

# A Lesson Plan Incorporating Audio Support

## *Joyful Noise* by Paul Fleischman

### Lesson Plans by Hillary Wolfe

#### Lesson Plan: Part 1

**Objective:** Identify how sound (form) influences content (function).

1. The teacher should begin with a brief introduction to poetry.
  - What is poetry?
  - What makes a poem? Try <http://www.marilynsinger.net/Goodpoem.htm> for some discussion ideas.
  - How are poems different from stories or traditional speaking? Try [http://facstaff.gpc.edu/~shale/blog2/archives/2004/10/short\\_story\\_tec.html](http://facstaff.gpc.edu/~shale/blog2/archives/2004/10/short_story_tec.html) for discussion ideas.
  - How important is the way a poem sounds? How might this affect meaning?
2. Students listen to a poem from *Joyful Noise*. They should not read along with the text yet, just listen to the way the poem sounds. The students should then write down any impressions they had about the poem (see Part 1 Worksheet, Activity 1). Have them think about whether they would rather see the poem as they listen, or just hear the poem read aloud.
3. Next, students should re-listen to the poem while reading along with the text. Students should then describe how seeing the words changed their understanding of the poem (see Part 1 Worksheet, Activity 2). Have students identify words that show movement and identify passages in the poem where the voices speak together and where they speak individually. What is the effect on the poem?

**Extending Your Teaching:** This lesson could be a precursor to the novel *Things Fall Apart* (or other books that include heavy dialect), since that book relies on African dialect and understanding the word in the context of a spoken tradition.

**This is the first in a series of three lesson guides from Recorded Books and Hillary Wolfe on *Joyful Noise*. Check <http://recordedbooks.wordpress.com> for more FREE lesson plans with audio.**

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