NAME: Lacey Folmar GRADE/SUBJECT: 6th/Writing Enrichment WEEK OF: 9/3-9/6/2024

| UNIT QUESTION(if applicable): Testing Our Limits | | | | | |
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|  | ***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. |
| **KEY VOCABULARY** |  | Figurative Language  Alliteration  Onomatopoeia  Repetition  Rhyme  Hyperbole | Figurative Language  Alliteration  Onomatopoeia  Repetition  Rhyme  Hyperbole | Figurative Language  Alliteration  Onomatopoeia  Repetition  Rhyme  Hyperbole | Figurative Language  Alliteration  Onomatopoeia  Repetition  Rhyme  Hyperbole |
| **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 |
| **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: alliteration, onomatopoeia, repetition, and rhyme. I will review over hyperbole.  Students will answer questions 1-14.  Taken for a daily grade | Students will use their booklet from Monday to help them answer questions on figurative language  .  Students will find three phrases of repetition from Hatchet.. Students will also come up with objects or animals that go with onomatopoeias. | Students will use their booklet from Monday to help them answer questions on figurative language.  Students will finish the phrases of alliteration and hyperbole. Students will then illustrate their hyperbole. | Figurative Language Test on alliteration, onomatopoeia, rhyme, and repetition |
| **SUMMARIZING EXIT SLIP** *(After)* |  | I will review the figurative language questions with students.  Students will work on a worksheet in which they highlight the examples of alliteration used. I will review the worksheet with students.  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 read a poem and identify the different types of figurative language used. I will review the worksheet with students  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 read a poem and identify the different types of figurative language used . I will review the worksheet with students.  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. |
| **MATERIALS USED** |  | whiteboards, markers, erasers, pencils, worksheets | whiteboards, markers, erasers, pencils, worksheets | whiteboards, markers, erasers, pencils, worksheets | chromebooks 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 and Chromebooks** | | | **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 208-214  **Alliteration in Literature and Rhetoric by K12 Reader**  <https://www.k12reader.com/worksheet/alliteration-in-literature-and-rhetoric/view/>  **Figurative Language Poem 1: Sketch by E Reading Worksheets**  <https://www.ereadingworksheets.com/worksheets/figurative-language/figurative-language-poems/figurative-language-poem-01/>  **Figurative Language Poem 2: I sing the Battle by E Reading Worksheets**  <https://www.ereadingworksheets.com/worksheets/figurative-language/figurative-language-poems/figurative-language-poem-02/>  **Figurative Language: What is it? by K12 Reader (Bellringer)**  <https://www.k12reader.com/worksheet/figurative-language-what-is-it/view/>  **Hyperboles, Onomatopoeia, Personification Quiz by Karina Ortiz**  <https://quizizz.com/admin/quiz/56c3656d66b743b17f8fee83/hyperboles-onomatopoeia-personification?term=onomatopoeia&escape=true&arid=d3106741-4eb5-406e-a424-cd20638de337&apos=1>  **Alliteration and Onomatopoeia Quiz by Rachael Banter**  <https://quizizz.com/admin/quiz/5de67e1c2a4265001bb71f03/alliteration-onomatopoeia?term=onomatopoeia&escape=true&arid=d3106741-4eb5-406e-a424-cd20638de337&apos=1>  **Rhyme, repetition, and alliteration Quiz by Candelaria Jackson**  <https://quizizz.com/admin/topic/english/256e280a-b4b6-4122-b894-558dfbbe4ca1/repetition?term=repetition&escape=true&arid=2938a972-f175-4195-a718-7fe06996d62d&apos=0&tab=quiz>  **Hatchet PDF**  <https://docs.google.com/file/d/0B7dN6H-S19wlLUl0bm1BeDRsV28/edit?resourcekey=0-vjPnmrKcsVXgEG0TRzYXKQ>  **Homework**  **Working with Figurative Language**  <https://www.ereadingworksheets.com/worksheets/figurative-language/figurative-language-poems/figurative-language-poem-03/> | | |
| **ACCOMMODATIONS:** ✔ Retake Tests, Preferential Seating, ✔ Shorter Assignments, ✔ Additional Time, ✔ EL Strategies, Language Modifications,  Compacting the Subject (gifted), ✔ Less Repetition (gifted), Alternative Assessment, Other: X | | | | | |