

Brandon Valley School District
District Learning Plan
April 6-10, 2020

Grade 6 ELA



Brandon Valley School District Distance Learning Plan

LESSON/UNIT: *The Abandoned Farmhouse*

SUBJECT/GRADE: ELA/6th

DATES: April 6-10



<p>What do students need to do?</p> <p><u>Link to BV instructional video for week of April 6-10, 2020</u></p>	<p>For ELA this week, you will complete these assignments related to <i>The Abandoned Farmhouse</i> (see attached poem).</p> <p>Monday (4/6):</p> <ul style="list-style-type: none"> ● Read through the slides (pages 1-12--mood/tone, imagery, poetry, paraphrase, and inference). These are your notes for the assignments that follow. ● Complete page 13 of <i>The Abandoned Farmhouse</i> packet. Analyze the picture and make inferences (slides 10-12). <p>Tuesday (4/7):</p> <ul style="list-style-type: none"> ● Read <i>The Abandoned Farmhouse</i> on page 14. ● Answer the comprehension questions on page 15 (slides 8-9). <p>Wednesday (4/8):</p> <ul style="list-style-type: none"> ● Complete pages 16-19 in your packet (inference, mood, imagery--slides 2-5 and 10-12). <p>Thursday (4/9):</p> <ul style="list-style-type: none"> ● Today is THUMB-THROUGH THURSDAY! Read your Lynx reading book (independent reading book) for 20 minutes and complete the short assignment (page 19). Today, you can choose what you put in each shape (examples: theme, characters, character traits, connections, figurative language, rating with stars, quotes, setting, mood of your story, images you pictured as you read, important vocabulary words and definitions). <p>Friday (4/10):</p> <ul style="list-style-type: none"> ● No school. No assignment.
<p>What do students need to bring back to school?</p>	<ul style="list-style-type: none"> ● Pages 13-19 from <i>The Abandoned Farmhouse</i> packet ● Thumb-Through Thursday assignment
<p>What standards do the lessons cover?</p>	<p>6.RL.1 Cite relevant textual evidence to support analysis of what the text says explicitly as well as logical inferences drawn from the text.</p> <p>6.RL.2 Determine a theme or central idea(s) of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>6.RL.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>6.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>6.RL.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>6.RL.6 Explain how an author develops the point of view of the narrator or speaker in a text.</p>

<p>What materials do students need? What extra resources can students use?</p>	<p>Need:</p> <ul style="list-style-type: none"> ● packet with slides and <i>The Abandoned Farmhouse</i> poem and assignments ● Thumb-Through Thursday activity <p>Extra:</p> <ul style="list-style-type: none"> ● https://www.youtube.com/watch?v=x9uS8M2QziU for paraphrasing information
<p>What can students do if they finish early?</p>	<ol style="list-style-type: none"> 1. https://login10.cloud1.tds.airast.org/student/V388/Pages/LoginShell.aspx?c=SouthDakota_PT 2. newsela (choose any articles to read) 3. read your Lynx reading book (independent reading book) for 20 minutes each day 4. no red ink (log in with Google) 5. stories.audible.com (listen to books for free)
<p>Who can we contact if we have questions?</p>	<p>Brandon Valley Intermediate School Principal- Mr. Skibsted- Nick.Skibsted@k12.sd.us Assistant Principal- Mr. Pearson- Rick.Pearson@k12.sd.us ELA Teachers: Ms. Schwebach sharon.schwebach@k12.sd.us (white team) Ms. Grieve tami.grieve@k12.sd.us (silver team) Ms. Rivers katie.rivers@k12.sd.us (blue team) Ms. Reinschmidt lisa.reinschmidt@k12.sd.us (red team)</p>
<p>Notes:</p>	

Instructional materials are posted below (if applicable)

Brandon Valley School District

Mood and Tone

EMOTIONS
THROUGH
WORDS
AND
MUSIC



Tone - THE WAY FEELINGS ARE EXPRESSED: author's attitude toward the writing (his characters, the situation) and the readers. Tone is set by the setting, choice of vocabulary and other details. A work can have more than one tone.

Tone words:

Amused
Angry
Horror
Clear
Formal
Humorous
Light hearted
Playful
Serious
Suspicious

It's about bars and locked doors. It is about being alone when you are not alone and about being scared all the time.

Monster from Walter Dean Myers

Tone is them....Tone is them...Tone is them...Tone is them...Tone is them...Tone is them...Tone is them



Mood- the feeling the reader gets from reading the words. May change from situation to situation.

Mood words-

Fanciful

Frightening

Frustrating

Happy joyful

Melancholy

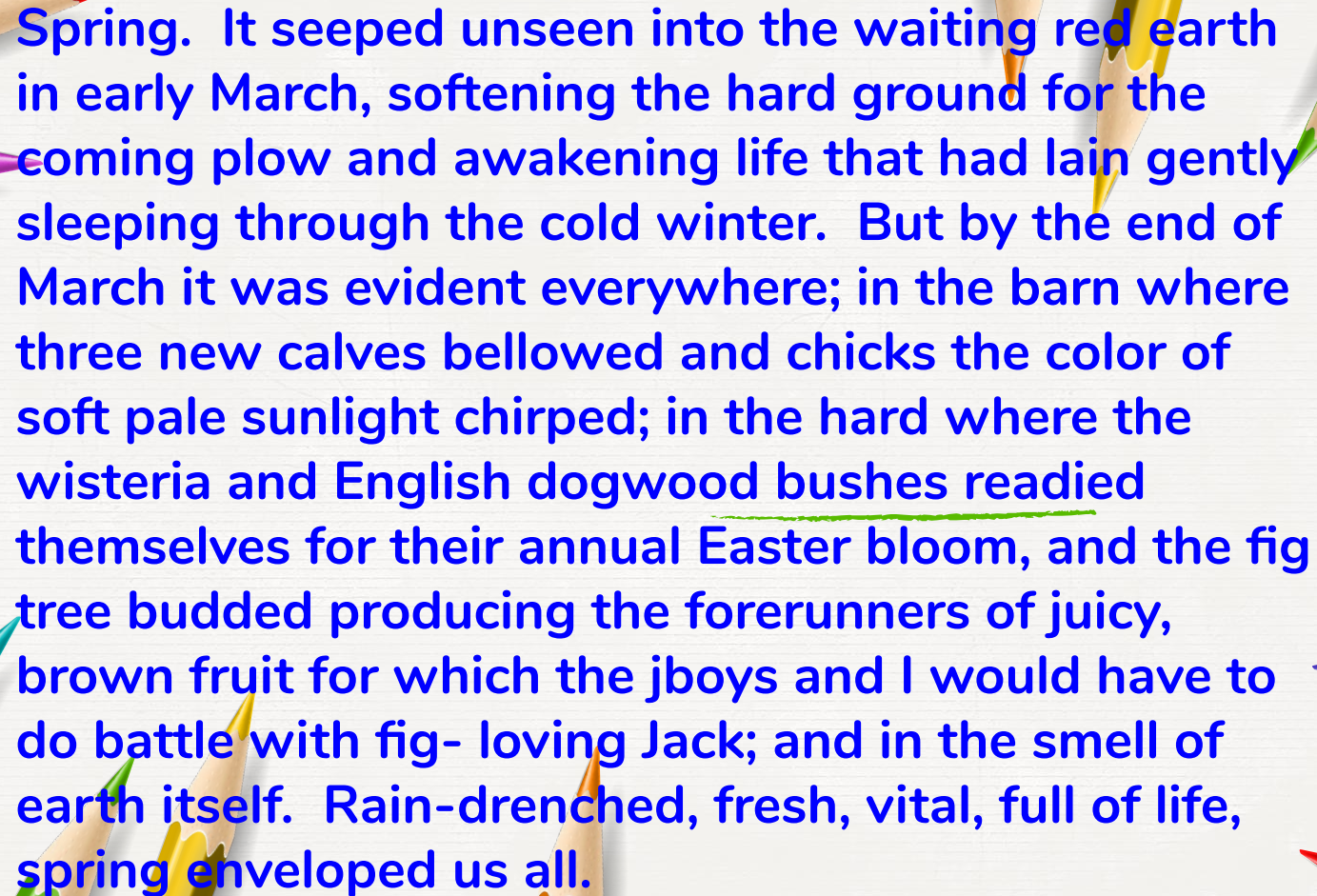
Sorrowful



IMAGERY- USED TO DESCRIBE
MOVEMENT, EMOTIONS, SENTATIONS, AND
FEELINGS.

ANOTHER WORD FOR SENSORY DETAIL; USED
WITH MOOD AND TONE



A decorative background featuring several sharpened colored pencils in various colors (red, purple, blue, green, yellow, orange) scattered around the text. The pencils are arranged in a circular pattern, with their tips pointing towards the center of the page.

Spring. It seeped unseen into the waiting red earth in early March, softening the hard ground for the coming plow and awakening life that had lain gently sleeping through the cold winter. But by the end of March it was evident everywhere; in the barn where three new calves bellowed and chicks the color of soft pale sunlight chirped; in the hard where the wisteria and English dogwood bushes readied themselves for their annual Easter bloom, and the fig tree budded producing the forerunners of juicy, brown fruit for which the jboys and I would have to do battle with fig- loving Jack; and in the smell of earth itself. Rain-drenched, fresh, vital, full of life, spring enveloped us all.

Literature books and writing published on a particular subject.

POETRY- words that use rhythm, rhyme, sound, and structure to express something in an artistic way.

L
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PROSE- Novels, plays, essays...

Literature that is not poetry.
Written in an organized way,



Stanza

A group of two or more lines that form a unit in a poem. (A poem paragraph.)

Tough guys in a fight
All alone at night
Life doesn't frighten me at all.

(stanza one)

Line break (space between stanzas)

Panthers in the park
Strangers in the dark
No, they don't frighten me at all.

(stanza two)

"Life Doesn't Frighten Me" by Maya Angelou



Paraphrasing

To repeat something written or spoken using different words, in a simpler and shorter form that makes the original meaning clearer



HOW TO PARAPHRASE

- * Read your source
- * Make a list of the big ideas
- * Use the big ideas to rewrite the information you read - Creating sentences using **YOUR OWN WORDS!**



Inference

Making a reasonable guess based on facts and one's own knowledge and experience



Inference Challenge: Riddles

I'm tall when I'm young and I'm short when I'm old. What am I?

A CANDLE



Inference Challenge: Riddles

With pointed fangs, I sit and wait. With piercing force, I serve out fate. Grabbing bloodless victims, proclaiming my might; physically joining with a single bite. What am I?

A STAPLER



Literary Analysis Unit with “Abandoned Farmhouse”

A Scaffolded Unit of Integrating Reading, Grammar, Poetry Analysis, and Writing Skills

Abandoned Farmhouse Pre-read Exercise



Analyze the picture above. Record the different items that you see in the room? What can we infer about the former residents of this room?

Item	Inference

Lesson Purposes

- To understand how the author uses imagery (sensory details) and diction to create an emotional effect (tone).
- To make inferences and support them with details from the text.
- To identify figurative language such as simile, metaphor & personification and analyze how authors use them for effect.
- To compose a literary analysis paragraph.

Abandoned Farmhouse

by Ted Kooser

He was a big man, says the size of his shoes
on a pile of broken dishes by the house;
a tall man too, says the length of the bed
in an upstairs room; and a good, God-fearing man,
says the Bible with a broken back
on the floor below the window, dusty with sun;
but not a man for farming, say the fields
cluttered with boulders and the leaky barn.

A woman lived with him, says the bedroom wall
papered with lilacs and the kitchen shelves
covered with oilcloth, and they had a child,
says the sandbox made from a tractor tire.
Money was scarce, say the jars of plum preserves
and canned tomatoes sealed in the cellar hole.
And the winters cold, say the rags in the window frames.
It was lonely here, says the narrow country road.

Something went wrong, says the empty house
in the weed-choked yard. Stones in the fields
say he was not a farmer; the still-sealed jars
in the cellar say she left in a nervous haste.
And the child? Its toys are strewn in the yard
like branches after a storm—a rubber cow,
a rusty tractor with a broken plow,
a doll in overalls. Something went wrong, they say.

Comprehension

1. How many people lived on the farm?
2. Describe the man who lived on the farm?
3. Describe the woman who lived on the farm?
4. What evidence suggests that something went wrong at the farm?
5. Were the former residents of the farm successful financially?
6. In line 7, what does the poet mean when he says “but not a man for farming”?
7. Based on lines 13-14, what is a “cellar hole”?
8. Take the following stanza and rewrite them in your own words.

Poet's Words	Your Words
<p>A woman lived with him, says the bedroom wall papered with lilacs and the kitchen shelves covered with oilcloth, and they had a child, says the sandbox made from a tractor tire.</p> <p>Money was scarce, say the jars of plum preserves and canned tomatoes sealed in the cellar hole.</p> <p>And the winters cold, say the rags in the window frames. It was lonely here, says the narrow country road.</p>	

Inference: An inference is an educated guess, or a guess based on evidence.

Directions: In “Abandoned Farmhouse,” the narrator made several inferences about the family that once lived in the farmhouse. Use his inferences to answer the following questions. Your answers will be your opinions, but they must be based on evidence from the text.

1. **Question:** How is the narrator able to reasonably infer the size of the man?

What is your answer? The narrator is able to infer that the man was large by looking at the size of his shoes.

Why is that your answer? Large people usually wear large shoes, so the narrator was able to use the size of that shoes as evidence to prove the size of the man.

Find the words in the text that prove your answer and write them here: “He was a big man, says the size of his shoes...” “...a tall man too, says the length of the bed...”

2. **Question:** How is the narrator able to reasonably infer that the man was religious?

What is your answer? _____

Why is that your answer? _____

Find the words in the text that prove your answer and write them here _____

3. **Question:** How is the narrator able to infer that the man was not a farmer?

What is your answer? _____

Why is that your answer? _____

Find the words in the text that prove your answer and write them here _____

Mood in "Abandoned Farmhouse"

In each box on the left, write down a way you felt as you read the poem. On the lines to the right, write down some words and phrases, from the poem, that contributed to that feeling.

Imagery: Words and phrases that help the readers image or experience a text through their senses: sight, sound, taste, touch and smell.

Sensory Detail: Same as Imagery, words and phrases that help readers imagine or experience a text through their senses: sight, sound, taste, touch and smell.

Find words and phrases that help the reader “see” or “hear” the poem. Complete the chart below.

Sights Words or phrases that help the reader “see” the events of the poem
“It’s toys were strewn in the yard like branches after a storm”

Now we are going to write about imagery. Look at the example below.

The author uses imagery to help the reader imagine or experience the poem. The author helps the reader “see” the how the toys were spread across the yard when he writes, “It’s toys were strewn in the yard like branches after a storm.” This sensory detail is important because it helps the reader picture broken branches after the destruction of storm, showing that the toys are littering the yard .

Now you try. Pick a sight from your chart to use.

The author uses imagery to help the reader imagine or experience the poem. The author helps the reader “see” the _____ when he writes, “_____.” This sensory detail is important because _____.

