

		Campus: Harper, Lowe, Smith, Lacy, Godwin	
Author: Lindstrom		Date Created / Revised: 1/10/2021	
Six Weeks Period: 5th		Grade Level & Course: 5th ELAR	
Timeline: 10 Days Unit Title: Unit 06: Exploring and Crafting Poetry		Lesson 1	
Stated Objectives: TEK # and SE	<u>5.1C, 5.6B, 5.6C, 5.6D, 5.6E, 5.6F, 5.6G, 5.6H, 5.7B, 5.7C, 5.7D, 5.7E, 5.7G, 5.8A, 5.9B, 5.10A, 5.10B, 5.10C, 5.10D, 5.10E, 5.10F, 5.11A, 5.12A</u> Student Expectations (TEKS) in red: Identified by TEA as a Readiness Standard of the assessed curriculum Student Expectations (TEKS) in green: Identified by TEA as a Supporting Standard of the assessed curriculum Student Expectations (TEKS) in black: Not identified by TEA as part of the assessed curriculum		
See Instructional Focus Document (IFD) for TEK Specificity			
Key Understandings	Introduction This unit bundles student expectations that address the analysis and composition of poetry. This genre of literary text places a special emphasis on distinctive style and rhythm to express feelings and ideas, to create imagery, and/or to expand and deepen readers' understandings. Most poems include literary and poetic elements and devices such as imagery, figurative language, and sound devices. Poets carefully select words not only for meaning and function, but also for their sound. Poets also make distinct choices about layout and punctuation which impacts the way a reader may read and interpret the poem. Many times readers need to go beyond a literal interpretation of the text to truly understand the meaning behind the poem. Readers read and experience poetry as an art form to connect to the world around them. Prior to this Unit In previous units, students engaged in deep analysis and application of genre characteristics, structural elements, author's craft, and language choices to support authentic purposes and audiences in fiction, informational texts, and drama. Students used the writing process to craft original pieces in the genre they were studying. In Grade 4, students examined poetry for the poet's use of figurative language (e.g., simile, metaphor, and personification) to create images. During this Unit		

	<p>In Reading, students read and interact with poetry across a variety of poetic forms. Students explain the author's purpose, audience, and genre characteristics as well as analyze the author's craft in order to interpret and comprehend many different poems, including inferring themes. Students also explain the poet's use of sound devices and figurative language and describe how these devices achieve specific purposes. Students also consider point-of-view and distinguish between the poet and the speaker of the poem.</p> <p>In Writing, students utilize the writing process to compose original poems by using what they have learned in Reading about the genre characteristics and structural elements of poetry as well as how poets develop voice through language and other literary devices. Students revise their poems based on self, peer, and teacher feedback. Students edit for previously learned mechanics and conventions but understand that poetry can sometimes include unconventional elements. Students publish and share their poems with others.</p> <p>In Word Study, students continue to develop their knowledge of phonics rules and patterns to assist them in decoding and spelling words. Additionally, students continue to develop their ability to use context clues, resources, and morphemic elements to determine the meaning of unknown words as they read.</p> <p>After this Unit</p> <p>In Unit 07, students will continue to develop their comprehension and analysis skills by exploring argumentative texts. They continue to determine the author's message and analyze the impact of genre characteristics on text meaning. Students also delve into research once again to help them form their arguments as they compose an original opinion essay. Students also compose correspondence to request information regarding their research topic.</p>
<p>Misconceptions</p>	<ul style="list-style-type: none"> ● Students may think that all poems must rhyme; however, many poems, such as free verse poems, do not rhyme. ● Students may think all poems are short rather than understanding that poems vary in length depending on the poet's purpose and message. <p>Underdeveloped Concept(s):</p> <ul style="list-style-type: none"> ● Students may think that poetry must be written in eloquent language; however, the language in poetry depends on the purpose, audience, message, and poet's style. ● Students may think that the same conventions of language apply to poems rather than understanding that poets use conventions in creative ways to achieve their purpose. ● Students may think that poems have one "correct" interpretation or meaning; however, most poems are more nuanced and complex. Each reader brings their own experiences and perspective which is not limited to a single interpretation.
<p>Key Vocabulary</p>	<ul style="list-style-type: none"> ● Author's craft — intentional and deliberate use of organizational patterns, text and graphic features, sentence structures, devices, and language to create an effective written work; author's craft may vary by genre ● Author's purpose — the reason an author writes about a particular topic (e.g., to persuade, to entertain, to inform, to explain, to analyze, etc.); the reason an author includes particular details, features, or devices in a work ● Figurative language — language not intended to be taken literally but layered with meaning through the use of imagery, metaphors, and other literary devices <ul style="list-style-type: none"> ○ Simile — a comparison of two things that are essentially different, usually using the words like or as

- Metaphor — **a subtle comparison in which the author describes a person or thing using words that are not meant to be taken literally**
- Personification — **figurative language in which non-human things or abstractions are represented as having human qualities**
- Imagery — **the use of language to create mental images and sensory impressions. Imagery can be used for emotional effect and to intensify the impact on the reader**
- Literary device — **a specific convention or structure—such as imagery, irony, or foreshadowing—that is employed by the author to produce a given effect**
- Poetic form — a distinctive poetic structure with distinguishable characteristics based on meter, lines, stanzas, and rhyme schemes such as a sonnet, blank verse, ballad, haiku, epic, lyric, etc.
- Poetry — literary works focused on the expression of feelings and ideas through a distinctive style that is often rhythmical and may have elements such as meter, rhyme, and stanzas
- Point of view — **the perspective from which the events in the story are told**
- Sound device — a device used by authors to create meaning through sound and help readers develop visual images
 - Alliteration — **the repetition of the same sounds at the beginning of two or more adjacent words or stressed syllables**
 - End rhyme — two or more lines that end in rhyming syllables or words
 - Internal rhyme — **a rhyme within the same line of verse**
 - Onomatopoeia — **the use of words that sound like what they mean; a poetic device to produce this effect**
 - Assonance — the repetition of vowel sounds in words close together within a phrase or sentence; the vowel sounds can occur in the beginning, middle, or end of a word
 - Consonance — the repetition of consonant sounds in words close together within a phrase or sentence; the consonant sounds can occur in the beginning, middle, or end of a word
- Theme — the central or universal idea of a literary work that often relates to morals and/or values and speaks to the human experience/condition
- Voice — **articulation or expression in coherent form, either verbally or in a piece of writing**
- Word choice — **the author’s thoughtful use of precise vocabulary to fully convey meaning to the reader**

Related Vocabulary:

- Poet
- Speaker

Suggested Day 5E Model	Instructional Procedures (Engage, Explore, Explain, Extend/Elaborate, Evaluate)	Materials, Resources, Notes
Day 1 Monday, February 21, 2022	Academy Day- No School	
Day 2	<u>Reading</u> <u>Warm-Up: Lonestar Learning (10-15min)</u>	

5.8B, C, D

5.9A

5.10A

Read Aloud: (10-15min.)-

Text-Campus specific

READING WORKSHOP (30-40min.)

Whole Group Instruction:

Review Elements of Poetry with the anchor chart

[Anchor Chart: Elements of Poetry](#)

[Get Curious Video: New Kid in Town](#) (for background knowledge of what the poems will be about)

GENRE-Poetry

WHY THIS TEXT?

In these poems, students will analyze how the poet's words and the poem's structure can help them determine the overall theme.

KEY LEARNING OBJECTIVES

- Create mental pictures.
- Identify the theme of a poem.
- Determine the author's tone and voice.
- Explain how visuals can contribute to the author's tone.

Project Display and Engage: [Critical Vocabulary 8.2a and 8.2b.](#)

You may wish to display the corresponding Vocabulary Card for each word as you discuss it.

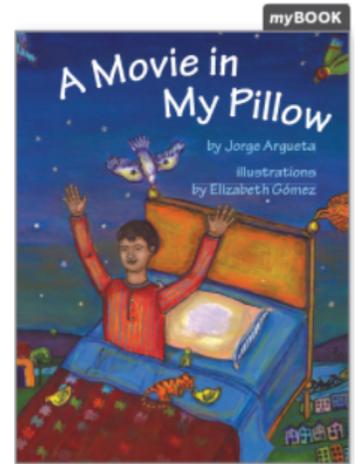
Read aloud each word and have students repeat it. Read aloud and discuss each word's student-friendly explanation.

Point out the example for the word. Have students suggest other examples.

Read: [A Movie in my Pillow](#) (Module 8) in HMH my Book 2 Pgs. 154-176

In your [Teaching Pal](#), use the purple TARGETED CLOSE READ prompts to guide students to apply the theme skill to A Movie in My Pillow and to cite evidence to support their responses. Students may refer to the questions on Know It, Show It page 163 as you discuss them.

Read aloud the first question on Teaching Pal page 176 and have students turn to page 176 in their myBook to think about



TEXT X-RAY	
KEY IDEAS	LANGUAGE
<p>Key Idea pp. 156–163 The poet writes about how he misses his life and family members he had to leave behind in El Salvador.</p>	<p>Connection of Ideas Wonders of the City (p. 158) Point out the cohesion, or connection, between pronouns and nouns. Read aloud lines 5 and 6 and direct attention to the pronoun <i>they</i>. <i>Ask: Who or what does the word they refer to? (mangoes)</i> Have students reread the lines using the word <i>mangoes</i> instead of <i>they</i>.</p>
<p>Key Idea pp. 164–169 The poet describes his new life in America.</p>	<p>Multiple-Meaning Word wind (p. 163) Review that homographs are words that are spelled alike but have different meanings. Say: <i>As a noun, wind means "moving air." As a verb, wind means "to curve or curl around."</i> Ask pairs to make up sentences with context clues, using <i>wind</i> in both ways.</p>
<p>Key Idea pp. 170–173 A recording from his grandmother prompts the poet to write about it and his grandmother's native language.</p>	
<p>Key Idea pp. 174–176 Family members arrive from El Salvador, and the poet helps them acclimate.</p>	

how the speaker feels about leaving El Salvador. (He misses friends, relatives, neighbors, and his pets. Most of all, he misses his mother, brothers, and grandmother who stayed in El Salvador. On the other hand, he is happy to live in a place where he can go outside to play.)

Then read the second question on Teaching Pal page 176 and have students respond, using text evidence. (He must get used to living in a city, eating different foods, and learning to speak English.)

Read the last question and have students infer the theme that the author wants to share. (Moving to a new country can be challenging but can also present new opportunities.)

Wrap-Up/Exit Ticket:

Students share out one element of poetry that is new information to them or maybe one that was unfamiliar and discuss.

WRITING WORKSHOP & GRAMMAR (20-30min.)

Grammar: Perfect Tenses

Show [Display and Engage:](#)
[Grammar 3.5.1a.](#)

Explain that the present perfect tense uses has or have as a helping verb with the past participle form of the main verb. The helping verb and main verb together form the present perfect tense.

Model identifying the present perfect tense in the example sentence:

- She has seen many bears.

THINK ALOUD To identify the present perfect tense, I ask: Is the helping verb in the present tense? Is the main verb in the past participle form? The verb has in this sentence is in the present tense. The main verb, seen, is in the participle form. This sentence is in the present perfect tense.

Complete items 1–6 on [Display and Engage: Grammar 3.5.1b](#) with students.

List the following main verbs on the board. Have students use have or has to change the main verbs to present perfect tense.

[eat](#) has eaten

[hike](#) have hiked

[run](#) has run

[climb](#) have climbed

[jump](#) has jumped

[sit](#) have sat

Have students complete [Printable: Grammar 3.5.1](#) for practice with perfect tenses.

	<p>Have students edit a writing draft using present perfect tense correctly..</p> <p>Writing: Write a Poem- Have students turn to pages 178–179 in their myBook. Read the directions with students and use the Teaching Pal prompts to guide them as they plan and complete their poems.(due on Friday) Provide time for students to share their poems with small groups throughout the week. You may want to have students complete their writing during daily small-group time. You may want to have students complete Know It, Show It page 163 during daily small-group time.</p>	
<p>Day 3</p>	<p>Reading</p> <p>Warm-Up: Lonestar Learning (10-15min)</p> <p>Read Aloud: (10-15min.)- Text-Campus specific</p> <p>READING WORKSHOP (30-40min.)</p> <p>Continue Reading and discussing: A Movie in my Pillow (Module 8) in HMH my Book 2 Pgs. 154-176</p> <p>In your Teaching Pal, use the purple TARGETED CLOSE READ prompts on page 161 and 171 to guide students to apply the elements of poetry skill to A Movie in My Pillow and to find evidence to support their responses. Students may refer to the questions on Know It, Show It page 166 as you discuss them. Read aloud the first question on Teaching Pal page 161. Then have students reread myBook pages 161.</p> <p>What happens in the first stanza? (The speaker and his father leave El Salvador “one morning in December.”) Then read the follow-up question on Teaching Pal page 161. Ask: How does the author use elements of poetry to reveal the speaker’s feelings about this experience? (The author repeats the line “When we left El Salvador” and the phrase “I didn’t say goodbye.” The author lists the names of those he left behind, including his best friend Neto, his talking parakeet Koki, and his “very dear doggie” Miss Sha-Sha-She-Sha.) Finally, read the last question on the page and have students respond. (Those clues reveal that immigrating can be very difficult because of those we leave behind.)</p> <p>In your Teaching Pal, use the purple TARGETED CLOSE READ prompt on page 167 to guide students to apply the</p>	

author's craft skill to A Movie in My Pillow and to find evidence to support their responses.

Students may refer to the questions on Know It, Show It page 167 as you discuss them.

Read aloud the first question on Teaching Pal page 167. Then have students reread myBook pages 166–167. **What words and phrases does the author use to describe Papa's truck?**

(Vrrooommm!, orange, roars, a pyramid on wheels)

Then read the follow-up question on Teaching Pal page 167.

What overall tone does the author create in this poem?

(joyful, playful, excited)

Independent/Partner Work:

Have students work with partners to choose another poem from A Movie in My Pillow, or a poem from another resource. Students should identify figurative language and other elements of poetry noted in the [Anchor Chart](#).

Students may make annotations in their myBook to note the figurative language and other elements. Students may also use a graphic organizer to list examples of figurative language in one column, and what the examples mean in another column.

Wrap-Up/Exit Ticket:

Students share out one element of poetry that is new information to them or maybe one that was unfamiliar and discuss.

WRITING WORKSHOP & GRAMMAR (20-30min.)

Grammar: Past Perfect Tenses Had

Show [Display and Engage: Grammar 3.5.2a](#). Tell students that the past perfect tense uses had as a helping verb with a main verb in the past participle form. Together, the helping verb and main verb form the past perfect tense.

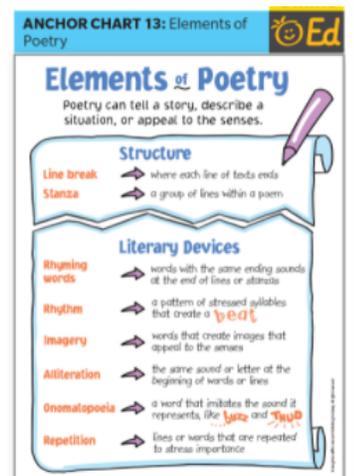
Model identifying the past perfect tense in the example sentence: Leo had looked for chipmunks on the hike.

THINK ALOUD To identify the past perfect tense, I ask: Is the helping verb had? Is the main verb in the past participle form? I see the helping verb had, and the main verb, looked, is in the past participle form. This shows me that the sentence is in the past perfect tense.

Complete items 1–8 on [Display and Engage: Grammar 3.5.2b](#) with students.

Have students complete the following sentence frames using the past perfect tense. **The rain (start) to fall.** had started
The mountain paths(fill) with mud puddles. had filled

Have students complete [Printable: Grammar 3.5.2](#) for practice with past perfect tense.



	<p>Have students edit a writing draft using past perfect tense correctly.</p> <p>Writing: Write a Poem- Have students turn to pages 178–179 in their myBook. Read the directions with students and use the Teaching Pal prompts to guide them as they plan and complete their poems. (due on Friday) Provide time for students to share their poems with small groups throughout the week. You may want to have students complete their writing during daily small-group time. You may want to have students complete Know It, Show It page 163 during daily small-group time.</p>	
<p>Day 4</p>	<p>Reading</p> <p>Warm-Up: Lonestar Learning (10-15min)</p> <p>Read Aloud: (10-15min.)- Text-Campus specific</p> <p>READING WORKSHOP (30-40min.)</p> <p>A Movie in my Pillow (Module 8) in HMH my Book 2 Pgs. 154-176 -Analyze passage together</p> <p>Selection Quiz: A Movie in My Pillow *Students must write the page number next to each question to provide text evidence of where they found their answer.</p> <p><u>Wrap-Up/Exit Ticket:</u> Go over questions and answer choices with the students. Ask them to provide evidence of where they found the answer in the text.</p> <p>WRITING WORKSHOP & GRAMMAR (20-30min.)</p> <p><u>Grammar: Perfect Tenses Will Have</u></p> <p><u>Whole Group:</u> Show Display and Engage: Grammar 3.5.3a. Explain that the future perfect tense uses will have as a helping verb with a past participle form of the main verb. Tell students that the helping verb and main verb form the future present tense.</p> <p>Model identifying the future perfect tense in the example sentence: We will have gathered many berries.</p> <p>THINK ALOUD To identify the future perfect tense, I ask: Is the helping verb will have? Is the main verb in the past participle</p>	

	<p>form? I see will have, which is in the future tense. The main verb, gathered, is in the past participle form. I know that the sentence is in the future perfect tense.</p> <p><u>Independent/Small Group:</u> Complete items 1–8 on Display and Engage: Grammar 3.5.3b with students.</p> <p>Display the following sentences. Have students change the verb phrase to the future perfect tense. My dad has taught me to put up a tent. will have taught We have roasted hot dogs over the fire. will have roasted</p> <p>Have students complete Printable: Grammar 3.5.3 for practice with future perfect tense.</p> <p>Have students edit a writing draft using the correct forms of the future perfect tense.</p> <p><u>Writing:</u> Write a Poem- Have students turn to pages 178–179 in their myBook. Read the directions with students and use the Teaching Pal prompts to guide them as they plan and complete their poems. (due on Friday) Provide time for students to share their poems with small groups throughout the week. You may want to have students complete their writing during daily small-group time. You may want to have students complete Know It, Show It page 163 during daily small-group time.</p>	
<p>Day 5 Friday, February 25, 2022</p>	<p><u>Reading</u></p> <p><u>Warm-Up: Lonestar Learning (10-15min)</u></p> <p><u>Read Aloud: (10-15min.)-</u> Text-Campus specific</p> <p><u>READING WORKSHOP (30-40min.)</u></p> <p>Review hyperbole and alliteration</p> <p>Complete the Weekly Assessment- Students must provide text evidence for their answer choices.</p> <p><u>Wrap-Up/Exit Ticket:</u> Read the poem together and discuss answer choices for the assessment and discuss any misconceptions.</p> <p><u>WRITING WORKSHOP & GRAMMAR (20-30min.)</u></p> <p><u>Grammar:</u> Review Perfect Tenses</p>	<p>EARLY RELEASE DAY</p>

Show [Display and Engage: Grammar 3.5.4a](#).

Review with students that the verbs be and have are irregular verbs.

Point out that the subject and the verb must agree in number and tense.

Explain that a special ending must be added to irregular verbs used with has, have, or had.

Work with students to complete the exercises on [Display and Engage: Grammar 3.5.4b](#).

Have students write three sentences using the perfect tenses for the verbs make, break, and take.

Have students complete [Printable: Grammar 3.5.4](#) to review perfect tenses.

Have students edit a writing draft using the correct form of the present perfect, past perfect, and future perfect tenses

Writing:

Students complete the final draft of their poem and share with the class.

Day 6
Monday, February 28,
2022

Reading

Warm-Up: Lonestar Learning (10-15min)

Read Aloud: (10-15min.)-

Text-Campus specific

READING WORKSHOP (30-40min.)

Whole Group Instruction:

Review [Poetry Genre Overview](#) HMH binder pg. 36

You will read, annotate, and/or take notes on poetry. Your purpose is to identify genre characteristics and analyze the author's craft. After completing notes and annotations, you will engage in a group discussion with peers, discussing your interpretation and analysis of the poem.

- *Before Reading:* Read the title of the poem ([Snowball](#)-HMH binder pgs. 81-82) and write a note about your first thoughts about the poem. Record your predictions and/or any questions you have about the poem.

Independent/Small Group Instruction:

- *During Reading:* As you read the poem, annotate, take notes, and/or illustrate evidence of literary elements and devices used throughout the text. Be sure to identify evidence of:
 - Theme
 - Sound devices such as alliteration, rhyme, onomatopoeia, consonance, and assonance
 - Figurative language such as simile, metaphor, and personification
 - Imagery
 - Point of view
 - Structural elements
 - Strong or unusual word choice
 - Author's style and voice
 - Other literary elements (e.g., setting, characters, plot, etc.)

Wrap Up/Exit Ticket:

- *After Reading:* Write 2-3 sentences that describe your interpretation of the poem, including the author's purpose and message (theme). Be sure to include text evidence to support your thinking.

WRITING WORKSHOP & GRAMMAR (20-30min.)

Grammar: Using Perfect Tenses

Additional Poetry Option:
Read: [Sarah Cynthia Sylvia Stout](#)

[Sarah Cynthia Sylvia Stout Questions](#)

Show [Display and Engage: Grammar 3.5.5](#). Tell students that they need to use the correct forms of regular and irregular verbs when they write sentences containing perfect tenses.

Review with them that subject and verb must agree when using the perfect tenses.

Display the following sentences. Have students write the correct form of the regular or irregular verb.

The fire has (go) out. gone
My family has (hike) back down the mountain. hiked

Display these sentences. Have students write the sentence using the correct form of the verb.

I will have (sleep) in a tent for three nights. slept
We have (love) every moment of our camping trip. loved
My parents have (pack) the car. packed

Have students complete [Printable: Grammar 3.5.5](#) for practice with perfect tenses.

Tell students that as they revise their writing, they should make sure they are using verb tenses correctly.

Have them review a piece of writing and change any verbs that are in the incorrect tense.

Tell partners to exchange papers and check that verb tenses were used correctly

Writing:

This week, you will work collectively with classmates to create an anthology of poems based on a topic. You will plan, draft, revise, edit, and publish an original poem for your classroom anthology.

1. With your class, determine a topic that everyone will write about for a classroom anthology of poems (e.g., sports, school, science, animals, friendship, etc.).

2. Based on this topic, plan your poem. Consider these guiding questions to help you identify your theme or message:

- What do I want to communicate about this topic? What is my theme/message?
- Who is my audience?
- Which poetic form best fits my purpose and audience?
Think about the different forms that you have read during Reading. Do you want a more structured poetic form or one with less structure?

- | | | |
|--|--|--|
| | <ul style="list-style-type: none">• What information and details can I use to develop my poem? Which details may prove the most interesting to share?• Which details will create opportunities to use language to paint a picture for my reader?• What literary devices and/or figurative language may help me describe the details of my poem?• What will be the most effective point of view? Telling it from a poet's perspective or telling it from the perspective of another speaker?• Do I have enough ideas and details to write about this topic? | |
|--|--|--|

Day 7
Tuesday

Reading

Warm-Up: Lonestar Learning (10-15min)

Read Aloud: (10-15min.)-

Text-Campus specific

READING WORKSHOP (30-40min.)

Whole Group:

Review [Author's Purpose](#)

Reread [Snowball](#) as a class, and reflect on the poem. Engage in a group discussion about the poem. Be sure to consider other class members' contributions to the discussion, and be prepared to reflect on and adjust your response as new ideas are presented. Use the following questions to guide your discussion.

- What do you think the poet's purpose is? How did you come to this conclusion?
- What is the theme of the poem?
- How does the poet use language, including figurative language and imagery, to create meaning? What images did you have based on the language of the poem?
- Who is the speaker of the poem? Is the speaker the same as the poet? What feelings do the speaker and/or poet have towards the subject or situation in the poem? Do their feelings change?
- How does the poet use sound devices to support the theme and purpose?
- How do structural elements, such as stanzas and line breaks, contribute to meaning in the poem?
- Do you like this poem? Why?

Wrap-Up/Exit Ticket:

After the discussion, write a response and share at least one new understanding, perspective, or insight you have about the subject of the poem, poetic structures, techniques and devices, or the poet.

WRITING WORKSHOP & GRAMMAR (20-30min.)

Grammar: Easily Confused Verbs

Show [Display and Engage:Grammar 3.6.1a](#).

Explain that some verbs have meanings that are related but not the same.

Tell students that it is important to know the exact meaning of these verbs so that they will not use them incorrectly.

Model correct verb usage in an example sentence: Joseph learned how to use a lasso.

THINK ALOUD To identify the correct usage of the verb in the sentence, I ask: What definition fits the sentence? How does the sentence sound if you say it aloud? The definition of the verb learn is “to receive instruction from someone.” The verb is used correctly because Joseph could receive instruction about how to use a lasso. The sentence also sounds correct when read aloud

Complete items 1–6 on [Display and Engage: Grammar 3.6.1b](#) with students.

Have students choose two pairs of verbs from the exercises and write sentences for each word. Have them use the Thinking Questions to check that they are using the verbs correctly.

Have students complete [Printable:Grammar 3.6.1](#) for practice with easily confused verbs.

Have students edit a writing draft using easily confused words correctly

Writing:

Drafting today and tomorrow- Draft your poem by following your plan. Poems should include the effective use of structural elements, figurative language, and sound devices as applicable to the poetry form and message being conveyed.

Day 8

Reading

Warm-Up: Lonestar Learning (10-15min)

Read Aloud: (10-15min.)-

Text-Campus specific

READING WORKSHOP (30-40min.)

Whole Group:

Students will complete questions 1-9 for [Snowball](#) independently for a grade.

Students must provide text evidence for their answer choices.

Wrap-Up/Exit Ticket:

Go over questions and answer choices with the students to clear up any misconceptions.

WRITING WORKSHOP & GRAMMAR (20-30min.)

Grammar: Easily Confused Verbs

Show [Display and Engage:Grammar 3.6.1a](#).

Explain that some verbs have meanings that are related but not the same.

Tell students that it is important to know the exact meaning of these verbs so that they will not use them incorrectly.

Model correct verb usage in an example sentence: Joseph learned how to use a lasso.

THINK ALOUD To identify the correct usage of the verb in the sentence, I ask: What definition fits the sentence? How does the sentence sound if you say it aloud? The definition of the verb learn is “to receive instruction from someone.” The verb is used correctly because Joseph could receive instruction about how to use a lasso. The sentence also sounds correct when read aloud

Complete items 1–6 on [Display and Engage: Grammar 3.6.1b](#) with students.

Have students choose two pairs of verbs from the exercises and write sentences for each word. Have them use the Thinking Questions to check that they are using the verbs correctly.

Have students complete [Printable:Grammar 3.6.1](#) for practice with easily confused verbs.

Have students edit a writing draft using easily confused words correctly

Writing:

Finish drafting today- Draft your poem by following your plan. Poems should include the effective use of structural elements, figurative language, and sound devices as applicable to the poetry form and message being conveyed.

Day 9

Reading

Warm-Up: Lonestar Learning (10-15min)

Read Aloud: (10-15min.)-

Text-Campus specific

READING WORKSHOP (30-40min.)

Whole Group Instruction:

GENRE- Multi-Genre Text (Poetry/Informational Text)

WHY THIS TEXT?

In this selection, students will analyze how the author uses both poetry and informational text to write about nature in winter.

KEY LEARNING OBJECTIVES

- Create mental images.
- Identify multiple themes within a poetry collection.

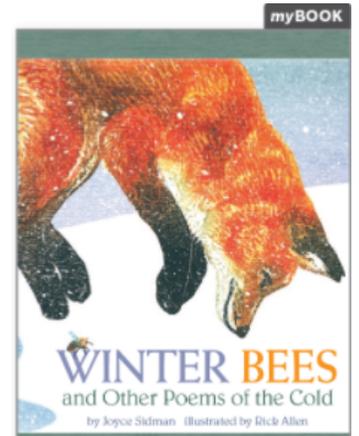
Analyze how visuals connect to poems or informational text to enhance understanding.

Recognize how the author's use of language enhances imagery.

Project Display and Engage: [Critical Vocabulary 10.11a and 10.11b](#). You may wish to display the corresponding Vocabulary Card for each word as you discuss it. Read aloud each word and

1. have students repeat it. Read aloud and discuss each word's student-friendly
2. explanation.
3. Point out the example for the word. Have students suggest other examples.

Begin reading [Winter Bees](#). In your Teaching Pal, use the purple TARGETED CLOSE READ prompts on pages 346 and 350 to guide students to apply the Theme skill to Winter Bees and to find evidence to support their responses. Students may refer to the questions on Know It, Show It page 226 as you discuss them. Have students reread the poems on myBook pages 344 and 346 to analyze the two poems for a common theme. Read the first question on Teaching Pal page 346 and have



CRITICAL VOCABULARY

- **migrate** (p. 345)
- **aquatic** (p. 345)
- **formation** (p. 345)
- **random** (p. 349)
- **scaled** (p. 350)
- **resume** (p. 351)
- **grasp** (p. 352)
- **resistant** (p. 352)

SPANISH COGNATES

- **migrate** migrar
- **formation** formación
- **resume** resumen

TEXT X-RAY	
KEY IDEAS	LANGUAGE
<p>Key Idea pp. 344-345 Tundra swans migrate to warmer coastal areas each year.</p> <p>Key Idea pp. 346-347 Garter snakes spend the winter in a communal mass underground.</p> <p>Key Idea pp. 348-349 Snowflakes form when tiny water droplets in the clouds freeze.</p> <p>Key Idea pp. 350-351 In winter, bees cluster around their queen to stay warm.</p> <p>Key Idea p. 352 Deciduous trees lose their leaves in winter; waxy-covered needles on evergreens help them survive in winter's cold.</p>	<p>Connection of Ideas Sentences 1 and 2 (p. 345): Help students understand cohesion. Read aloud the first two sentences about tundra swans, and then ask: <i>How are these two sentences connected?</i> (The second sentence answers the question in sentence 1.) Guide students through the rest of the paragraph, pointing out the connections between sentences.</p> <p>Idiom like mad (p. 352): English learners may not be familiar with this idiom. Explain that it means "very fast or enthusiastically." Ask volunteers to complete this sentence stem: <i>I was running like mad to _____.</i></p>

students identify one theme that's developed in both poems. (All living things must prepare in their own way for winter.)

In your Teaching Pal, use the purple TARGETED CLOSE READ prompt on page 349 to guide students to apply the Text and Graphic Features in Informational Texts skill to Winter Bees and to find evidence to support their responses. Students may refer to the questions on Know It, Show It page 228 as you discuss them.

Have students reread paragraph 17 on myBook page 349 and look at the pictures on pages 348–349 to analyze how the picture helps them better understand the paragraph.

Read the first question on Teaching Pal page 349 and have students explain what snowflakes are according to the text. (ice crystals that have joined together)

Read the second question on Teaching Pal page 349 and have students explain how the picture supports the text. (Each snowflake in the picture is different.)

Independent/Small Group Instruction:

Have pairs of students reread pages 350–351 and then work together to find two or more details in the poem and informational text that are supported by the illustration on the pages. Partners should record their findings in a two-column chart with the text details in the left column and a description of the supporting illustration details in the right column.

Have pairs exchange papers with another pair and discuss how the illustrations contribute to understanding and enjoyment of the two texts.

Wrap-Up/Exit Ticket:

Have students discuss what they have learned about text and graphic features.

WRITING WORKSHOP & GRAMMAR (20-30min.)

Grammar: **Choosing the Right Word**

Show [Display and Engage:Grammar 3.6.3a](#).

Use the examples to explain how to use parts of speech to determine whether a word is used correctly.

Discuss how students can create and use memory tricks to help them choose correct words.

Display the following sentences.

Marina gave a good reason for being late.

Joseph went over there.

	<p>THINK ALOUD To determine how a word should be used I ask: What is the part of speech of the word? The word good is an adjective that describes the noun reason. Knowing the parts of speech can help me choose the right words to use. The word there is an adverb that refers to a location or place.</p> <p>Complete items 1–8 on Display and Engage: Grammar 3.6.3b with students.</p> <p>Write the following words on the board: can / may lie / lay whose / who’s good / well there / their</p> <p>Have students provide sentences orally that use these words correctly.</p> <p>Challenge students to identify the verbs.</p> <p>Have students complete Printable: Grammar 3.6.3 for practice with commonly confused words.</p> <p>Writing: Revise your poem for focus and coherence to improve clarity and precision. Look for improvements to poetic structure such as line breaks, effective use of white space, and punctuation. Be sure to look for areas that need further development and/or clarification. Play with word choice to achieve your desired voice and message. Solicit feedback from peers and your teacher. Edit your poem to ensure your draft is ready to be published and read by your intended audience. Be sure to edit for correct use of grammar, conventions, and spelling. Remember, poets may intentionally use unconventional punctuation, capitalization, fragments to make poetry effective.</p>	
<p>Day 10 Friday, March 4, 2022</p>	<p>Reading</p> <p>Warm-Up: Lonestar Learning (10-15min)</p> <p>Read Aloud: (10-15min.)- Text-Campus specific</p> <p>READING WORKSHOP (30-40min.) <u>Whole Group Instruction:</u> In your Teaching Pal, use the purple TARGETED CLOSE READ prompt on page 347 to guide students to apply the Author’s Craft skill to Winter Bees and to find evidence to support their responses. Students may refer to the questions on Know It, Show It page 230 as you discuss them. Read aloud the first question on Teaching Pal page 347. Then have students reread “Snake’s Lullaby” on myBook page 346 and explain how the poet uses figurative words to describe the snakes’ actions. (The poem shows how the snakes “taste the</p>	

	<p>flakes of autumn sun” with their tongues and “weave a heavy cloak of cold” with each other)</p> <p>Read aloud the follow-up question on Teaching Pal page 347 and have students explain how the description in paragraph 11 supports and explains the ideas in the poem. (The paragraph explains that snakes use their tongues to find the paths to their sleeping places and then sleep together to survive the winter cold.)</p> <p><u>Independent/Small Group Instruction:</u></p> <p>Selection Quiz-Winter Bees and Other Poems of the Cold *Students must write the page number next to each question to provide evidence.</p> <p><u>Wrap-Up/Exit Ticket:</u> Go over questions and answer choices together discussing text evidence for responses.</p> <p><u>WRITING WORKSHOP & GRAMMAR (20-30min.)</u></p> <p><u>Grammar:</u> Review Easily Confused Verbs</p> <p><u>Whole Group:</u> Show Display and Engage:Grammar 3.6.4a. and then Display and Engage: Grammar 3.6.4b.</p> <p>Review with students that some words have meanings that are related but different.</p> <p>Explain that knowing the meanings and parts of speech of these words can help students use them correctly.</p> <p>Work with students to complete the exercises on Display and Engage: Grammar 3.6.4c.</p> <p><u>Independent/Small Group:</u> Have students complete Printable: Grammar 3.6.4 for more practice with easily confused verbs.</p> <p>Have students edit a writing draft using the correct easily confused verbs.</p> <p><u>Writing:</u> Publish your poem for your classroom anthology. Read your poem to the class, and ask them to determine your overall message.</p>	
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	<p>SPRING BREAK March 7-11</p>	

**Accommodations
for Special
Populations**

Accommodations for instruction will be provided as stated on each student's (IEP) Individual Education Plan for special education, 504, at risk, and ESL/Bilingual.