Subject: 6th Grade ELA

Unit :\_\_III\_\_ Lesson #\_\_1\_\_ Text: Oranges by Gary Soto

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| Key Questions: | * What are the elements of poetry? What is each element for? Why are they relevant to the poem?
* What can you infer about the speaker?
* How does figurative language contribute to the meaning of the poem?
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| TEKS: | (4) Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to explain how figurative language (e.g., personification, metaphors, similes, hyperbole) contributes to the meaning of a poem. |
| ELPS: | 1(H) develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations.4(J) demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content-area needs. |
| Concepts / Skills  to be taught: | Elements of PoetryFigurative languageSymbolism |
| Vocabulary: | SymbolismSimileMetaphorPersonificationHyperboleRefrainRepetitionOnomatopoeiaAlliteration |
| Literature / Resources: | [Activities for Oranges](http://www.galenaparkisd.com/curriculum/language_arts/OrangesbyGary-Soto.rtf)[Figures of Speech Handout](http://www.galenaparkisd.com/curriculum/language_arts/FiguresofSpeechhandout.docx)[Sound Devices Handout](http://www.galenaparkisd.com/curriculum/language_arts/SOUNDDEVICESUSEDINPOETRY.docx)[Oranges Paraphrasing Activity](file:///G%3A%5CJune%202013%5COranges%20by%20Gary%20Soto%20Grade%206%20Paraphrasing%20activity.docx) |
| Considerations for Struggling Students: | ELL. The students should be given the Inference Chart to fill out while reading the poem.Special Education/Co-TeachCo-Teach – This lesson is very long and involved. Best model would be to reduce amount of work involved and Alternative Teach.Reduce Assignment by Completing the Following Sections: Author Biography and Historical Context (Reduce Amount of Questions) Use page 234 from Alternative Text Supplemental Book (scanned pages here) for Notes. Read Poem. Comprehension Check Parts 1 and 2. Standards Focus Symbolism Part 3 Only, You Try Write your Own, and Quiz.Supplement Lesson with – Vocabulary page 234 from Alternative Text Supplemental Book (scanned pages here) |
| Lesson: | Before Reading:Have the students do the TPDASTT eyelash foldable. During Reading:Read the poem “Oranges” on pages 555. Paraphrase each stanza. Have them complete the TPDASTT foldable.After Reading: Have them do the Inference Chart. Students will complete activities from packet.**Students will write the poem with the activity provided.** |
| Additional Resources: |  |
| Assessment/Evaluation | Answer questions about the poem.Have the students do the flip foldable.

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| Figurative language | Textual Evidence | Illustrations/Meaning | How did it contribute to the meaning of the poem. |
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Write a poem |