

N D A Y  I N  U N I T	*Content Strand *Learning Target -I Can *Essential Questions -WHY?? -How do you know? <a href="#">Curriculum document</a> <a href="#">Common Core</a>	Vocabulary/ Vocab Activity <a href="#">Activities</a> <a href="#">Activities II</a>	Thoughtful Ed./ Student Engagement <a href="http://www.marshall.kyschools.us/">www.marshall.kyschools.us/</a> <a href="http://www.muhienberg.kyschools.us/?q=node/61">www.muhienberg.kyschools.us/?q=node/61</a> <a href="#">Engagement Cube</a> <a href="#">Cube II (examples)</a> <a href="#">What is student engagement?</a>	Literacy/Reading in the Content <a href="#">Literacy Ideas</a>	Formative/ Summative Assessment F –Formative S-Summative <a href="http://www.act.org/standard/guides/explore/">www.act.org/standard/guides/explore/</a> <a href="#">Strategies</a> <a href="#">More Ideas</a>	Differentiation T-Task S-Special Needs G-Gifted/Accel. <a href="http://serge.ccsso.org/Ideas">http://serge.ccsso.org/Ideas</a> <a href="#">9 Types</a> <a href="#">Big Explanation Tool</a>	Technology <a href="#">50 Ideas</a>
1	RI.7.4 I can distinguish between literal language and figurative language.	Figurative Literal Irony Idioms	Student choice Clear/modeled expectations Sense of audience	Vocabulary hand-out	F-Illustrated Idioms with index card translating figurative to literal meaning. F-annotate song, "Ironic" for correctness of identifying irony	T-illustrations and annotations for formative assessment	Youtube.com for "Ironic" by Alanis Morissette  Flocabulary-Figurative Language Rap
2	RI.7.4 and RL.7.7 (3 days) I can distinguish between literal language and figurative language.	Irony, situational irony O'Henry background Guy de Maupassant background	Clear/modeled expectations	Annotate short story prior to viewing the movie "The Ransom of Red Chief"  Read short story, "The Diamond Necklace"	F-viewing for meaning quiz  F- Open Response for irony	T-Audio and visual for comprehension	"The Ransom of Red Chief" video 22 minutes  "The Revenge of Red Chief" video 22 minutes
3	RL.7.4, RI.7.4, L.7.5 (2-3 days) I can define and identify various forms of figurative language (e.g.	Simile metaphor	Emotional/Intellectual Safety Sense of Audience Choice	Packet for practice  Create original similes and	F-matching for DOK 1 similes and metaphors  F-create higher level	T-S-G varied levels of similes and metaphors	Youtube song "Smile" by Uncle Kracker

	simile, metaphor, hyperbole, personification, alliteration, assonance, onomatopoeia).			metaphors	similes and metaphors  F-Mastery test over similes and metaphors		song is full of similes
4	RL.7.4, RI.7.4, L.7.5 (2-3 days) I can define and identify various forms of figurative language (e.g. simile, metaphor, hyperbole, personification, alliteration, assonance, onomatopoeia).	Personification Onomatopoeia Adage Cliché Allusion synecdoche	Sense of Audience Emotional/Intellectual Safety Choice	PowerPoint for notes with examples AND a space for students to create unique examples  Share examples	F-worksheet F-complete a word cache over all new figurative language	TSG.. varied levels of figurative language for differentiation	Internet for finding figurative language
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5	RL.7.4, RI.7.4, L.7.5 (2 days) I can define and identify various forms of figurative language (e.g. simile, metaphor, hyperbole, personification, alliteration, assonance, onomatopoeia).	Hyperbole, Pun Rhetorical question Oxymoron Paradox Review: alliteration, external rhyme, internal rhyme, consonance	Sense of Audience Emotional/Intellectual Safety Choice	PowerPoint for notes and examples	F-continue word cache over all new figurative language	TSG.. varied levels of figurative language for differentiation  G- during Enrichment... Read “Romeo and Juliet” by Shakespeare identify and explain the oxymorons and paradoxes found in the text	Internet for finding figurative language  Youtube Paradox for various genres of Music

6	<p>RI.7.4 I can distinguish between literal language and figurative language. I can analyze why authors choose words and phrases (tone) to create an overall meaning and mood for the reader.</p>	<p>Haiku Syllables stanza</p>	<p>Sense of Audience Clear/Modeled Expectations Emotional/Intellectual Safety</p>	<p>Visuals of student work from past</p>	<p>F- continue word cache F- illustrated Haiku to contain abstract nouns and figurative language</p>	<p>TSG... level of Haiku, nouns, and figurative language is differentiated by student</p>	
7	<p>RL.7.4, RI.7.4, L.7.5 (2-3 days) I can define and identify various forms of figurative language (e.g. simile, metaphor, hyperbole, personification, alliteration, assonance, onomatopoeia).</p>	<p>Imagery: image, imagination, imaginary  It appeals to our 5 senses</p>	<p>Sense of Audience Clear/Modeled Expectations Emotional/Intellectual Safety</p>	<p>Imagery Web for "The Day I Smiled" Read the short story, "One Summer's Night" and identify images and 15-25 examples of figurative language. Illustrate the main idea of the short story center page and represent 4 events in the corners. Read, "The Old Waterhole" and identify the audience and purpose of the poem. Annotate poem. Underline nouns and label Concrete or abstract. Concrete nouns must be in "image" illustrated</p>	<p>F- Illustrated Image of "The Old Waterhole"  F-Annotate "Oranges" by Gary Soto for sensory details. Infer how imagery enhances the theme and overall meaning of the poem.</p>	<p>T-imagery web, identifying figurative language in poetry and prose, and illustrate Imagery</p>	<p>Visuals of previous student work on webpage</p>

				by student.			
8	<p>RL.7.4, RI.7.4, L.7.5 (3-4 days)</p> <p>I can define and identify various forms of figurative language (e.g. simile, metaphor, hyperbole, personification, alliteration, assonance, onomatopoeia).</p> <p>I can recognize the difference between denotative meanings and connotative meanings.</p> <p>I can analyze why authors use figurative language to impact the reader and lead the reader to the message of the text.</p> <p>I can analyze why authors choose words and phrases (tone) to create an overall meaning and mood for the reader.</p>	<p>Allusion Paradox Connotation Denotation Review: audience, purpose, mood, tone, perspective and figurative as a focus to analyze a poem.</p> <p>Ballad contrast</p>	<p>Emotional/Intellectual Safety Learning with Others</p>	<p>Add to word cache Allusion, Paradox, Connotation, and Denotation</p> <p>Gradual Release, think aloud</p>	<p>F- Annotation of “Casey at the Bat” for figurative language, audience, purpose, mood, tone, perspective, and stanza summaries</p> <p>F- Annotate the ballad, “The Cremation of Sam McGee” for symbolism, setting and contrast</p>	<p>TSD- the entire task of annotating “Casey at the Bat” is differentiated based upon each student.</p>	<p>Youtube, “Southern Voice” by Tim McGraw</p> <p>Internet for background of Midnight Sun, Yukon, northern lights, and cremation Youtube for Audio recitation of “The Cremation of Sam McGee”</p>
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9	1 day				<p>S- Multiple Choice Test (scantron) with Open Response Student/Peers Score Open Response</p>		

1 0	3-5 days Summative Assessment and Written product for student portfolio	Rubric for 2 different modes of discourse : Narrative Informational/Explanatory	Clear/Modeled Expectations Emotional/Intellectual Safety Authenticity Choice	Students may use word cache on either assignment	S- Choice 1: Write a free verse poem to include, stanza, white space, abstract nouns, figurative language. Students will use 5 steps of the writing process. Final poem will be graded with KY Writing Rubric for a Narrative piece.  S-Choice 2: Analyze 2 poems (3 sets of poems for differentiation) to identify how the author uses figurative language to convey their message. Answer must be written in a 5 paragraph essay, and it will be graded using the KY Writing Rubric for Informational/Explanatory Writing.	TSG- either task will meet the criteria for portfolio entry and all student learning levels	Use PowerPoint of KY Writing Rubrics for explanation of grading.
1 1							
1 2							

Unit Topic: Figurative Language Christner/K. Brown Franklin-Simpson Middle School

Date: February/ March

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