

Brandon Valley School District  
District Learning Plan  
May 4-8, 2020

Grade 6 ELA



## Brandon Valley School District Distance Learning Plan

LESSON/UNIT: *Poetry*

SUBJECT/GRADE: ELA/6th

DATES: May 4-May 8



<p>What do students need to do?</p> <p><b><u><a href="#">PART ONE link to BV instructional video for week of May 4-8, 2020</a></u></b></p> <p><b><u><a href="#">PART TWO link to BV instructional video for week of May 4-8, 2020</a></u></b></p>	<p><b>For weeks 8 and 9 in ELA, you will be writing your own poetry.</b></p> <p><b>Monday (5/4):</b></p> <ul style="list-style-type: none"> <li>● Read through the directions for your poetry assignment.</li> <li>● Listen to the directions (to the left) from Ms. Rivers for clarification on this assignment.</li> <li>● Complete the name/acrostic poem and the concrete poem.</li> </ul> <p><b>Tuesday (5/5):</b></p> <ul style="list-style-type: none"> <li>● Complete the cinquain and alliteration ABC poems.</li> </ul> <p><b>Wednesday (5/6):</b></p> <ul style="list-style-type: none"> <li>● Complete the free verse and diamonte poems.</li> </ul> <p><b>Thursday (5/7):</b></p> <ul style="list-style-type: none"> <li>● Today is <b>THUMB-THROUGH THURSDAY!</b> Read your Lynx reading book (independent reading book) for 20 minutes. For today's assignment, create a bookmark with a picture of a scene or setting from your story on the front and a summary of today's reading on the back.</li> </ul> <p><b>Friday (5/8):</b></p> <ul style="list-style-type: none"> <li>● No new assignment. Continue working on your poetry, creating your bookmark, and reading your Lynx reading book.</li> </ul>
<p>What do students need to bring back to school?</p>	<ol style="list-style-type: none"> <li>1. acrostic poem</li> <li>2. concrete poem</li> <li>3. cinquain poem</li> <li>4. alliteration ABC poem</li> <li>5. free verse poem</li> <li>6. diamonte poem</li> <li>7. Thumb-Through Thursday assignment--bookmark</li> </ol>
<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"> <li>● poetry directions and examples</li> <li>● paper or Google Classroom for assignment</li> <li>● Thumb-Through Thursday activity--bookmark</li> </ul>

<p>What can students do if they finish early?</p>	<ol style="list-style-type: none"> <li>1. <a href="https://login10.cloud1.tds.airast.org/student/V388/Pages/LoginShell.aspx?c=SouthDakota_PT">https://login10.cloud1.tds.airast.org/student/V388/Pages/LoginShell.aspx?c=SouthDakota_PT</a></li> <li>2. newsela (choose any articles to read)</li> <li>3. read your Lynx reading book (independent reading book) for 20 minutes each day</li> <li>4. no red ink (log in with Google)</li> <li>5. <a href="https://stories.audible.com">stories.audible.com</a> (listen to books for free)</li> <li>6. action.scholastic.com (log in, click on "I am a student," and the password is hillseed3)</li> </ol>
<p>Who can we contact if we have questions?</p>	<p><b>Brandon Valley Intermediate School</b>  <b>Principal-</b> Mr. Skibsted- <a href="mailto:Nick.Skibsted@k12.sd.us">Nick.Skibsted@k12.sd.us</a>  <b>Assistant Principal-</b> Mr. Pearson- <a href="mailto:Rick.Pearson@k12.sd.us">Rick.Pearson@k12.sd.us</a>  <b>ELA Teachers:</b>  Ms. Schwebach <a href="mailto:sharon.schwebach@k12.sd.us">sharon.schwebach@k12.sd.us</a> (white team)  Ms. Grieve <a href="mailto:tami.grieve@k12.sd.us">tami.grieve@k12.sd.us</a> (silver team)  Ms. Rivers <a href="mailto:katie.rivers@k12.sd.us">katie.rivers@k12.sd.us</a> (blue team)  Ms. Reinschmidt <a href="mailto:lisa.reinschmidt@k12.sd.us">lisa.reinschmidt@k12.sd.us</a> (red team)</p>
<p><b>Notes:</b></p>	

***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:

**C** runchy, munchy  
**O** h, so sweet  
**O** odles of chocolate and nuts  
**K** ids love them!  
**I** like to eat them hot from the oven  
**E** veryone waits for them to cool.

**J** umps high  
**O** ver the high jump bar  
**H** ighest on the team  
**N** ever a bad attitude  
**N** ice to everyone  
**Y** es, he's a great kid!

**S** occer player extraordinaire  
**M** any animal pets at home  
**I** ntelligent, especially at math  
**T** en years old on May 12<sup>th</sup>  
**H** e 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 sprayer  
a sprayer

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

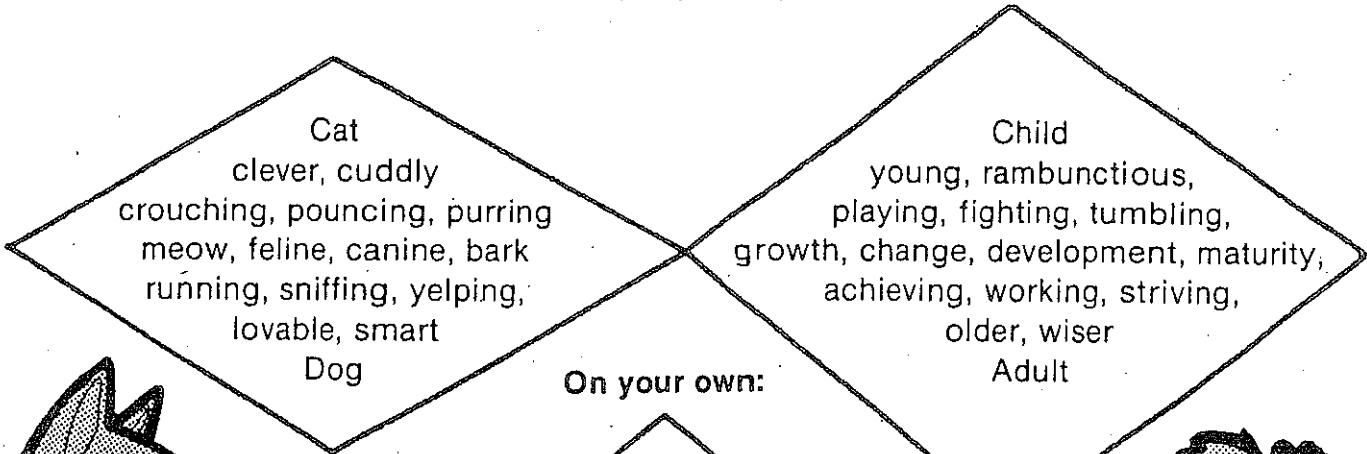
The fog comes  
on little cat feet.  
It sits looking  
over harbor and city  
on silent haunches  
and then moves on.

# DIAMONTE

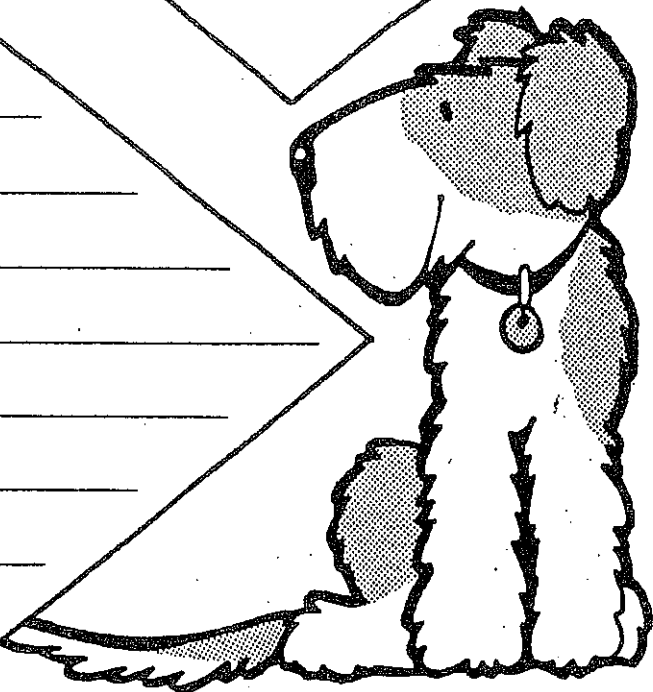
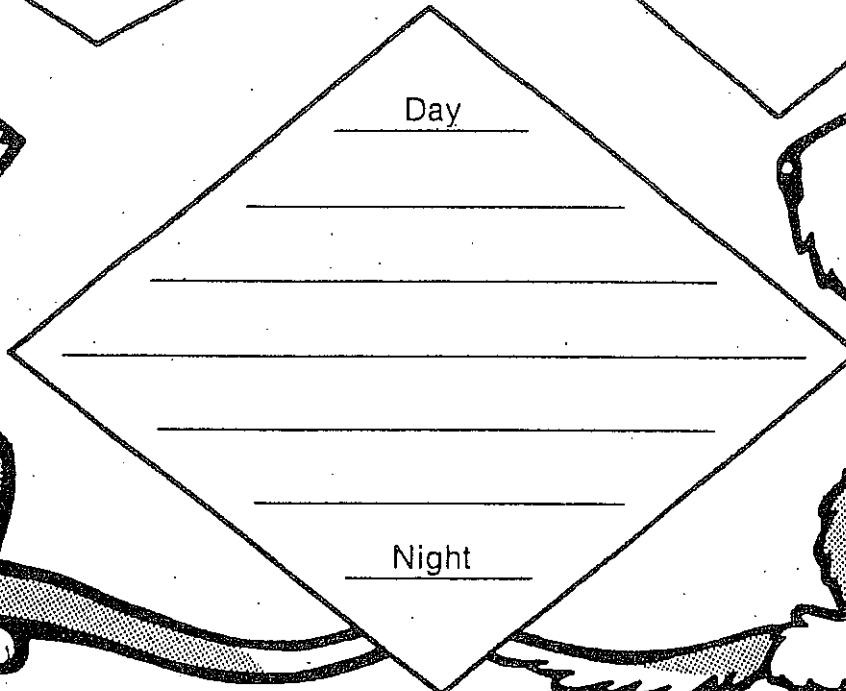
The **diamonte** is fun and easy to write. The purpose is to go from the subject at the top of the diamond to another totally different (and sometimes opposite) subject at the bottom.

**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)

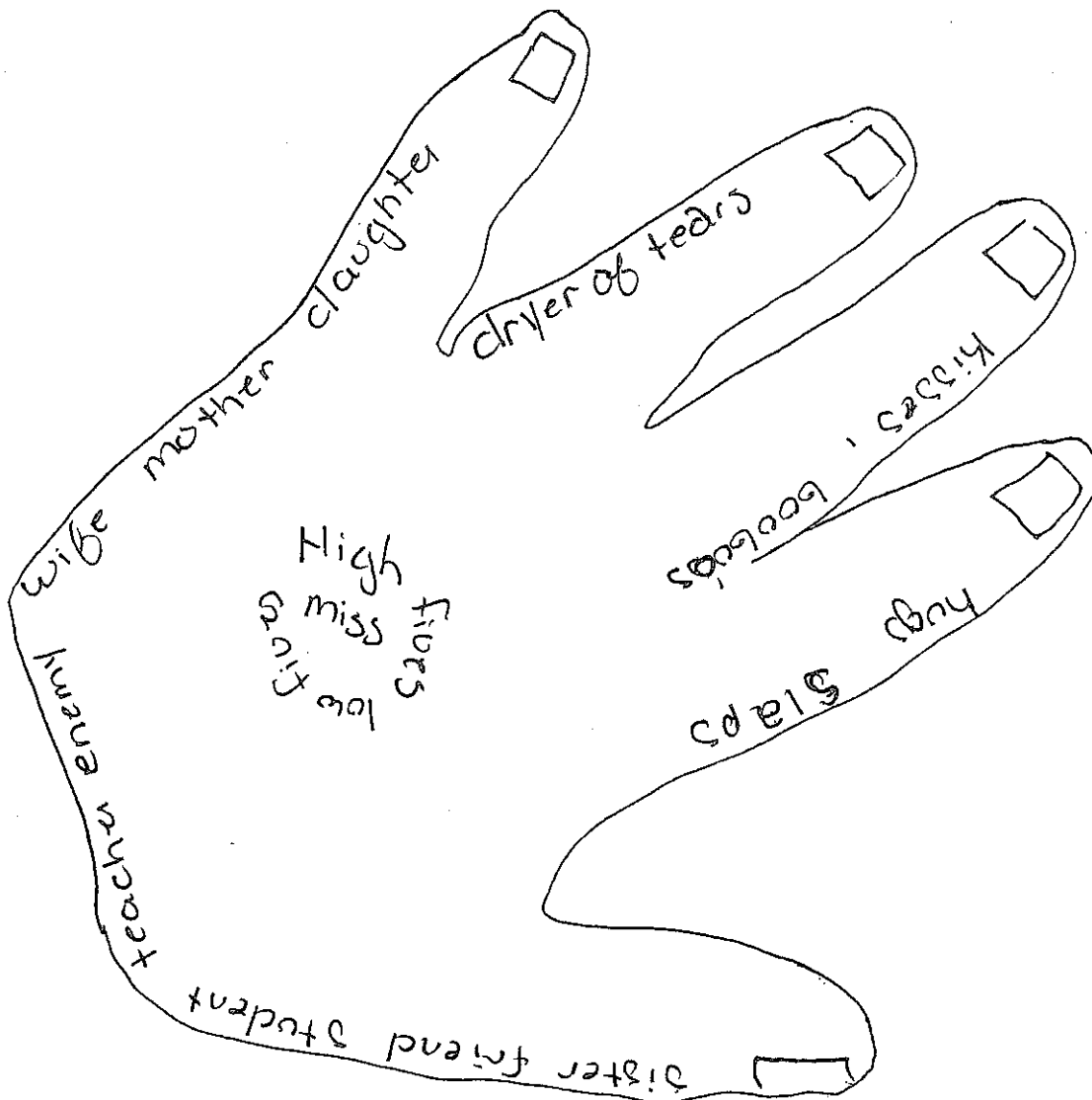


On your own:



## 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.