NAME: Lacey Folmar GRADE/SUBJECT: 6th/Writing Enrichment WEEK OF: 8/26-8/30/2024

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| UNIT QUESTION(if applicable): Testing Our Limits | | | | | |
|  | ***MONDAY*** | ***TUESDAY*** | ***WEDNESDAY*** | ***THURSDAY*** | ***FRIDAY*** |
| **ESSENTIAL QUESTION**  **Learning Targets**  *“I can …”* | I can determine the figurative language used in multiple phrases. I can provide examples of figurative language. | I can determine the figurative language used in multiple phrases. I can provide examples of figurative language | I can determine the figurative language used in multiple phrases. I can provide examples of figurative language | I can determine the figurative language used in multiple phrases. I can provide examples of figurative language | I can determine the figurative language used in multiple phrases. I can provide examples of figurative language |
| **KEY VOCABULARY** | Figurative Language  Simile  Hyperbole  Metaphor  Personification | Figurative Language  Simile  Hyperbole  Metaphor  Personification | Figurative Language  Simile  Hyperbole  Metaphor  Personification | Figurative Language  Simile  Hyperbole  Metaphor  Personification | Figurative Language  Simile  Hyperbole  Metaphor  Personification |
| **ACTIVATING STRATEGY**  *(Before)*  *Bell Ringers/ Warm Up* | Bellringer: ACAP Vocabulary on Figurative Language | Bellringer: ACAP Vocabulary on Figurative Language | Bellringer: ACAP Vocabulary on Figurative Language | Bellringer: ACAP Vocabulary on Figurative Language | Bellringer: ACAP Vocabulary on Figurative Language |
| **Strategies used to Implement Lesson /Marzano Strategies**  **(**examples: think-pair-share on World War II, carousel brainstorm on cells, notes on decimals) | Students will make a booklet on 4 types of figurative language: simile, hyperbole, metaphor, and personification.  Students will answer questions 1-10.  Taken for a daily grade | Students will use their booklet from Monday to help them answer questions on figurative language.  Students will answer questions 11-20.  Combined with questions from yesterday for a daily grade. | Students will use their booklet from Monday to help them answer questions on figurative language.  Students will read several phrases and create their own similes and metaphors. | Students will use their booklet from Monday to help them answer questions on figurative language.  Students will read several phrases to classify the personification of each object. | Figurative Language Test on similes, hyperbole, metaphor, and personification in Google Classroom |
| **SUMMARIZING EXIT SLIP** *(After)* | I will review the figurative language questions with students.  Students will work on a worksheet in which they label the phrases based on the figurative language and then explain their answers.  If students finish early, they can work on homework which will be posted in Google Classroom. | I will review the figurative language questions with students.  Students will work on a worksheet in which they label the phrases based on the figurative language and then explain their answers.  If students finish early, they can work on homework which will be posted in Google Classroom. | I will review the figurative language questions with students.  Students will work on a worksheet in which they label the phrases based on the figurative language and then explain their answers.  If students finish early, they can work on homework which will be posted in Google Classroom. | I will review the figurative language questions with students.  Students will work on a worksheet in which they label the phrases based on the figurative language and then explain their answers.  If students finish early, they can work on homework which will be posted in Google Classroom. | Students will finish their tests, turn in homework, and work on IXL. |
| **ACOS**  **STANDARDS** | ELA21.6.R1 Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.ELA21.6.R6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.ELA21.6.1 Identify and explain an author’s rhetorical choices, including point of view, purpose, anecdotes, and figurative, connotative, and technical word meanings, to develop central and supporting ideas.ELA21.6.4 Describe the use of literary devices in prose and poetry, including simile, metaphor, personification, onomatopoeia, hyperbole, tone, imagery, irony, symbolism, and mood, and indicate how they support interpretations of the text.ELA21.6.6 Support interpretations of recorded or live presentations by examining the speaker’s use of hyperbole, tone, symbolism, imagery, mood, irony, and onomatopoeia. | ELA21.6.R1 Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.ELA21.6.R6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.ELA21.6.1 Identify and explain an author’s rhetorical choices, including point of view, purpose, anecdotes, and figurative, connotative, and technical word meanings, to develop central and supporting ideas.ELA21.6.4 Describe the use of literary devices in prose and poetry, including simile, metaphor, personification, onomatopoeia, hyperbole, tone, imagery, irony, symbolism, and mood, and indicate how they support interpretations of the text.ELA21.6.6 Support interpretations of recorded or live presentations by examining the speaker’s use of hyperbole, tone, symbolism, imagery, mood, irony, and onomatopoeia. | ELA21.6.R1 Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.ELA21.6.R6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.ELA21.6.1 Identify and explain an author’s rhetorical choices, including point of view, purpose, anecdotes, and figurative, connotative, and technical word meanings, to develop central and supporting ideas.ELA21.6.4 Describe the use of literary devices in prose and poetry, including simile, metaphor, personification, onomatopoeia, hyperbole, tone, imagery, irony, symbolism, and mood, and indicate how they support interpretations of the text.ELA21.6.6 Support interpretations of recorded or live presentations by examining the speaker’s use of hyperbole, tone, symbolism, imagery, mood, irony, and onomatopoeia. | ELA21.6.R1 Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.ELA21.6.R6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.ELA21.6.1 Identify and explain an author’s rhetorical choices, including point of view, purpose, anecdotes, and figurative, connotative, and technical word meanings, to develop central and supporting ideas.ELA21.6.4 Describe the use of literary devices in prose and poetry, including simile, metaphor, personification, onomatopoeia, hyperbole, tone, imagery, irony, symbolism, and mood, and indicate how they support interpretations of the text.ELA21.6.6 Support interpretations of recorded or live presentations by examining the speaker’s use of hyperbole, tone, symbolism, imagery, mood, irony, and onomatopoeia. | ELA21.6.R1 Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.ELA21.6.R6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.ELA21.6.1 Identify and explain an author’s rhetorical choices, including point of view, purpose, anecdotes, and figurative, connotative, and technical word meanings, to develop central and supporting ideas.ELA21.6.4 Describe the use of literary devices in prose and poetry, including simile, metaphor, personification, onomatopoeia, hyperbole, tone, imagery, irony, symbolism, and mood, and indicate how they support interpretations of the text.ELA21.6.6 Support interpretations of recorded or live presentations by examining the speaker’s use of hyperbole, tone, symbolism, imagery, mood, irony, and onomatopoeia. |
| **MATERIALS USED** | whiteboards, markers, erasers, glue sticks, worksheets, pencils | whiteboards, markers, erasers, pencils, worksheets | whiteboards, markers, erasers, pencils, worksheets | whiteboards, markers, erasers, pencils, worksheets | chrome books and pencils |
| **Literacy Standards Used (See the MOC for a list of content appropriate standards):** ELA21.6.R1 Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.ELA21.6.R6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.ELA21.6.1 Identify and explain an author’s rhetorical choices, including point of view, purpose, anecdotes, and figurative, connotative, and technical word meanings, to develop central and supporting ideas.ELA21.6.4 Describe the use of literary devices in prose and poetry, including simile, metaphor, personification, onomatopoeia, hyperbole, tone, imagery, irony, symbolism, and mood, and indicate how they support interpretations of the text.ELA21.6.6 Support interpretations of recorded or live presentations by examining the speaker’s use of hyperbole, tone, symbolism, imagery, mood, irony, and onomatopoeia. | | | | | |
| **Technology Used: Smartboard, Chromebook** | | | **Supplementary Materials Used:**  **In class**  **Teacher Pay Teachers Hatchet Novel Study: vocabulary, comprehension quizzes, writing, activities by Gay Miller Hatchet (TUESDAY)** [**https://www.teacherspayteachers.com/Product/Hatchet-Novel-Study-vocabulary-comprehension-quizzes-writing-activities-3431795**](https://www.teacherspayteachers.com/Product/Hatchet-Novel-Study-vocabulary-comprehension-quizzes-writing-activities-3431795)  Pages 200-206  **Identifying Figurative Language Worksheet by Easy Teacher Worksheets** [**https://www.easyteacherworksheets.com/pages/pdf/languagearts/figurative/5.html**](https://www.easyteacherworksheets.com/pages/pdf/languagearts/figurative/5.html)  **Hidden Figurative Language by Easy Teacher Worksheets** [**https://www.easyteacherworksheets.com/pages/pdf/languagearts/figurative/2.html**](https://www.easyteacherworksheets.com/pages/pdf/languagearts/figurative/2.html)  **Words in Sentences by Easy Teacher Worksheets** [**https://www.easyteacherworksheets.com/pages/pdf/languagearts/figurative/8.html**](https://www.easyteacherworksheets.com/pages/pdf/languagearts/figurative/8.html)  **Which is it? Figurative Language Worksheet by Easy Teacher Worksheets (bellringer)** [**https://www.easyteacherworksheets.com/pages/pdf/languagearts/figurative/17.html**](https://www.easyteacherworksheets.com/pages/pdf/languagearts/figurative/17.html)  **6th grade figurative language test by Christine Baker (not all questions will be used)**  [**https://quizizz.com/admin/quiz/5c9b6d4bc016e6001a660d1a/6th-grade-figurative-language**](https://quizizz.com/admin/quiz/5c9b6d4bc016e6001a660d1a/6th-grade-figurative-language)  **Homework**  **Labeling Figurative Language by Easy Teacher Worksheets** [**https://www.easyteacherworksheets.com/pages/pdf/languagearts/figurative/11.html**](https://www.easyteacherworksheets.com/pages/pdf/languagearts/figurative/11.html)  **Figurative Language Sentence Worksheet by Easy Teacher Worksheets** [**https://www.easyteacherworksheets.com/pages/pdf/languagearts/figurative/14.html**](https://www.easyteacherworksheets.com/pages/pdf/languagearts/figurative/14.html) | | |
| **ACCOMMODATIONS:** ✔ Retake Tests, Preferential Seating, ✔Shorter Assignments, ✔ Additional Time, ✔EL Strategies, Language Modifications,  Compacting the Subject (gifted), ✔Less Repetition (gifted), Alternative Assessment, Other: X | | | | | |