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Curriculum Project: Part III
Dr. Courtad-SED 345
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Part III Weekly Planner

Pre-Assessment Results:

When originally planning the pre-assessment for my unit, I realized I created an assessment with too much content. At first, I was planning on doing a comprehension unit covering varying types of text. In this unit, students would talk about chapter books, plays, and poems. The students would be assessed on the varying aspects of each type of text (e.g. stanzas are in poems while chapters are in books), and how these aspects of texts affect the way in which we read them. Poems sometimes rhyme, but don't always have to. Books have sentences, while scripts for a play are written in a different format. Even after students received three weeks of instruction, it would be difficulty to score a passing grade on the final assessment. I realized that the amount of content I had originally planned to cover was too great. In a more realistic setting, each type of text should have their very own unit. Realizing the original assessment included too much content (see Appendix A for the original assessment) I condensed material and questions.

I decided on a unit based on the comprehension and understanding of three types of poems. The three poems are a haiku, limerick, and concrete poem. I was swayed to condensing my unit into material relating only to poetry because the students are actually going through a unit just like it. I want to create my own unit, separate from what the teacher has created, and see how our units compare to each other. I believe comparing the unit used in the classroom, with the unit I create for this project, will be a great tool for the reflection process.

It is also important to note that during the week of administering the pre-assessment, I had to take into account that students were in the process of completing their PARCC testing. A week and two day long process, the students were half way through their testing. Since students had PARCC testing to focus on, I did not want to administer another full-length test to the students. For this reason, along with the realization that the original assessment included too much content, I condensed the new and improved pre-assessment to only six questions. These six questions were selected because together, covered a wide range of material. At least one question covered the type of poem we would be discussing during the unit. The new assessment questions and student responses can be viewed in Appendix B.

The process of which the pre-assessment was administered is as followed: Students were asked to take out a lined piece of notebook paper and write their name in the top left corner, and the date in the top right corner. Then, students were asked to number the paper one through six. After, I verbally stated each question aloud, giving students one minute to respond after each question. Students were verbally prompted by me to write a question mark if they had absolutely no idea what the answer was. I asked, and allowed students to

do this to help me differentiate between areas for which students felt they had some prior knowledge, compared to areas of which students felt they had no prior knowledge. Finally, after stating all questions aloud and giving students two minutes to respond to each question, the assessment concluded.

Based off the results from the pre-assessment, my instructional decision-making was affected positively. Like all pre-assessments should theoretically show, student's had some, to little knowledge of the content. In reference to student responses, HL scored 3/6. WJ scored 1/6, AM 2/6, OW 0/6, and ND 1/6. All but one student correctly answered question six. No students correctly answered question four. There were no figurative language questions in the pre-assessment because students had already been given a small instructional lesson (15 minutes) on figurative language the week before administering the pre-assessment. Since I did not want to create a lengthy pre-assessment, I felt it be best to ask questions on content students had not been given instruction on.

I believe the choices I made involving the pre-assessment process and results were very well thought out. After creating my first assessment, I realized content material was too great for students to learn within two or three weeks. I decided it was best to reevaluate the material in which I planned to teach, prioritizing the most important and least important information. After prioritizing, I feel it was yet another great decision to create a condensed pre-assessment, one that could be administered in minutes. I did this to accommodate for the needs of the students since they had been PARCC testing.

In the future, I would improve on my planning ability. I have reflected on this area during my SED 251 practicum class as well, but my knowledge of estimating the amount of material for which students can cover within an allotted amount of time needs to be greatly improved. I have always over planned my lessons. This is a skill I plan to improve. The skill will naturally improve as I experience more in the field of special education, while also gaining more understanding of the ability level of my students. Overall, the decision-making process in accordance to this project was very effective.

Mr. P's Literacy Unit on the Comprehension and Writing of Haiku, Limerick, and Concrete Poems

	Lesson Objective Big ideas and Essential Questions	H=How will you hook and engage my interest?	Modeling (I do) (strategies used)	Guided practice (strategies used)	Independent Practice/ Assessment	Progress monitoring tools (provide a description of the tool and how it will be used during the lesson)
Day 1 <u>Topic</u>- Pre-assessment and Introduction to Figurative Language	**Lesson Objective:** Given the definition for six figurative language types, the student will write one example for each of the six figurative language types. **Big Idea:** Figurative language is used in many text forms and needs to be understood to comprehend and write identical texts.	(Prior to lesson, students will take pre-assessment) Show Batman and Robin clip from 1960's TV show (See Links Appendix for link) "Today we are going to be talking about six different forms of figurative language. In the clip we just saw, a form of figurative language was repeated over	Hand students blank copy of figurative language guided notes (See appendix C) Project guided notes on board, but have information highlighted white so students can not work ahead As the lesson moves forward, unhighlight information to present to students Model: Write an	Go through the guided notes with students Rephrase and restate information when appropriate Present information in multiple forms by showing sentences, examples from texts, and videos Examples from text will be from *The Capture* by Kathryn Lasky. Students are	Student will write their own examples of figurative language, using examples discussed in class to create statements	<u>Progress Monitoring Tool:</u> Examples of figurative language students write on their guided notes independently. Blue boxes are where students are to write their own examples of the figurative language type

		and over again. We are going to learn more about this later."	example of the figurative language type being discussed into one of the blue boxes	reading this for their owl pellet unit		
Day 2 Topic- Syllables	**Lesson Objective** Given 10 words on the white board, using the strategy of choice, students will write the correct number of syllables for 9 out of 10 words. **Big Idea:** Syllables are the unit of pronunciation that make up every word.	Show YouTube video titled "Syllable Lesson Video." (See Links Appendix for link).	Model clap, robot, and chin, strategies for students Reference *Syllable Lesson Word List* for words (See Appendix D) Write words on white board, model method Model 3 words for each strategy Rephrase/ restate information when necessary	Three stations will be set up in the classroom. Ten minutes at each station **Game 1**: *Syllable Factor Game*. (See Links Appendix for link) Students will use the iPads to play **Game 2:** *Learning Games for Kids*. (See Links Appendix for link) Students will use the computers to play **Teacher lead activity**: - Practice strategies with	Write 10 words on the board (See Appendix D) Students are instructed to write the correct number of syllables in each word	Progress Monitoring Tool: Students independent responses on syllable assessment. Responses to assessment will be marked on a lined piece of notebook paper.

				students - State that each syllable must contain a vowel - Have students clap along as you say words - Have students repeat robot voice - Have students move their chin with you - Rephrase/ restate information when necessary		
Day 3 Topic- Comprehending Limerick Poems ***Note: *Discovery Day* graphic organizer will be double sided	**Lesson Objective:** Given a graphic organizer, students will write at least four facts for five different limerick poems independently. **Big Idea:** Limerick poems have unique characteristics that differentiate	"We are going to begin our first of three Discover Day's today. During *Discovery Day*, you (the students) will move around the classroom and collect information on poems. I like to say you are detectives, trying to figure out	Hand out *Discovering Day* graphic organizer (See Appendix E) "I have handed each of you a limerick poem." "I have kept a poem for myself as well. I will go through how I would like you to fill out the	Go through the *Discovery Day* graphic organizer with the students Have students share out what they had written down on their graphic organizer Guide students to assure they have written	Students take the *Discovery Day* graphic organizer and fill out the information for each poem	Progress Monitoring Tool: *Discovery Day* graphic organizer should include information in relation to characteristics of a limerick poem. Are students filling out information that is related to the

them from other types of poems.	what makes today's type of poem unique." "How Discovery Day works is each of you will get a poem. Then, you will have five minutes to fill out information about that poem. After the five minutes, you will get up and rotate to the next desk. The process continues until each of you have had two minutes to work with each of the five poems."	information on the *Discovery Day* graphic organizer. Please follow along and fill out the information on your own sheet for the poem titled 'Girl in a Tower Responses on *Discovery Day* graphic organizer for the poem 'Girl in a Tower' are as followed: 1. Yes. AABBA pattern 2. Five 3. Yes 4. Big twist at the end!	down the "correct" information **REVIEW:** "What we learned today: Limerick poems rhyme in an AABBA pattern. Limerick poems can have complete sentences, but don't have to. Limerick poems have five lines, and limerick poems have a big twist at the end! State to students to write this information down on their *Discovery Day* graphic organizer if they haven't already Conduct review on white board,		information discussed in the modeling section of this lesson?

			writing information down so students can follow along both by listening and reading what's on the board			
Day 4 Topic- Writing Limerick Poems	**Lesson Objective:** Given a graphic organizer, with support from the teacher, students will write one limerick poem. **Big Idea:** Limerick poems have unique characteristics that differentiate them from other types of poems.	"Today we are going to write our own limerick poems!" Pass out *How to Write a Limerick Poem* graphic organizer (See Appendix F)	**REVIEW:** Review syllables strategies (clap, robot, chin) for discovering how many syllables are in each word Review the characteristics of a limerick poem. Reference *Discover Day* graphic organizer from the pervious day, along with the *How to Write a Limerick Poem* graphic organizer. Show students	Guide the students through the graphic organizer Rephrase/ restate the example poem in the graphic organizer With addition to the example poem, create a limerick poem using the graphic organizer Have students follow along	Walk around the classroom and support students as they independently create their own limerick poem	<u>Progress Monitoring Tool:</u> The "*How to Write a Limerick Poem*" graphic organizer will determine students' progress through the lesson. Are students independently writing their own poems? Did the students have characteristics of limerick poems (introduce topic/ character at beginning line; twist at ending; follow rhyme

			online rhyme generator- RhymeZone (See Links Appendix for link)			and syllable pattern)?
Day 5 Topic- Limerick Revisions ***Note: The limerick poem edit questions will be cut off from the entire *Peer Review* paper so students are only viewing those questions.	**Lesson Objective:** The student will rewrite their poem from the previous day with at least one line being revised. **Big Idea:** Writing can always be improved.	"Today we are going to work on finishing our poems from the day before. Then, we are going to edit at least two peer poems. Finally, we are going to take our peer edits and revise at least one line of our poem to improve it."	Reference the example limerick poem created using the *How to Write a Limerick Poem* Show students how to fill out the *Peer Review* worksheet based off this poem (See Appendix G) Revise one line of the poem to model for student how revisions need to be done	Walk around the classroom and guide students as they revise at least two peer poems After peer edits, emphasize that peer edits are important and should be taken into consideration when revising their poems.	Assist students as they take the information received form the peer edits and begin revising their poem. When revisions are complete, have students draw and color a small picture to represent the events in their poem.	Progress Monitoring Tool: Do students revise at least one line of their poem?
Day 6 Topic- Figurative Language Review	**Lesson Objective:** Given a set of 22 examples of figurative	"Today we are going to review the six figurative language types we talked about	Go through two examples of the poetry packet activity (See Appendix H)	Walk around classroom and restate/ rephrase figurative language	Students will independently complete poetry packet activity	Progress Monitoring Tool: Poetry Packet

	language, students will correctly place each example under the correct figurative language type for 22 out of 22 examples. **Big Idea:** Figurative language is used in many text forms and needs to be understood to comprehend and write identical texts.	at the beginning of this week. I have a fun activity planned for you to complete."	Model for students how they need to place each example into the correct pocket "Please also take out the figurative language guided notes we completed at the beginning of the week. Reference the guided notes as you complete today's activity."	examples as necessary **REVIEW:** review figurative language definitions for students as needed Reference the guided notes for examples and clarification		activity will determine if students are comprehending figurative language types. Are they completing the activity with little to not guidance?
Day 7 Topic- Comprehending Haiku Poems ***Note: *Discovery Day* graphic organizer will be double sided	**Lesson Objective:** Given a graphic organizer, students will write at least four facts for five different haiku poems independently. **Big Idea:** Haiku poems have unique	"We are going to being our second *Discovery Day*. Today the topic is haiku poems. I have handed each of you one haiku poem"	"I have kept a poem for myself as well. I will go through how I would like you to fill out the information on the *Discovery Day* graphic organizer (See Appendix E). Please follow along and fill out the information	Go through the *Discovery Day* graphic organizer with the students Have students share out what they had written down on their graphic organizer Guide students	Students take the *Discovery Day* graphic organizer and fill out the information for each poem	Progress Monitoring Tool: *Discovery Day* graphic organizer should include information in relation to characteristics of a haiku poem. Are students filling out

| | characteristics that differentiate it from other types of poems. | | on your own sheet for the poem titled 'Fall'

Responses on *Discovery Day* graphic organizer for the poem 'Fall' are as followed:
1. No
2. 3
3. No
4. There are five syllables in the first line, seven in the second, and five in the last | to assure they have written down the "correct" information

REVIEW:
"What we learned today: Haiku poems rarely rhyme. Haiku poems rarely have complete sentences. Haiku poems have three lines and the first and last line have five syllables while the middle line has seven.

State to students to write this information down on their *Discovery Day* graphic organizer

Conduct review on white board, | | information that is related to the information discussed in the modeling section of this lesson? |

				writing information down so students can follow along both by listening and reading what's on the board		
Day 8 Topic- Writing Haiku Poems	**Lesson Objective:** Given a graphic organizer, with support from the teacher, students will write one haiku poem. **Big Idea:** Haiku poems have unique characteristics that differentiate it from other types of poems.	Show YouTube video, "How to Write Haiku Poems for Children" (See Links Appendix for link) Pass out graphic organizer	**REVIEW:** After viewing YouTube video, do a review of syllables on the white board Review the strategies (clap, robot, chin) for discovering how many syllables are in each word Review the characteristics of a haiku poem. 5, 7, 5 format of syllables in each line. Poem doesn't have to rhyme. Haiku poems don't need complete	Guide the students through the *How to Write a Haiku Poem* graphic organizer (See Appendix I) Rephrase/ restate the example poem in the graphic organizer With addition to the example poem, create a haiku poem using the graphic organizer Have students follow along	Walk around the classroom and support students as they independently create their own haiku poem	Progress Monitoring Tool: The *How to Write a Haiku Poem* graphic organizer will determine students' progress through the lesson. Are students independently writing their own poems? Did the students follow the 5, 7, 5 syllable format?

			sentences Reference *Discover Day* graphic organizer from day before			
Day 9 Topic- Haiku Revisions ***Note: The haiku poem edit questions will be cut off from the entire *Peer Review* paper so students are only viewing those questions.	**Lesson Objective:** The student will rewrite their poem from the previous day with at least one line being revised. **Big Idea:** Writing can always be improved.	"Today we are going to work on finishing our poems from the day before. Then, we are going to edit at least two peer poems. Finally, we are going to take our peer edits and revise at least one line of our poem to improve it."	Reference the example limerick poem created using the *How to Write a Haiku Poem* Show students how to fill out the *Peer Review* worksheet based off this poem (See Appendix G) Revise one line of the poem to model for student how revisions need to be done	Walk around the classroom and guide students as they revise at least two peer poems After peer edits, emphasize that peer edits are important and should be taken into consideration when revising their poems.	Assist students as they take the information received form the peer edits and begin revising their poem. When revisions are complete, have students draw and color a small picture to represent the events in their poem.	Progress Monitoring Tool: Do students revise at least one line of their poem?
Day 10 Topic-Comprehending Concrete Poems ***Note:	**Lesson Objective:** Given a graphic organizer, students will	"We are having another *Discovery Day*! Today the topic is concrete	"I have kept a poem for myself as well. I will go through how I would like you	Go through the *Discovery Day* graphic organizer with the students	Students take the *Discovery Day* graphic organizer and fill out the	Progress Monitoring Tool: *Discovery Day*

Discovery Day graphic organizer will be double sided	write at least four facts for five different concrete poems independently. **Big Idea:** Concrete poems have unique characteristics that differentiate it from other types of poems.	poems. I have handed each of you one concrete poem."	to fill out the information on the *Discovery Day* graphic organizer (See Appendix E). Please follow along and fill out the information on your own sheet for the poem titled 'Sneaker' Responses on *Discovery Day* graphic organizer for the poem 'Sneaker' are as followed: 5. No 6. There are no lines, the words are in the shape of a shoe 7. Sometimes, the first sentence; otherwise no Poem is in the shape of a shoe; lines are	Have students share out what they had written down on their graphic organizer Guide students to assure they have written down the "correct" information **REVIEW:** "What we learned today: concrete poems are in the shape of an object. Concrete poems do not have to rhyme. Concrete poems do not have to have lines since they are written in a shape. Concrete poems do not need complete sentences	information for each poem	graphic organizer should include information in relation to characteristics of a concrete poem. Are students filling out information that is related to the information discussed in the modeling section of this lesson?

| | | | repeated twice. The poet drew shoe laces to complete the shape of the sneaker | State to students to write this information down on their *Discovery Day* graphic organizer

Conduct review on white board, writing information down so students can follow along both by listening and reading what's on the board | | |
|---|---|---|---|---|---|---|
| **Day 11** Topic- Writing Concrete Poems | **Lesson Objective:** Given a graphic organizer, with support from the teacher, students will determine a shape, determine an idea/topic, and create one concrete poem that uses one type of figurative language. | "Today we are continuing work on concrete poems! I have the poems we used from yesterday's lesson so you can reference them (beginning passing out concrete poems). Today, we are going to write our very own | Reference concrete poems just handed out

Reference the figurative language types used in each poem

Explain how/restate information to students if needed so they | "Using the example poems I handed you, along with prior knowledge for the steps of creating a concrete poem, I want you to create your own concrete poem"

Hand students concrete poem graphic | Students will create their own concrete poem

Teacher will walk around the classroom and assist students as needed

Students will reference concrete poem examples and the concrete graphic | Progress Monitoring Tool:

Creation of concrete poem; what level of independence are students creating the concrete poems? |

		concrete poem." Pass out *How to Write a Concrete Poem* graphic organizer (See Appendix J)	understand how they can use figurative language in their own poems Review figurative language. What is smile, metaphor, alliteration, etc. Use the white board to write examples if students do not recall information Outline steps for writing a concrete poem on the white board 1. Pick a topic 2. Pick an object/shape that matches the topic 3. Draw the shape 4. Write about the topic within	organizer worksheet Guide students through working on their concrete poem Provide examples to individual students when they ask for it	organizer to create their very own concrete poem	
	Big Idea: Concrete poems have unique characteristics that differentiate it from other types of poems.					

			or around the shape. What do you **see, feel, hear, touch, and smell**? Rephrase/ restate information as needed			
Day 12 Topic- Concrete Revisions ***Note: The concrete poem edit questions will be cut off from the entire *Peer Review* paper so students are only viewing those questions.	**Lesson Objective:** The student will rewrite their poem from the previous day with at least one line being revised. **Big Idea:** Writing can always be improved.	"Today we are going to work on finishing our poems from the day before. Then, we are going to edit at least two peer poems. Finally, we are going to take our peer edits and revise at least one line of our poem to improve it."	Reference the example limerick poem created using the *How to Write a Concrete Poem* Show students how to fill out the *Peer Review* worksheet based off this poem (See Appendix G) Revise one line of the poem to model for student how revisions need to be done	Walk around the classroom and guide students as they revise at least two peer poems After peer edits, emphasize that peer edits are important and should be taken into consideration when revising their poems.	Assist students as they take the information received form the peer edits and begin revising their poem. When revisions are complete, have students draw and color a small picture to represent the events in their poem.	Progress Monitoring Tool: Do students revise at least one line of their poem?
Day 13 Topic- Review for Final	**Lesson Objective:** Given multiple-	"Today is our review day. I need everyone to go up to the	Teacher will model for students how to access Kahoot	To recall prior and learned knowledge, teacher will	Independently, students are to touch the best answer for each	Progress Monitoring Tool:

choice questions during the Kahoot review activity, students will correctly answer 80% of the questions. **Big Idea**: Poetry has many aspects and characteristics that differentiate between each type of poem.	counter, grab one iPad, and sign into our Kahoot game using the PIN written on the board.”	and enter PIN code Teacher will answer one multiple choice problem on the Kahoot game to model for students how answers are to be entered /submitted	guide students through Kahoot review game	review problem on the Kahoot game	Students will be progressed on the number of questions they answer correctly during the Kahoot game

Accommodations/Modifications and Differentiation Considerations

Below is the list of accommodations and modifications that were outlined in Part I of the Curriculum Project.

OS: specific learning disability.
-   Material to be retaught or presented in multiple forms
-   Rewording of directions and lined paper for writing

 WJ: specific learning disability.
-   Material to be retaught or presented in multiple forms
-   Rewording of directions and lined paper for writing
-   Prompts to be kept on task

HL: specific learning disability.
-   Materials to be retaught or presented in multiple forms
-   Added visuals for deeper understanding of content
-   Information should also be presented in smaller, more manageable chunks

AM: specific learning disability
-   Materials to be retaught or presented in multiple forms
-   Repetition and rephrasing of questions and content
-   Added visuals for deeper understanding, and multiple ways of checking for understanding

ND: other health impairment
-   Sits in the front of the classroom with a cubical around his desk; this has been implemented to assure focus is maintained at a high level throughout the entire school day.
-   Material to be retaught or presented in multiple forms.
-   Prompts to be kept on task, and prompts to put content materials in his accordion
-   If asked, I will have to read directions for him.

These accommodations have been implemented into the instructional process. Also, students were given graphic organizers (see appendix …) to help guide them through writing their poems. These accommodations were put into place to help provide prompts to students when needed. For example, the graphic organizers outline the steps needed to write a poem, rather one line of directions stating, "write me a ____ poem." By listing the steps out, students are having material retaught to them and repeated to help support them in the writing process.

With the addition of the graphic organizers, I have also accommodated the students with guided notes for the syllable lesson. I felt providing students with the outline will help keep them organized. Also, the entire guided sheet is blank to start. Students will not be sitting there waiting to write in that "one blank" because the whole paper is blank. Presenting a blank guided notes will assure students are writing down ALL the information, rather than one word.

Educational Resources/Materials

Materials/Resources (Physical)	Resources (Technology-based)
1. **Figurative Language Guided Notes (see Appendix C)** This will be used during day one of the unit. The guided notes cover six types of figurative language. Each type has an area for the definition, two examples, and two places for students to write their own examples. The sheet is color coded to separate areas for the definition, examples, and student examples. 2. **Teacher Syllable Reference Sheet (see Appendix D)** This will be used during day two of the unit. The sheet is used as a "cheat sheet" for me. It will help keep me organized, and assure the lesson progresses smoothly and on time. The sheet lists all the words that will be used during each part of the lesson. 3. **Discovery Day Graphic Organizer (see Appendix E)** This will be used during days three, seven, and ten of the unit. The graphic organizer has four generic questions about poems. The students answer the questions about a specific type of poem. Then, at the end of class come together and share what they discovered about this type of poem. The teacher guides the students to assure they discovered the "correct" aspects of the poem. 4. **Limerick/Haiku/Concrete Poem Graphic Organizer (see Appendix F, I, and J)** This will be used during days four, eight, and eleven of the unit. These graphic organizers have specific steps, related to the type of poem, which help assist the student in writing their own limerick,	1. **Rhyme Zone** http://www.rhymezone.com/ Rhyme Zone is a website where the user types in a word, and the website generates a list of words that rhymes with the word typed in. For example, I can go onto the website and type 'book', then the website generates a list of words that rhyme with 'book'. This website would be a great tool for students to use as they start creating their own poems. 2. **Poetry Soup** http://www.poetrysoup.com Poetry soup provides a tremendous amount of examples for concrete and haiku poems. 3. **E Reading Worksheets** http://www.ereadingworksheets.com/figurative-language/figurative-language-activities/ This website provides multiple PowerPoint's that are related to figurative language. Each PowerPoint covers different figurative language types. The website also provides other materials. For example, there is a "Trashketball" review game. This review game requires students to answer a question in groups, and if the group answers correctly, shoots a ball into the trash can. If they make the shot, they earn more points. *Reading Worksheets* also has a video game and other fun activities that relate to figurative language. 4. **Kahoot** https://kahoot.it/#/ Kahoot is a free website where review questions can be created. The great thing about Kahoot is that iPads, iPhones, iPod Touches, and other devices like these can all be used to access the game. The student,

haiku, or concrete poem. The limerick graphic organizer also has helpful tips at the top, listing out the rhyme and syllable patter that needs to be followed.

5. **Peer Review (see Appendix G)**
   This will be used during days five, nine, and twelve of the unit. The review sheet has questions about each specific type of poem. Students use the sheet to review their peer's work. After, students take the peer reviews and make changes to their poem.

using one of these devices, enters the games PIN. Once entered, students have access to the review game created by the teacher. Using multiple-choice questions, the game automatically tracks who answers correctly. It is an interactive game because it utilizes technology devices, while also creating a rich competitive environment. Scores appear after each question, prompting students to think harder if they had answered the previous question incorrectly.

SAMPLE LESSON PLAN: Attached as Appendix K

Reflection

April 15th @ 6:11 PM: I am writing this as I have completed the first and last day of my unit. I am finding it very difficult to visualize the flow of a unit. I am currently struggling to see how day one will flow into day two. The biggest challenge of this project will be creating effective transitions from day-to-day and building lessons that connect with each other. I am curious to see how my perspective of this aspect of the project changes from the start (right now), to when I have fully completed it. It will be interesting to reflect on this early reflection.

April 15th @ 6:15 PM: I just added the title for my lesson at the beginning of the unit outline. Having this "goal" in mind has already helped me to more clearly see the flow of my lessons and the directions in which I want to go. Like the activity we did where we unpacked the standards, it is important to understand where you want to end up, that way you know what it is you need to do next. Having my end destination finalized and written on paper so I can visually see that destination will help me throughout this process.

April 15th @ 6:46 PM: I have taken a computer piece of paper to outline how I would like to organize this unit. I thought about a *Discovery Day* method for having students move around the classroom to independently work with the different types of poems. I thought it would be best they move around while also having an opportunity to discover things on their own. Also, this *Discovery Day* will be consistent throughout multiple lessons. Having the students complete the *Discovery Day* multiple times will give them a chance to improve their "detective" skills and will guide students in comprehending different types of texts.

April 15th @ 8:38 PM: As I continue working I am gaining a much better picture of what my unit will look like. I find it interesting how in my mind I expect lessons to go a certain way, but once I begin teaching them they usually don't go as planned. I feel this isn't a lack of planning on my part, rather a lack of experience. As I gain more experience in the classroom, and also a better understanding of the accommodations and ability level of my students, planning will be adjusted as necessary. Understanding your students is so important and has a significant impact on planning. I do believe that the unit I created is plausible for my students to learn from. I feel the *Discovery Day* activity will be a great way for students to work independently with my assistance as needed. I also like how a discussion occurs on *Discovery Day* when the class comes together to discuss what they found about each type of poem. This interaction between students and teacher is perfect for learning.

April 17th @ 11:30 PM: I have just completed day two of the unit plan. I like how things are shaping up, and have decided it be best to split the rhyme patterns and syllable lesson into two separate lessons. Originally, I was going to have this information all covered in one day.

However, I felt syllabicating could not be covered alongside another topic. I felt it was best to address this topic all by itself. This way, students could focus all attention on syllabicating. I also believe learning how to syllabicate is more important. The only reason I want to talk about the rhyme types/schemes is for the limerick poem. Limerick poems follow the AABBA rhyme pattern and I want students to understand what this means. I have yet to decide if this needs to be a whole separate lesson, or if I can implement the rhyme pattern into the limerick lesson.

The biggest concern throughout this process is making sure I don't plan too little, but don't plan too much. The most important, yet hardest challenge is finding that "happy medium." That is why I am in debate of having the rhyme pattern topic be its whole separate lesson, or have it be incorporated into the limerick lesson. I will get back to you with my decision and the reason for that decision.

April 17th, 2016 @ 12:32 AM: I have decided to pair the rhyme pattern within the lesson on limerick poems. I felt addressing the rhyme pattern would not take long, and wouldn't require much detail. "Limerick poems have an AABBA rhyme pattern. That means, line 1, 2, and 5 rhyme together, while lines 3 and 4 rhymes together. In other words, all the A's rhyme, and all the B's rhyme." This is explicit and concise. Students will have questions based on this statement, and it would be at this time I would answer those questions to assure the students understand the big idea. The big idea is- some types of poems rhyme in a specific pattern. These patterns are summarized using letters, like the AABBA rhyme pattern.

April 19th, 2016 @ 10:56 AM: I have decided to double each writing day within this unit. I want two days to work on haiku writing. Two days to work on concrete writing. Two days to work on limerick writing. As I look at this unit (currently it is 10 days long), I feel rushed. I don't want my kids to feel rushed either. I am not going to reinvent the wheel on these three knew days either. It will be the exact same day. The students are just given another opportunity to work with the poems, and that is what I love so much! More opportunity and more experience.

April 19th, 2016 @1:56: I just created the *Peer Review* checklist and I love it. I feel implementing a day for peer review will be a great opportunity for students to work together, improve their writing, and have further experience writing poetry.

April 22nd, 2016 @ 12:45 PM: After just reading the entries in this reflective journal, I am very proud with the instructional decisions I made, along with the support for those decisions, that I have clearly outlined here. At first, I did feel overwhelmed and somewhat confused. I did not know what direction I should head. However, after writing the title for this unit atop, I suddenly was given that direction. This was the first unit I had ever created in my entire life, and I am very pleased with the results. Is it perfect? No. It's my first time, and I am a growing teacher. The point is not how good or bad this unit is, it's what I learned from this experience.

First, I learned having the "big idea" determined before planning, the "what do you want your students to be able to know at the end of this unit," is essential in the decision making process. Second, I felt I did an excellent job making decisions once the end goal was determined, and giving reason for why I made those decisions. If I were to implement this unit, I will certainly

find flaws. Everyone would, even the experienced teacher. It is important to remember, as I continue my development of becoming a certified teacher, that growth and change will always be needed and should be done. There is always room for improvement, and I think that is important to remember. Lastly, as I completed this project I understood that I tend to over plan. I believe the decision for adding three additional days to this lesson was a great decision. That required me to take a step back, consider the students, and see the overall picture. I think being able to do this, at this stage of my development, was so important.

I really enjoyed how this project required us to see the "big picture" and how we should best approach the content and material in accordance to the accommodations and modifications that are required for the students. That is what I learned most from all of this: making decisions to create the best unit for the students to learn from. I look forward to creating more units like this and making more decisions to help support the students in my future classroom.

Student Name: _____
Subject: English Language Arts
Unit: Comprehension of Multiple Texts
Test: Pre-Assessment
Teacher: Mr. Pollastrini
Date: 3/24/16

Comprehension of Multiple Texts Pre-Assessment

Below is the table of contents for the book, "Who is Barack Obama." Reference the table of contents below to answer the five questions that follow.

Table of Contents:

1. How many chapters are in this book?
   a. 10
   b. 12
   c. 14
   d. 16

2. What do the chapter titles tell us about Barack Obama's life?
   a. He has been to Hawaii
   b. He has two daughters
   c. He married a girl named Michelle
   d. He was the senator of New York City

3. If you wanted to learn more about Barack Obama's family, what chapter would make the most sense to turn to?
   a. Chapter 10
   b. Chapter 2
   c. Chapter 12
   d. Chapter 6

4. If Chapter 11 Bigger Dreams talks about how Barack Obama has dreams of becoming President of the United States, what can we expect will happen in chapter 12?
   a. Barack becomes a barber. It was his fathers dream for him.
   b. Barack starts his campaign for presidency
   c. Barack goes home and eats
   d. Barack starts his own business

Explain how chapters help a reader better understand a story.

_____

_____

_____

Circle what is being represented in the statements below.

1. "For the first time in forever, there'll be music, there'll be light."
    a. Personification
    b. Hyperbole
    c. Simile
    d. Metaphor

2. "The stars will cry the blackest tears tonight."
    a. Personification
    b. Hyperbole
    c. Simile
    d. Metaphor

3. "My heart's a stereo, it beats for you so listen close."
    a. Personification
    b. Hyperbole
    c. Simile
    d. Metaphor

4. He was a tornado, blasting his way through the opposing team
    a. Personification
    b. Hyperbole
    c. Simile
    d. Metaphor

5. "The baby's skin was like a rose petal." What does this simile say to you?
    a. The baby's kin is very soft and delicate
    b. The baby's skin is rough
    c. The baby's skin is dry
    d. The baby's skin is hard

6. "The shattered water made a misty din. Great waves looked over others coming in." The figurative language in line 2 of this stanza _____
    a. Compares the waves to another
    b. Exaggerates the size of the waves
    c. Makes the waves seem human
    d. Makes the reader heard the waves

7. "The stars were like diamonds," is an example of which figurative language?
    a. Personification
    b. Hyperbole
    c. Simile
    d. Metaphor

8. An expression that makes an imaginative comparison between two different things, **without** using words such as **"like"** or **"as".**
   a. Personification
   b. Hyperbole
   c. Simile
   d. Metaphor

9. Which is an example of a hyperbole?
   a. I could sleep for an hour
   b. I could sleep right now
   c. I could sleep for a week
   d. I could sleep like a baby

10. "And I'm going to miss you like a child misses their blanket."
    a. Personification
    b. Hyperbole
    c. Simile
    d. Metaphor

11. "I jumped so high I touched the clouds."
    a. Personification
    b. Hyperbole
    c. Simile
    d. Metaphor

12. "You've got a smile that could light up the whole town."
    a. Personification
    b. Hyperbole
    c. Simile
    d. Metaphor

13. "Can we pretend that airplane in the night sky are like shooting stars?"
    a. Personification
    b. Hyperbole
    c. Simile
    d. Metaphor

14. "Just own the night like the 4th of July."
    a. Personification
    b. Hyperbole
    c. Simile
    d. Metaphore

Directions: Read the following passage and answer the questions

The Monster in the Barn

Bobby was preparing to go to bed late one evening when he heard a shrill screech coming from the barn outside. Bobby was unsure what was making such an eerie noise so late in the night. He had trouble falling asleep and tossed and turned all night dreaming about the haunting sounds emanating from the barn. When Bobby awakened the following morning, he hurried out to the barn to discover what was causing such a peculiar noise the night prior. He gathered his courage and entered the barn but left befuddled when he could not find what was making such noise. That evening after dinner as the sun was setting, Bobby grabbed a flashlight and set out for the barn.

"Where are you heading?" Bobby's father asked.

"I am going to go find the monster that was making such a commotion last night," Bobby replied.

"If you are going to look for a monster, you might need some assistance," Bobby's dad responded as he walked with Bobby out to the barn.

Bobby shined his flashlight into the barn, but he did not see anything. Bobby called out but only his echo returned. He walked into the barn but there was no monster.

"What did this monster sound like?" Bobby's dad asked.

"It was a screeching noise," Bobby said, "and it was coming from the barn. I know it!"

Bobby's dad began to chuckle and he took the flashlight from Bobby. Shining the flashlight up at the roof of the barn, Bobby and his dad saw a small brown owl in the rafters of the roof.

"It was only a barn owl that you heard last night," Bobby's dad said. "They are nocturnal predators so that is why you only heard him at night. He must have been hunting for his dinner."

Bobby was elated that it wasn't a monster and thanked his dad as they walked back to the house. Just then they heard a loud screech and looked up to see the barn owl flying away into the night sky.

1) Where was the barn owl when Bobby and his father found him?
   a. In a nest in a tree
   b. Outside of Bobby's window
   c. Hiding in a hole in the floor
   d. Inside the ceiling of the barn

The word *befuddled* means

    a. Confused

    b. Smart

    c. Scared

    d. Happy

2.) This passage is mostly about

    a. A father and son going hunting

    b. Dreaming of monsters

    c. Discovering the source of a strange sound

    d. Learning about different types of owls

3.) What word would best describe Bobby after he went to the barn the morning after he heard the screeching noise?

    a. Confused

    b. Confident

    c. Sad

    d. Intelligent

4.) Which of the following would make a good title for this story?

    a. Bobby and his father go hunting for owls.

    b. Bobby is scared of monsters.

    c. Bobby learns what was causing such a strange noise in the barn.

    d. Barn owls are brown spotted birds.

Summarization: Imagine that you have to tell a friend about this story in only five sentences! Can you do it and still include the important parts?

Directions: Read the following passage and answer the questions

I Sing the Battle
By Harry Kemp

I SING the song of the great clean guns that belch forth death at will.
"Ah, but the wailing mothers, the lifeless forms and still!"

I sing the song of the billowing flags, the bugles that cry before.
"Ah, but the skeletons flapping rags, the lips that speak no more!"

I sing the clash of bayonets, of sabres that flash and cleave.
"And wilt thou sing the maimed ones, too, that go with pinnedup sleeve?"

I sing acclaimed generals that bring the victory home.
"Ah, but the broken bodies that drip like honey-comb!"

I sing of hosts triumphant, long ranks of marching men.
"And wilt thou sing the shadowy hosts that never march again?"

Review Questions

1. Identify two examples of personification. Explain what is being personified and how.

2. Identify an example of a simile. Explain which two things are being compared.

3. Identify an example of a metaphor. Explain which two things are being compared.

4. Why is every other line contained in quotation marks? What is the effect of this technique?

5. In the third stanza of the poem, the speaker references "pinnedup sleeves." Why would someone pin their sleeves? To what is the speaker referring and how do you know? Use evidence from the text.

6. What is the main idea of the poem? What lesson is the author attempting to express with this poem? Explain your answer

Directions: Read the following passage and answer the questions

Rosa Parks

Rosa Parks was born February 4, 1913 in Tuskegee, Alabama. She spent her childhood in Alabama. When she was 11, she enrolled in the Montgomery Industrial School for Girls. Later, she worked as a seamstress in Montgomery.

Rosa Parks has been called the "mother of the civil rights movement" and one of the most important citizens of the 20th century. In the early 1950s, the bus system in Montgomery, as in many parts of the United States, was segregated. Blacks were required to board the bus at the front, buy their tickets, and then re-board the bus in the back. Sometimes, they weren't able to get on the bus again before it drove away. They were not allowed to sit in the front of the bus, which sometimes made it difficult to get off at the right stop. Even if they were sitting in the "black section", they were still required to give their seats up to white passengers if the "white section" was full. In December of 1955, Rosa Parks refused to give up her seat on a city bus to a white passenger. The bus driver had her arrested. She was tried and convicted of violating a local ordinance.

Her act sparked a citywide boycott of the bus system. This refusal to ride the bus introduced the country to a clergyman named Martin Luther King, Jr. who gained national prominence, leading the protest with the words: "There comes a time that people get tired". Eventually, the U.S. Supreme Court made a decision outlawing segregation on city buses. In December 1956, Montgomery's public transportation system was legally integrated.

Over the next four decades, Rosa Parks helped make her fellow Americans aware of the history of the civil rights struggle. This pioneer in the struggle for racial equality earned many honors, including the Martin Luther King Jr. Nonviolent Peace Prize, the Presidential Medal of Freedom, and the Congressional Gold Medal. She is an example of courage and determination and an inspirational symbol to all Americans. She recently died in Detroit, Michigan on October 24, 2005 at age 92.

1. What did Rosa Parks refuse to do?

    A. Go to jail
    B. Ride a bus
    C. Give up her seat
    D. Pay for her ticket

2. The word boycott as it is used in this passage means

    A. Supporting the separation of white and black passengers.
    B. Refusing to ride the segregated buses.
    C. Always sitting in the front of the bus.
    D. Encouraging all people to ride buses for transportation.

3. What is the main idea of this passage?

    A. Rosa Parks played an important role in the civil rights movement.
    B. Rosa Parks was born in Alabama.
    C. Rosa Parks has earned many awards.
    D. Rosa Parks knew Martin Luther King Jr.

4. What do you think Rosa Parks would be most proud of?

    A. Earning many awards
    B. Helping in the civil rights movement
    C. Being arrested
    D. Living in Detroit

5. What did the Supreme Court eventually do?

    A. Give Rosa Parks a medal.
    B. Send Rosa Parks to jail.
    C. Outlaw segregation on city buses.
    D. Boycott the bus system.

Inference: In your own words, how has Rosa Parks made a significant impact in the civil rights movement? Support your answer with facts from the passage.

Inference: In your own words, how has Rosa Parks made a significant impact in the civil rights movement? Support your answer with facts from the passage

Directions: Read the following passage and answer the questions

SUSIE AND ROVER.

"Mamma," said Susie Dean one summer's morning, "may I go to the woods and pick berries?"

"Yes," replied Mrs. Dean, "but you must take Rover with you." Susie brought her little basket, and her mother packed a nice lunch for her. She tied down the cover and fastened a tin cup to it. The little girl called Rover—a great Newfoundland dog—and gave him a tin pail to carry. "If I bring it home full, mamma," she said, "won't you make some berry cakes for tea?"

Away she tripped, singing as she went down the lane and across the pasture. When she got to the woods, she put her lunch basket down beside a tree and began to pick berries. Rover ran about, chasing a squirrel or a rabbit now and then, but never straying far from Susie.

The tin pail was not a very small one. By the time it was two thirds full, Susie began to feel hungry and thought she would eat her lunch. Rover came and took his place at her side as soon as she began to eat. Did she give him some of the lunch? No, she was in a selfish mood and did no such thing.

"There, Rover, run away! There's a good dog," she said, but Rover stayed near her, watching her steadily with his clear brown eyes. The meat he wanted so much was soon eaten up, and all he got of the nice lunch was a small crust of gingerbread that Susie threw away.

After lunch, Susie played for a while by the brook. She threw sticks into the water, and Rover swam in and brought them back. Then she began to pick berries again. She did not enjoy the afternoon as she did the morning. The sunshine was as bright, the berries were as sweet and plentiful, and she was neither tired nor hungry.   But good, faithful Rover was hungry, and she had not given him even one piece of meat. She tried to forget how selfish she had been, but she could not do so, and quite early she started for home.

When she was nearly out of the woods, a rustling in the underbrush attracted her attention. "I wonder if that is a bird or a squirrel," she said to herself. "If I can catch it, how glad I will be!" She tried to make her way quietly through the underbrush, but she was terrified when she saw a large snake coiled up before her prepared for a spring! She was frightened so much that she could not move, but brave Rover saw the snake, and, springing forward, seized it by the neck and killed it. When the faithful dog came and rubbed his head against her hand, Susie put her arms around his neck, and burst into tears. "O Rover," she cried, "you dear, good dog! How sorry I am that I was so selfish!"

Rover understood the tone of her voice, if he did not understand her words, and capered about in great glee, barking all the time. You may be sure that he had a plentiful supper that evening. Susie never forgot the lesson of that day. She soon learned to be on her guard against a selfish spirit and became a happier and more lovable little girl.

Reflection to demonstrate comprehension:

Compare and contrast Susie and Rover. State 5 similarities and 5 differences between the two

Susie   Rover
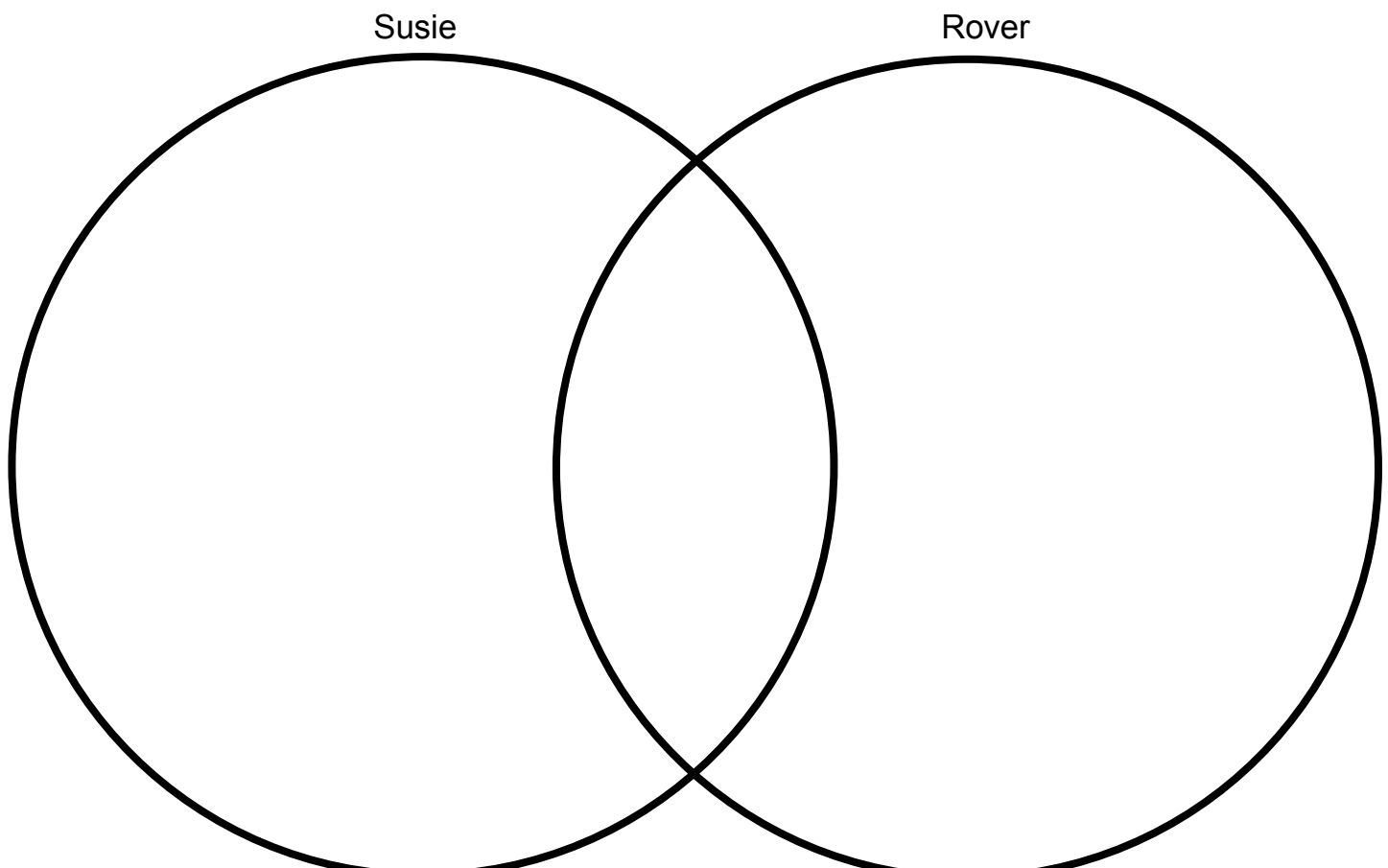
1. How many lines does a Haiku poem have?
   a. 3
2. How many lines does a Limerick poem have?
   a. 5
3. Which types of poems must rhyme? Limerick, concrete, or haiku?
   a. Limerick
4. What is the rhyme patter for a limerick poem?
   a. AABBA
5. How many syllables does the first and last line of a haiku have?
   a. Five
6. What poem is in the shape of what the poem is about? Limerick, concrete, or haiku?
   a. Concrete

Names	1	2	3	4	5	6
WJ	500	300	concrete	?	1,000	concrete
AM	6	5	concrete	?	10	concrete
HL	7	5	limerick	?	7	Concerete
OW	5	6	concrete	???????????	3	Haiku
ND	6	4	concrete	?	2	conrete

① 7

② 5

③ Limerick

④ ?

⑤ 7

⑥ concrete

1) 5

2) 6

3) concrete

4) ??????????????

5) 3

6) Haiku

4/7/16

1   500

2   300

3 concret

4 ?

5 1,000

6 concret

4-7-16

1   6

2

3   5

4

3 Concrete

5
4 ?

5 10

6 Concrete

ND 4/7/16

1. 6

2. 4

3. Concrete

4. R

5. 2

6. Concrete

Simile	Metaphor
Making a comparison using the words "like" or "as"	Making a comparison without using the words "like" or "as"
Her hair was like silk As light as a feather "...in tones like chimes in the night." pg. 71	Her hair was silk Kisses are the flowers of affection
You are as brave as a lion She hung her head like a dying flower	Life is a roller coaster His eye's were ice
Student Example	Student Example

Alliteration	Hyperbole
The repetition of usually initial **consonant** sounds in two or more neighboring words or syllables	Big exaggeration, usually with humor
The wild and woolly walrus waits and wonders when we'll walk by Larry's lizard likes leaping leopards	Mile-high ice-cream cones I'm so hungry I could eat a horse
She sells seashells by the seashore "Come to us and quackle and quank." pg. 99	I've told you a million times already My dress shoes are killing me
Student Example	Student Example

Personification	Onomatopoeia
Giving something human qualities	Naming a thing or an action by imitating the sound associated with it
The stuffed bear smiled as the little boy hugged him close	buzz, hiss, roar, woof, bam, crack, \n\nquackle, quank (pg. 99)
The camel told us all it was hump day. \n\nhttps://www.youtube.com/watch?v=7LtjzQaFZ3k	Sock, pow, zok, bam, blap, whap, biff, ooooof, \n\nhttps://www.youtube.com/watch?v=mjKyGs-G6Sg
Student Example	Student Example

Syllable Lesson Word List

Model clap strategy for…
- Intercept (3)
- Slither (2)
- Antagonist (4)

Model robot strategy for…
- Edible (3)
- Prefix (2)
- Obsolete (3)

Model chin strategy for…
- Myth (1)
- Independent (4)
- Assume (2)

Teacher Led Activity:
One Syllables Words
- Life
- Love
- You
- A
- And
- Day
- Me
- One
- You
- Ate
- Ring
- King

Two Syllable Words:
- Purple
- Pizza
- Donate
- Dirty
- Thursday
- Party
- City
- Thousand
- Language
- Anna
- Woman
- Taco

Three Syllable Words:
- Family
- Orange
- Eleven
- Happiness
- Banana
- Chocolate
- Seventy
- Piano
- Favorite
- Dangerous
- Holiday
- Memory

Four or More:
- Literature
- Preposition
- Information
- Ordinary
- Secretary
- Independence
- Bullying
- Procrastination
- Elementary
- Communicator
- Generosity
- Civilization

10 Words for Independent Practice:

- Realistic (4)
- Solo (2)
- Visible (3)
- Wilderness (3)
- America (4)
- Miniature (3)
- Amazing (3)
- Protagonist (4)
- Portable (3)
- Bland (1)

Poem Title: _____

1. **Does the poem rhyme? If yes, what is the rhyme pattern?**

2. **How many lines are in the poem?**

3. **Are complete sentences used? Yes or no (circle one)**

4. **Other notes (be specific):**

Poem Title: _____

1. **Does the poem rhyme? (Example: bat rhymes with hat)**

2. **How many lines are in the poem?**

3. **Are complete sentences used? Yes or no (circle one)**

4. **Other notes (be specific):**

Poem Title: _____

1. **Does the poem rhyme? (Example: bat rhymes with hat)**

2. **How many lines are in the poem?**

3. **Are complete sentences used? Yes or no (circle one)**

4. **Other notes (be specific):**

How to Write a Limerick Poem

Rhyming and syllable pattern

Line 1: A (7, 8 or 9 syllables)
Line 2: A (7, 8 or 9)
Line 3: B (5 or 6)
Line 4: B (5 or 6)
Line 5: A (7, 8 or 9)

***If Line 1 has 9 syllables, so do lines 2 and 5.

Example:
There once was a knight name Sir Tom (8)
Who drew swords by his royal palm (8)
Then a princess arrived (6)
Happily they both lived (6)
All the way in the land of Nam (8)

1. Think of a topic/character. For example, a knight

2. Start the limerick off with "There once was a…"

3. Use the chart at the top to remember the rhyme and syllable pattern used.
4. Play around with words and phrases. Use the rhyme generator to help find words that rhyme together

Peer Review

<u>Concrete Poem Check List:</u>
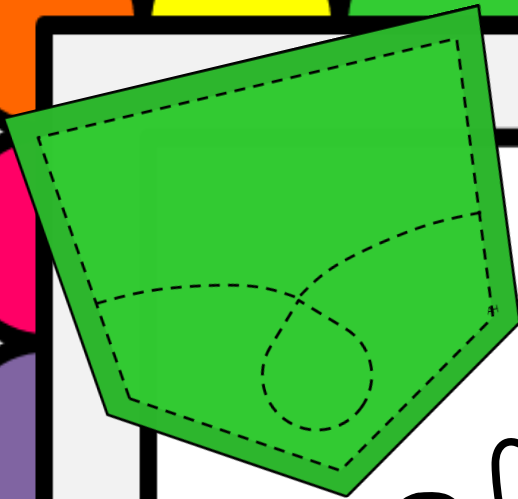
- o Are all words spelled correctly?

- o Can you read their hand writing easily?

- o Is there a clear topic? What is it?

- o Is the poem in a distinct shape? What is the shape?

<u>Haiku Poem Check List:</u>

- o Are all words spelled correctly?

- o Can you read their hand writing easily?

- o Is there a clear topic? What is it?

- o Does the poem follow the 5, 7, 5 syllable pattern?

- o Does the poem use at least 4 descriptive words?
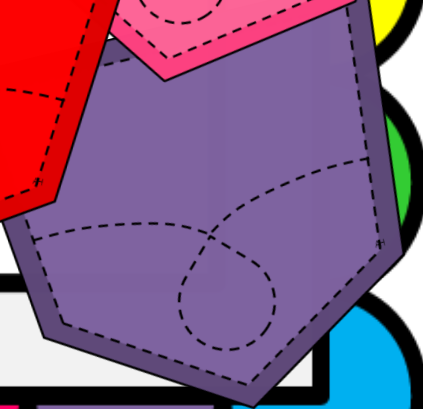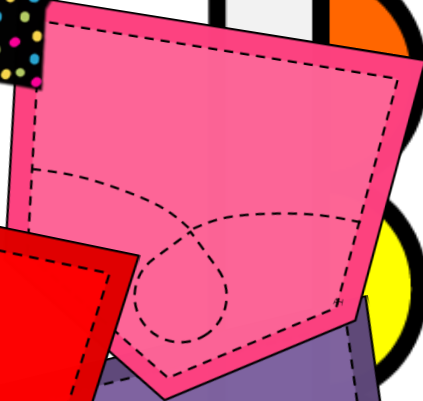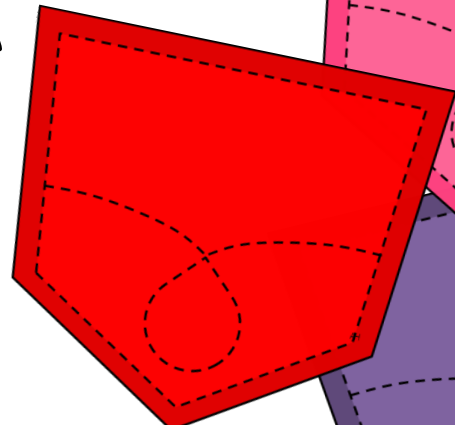
<u>Limerick Poem Check List:</u>

- o Are all words spelled correctly?

- o Can you read their hand writing easily?

- o Is there a clear topic? What is it?

- o Does the poem follow the AABBA rhyme pattern?

- o Do the first, second, and fifth lines have the same number of syllables? (7, 8, or 9)

- o Do the third and fourth lines have the same number of syllables? (5, or 6)

POCKETS of POETRY

Read each poetry card and decide which element of poetry it is showing. Place the card in the correct pocket. Show your work on your recording sheet.

simile

fold

metaphor

fold

personification

fold

hyperbole
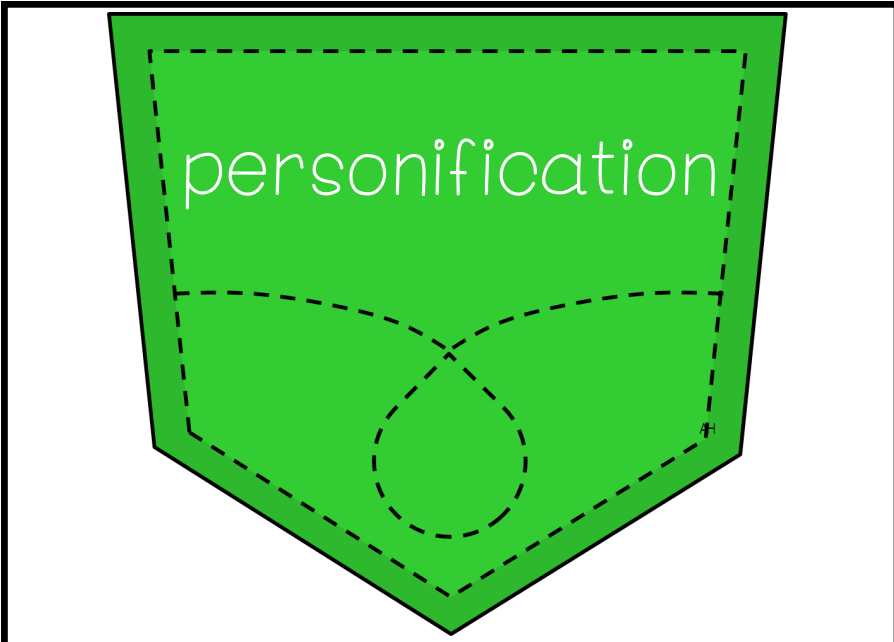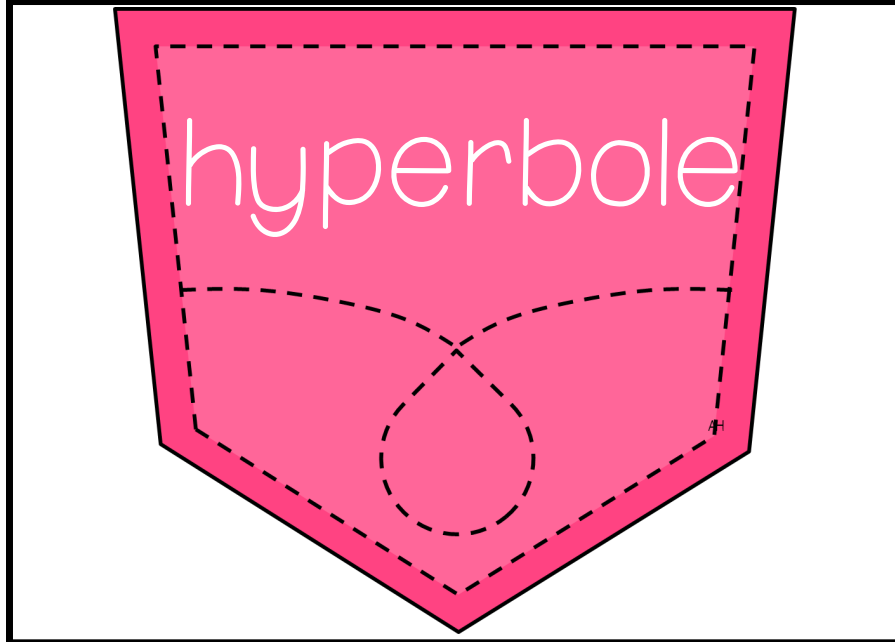
fold

onomatopoeia

fold

alliteration

fold

1

Grandma's hair was as soft as feathers.

18

The clouds were like fluffy pillows.

12

He was as hungry as a lion!

3

Snow fell like a blanket covering earth.

15

A book is a good friend.

13

The sheep dog is a round cotton ball.

2

The lake was a glassy mirror, reflecting my face.

4

His words were a sharp sword.

5
The flowers begged for water.

7
The wind screamed through the trees.

20
The stars winked at me.

23
Lightning danced across the sky.

24
I've told you a million times!

19
It was so cold, I saw polar bears wearing jackets!

22
I'm so hungry I could eat a horse!

6
If I don't have that toy, I'll die!

8	10
Woooosh!	Plop!

17	21
Boom!	Buzzzzzz!

14	16
She sees sheep sleeping.	Terra tickled Tommy's toes.

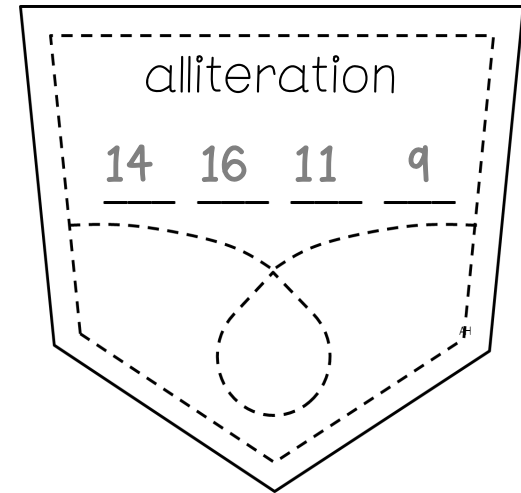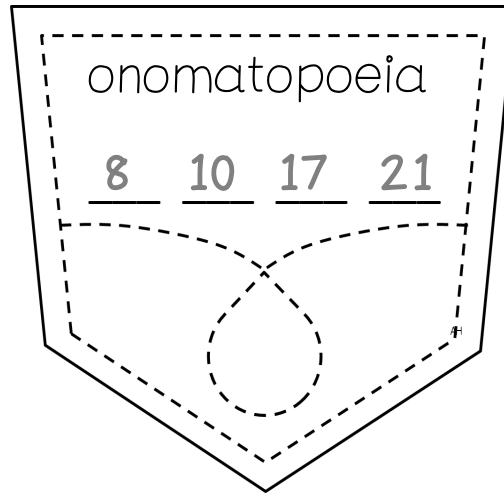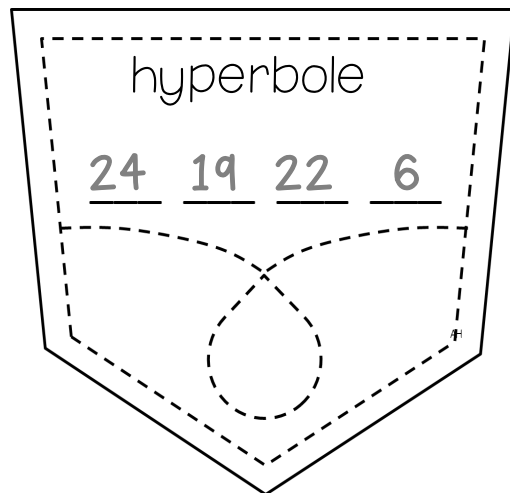| 11	9
Peter picked a peck of peppers.	Aunt Alice always ate apples!

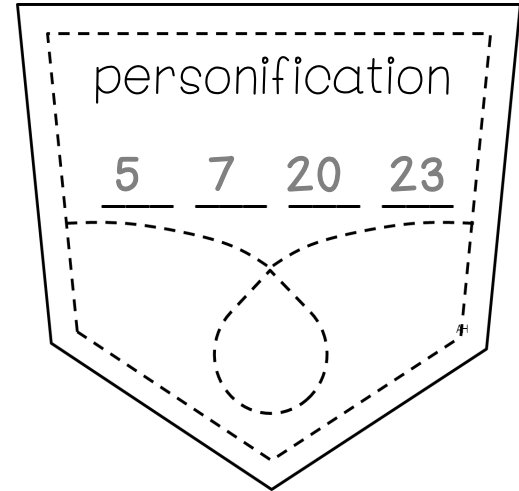Name: _____

Pockets of Poetry

Directions: Place each poetry card in the correct pocket. Then, write the number of each card in the correct pocket below to show your work.

simile

metaphor

personification

hyperbole
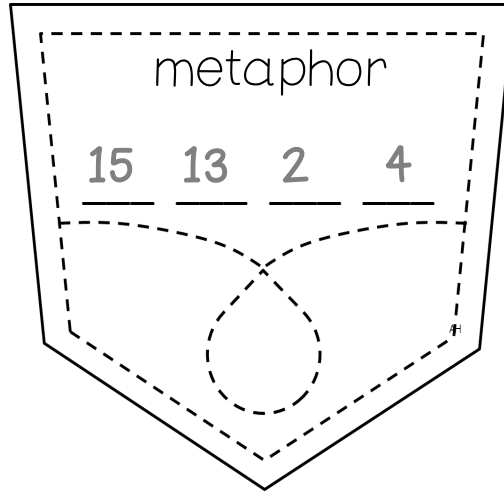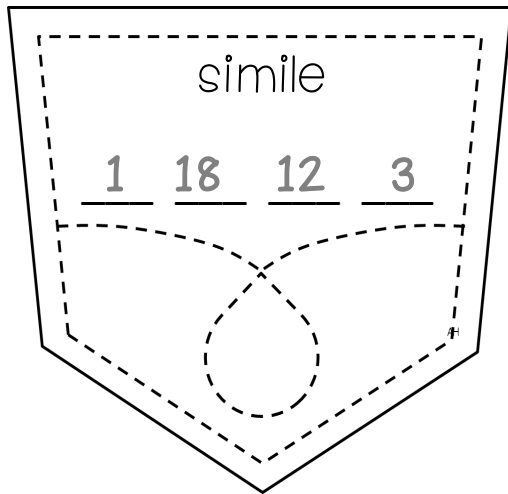
onomatopoeia

alliteration

Name:

Pockets of Poetry

Directions: Place each poetry card in the correct pocket. Then, write the number of each card in the correct pocket below to show your work.
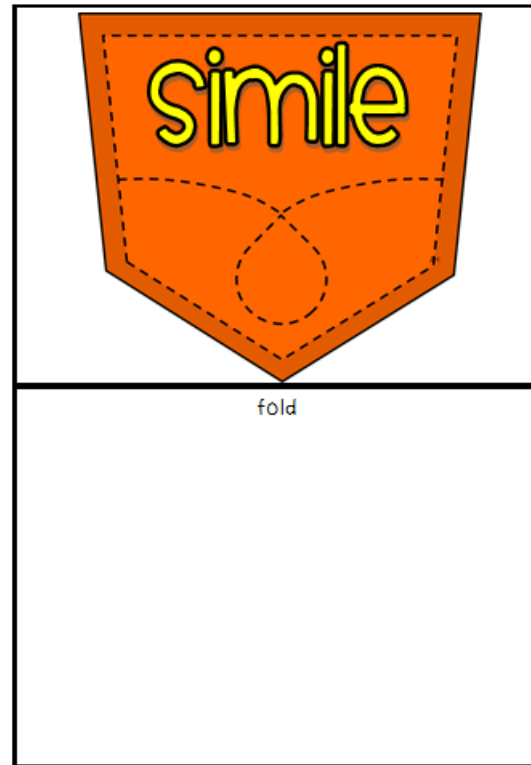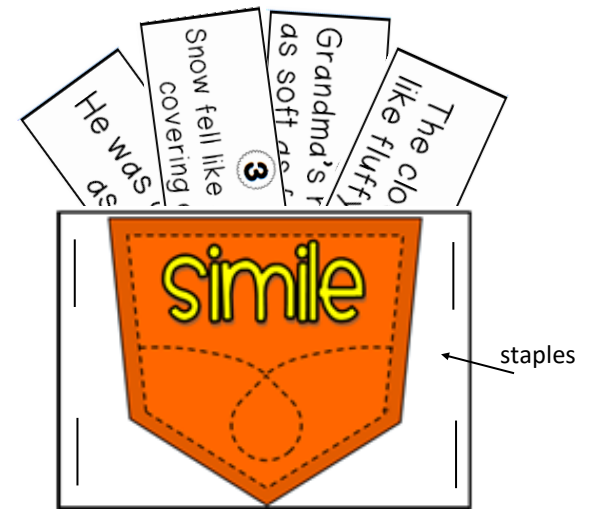
simile

1 18 12 3

metaphor

15 13 2 4

personification

5 7 20 23

hyperbole

24 19 22 6

onomatopoeia

8 10 17 21

alliteration

14 16 11 9

To Assemble:

simile
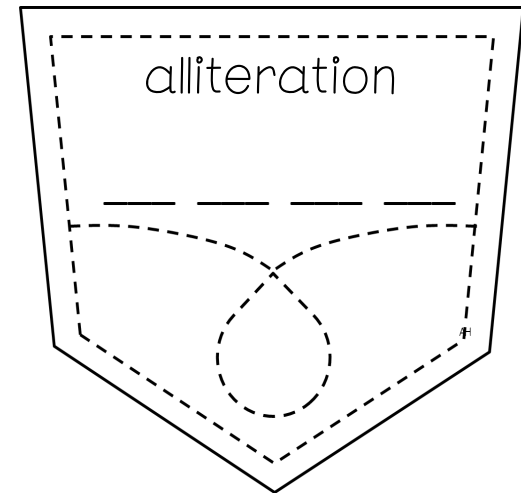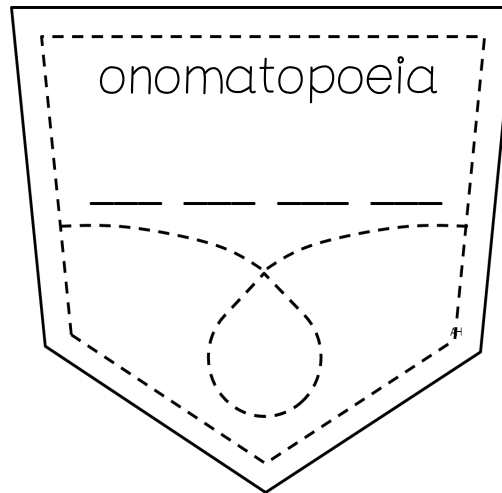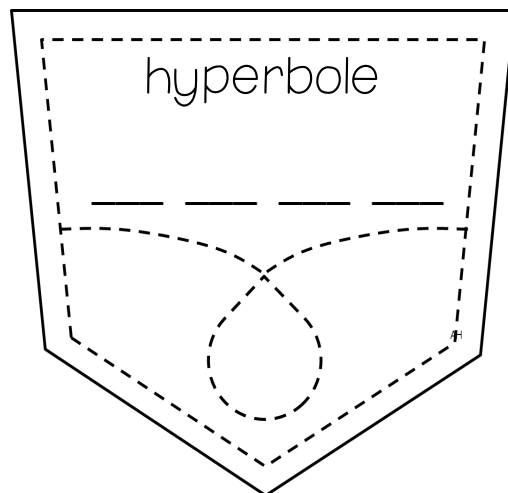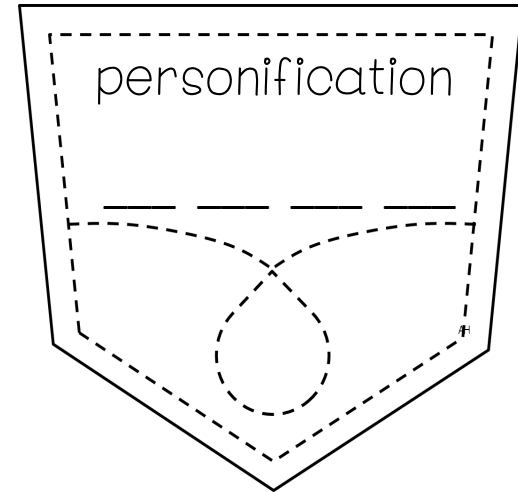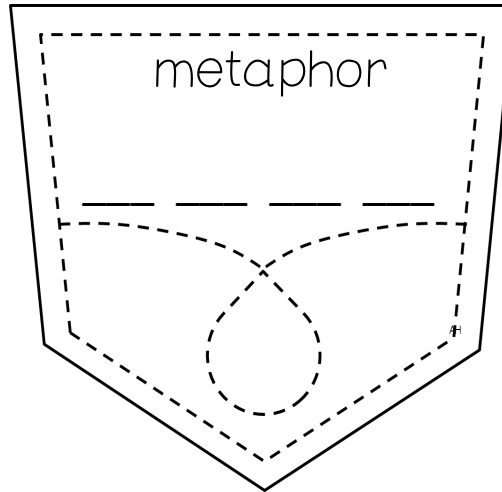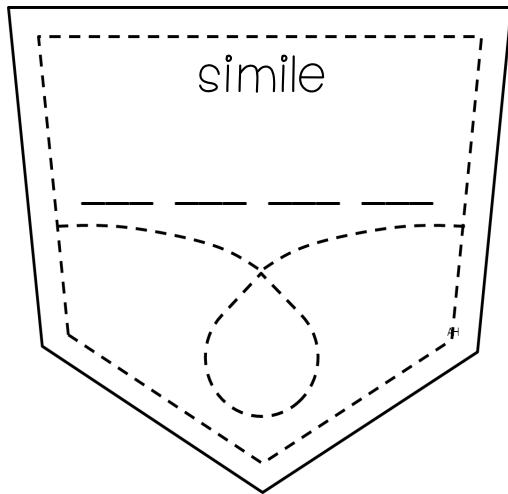
fold

Fold flap behind to make a pocket. Secure the sides by stapling.

simile

staples

He was... as ... / Snow fell like covering ... / as soft as ... / Grandma's ... / The clo... like fluffy... / ③

Once folded, students can place the cards that show examples of each poetry element in the pocket.

Laminate all pieces for durability. Place "pockets" and example cards together at a center. Store in a file folder.
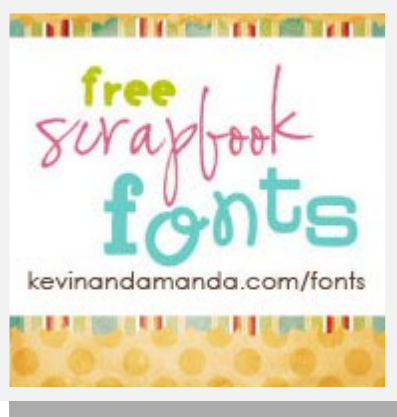
THANKS!

I am so happy that you decided to use one of my resources in your classroom! Please feel free to stay connected and up-to-date with the latest products and freebies by following my blog,

The Classroom Game Nook

RACHAEL

CREDITS:

The Moffatt Girls

Ashley Hughes

Scrappin Doodles
Clip Art for Crafting & Scrapbooking

Creative Clips
Digital Clipart
Created by Krista Wallden

Rowdy in room 300

The 3AM Teacher

free scrapbook fonts
kevinandamanda.com/fonts

Frogspot
A BLOG FROM the POND

KG Fonts

Melonheadz Illustrations

EduClips

How to Write a Haiku Poem

1. Think of a topic/event. For example, a squirrel eating an acorn

2. Write at least **10** descriptive words. Note the number of syllables in each word. For example, the squirrel is **hungry (2)** and **fluffy (2)**. The acorn is **gigantic (3)** and **hard (1).**

3. Write 3 phrases to describe the event, using the descriptive words. For example, the hungry fluffy squirrel began to eat his gigantic and hard acorn.

4. Revise the phrases to follow the format of a haiku poem. <u>5 syllables in the first line, 7 in the second, and 5 in the last</u>. For example,

   Fluffy squirrel ate
   Gigantically hard acorn
   Hungry no longer

   REMEMBER: try not to use words like a, the, and, he, she, we… use description words. Focus on the topic/event. Be descriptive.

Concrete Poem Graphic Organizer

1. Pick a Topic of Interest

   _____

2. Pick an object/shape that matches

   _____

3. Draw the shape

4. Write about the topic within or around the shape. What do you **see, feel, hear, touch, and smell**?

Appendix K

Instructional Plan #: 8 of 11   <u>Check one:</u>   _____ Observed   **X** Additional   _____ Video

Name: <u>Kyle Pollastrini</u>   **Date Lesson Will be Taught: <u>March 29th , 2016</u>**

Subject/Content Area: <u>Figurative Language</u>   **Time Period/Class Hour: <u>9:30-10:45 PM 5th Grade ELA</u>**

Alignment of IEP Goals and Objectives, Standards, Lesson Objectives and Assessment

IEP Goal(s) and Objectives	Standard(s)	Lesson Objective(s)	Assessment Tools and/or Procedures used to monitor Student Learning for Qualitative and Quantitative Data Collection (Label each)
IEP Goal: QH, CR, NB, WJ, ND Given a short story, the student will answer 3 out of 5 questions about the text, and will cite textual evidence in each response with assistance from the teacher and/or paraprofessional. **IEP Objective: QH, CR, NB, WJ, ND** After reading a grade level text, the student will answer 10 out of 10 questions about the text, while citing textual evidence in each response.	**CCSS.RL.5.4**: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	Given the definition for six figurative language types, the student will write one example for each of the six figurative language types. Students will show knowledge of figurative language by writing down the definition of six figurative language types.	**Quantitative Data:** - Figurative language definition worksheet - Guided creation of one example for each type of figurative language piece **Qualitative Data:** - Questions/Comments students ask throughout the lesson

Communication Skill related to lesson objective(s): Identify and describe **one** communication skill related to lesson objective(s) that learner(s) will need to use to participate in the learning tasks and/or demonstrate learning.

Students will need to orally **state** the definition for six different types of figurative language.

Practicum Instructional Plan Template

List the strategies/supports in this lesson to facilitate learner(s) use of communication skill. *Be specific and detailed!*

1. The definitions will be presented to the students in written form.

2. Multiple examples will be shown to the students in various text examples.

3. Students will be guided in writing the definition of each figurative language piece.

Instructional Delivery

Resources/Materials and Modifications or Accommodations/Supports the students need relating to the resources and materials (for current lesson only!) **Address the following as appropriate to the site/learner(s) for current lesson:** ***Communication/Planning for paraprofessional use** *Grouping- How? and Why? *AT/IT *Tier 1 Behavior (whole group/ Class rules, positive and negative consequences) *Learning Environ./Transitions (map and brief description	Instructional Strategies and Learning Tasks and Modifications or Accommodations/Supports the students may need relating to the Instructional Strategies and Learning Tasks *(for current lesson only)*	Methodology (Label each) *Anticipatory Set (AS) *Statement of Purpose (S of P) *Behavior Expectations (BE) *Input (I) *Modeling (M) *Guided Practice (GP) *Independent Practice (IP) *Closure (C) **Scripted** *Stimulus *Response **Systematic** *SED 362 Template	Elicit and Monitor Student Responses (Label each) *List specific questions to be asked students. *Include examples of desired student responses in guided practice as well as cues/prompts used for error correction. *Describe specific use of formative assessment that leads to the summative, final assessment. *Label and write when summative assessment will take place.
- **AT/IT**: Projector, Computer, Dry Erase board and markers - **Paraprofessional**: There will be no paraprofessional present during the lesson - **Behavior**: - Students start with 3 tickets every day. If they are not	- **OS, WJ, ND:** Prompts to be kept on task - **OS, WJ, AM, ND, HL:** Rewording/rephrasing of the material taught - **AM:** Multiple ways of checking for understanding - **HL:** Added visuals for deeper	**(AS):** "Today we are going to be introduced to some figurative language terms. We will be working with six of them." **(S of P):** "It is important to understand and be able to work with figurative language terms because it will help you comprehend texts in the	

doing what they are supposed to, or are being disruptive, I have the authority to take a ticket away
- Rules: Only time students will be allowed to talk is when they are asking or answering a question. Otherwise, tickets will be taken away.
- Verbal praise will be given to students when they successfully complete a problem, or answer a question. "Thank you (students name) for answering the question correctly. Excellent work (students name) referencing the textual evidence."
- **Learning Environment**:
  - The classroom is Ms. Portz's 5th grade resource classroom. There are 5 students in the classroom who have IEPs. No significant environmental traits will have an effect on the lesson.
  - See attachment for classroom layout
- **Grouping**: Assigned seats
	understanding	future. As you grow in your education, more texts will have figurative language within it. Believe it or not, you have been exposed to figurative language countless times in your life already. You just may not have been aware of it. After today you will be able to look at texts in a deeper and richer way which will help you better understand the events of a story."
		
		(BE): "Like always, I expect you to raise your hand to be called upon. Don't talk while others are talking, and make sure you are following along and writing down information as we move forward in today's lesson."
		
		(I)/(M)/(G): Using the figurative language worksheet, project the information on the board. Students each have their own worksheet as well
		1st: Ask students if they think they already know the definition of a term
		2nd: Reveal the definition to them; guide students in writing the correct definition down
		3rd: Reveal examples for each term
		4th: Show visual example for students when necessary
		5th: Guide students through creating their own examples
		
		(IP): There is no independent practice
			(I)/(M)/(G):
			Q: Do you think you know the definition for this term
			DR: Yes I do. I think Simile/metaphor/alliteration/ personification/ onomatopoeia/ hyperbole means (student states correct definition for desired term).
			ER: Sounds like you are thinking of a different term. Let's reveal the definition and find out!
			
			Formative Assessment:
			Are students requiring a lot of assistance in creating their own examples?

		for today's lesson	**Summative Assessment**: The summative assessment will take place on a future date. This is an introductory to figurative language
		(C): "Tomorrow we will be introduced to more figurative language terms and work with them how we did today."	

Batman and Robin Example of Onomatopoeia
https://www.youtube.com/watch?v=qpoxHvmWPfc

Syllable Lesson Video
https://www.youtube.com/watch?v=TvcgVRULaWw

Learning Games for Kids
http://www.learninggamesforkids.com/vocabulary_games/syllables.html

Syllable Factory Game
http://www.bbc.co.uk/skillswise/game/en01soun-game-syllables-factory

RhymeZone.com
http://www.rhymezone.com/

How to Write Haiku Poems for Children
https://www.youtube.com/watch?v=gOMuVpN8XqM