

| D<br>A<br>Y<br><br>I<br>N<br><br>U<br>N<br>I<br>T | *Content Strand<br>*Learning Target<br>-I Can<br>*Essential Questions<br>-WHY??<br>-How do you know?<br><a href="#">Curriculum document</a><br><a href="#">Common Core</a>  | Daily Tasks  | Thoughtful Ed./<br>Student Engagement<br><a href="http://www.marshall.kyschools.us/">www.marshall.kyschools.us/</a><br><a href="http://www.muhienberg.kyschools.us/?q=node/61">www.muhienberg.kyschools.us/?q=node/61</a><br><a href="#">Engagement Cube</a><br><a href="#">Cube II (examples)</a> | Literacy/Reading<br>in the Content<br><a href="#">Literacy Ideas</a><br>Vocabulary/<br>Vocab Activity<br><a href="#">Activities</a><br><a href="#">Activities II</a> | Formative/<br>Summative<br>Assessment<br><b>F –Formative</b><br><b>S-Summative</b><br><a href="http://www.act.org/standard/guides/explore/">www.act.org/standard/guides/explore/</a><br><a href="#">Strategies</a><br><a href="#">More Ideas</a> | Differentiation<br>T-Task<br>S-Special Needs<br>G-Gifted/Accel.<br><a href="http://serge.ccsso.org/Ideas">http://serge.ccsso.org/Ideas</a><br><a href="#">9 Types</a><br><a href="#">Big Explanation Tool</a><br><a href="#">MAP Site</a><br><a href="#">Reading Differentiation K-5</a> | Technology<br><a href="#">50 Ideas</a><br><br>Resources-<br>Text, sites,...   |
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| 1   | RL 4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g. verse, rhythm, meter) and drama (e.g. casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.<br><b>(Characteristics and Parts of Poetry)</b> | <ul style="list-style-type: none"> <li>• Create foldable for Elements of Poetry (Repetition, rhyme, rhythm, stanzas)</li> <li>• Poetry PowerPoint</li> <li>• Compare/contrast difference between prose and poetry</li> </ul> | Word Chart: Visualizing Vocabulary (Thoughtful Ed)   | Alphabox/Flashcards/Word Chart<br>Stanzas, rhyme, rhythm, repetition, onomatopoeia, alliteration, figurative language, simile, metaphor, personification             | F: Top Hat   |  | Unit ideas:<br><a href="http://betterlesson.com/document/112752/rhyme-scheme-exit-slip?from=search#/unit/13173/poetry?from=tree">http://betterlesson.com/document/112752/rhyme-scheme-exit-slip?from=search#/unit/13173/poetry?from=tree</a><br><br>poetry frames:<br><a href="http://ettcweb.lrk12.nj.us/forms/newpoe m.htm">http://ettcweb.lrk12.nj.us/forms/newpoe m.htm</a> |
| 2   | RL 4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g. verse, rhythm, meter) and drama (e.g. casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.<br><b>(Characteristics and Parts of Poetry)</b> | <ul style="list-style-type: none"> <li>• Continue lesson from yesterday</li> <li>• Exit slip: Parts of Poetry</li> </ul>   |  | Vocabulary Center  | F: Exit Slip   | S:Exit slip will allow teacher to see which students are lacking those skills for tier 2 time groups<br><br>G: poetry presentations/projects   | Books to use throughout the unit:<br><br>Various Poetry books available in the library (see Mrs. Rahm)  |
| 3   | RL 4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g. verse, rhythm, meter) and drama (e.g. casts of characters, settings,  | <ul style="list-style-type: none"> <li>• Determining poetry rhyme schemes</li> <li>• Exit slip: Rhyme schemes</li> </ul>   |  |  | F: Exit Slip   | S:Exit slip will allow teacher to see which students are lacking those skills for tier 2 time groups   |   |

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|   | descriptions, dialogue, stage directions) when writing or speaking about a text.<br><b>(Free Verse, couplets, Rhyme Scheme)</b>   |   |  |   |              | G: poetry presentations/projects   |  |
| 4 | RL 4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g. verse, rhythm, meter) and drama (e.g. casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.<br><br>RL.4.2 Determine a <b>theme</b> a story, drama, or poem from details in the text: summarized the text<br><b>(Theme and Mood)</b> | <ul style="list-style-type: none"> <li>• Theme: Group Activity to determine the theme of different poems.</li> </ul>  |  |   |              |  |  |
| 5 | L 4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br><b>(Alliteration)</b>  | <ul style="list-style-type: none"> <li>• Some Smug Slug</li> <li>• Anamalia</li> <li>• Create and illustrate an alliteration phrase</li> <li>• Exit slip: Alliteration</li> </ul> |  |   | F: Exit Slip | S:Exit slip will allow teacher to see which students are lacking those skills for tier 2 time groups<br><br>G: poetry presentations/projects | Alliteration:<br>*Anamalia<br>*Four Famished Foxes<br>*Some Smug Slug            |
| 6 | L 4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br><b>(Onomatopoeia)</b>  | <ul style="list-style-type: none"> <li>• Onomatopoeia PowerPoint</li> <li>• Creating Onomatopoeia</li> </ul>  |  | Alphabox/Word Chart/Flash cards<br><br>communion, parsonage, refugees, cockeyed, colic, | F: Exit Slip | S:Exit slip will allow teacher to see which students are lacking those skills for tier 2   | <b>Onomatopoeia:</b><br>*Why Mosquitoes Buzz in Peoples Ears<br>*Click Clack Moo |

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|   |  | <p>(Razzle Dazzle writing)</p> <ul style="list-style-type: none"> <li>Exit slip: Onomatopoeia</li> </ul>   |  | charitable |                               | time groups<br><br>G: poetry presentations/projects   |  |
| 7 | <p>L 4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br/>a. Explain the meaning of simple similes and metaphors in context.<br/><b>(Metaphor)</b></p>            | <ul style="list-style-type: none"> <li>Similes and Metaphors PowerPoint</li> <li>Partner activity creating metaphors</li> <li>Metaphors in poetry practice page</li> </ul> |  |            |                               |   | <p><b>Simile/Met:</b><br/>*Swamp Angle<br/>*Girl Who Loved Wild Horses<br/>*Quick as a Cricket<br/>*Owl Moon<br/>*Knots on a Counting Rope</p> |
| 8 | <p>L 4.5 Demonstrate understanding of figurative language<br/><b>(Simile)</b></p>  | <ul style="list-style-type: none"> <li>Continue PowerPoint from previous day</li> <li>Partner activity for creating similes</li> <li>Simile practice page</li> </ul>       |  |            |                               |   | <p><b>Simile/Met:</b><br/>*Swamp Angle<br/>*Girl Who Loved Wild Horses<br/>*Quick as a Cricket<br/>*Owl Moon<br/>*Knots on a Counting Rope</p> |
| 9 | <p>L 4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br/>a. Explain the meaning of simple similes and metaphors in context.<br/><b>(Metaphor and Simile)</b></p> | <ul style="list-style-type: none"> <li>Review similes and metaphors</li> <li>Quiz over similes and metaphors</li> </ul>  |  |            | F: Similes and Metaphors quiz | <p>S: Quiz will allow teacher to see which students are lacking those skills for tier 2 time groups<br/><br/>G: poetry presentations/projects</p> |  |
| 9 | <p>L 4.5 Demonstrate understanding of figurative language<br/><b>(Personification)</b></p>   | <ul style="list-style-type: none"> <li>PowerPoint</li> <li>Share books/poems with examples of</li> </ul>   |  |            | F: Exit Slip                  | <p>S: Exit slip will allow teacher to see which students are lacking those skills for tier 2 time groups</p>                                      | <p><b>Personification:</b><br/>*If you Give a Pig a Pancake<br/>*The Giving Tree<br/>*Officer Buckle</p>                                       |

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|    |   | <p>personification</p> <ul style="list-style-type: none"> <li>• "The Winter Sun"</li> <li>• "April Rain Song"</li> <li>• "Monday Morning"</li> <li>• Personification exit slip</li> </ul>   |  |  |  | G: poetry presentations/projects  | and Gloria<br>*Sylvester and the Magic Pebble  |
| 10 | <p>RL 4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g. verse, rhythm, meter) and drama (e.g. casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.<br/><b>(Types of Poetry)</b></p> | <ul style="list-style-type: none"> <li>• <b>Poetry Project</b></li> <li>• Haiku</li> <li>• Limerick</li> <li>• Cinquain</li> <li>• Shape</li> <li>• Create different types of poems using poetry frames @</li> </ul> <p><a href="http://ettcweb.lr.k12.nj.us/forms/newpoem.htm">http://ettcweb.lr.k12.nj.us/forms/newpoem.htm</a></p> |  |  | S: Poetry Project: completed poetry book | G: Students will create a poetry book selecting and creating different forms of poetry to include in the books. Students will select one poem to perform for the class. | <p>Poetry Forms Page:</p> <p><a href="http://ettcweb.lr.k12.nj.us/forms/newpoem.htm">http://ettcweb.lr.k12.nj.us/forms/newpoem.htm</a></p> |
| 11 | <p>RL 4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g. verse, rhythm, meter) and drama (e.g. casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p>                              | <p>Continue Lesson</p> <ul style="list-style-type: none"> <li>• Haiku</li> <li>• Limerick</li> <li>• Cinquain</li> <li>• Shape</li> </ul>   |  |  | S: Poetry Project: completed poetry book | G: Students will create a poetry book selecting and creating different forms of poetry to include in the books. Students will select one poem to perform for the class. |  |

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|    | (Types of Poetry)   | <ul style="list-style-type: none"> <li>Create different types of poems using poetry frames @ <a href="http://ettcweb.lr.k12.nj.us/forms/newpoem.htm">http://ettcweb.lr.k12.nj.us/forms/newpoem.htm</a></li> </ul> |  |  |  |   |  |
| 12 | F 4.4 Read with sufficient accuracy and fluency to support comprehension, b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive reading.   | <ul style="list-style-type: none"> <li>Poetry Presentations from poetry project</li> </ul>  |  |  | S: Poetry Presentations                  | G: Students will create a poetry book selecting and creating different forms of poetry to include in the books. Students will select one poem to perform for the class. |  |
| 13 | RL 4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g. verse, rhythm, meter) and drama (e.g. casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. (Comparing Drama to Poetry) | <ul style="list-style-type: none"> <li>Drama vs. Plays OR</li> </ul>  |  |  | S: Drama vs. Plays OR                    |   |  |
| 14 | RL 4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g. verse, rhythm, meter) and drama (e.g. casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.                             | Assessment: Poetry and Drama vs. Poetry   |  |  | S: End of unit test<br>S: Learning Check |   |  |

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| <p>L 4.5 Demonstrate understanding of figurative language<br/>a. Explain the meaning of simple similes and metaphors in context.</p> <p>RL.4.2 Determine a <b>theme</b> a story, drama, or poem from details in the text:<br/>summarized the text</p> |  |  |  |  |  |  |
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