

# A Lesson Plan Incorporating Audio Support

## *Joyful Noise* by Paul Fleischman

### Lesson Plans by Hillary Wolfe

#### Lesson Plan: Part 2

**Objective:** Students will identify poetic and literary devices such as descriptive verbs, alliteration, and metaphors and similes, and articulate how these devices influence the meaning of the poem.

Poems are stories pared down to the barest structure, and what makes them impactful are the devices used—such as active verbs, alliteration, and metaphors and similes. A poem is almost like a dream in that it can be a series of images that may not seem to go together, but by the end the feelings and emotions you experience all come together and make sense.

#### 1. **Pre-teaching:**

- Define an *active verb* versus a *passive verb*. Discuss the effect of a verb that shows movement. Why would poets use strong verbs?
- Define *alliteration*. What is the purpose of alliteration? Refer to Dr. Seuss and tongue twisters to show how alliteration speeds up the reading and makes listening more of a pleasure.
- Define and discuss *metaphor and simile*. What purpose do they serve in a poem? (Students may respond with answers such as: comparisons help us connect the author’s vision with our own experience, especially if we don’t share the exact same experience as the author, we still can find a common reference through a metaphor).

2. **Lesson 2, Activity 1 & 2 Worksheet:** Students should listen to and read along with the poem “Fireflies.” Pay attention to passive and active verbs, alliteration, metaphors, and similes. If working with a partner, one partner should pay attention to the verbs and alliteration, highlighting or listing the words in the piece. The other partner should pay attention to the metaphors and similes. They can use the **Activity 1** worksheet to record what they find. After recording this information, the students should then listen again and complete **Activity 2**, thinking about how the words and phrases they found in Activity 1 enhance their understanding of the poem.

3. **Lesson 2, Activity 3 Worksheet—Extending Your Teaching:** Using the **Activity 3** Worksheet, have students find examples of metaphors, similes, action verbs and alliteration in the sports section of the newspaper. Students choose a story and eliminate words until they are left with only the strong verbs, the metaphors, and the alliteration, creating a “Found Poem.” Read poems aloud to the class and ask students what they imagine the original story was about.

**This is the second in a series of 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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