

### Lesson Plan Template

<b>Name: Sharon Holton</b>	<b>Name of Unit: Home of the Brave</b>	<b>Date: July 22, 2012</b>	<b>Grade Level: 6<sup>th</sup></b>
Objective	Procedures	Materials	Evaluation
<p>RLA#4 Grade 6 page 36- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>T.S.W: Identify and explain poetic word choice.</p> <p>T.S.W: Identify cause and effect</p>	<ul style="list-style-type: none"> <li>• <b>Anticipatory Set:</b> <b>BEFORE THE LESSON</b> <b>Read Part 1 (pp. 3-20); Complete Student Packet Worksheets for Part 1</b></li> </ul> <p><b>Homework: Read pages 21-30 in preparation for tomorrow's class discussion.</b></p> <p>Work Period:</p> <p><b>I-Direct Teaching:</b> I will explain that I am going to identify poetic language in our verse novel, <i>Home of the Brave</i>. I will distribute the Poetic Helping Handout. I will explain that I am going to look for words or phrases in the novel that take a common object, person, or place, and make it seem special or unfamiliar, or that bring out a quality I never thought of by comparing it to something else (like my paper</p>	<p>Necessary Materials <i>Provided:</i> Poetic Helping Handout, Poetic Language Chart, Visualizing Poetic Language Chart, Figurative Language Finder (Student Packet, pages 10-11) <i>Not Provided:</i> Paper bags with small, common objects – 1 per small group or pair; stapler, magazine photographs of common objects – optional, chart paper, markers, <i>Home of the Brave</i> by Katherine Applegate</p> <p style="text-align: center;">Duration Approximately 2 Days (40-45 minutes for each class)</p>	<p>TTW: Use a rubric to assess the student's oral presentation. The students will be graded on poetic language identified, explanation of author's word choice and descriptive examples of poetic language. The cause and effect will be graded on a regular grading scale.</p>

	<p>cobra). Specifically, I am going to look for poetic devices such as similes, metaphors, alliteration, and personification. The definitions of these terms and examples can be found on the Poetic Helping Handout. After I identify poetic language in the novel, I will visualize the image “painted” by the author, and use that visualization to help me explain what the author means.</p> <p>I will use a think aloud visualization strategy to identify what a flying boat could be. In the text, the author mentions that this “boat” has round windows, and that the character is in this boat traveling to a new world. I imagine that the flying boat is the character’s way of describing the experience of being on an airplane. The “boat” might be a spaceship, but the character describes the all-white world. I think the character is not in the darkness of outer space, but instead flying through clouds over snowy terrain. The poetic phrase is also the author’s way of reflecting</p>		
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the language barrier facing the main character, Kek, who may have never been on a plane before.

**Essential Question:** Ask: "How do I identify and explain poetic language in a text?" Students should answer that you look for words or phrases that seem special or unfamiliar. Then, you visualize the image by painting a picture in your mind. You can use that visualization to explain what the author means and why the author chose this way of saying it.

***WE-Guided Practice:*** will identify poetic language from "What the Heck" through "God with a Wet Nose" in *Home of the Brave*, recording the information on our chart started during Direct Teaching. Each time we identify a special or unfamiliar word or phrase, we will add it to the chart. Then, we will take turns leading the class in visualization. *Note:* Several examples have been provided on the Visualizing Poetic Language After the visualization, we will discuss what the poetic imagery brought out in the object or experience and why the author

	<p>chose to describe it this way. . We will picture it as a belt that blocks your ability to move</p> <p><b><i>YOU-Independent practice:</i></b> will identify examples of poetic language from Part 1 of <i>Home of the Brave</i> (“Welcome to Minnesota” through “Sleep Story”) and write them in the first column of the Figurative Language Finder in your Student Packet. (See pages 10-11 in the Student Packet.) In the second column, you will write a description or visualization of each example poetic language that you have identified. In the third column, you will explain why the author chose this way of describing each example of figurative language. You will explain what the author was trying to show the reader about the person, object, or experience by using poetic language. The students will present an oral report of their work.</p>		
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*For each lesson plan, do the following:*

- 1). Identify the domain
- 2). Align the standards
- 3). Address diversity
- 4). Infuse technology