

Brandon Valley School District
District Learning Plan
May 11-15, 2020

Grade 6 ELA

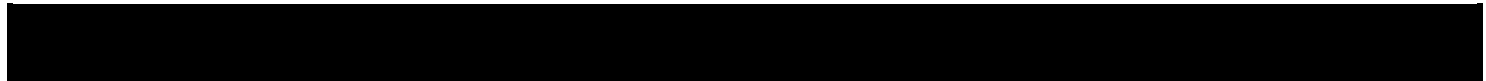


Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Poetry

SUBJECT/GRADE: ELA/6th

DATES: May 11 - May 15



<p>What do students need to do?</p> <p>Link to BV instructional video for week of May 11-15, 2020</p>	<p>For week 9 in ELA, you are continuing to work on writing your own poetry.</p> <p>Monday (5/11):</p> <ul style="list-style-type: none"> ● Read through the directions for your poetry assignment. ● Listen to the directions (to the left) from Ms. Rivers for clarification on this assignment. ● Complete the hand print and haiku poems. <p>Tuesday (5/12):</p> <ul style="list-style-type: none"> ● Complete the simile and hyperbole poems. <p>Wednesday (5/13):</p> <ul style="list-style-type: none"> ● Complete the Quizizz (Google Classroom or attached) <p>Thursday (5/14):</p> <ul style="list-style-type: none"> ● Since your library books had to be returned last week, no Thumb Through Thursday assignment. Please feel free to read your own books, magazines, or newspapers! <p>Friday (5/15):</p> <ul style="list-style-type: none"> ● No new assignment. Finish your poetry, your Quizizz assignment, and continue reading your Lynx reading book.
<p>What do students need to bring back to school?</p>	<ol style="list-style-type: none"> 1. handprint poem 2. haiku poem 3. simile poem 4. hyperbole poem
<p>What standards do the lessons cover?</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.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>6.W.5 Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. Use guidance and support from peers and adults as needed.</p>
<p>What materials do students need? What extra resources can students use?</p>	<p>Need:</p> <ul style="list-style-type: none"> ● poetry directions and examples ● paper or Google Classroom for assignment
<p>What can students do if they finish early?</p>	<ol style="list-style-type: none"> 1. newsela (choose any articles to read) 2. read your Lynx reading book (independent reading book) for 20 minutes each day 3. no red ink (log in with Google) 4. stories.audible.com (listen to books for free)

Who can we contact if we have questions?	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)
Notes:	

Instructional materials are posted below (if applicable)

Brandon Valley School District

Your Name:

POETRY UNIT

For weeks eight and nine (May 4-8 and May 11-15), we will be creating ten different pieces of poetry, many based on figurative language and other skills we have been working on all year.

Each page (one poem per page) should have the type of poetry clearly written or typed at the top with your poem underneath.

Attached are ten examples of what you will be responsible for creating.

Make sure to follow the directions carefully, and use the examples as your guides. Be creative, and have fun with your poetry!

The ten types of poetry you will be creating are:

1. Name poem/acrostic (your first and last name)
2. Concrete-use onomatopoeia as a basis of your design
3. Cinquain
4. Alliteration ABC
5. Free Verse
6. Diamante
7. Hand Print
8. Haiku
9. Simile
10. Hyperbole

Acrostic Poem

Acrostics are poems that go down and across. The poems don't have to rhyme, and they can have as many words as you like. You can choose any subject you like, even your own name. Highlight or make the word you chose bold in some way.

Here are some examples:

Crunchy, munchy
Oh, so sweet
Oodles of chocolate and nuts
Kids love them!
I like to eat them hot from the oven
Everyone waits for them to cool.

Jumps high
Over the high jump bar
Highest on the team
Never a bad attitude
Nice to everyone
Yes, he's a great kid!

Soccer player extraordinaire
Many animal pets at home
Intelligent, especially at math
Ten years old on May 12th
He likes to write Acrostic Poems!

Concrete Poem

A concrete poem, or shape poem, is written to represent objects which they describe. The poem can be written in the shape of the object. Artwork adds to the visual effect of this type of poem.

Examples:

A
triangle
reminds me of
a mountain when we
go skiing on Mt. Bachelor

to touch is ready
the plane the sky

the wings
the nose held high
steady

click to roar
a spruce
a spruce

flick to soar
a shudder
a shudder

Cinquain Poem

“Cinq” means “five” in French. A cinquain is a special kind of five-line poem with a very strict form.

Line 1 **One word – the subject of the poem**

This word is a noun.

Line 2 **Two words describing the title**

These words are adjectives, words that describe the noun

Line 3 **Three words expressing action**

These are verbs that tell what the noun in line one does. Separate the verbs with commas.

Line 4 **Four words expressing a feeling**

This can be a short phrase or a series of words.

Line 5 **One word that is another word for the subject**

This should be a synonym for the subject

Here are some examples:

Eyes

Large, mysterious

Watching, rolling, blinking

Tell more than words

Vision

Cats

Independent, friendly

Meowing, purring, sleeping

I love my cat

Feline

Motorcycle

Noisy, fast

Racing, climbing, crashing

Fun on two wheels

Dirt bike

Alphabet Alliteration Poem

In alliteration, each important word in the line begins with the same letter. These poems end up being crazy, nonsense poems. Use your imagination and alliteration skills to write three words for each alphabet letter. If you want to, write longer alliteration phrases.

First word: an adjective (word describing a noun)

Second word: a noun (the subject - the person or thing)

Third word: a verb (showing the action that the subject does).

For example:

A wesome ants ache

B ony baboons bake

Crazy cats crawl

D izzy dogs drool

E ager egrets eat

F erocious ferrets fake

. etc.

Z ippy zebras zoom

... or if you are feeling creative, make them longer and more interesting!

A rtistic anteaters ate anchovies in the afternoon in autumn

B eastly bears begged for bamboo and bread with butter

C ostly critters cut catnip for crying cats top chew

Desperate dingoes dig for dinosaur bones using dull diggers

. etc.

FREE VERSE

Examples of free verse poems will have no set meter, which is the rhythm of the words, no rhyme scheme, or any particular structure. Some poets would find this freeing, being able to whimsically change your mind, while others feel like they could not do a good job in that manner. Robert Frost commented that writing free verse was like "playing tennis without a net."

Examples of Free Verse Poems

Free verse poems do not follow the rules, and have no rhyme or rhythm; but they are still an artistic expression. They are sometimes thought to be a modern form of poetry but the free verse types of poem have been around for hundreds of years.

Following are examples of free verse poems:

After the Sea-Ship by Walt Whitman

After the Sea-Ship—after the whistling winds;
After the white-gray sails, taut to their spars and ropes,
Below, a myriad, myriad waves, hastening, lifting up their necks,
Tending in ceaseless flow toward the track of the ship:
Waves of the ocean, bubbling and gurgling, blithely prying,
Waves, undulating waves—liquid, uneven, emulous waves,
Toward that whirling current, laughing and buoyant, with curves,
Where the great Vessel, sailing and tacking, displaced the surface;

Fog by Carl Sandburg

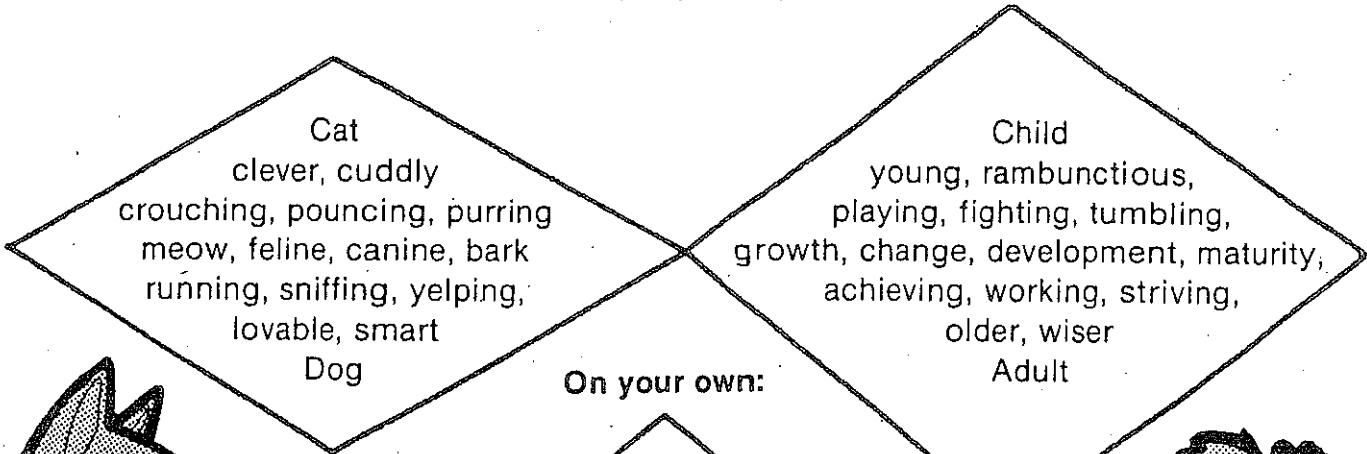
The fog comes
on little cat feet.
It sits looking
over harbor and city
on silent haunches
and then moves on.

DIAMONTE

The **diamonte** is fun and easy to write. The purpose is to go from the subject at the top of the diamond to another totally different (and sometimes opposite) subject at the bottom.

Structure:

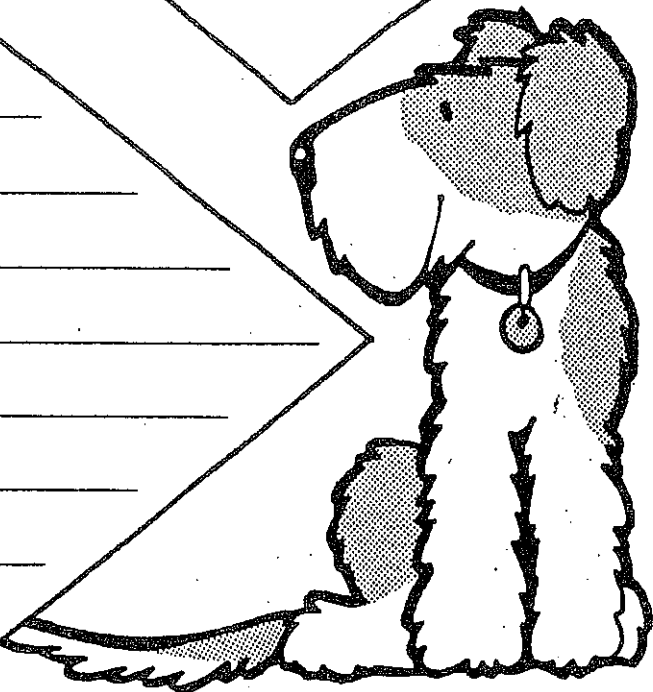
- line 1* — one noun (subject #1)
- line 2* — two adjectives (describing subject #1)
- line 3* — three participles (ending in *-ing*, telling about subject #1)
- line 4* — four nouns (first two related to subject #1, second two related to subject #2)
- line 5* — three participles (about subject #2)
- line 6* — two adjectives (describing subject #2)
- line 7* — one noun (subject #2)



On your own:

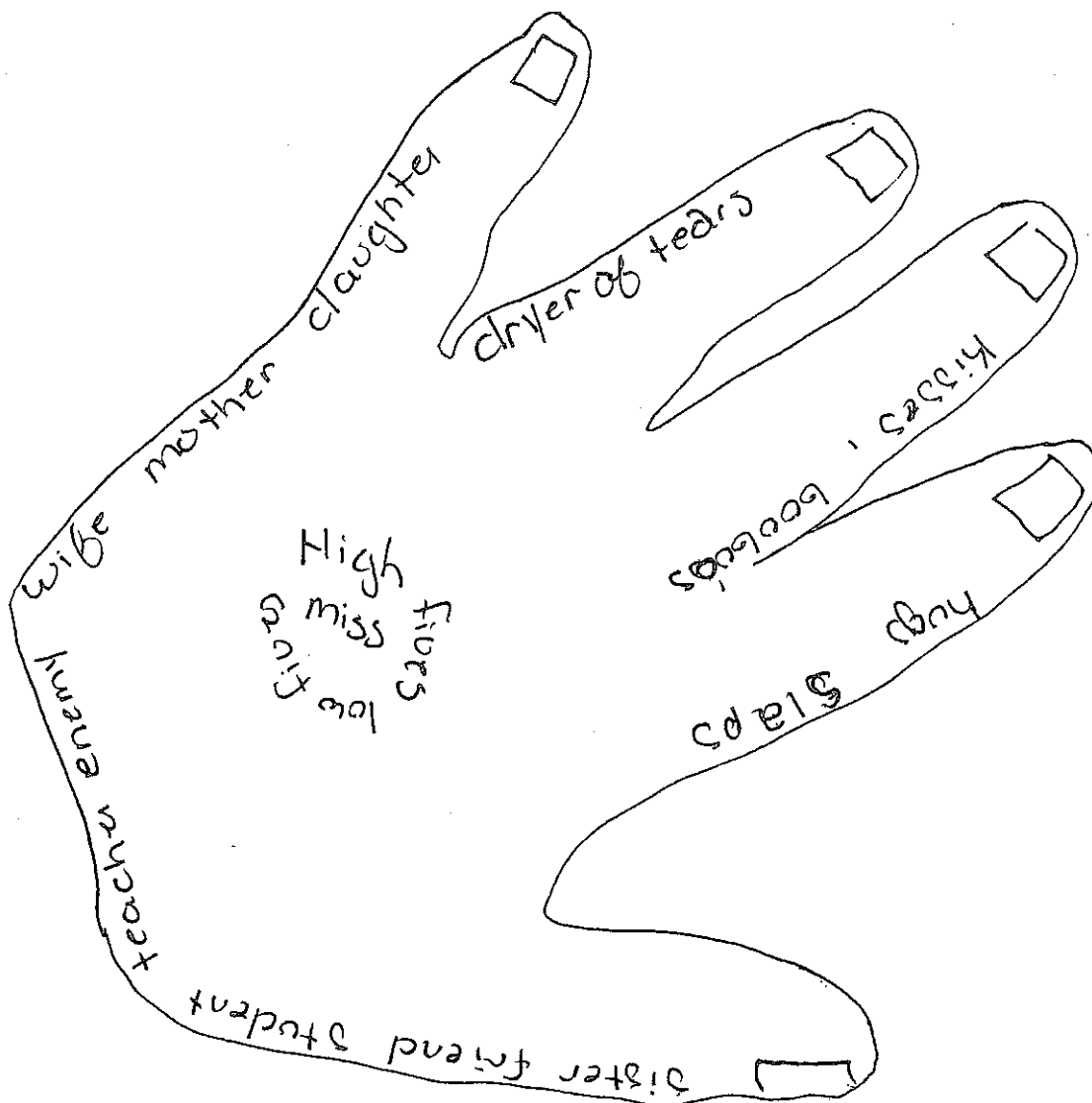
Day

Night



Hand Print Poem

In a Hand Print Poem you must first trace the outline of your spread hand. You will then fill in the hand with adjectives/nouns/ phrases that represent life experiences/adjectives your hand has experienced. Think back through your childhood, to the present time period, to know what to write. Every square inch of your hand should be covered. Almost like your hand is completely tattooed with your "hand life experiences". This poem does not rhyme, but will be full of nouns, adjectives, and even phrases.



Haiku Poem

Haiku is a form of ancient Japanese poetry. The poems are often written about things in nature or seasons. They are also written about emotions or feelings about something. Haiku poems are not written as complete sentences. They are more often written as short thoughts and capitalization and punctuation is up to the writer.

Haiku follows this form:

Line 1. 5 syllables

Line 2. 7 syllables

Line 3. 5 syllables

Include images that appeal to the five senses. What colors do you see? What sounds can you hear? What is the taste of the image? What smells do you notice? How does it feel? Since you are very limited in the number of syllables you can use, try not to repeat words and limit the use of unimportant words.

Here are three examples:

Waking up to chirps
Birds singing in the morning
Beautiful bird songs

The evening sun sets
Brilliant colors glimmering
Beautiful sunsets

Yellowstone, geysers
Mud pots, geysers, and camping
Big place for nature

Simile Poems

Similes compare two things using the words *like* or *as*. This type of figurative language is often used in poems to enhance visual imagery.

Examples of Similes:

Simile using like— "This stale piece of bread is like a rock." (The old stale **bread** is being compared to a hard **rock**.)

Simile using as— "My fleece blanket is as soft as a cloud." (The fleece **blanket** is being compared to the softness of a **cloud**.)

Here are some examples of **simile teaching poems**:

Easter by Joyce Kilmer

The air is like a butterfly
With frail blue wings.
The happy earth looks at the sky
And sings.

I've Got a Dog by Anonymous

I've got a dog as thin as a rail,
He's got fleas all over his tail;
Every time his tail goes flop,
The fleas on the bottom all hop to the top.

The Scorpion by Hilaire Belloc

The scorpion is as black as soot,
He dearly loves to bite;
He is a most unpleasant brute
To find in bed at night.

Hyperbole Poems

Hyperbole is extreme exaggeration. Examples of hyperbole include, "I'm such a good swimmer, I could swim around the world!" or "I'm so hungry, I could eat a horse!"

Some examples of **hyperbole teaching poems** include:

The Old Woman Tossed Up in a Blanket by Walter Crane

There was an old woman tossed up in a blanket,
Seventeen times as high as the moon;
Where she was going I could not but ask it,
For in her hand she carried a broom.
"Old woman, old woman, old woman," quoth I;
"O whither, O whither, O whither so high?"
"To sweep the cobwebs from the sky,
And I'll be with you by-and-by!"

Book of Nonsense Limerick 41 by Edward Lear

There was a Young Lady whose nose,
Was so long that it reached to her toes;
So she hired an Old Lady,
Whose conduct was steady,
To carry that wonderful nose.

QUIZIZZ

End of Year BVIS ELA

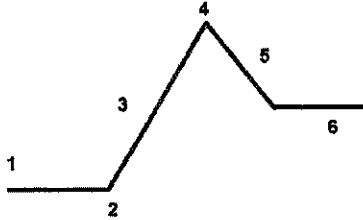
40 Questions

NAME : _____

CLASS : _____

DATE : _____

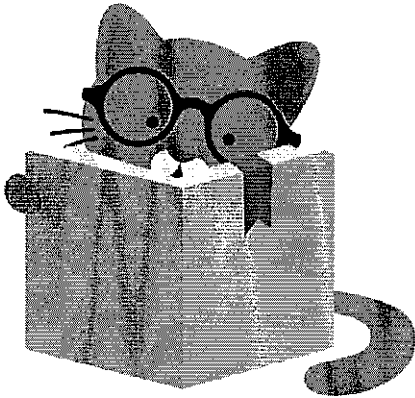
1.



What is the correct order of plot sequence?

- a) rising action, conflict, climax, exposition, falling action, resolution
- b) exposition, rising action, falling action, climax, resolution, conflict
- c) exposition, conflict, rising action, climax, falling action, resolution
- d) exposition, resolution, conflict, rising action, falling action climax

2.



Which of these things is not related to the "theme" in a story?

- a) how a character is feeling
- b) a "life lesson" the main character learns
- c) a big idea that people from any culture or any place can understand
- d) the moral of the story

3. Phrase:

His heart was a block of ice.

- a) alliteration
- b) simile
- c) metaphor
- d) onomatopoeia

4. Phrase:
pink and purple popsicles

- | | |
|--|---------------------------------------|
| <input type="checkbox"/> a) alliteration | <input type="checkbox"/> b) simile |
| <input type="checkbox"/> c) onomatopoeia | <input type="checkbox"/> d) hyperbole |

5. Phrase:
The cup danced joyfully across the table.

- | | |
|---------------------------------------|---|
| <input type="checkbox"/> a) simile | <input type="checkbox"/> b) metaphor |
| <input type="checkbox"/> c) hyperbole | <input type="checkbox"/> d) personification |

6. Phrase:
heavy as a rock

- | | |
|--|---|
| <input type="checkbox"/> a) alliteration | <input type="checkbox"/> b) simile |
| <input type="checkbox"/> c) hyperbole | <input type="checkbox"/> d) personification |

7. Phrase:
She was humming a song.

- | | |
|--|---|
| <input type="checkbox"/> a) hyperbole | <input type="checkbox"/> b) personification |
| <input type="checkbox"/> c) onomatopoeia | <input type="checkbox"/> d) alliteration |

8. Phrase:
Everyone knows that!

- | | |
|--|--|
| <input type="checkbox"/> a) alliteration | <input type="checkbox"/> b) onomatopoeia |
| <input type="checkbox"/> c) hyperbole | <input type="checkbox"/> d) simile |

9. Narrative writing?

- | | |
|--|---|
| <input type="checkbox"/> a) presents facts. | <input type="checkbox"/> b) short works. |
| <input type="checkbox"/> c) story of a person. | <input type="checkbox"/> d) tells the story of real-life experiences. |

10. Persuasive writing?

- a) tells why an event. b) short works.
- c) persuades readers to adopt a point of view or take an action. d) tells why an event.

11. Mood is?

- a) author purpose. b) over all feeling created by an essay or article.
- c) event. d) information.

12. Resolution

- a) beginning. b) outcome of the conflict.
- c) climax. d) middle.

13. Exposition

- a) climax. b) end.
- c) opening situation. d) rising.

Theme

14. a) author's message.

- b) beginning. c) end.
- d) climax.

15. Setting

- a) climax b) time and place
- c) hero d) villain

16. How should sentence 1 be written to show correct capitalization use?

(1) Ms. eliza Warner at Rock valley school is the best teacher I ever had.

- a) Ms. Eliza Warner at Rock valley school is the best teacher I ever had. b) Ms. eliza Warner at Rock Valley school is the best teacher I ever had.
- c) Ms. Eliza Warner at Rock Valley School is the best teacher I ever had. d) Ms. Eliza Warner at Rock Valley school is the best teacher I ever had.

17. Which meaning of the word rake is used in the following sentence?

The police were told to rake the building to find any clues or evidence.

- a) a garden tool with a long handle and teeth or prongs b) to search thoroughly
- c) to gather with a rake d) to gather and make known

18. Jefferson's face turned red and he slowly lowered his head when Ms. Dinkins showed him his formal test grade. We can infer that...

- a) Jefferson was extremely happy about his test grade. b) Ms. Dinkins was unhappy with Jefferson.
- c) Jefferson was disappointed in himself. d) Jefferson was tired from playing Fortnite the previous night.

19. Tone can best described as

- a) attitude of the reader b) the overall mood or feeling in a story
- c) the author's attitude toward his writing d) reader's point of view

20. **Read the story and answer the question that follows.**

"I remember it like it was yesterday, Rachel." My grandfather leaned back in his chair with his eyes closed. He smoothed back the last of his gray hairs from his forehead and began to describe that historic day... "That's one small step for man, one giant leap for mankind," astronaut Neil Armstrong proclaimed as he stepped from the lunar landing vehicle "Eagle" onto the surface of the moon. Astronaut Edwin "Buzz" Aldrin Jr. joined him on the moon a few minutes later. Michael Collins, a third astronaut, remained in the small command ship "Columbia" to monitor Armstrong and Aldrin. As Armstrong and Aldrin glided along the moon's surface, they took pictures and collected samples of moon rocks and soil. After almost 22 hours of exploring the moon's surface, the astronauts returned to the Apollo 11 spacecraft. Grandfather opened his eyes and sat up. "Did you know some people didn't get to watch the first moon landing because they didn't have a television yet?" "Didn't everyone have televisions in 1969?" I asked in disbelief. Grandfather laughed. "It wasn't like today, with some families having two or three televisions. Can you understand now why I'm proud that you want to be an astronaut when you grow up? Space exploration will be more and more important to humankind as the years go by. I hope to see you in space someday, next to astronauts from all over the world. I believe space exploration in the future will bring countries together. It will be a great opportunity for you. I'm sure you'll be an astronaut we're all proud of!" For once I agreed with my grandfather. I also believe space exploration should be a way for all countries to work together. With technology from all over the world, who knows how far we can go in space!

Which line from the passage is a flashback to 1969?

- a) Grandfather opened his eyes and sat up. b) Armstrong and Aldrin glided along the moon's surface
- c) Space exploration will be increasingly important to mankind as the years go by. d) Didn't everyone have televisions in 1969?

21. **Read the story and answer the question that follows.**

"I remember it like it was yesterday, Rachel." My grandfather leaned back in his chair with his eyes closed. He smoothed back the last of his gray hairs from his forehead and began to describe that historic day... "That's one small step for man, one giant leap for mankind," astronaut Neil Armstrong proclaimed as he stepped from the lunar landing vehicle "Eagle" onto the surface of the moon. Astronaut Edwin "Buzz" Aldrin Jr. joined him on the moon a few minutes later. Michael Collins, a third astronaut, remained in the small command ship "Columbia" to monitor Armstrong and Aldrin. As Armstrong and Aldrin glided along the moon's surface, they took pictures and collected samples of moon rocks and soil. After almost 22 hours of exploring the moon's surface, the astronauts returned to the Apollo 11 spacecraft. Grandfather opened his eyes and sat up. "Did you know some people didn't get to watch the first moon landing because they didn't have a television yet?" "Didn't everyone have televisions in 1969?" I asked in disbelief. Grandfather laughed. "It wasn't like today, with some families having two or three televisions. Can you understand now why I'm proud that you want to be an astronaut when you grow up? Space exploration will be more and more important to humankind as the years go by. I hope to see you in space someday, next to astronauts from all over the world. I believe space exploration in the future will bring countries together. It will be a great opportunity for you. I'm sure you'll be an astronaut we're all proud of!" For once I agreed with my grandfather. I also believe space exploration should be a way for all countries to work together. With technology from all over the world, who knows how far we can go in space!

Which line is part of the story's plot?

- a) The grandfather expresses an interest in his granddaughter's dream to be an astronaut.
- b) The granddaughter turns off the television to talk to her grandfather.
- c) The grandfather calls his wife in from another room.
- d) The grandfather drives his granddaughter to Space Camp.

22. Read the story and answer the question that follows.

"I remember it like it was yesterday, Rachel." My grandfather leaned back in his chair with his eyes closed. He smoothed back the last of his gray hairs from his forehead and began to describe that historic day... "That's one small step for man, one giant leap for mankind," astronaut Neil Armstrong proclaimed as he stepped from the lunar landing vehicle "Eagle" onto the surface of the moon. Astronaut Edwin "Buzz" Aldrin Jr. joined him on the moon a few minutes later. Michael Collins, a third astronaut, remained in the small command ship "Columbia" to monitor Armstrong and Aldrin. As Armstrong and Aldrin glided along the moon's surface, they took pictures and collected samples of moon rocks and soil. After almost 22 hours of exploring the moon's surface, the astronauts returned to the Apollo 11 spacecraft. Grandfather opened his eyes and sat up. "Did you know some people didn't get to watch the first moon landing because they didn't have a television yet?" "Didn't everyone have televisions in 1969?" I asked in disbelief. Grandfather laughed. "It wasn't like today, with some families having two or three televisions. Can you understand now why I'm proud that you want to be an astronaut when you grow up? Space exploration will be more and more important to humankind as the years go by. I hope to see you in space someday, next to astronauts from all over the world. I believe space exploration in the future will bring countries together. It will be a great opportunity for you. I'm sure you'll be an astronaut we're all proud of!" For once I agreed with my grandfather. I also believe space exploration should be a way for all countries to work together. With technology from all over the world, who knows how far we can go in space!

Which statement is a historical fact from the story?

- a) Who knows how far we can go in space! b) The astronauts took pictures and collected samples of moon rocks and soil.
- c) Space exploration will become more important to humankind as the years go by. d) Rachel would like to become an astronaut.

23. **Read the story and answer the question that follows.**

The terms "rabbit" and "hare" have often been thought to be interchangeable. However, there are several differences between a rabbit and a hare. To begin with, a hare is generally larger than a rabbit. Hares also have much longer ears. Perhaps the most apparent difference between the two species is what occurs right after birth. Rabbits are born blind, without fur, and completely helpless. A newborn hare, on the other hand, is wide-eyed and covered with fur. The newborn hare can also hop around on the day of birth. Hares and rabbits also live in different styles of homes. Hares usually make their nests in ground hollows. Rabbits generally dig deep burrows and bear their young in an underground nest. Although rabbits and hares look very similar, there are several differences that make the two species unique.

Based on the story you just read, which animal is the most helpless at birth?

- a) rabbit b) hare
 c) both are helpless d) neither are helpless

24. Choose the **best** order for the sentences.

1. Van and Reka woke up early and decided to go to the golf course. 2. The shoes were waterproof and very expensive. 3. On the way to the course, Van stopped and bought new shoes. 4. Van tested his new waterproof shoes when his ball fell into the lake. 5. He didn't know if he should be pleased or not! 6. Although he hit a poor shot from the lake's edge, his feet remained dry.

- a) 1 - 2 - 3 - 4 - 5 - 6 b) 1 - 2 - 3 - 4 - 6 - 5
 c) 1 - 3 - 2 - 4 - 6 - 5 d) 1 - 3 - 2 - 6 - 4 - 5

25. Choose the **best** topic sentence for the paragraph.

The gorillas form small groups called families. In these families, the gorillas help support the other members of their community. Gorillas also share with humans the desire for personal grooming. Their standards might be different than ours, but they still take time to clean themselves and each other. Furthermore, gorillas are very protective of their young. Just like human parents, they look out for and protect their children.

- a) Gorillas live in the shrinking rain forests. b) Many people enjoy watching gorillas at the zoo.
- c) Humans are very similar to gorillas. d) The gorilla has many human-like qualities.

26. The overall or most important message of a story is called what?

- a) A summary b) The Central Idea
- c) Context Clues d) Citing

27. To quote something as evidence or proof is called what?

- a) Citing b) Summarizing
- c) Identifying d) Comparing

28. Which is an example of a citation

- a) "He hunkered down alone in his bed." b) According to the text
- c) (Rodman, 98) d) "She wanted to become friends with Freak."

29. The dictionary definition refers to

- a) denotation b) connotation
- c) synonym d) antonym
- e) glossary

30. The connotation of a word can be

a) positive

b) negative

c) neutral

d) true

e) false

31.



What is a positive connotation of ugly?

a) unattractive

b) gruesome

c) cute

32. The charts and diagrams _____ the multiple, and complex, parts of a plant cell.

Based on the context, which word **best** completes the sentence?

a) illustrate

b) affect

c) complicate

d) support

33.



What is a positive connotation of tardy?

- a) playful b) delayed
- c) punctual

34. A group of lines in a poem; like a paragraph or verse

- a) Lines b) Chorus
- c) Stanza d) Refrain

35.

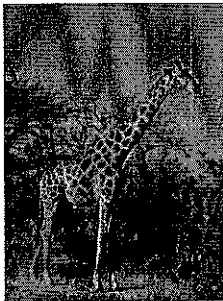


Figure 1: The giraffe (*Giraffa camelopardalis*) is an African even-toed ungulate mammal, the tallest of all land-living animal species. Males can be 4.8 to 5.5 metres tall and weigh up to 1,360 kilograms. The record-sized bull was 5.87 m tall and weighed approximately 2,000 kg. Females are generally slightly shorter and weigh less than the males do.

Found under pictures, diagrams, charts or photographs to help the reader better understand the picture or diagram.

- a) Illustrations b) Captions
- c) Glossary d) Chart

36.



Photos or pictures used to help the reader visualize something in the passage

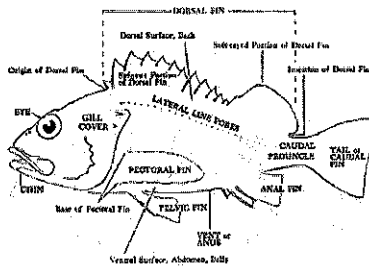
a) Index

b) photographs

c) Index

d) Labels

37.



Added to help provide more information about photographs, illustrations, or diagrams

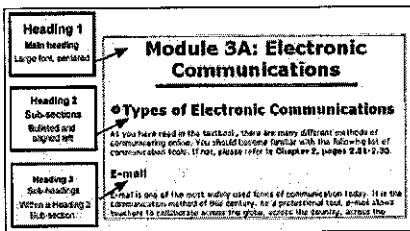
a) Illustrations

b) subheadings

c) special print

d) labels

38.



Found at the beginning of sections in a passage- help the reader know what different sections of the text are about

a) subtitles & headings

b) labels

c) special print

d) Illustrations

39. Noun: short news story or graphic that elaborates on a detail in the main text and is set apart on the side or bottom

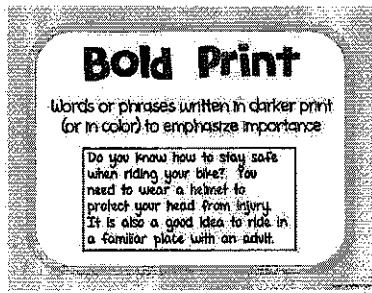
a) caption

b) Text Features

c) sidebar

d) illustrate

40.



BOLD print, Italics, and underlining are used to show important words in the passage

- a) special print
- c) captions

- b) insert
- d) illustrations