or less to begin. Once students know how to create a single picture or verbal image, increase the number of words that they should use.	