Welcome to Online Distance Learning Week 2

Ms. Carter and Ms. Reynolds

6th Grade Reading

Hello! We are super excited for our second week of online distance learning with the best 6th grade class ever! Remember, no one is perfect, we all make mistakes, and we are learning together! So, if you need help with anything please call or text Ms. Carter at (405)-922-2802 or Ms. Reynolds at (405)-659-9498.

You will need access to: Clever, Zoom, and Google Classroom. We have linked our Zoom Rooms and our Google Classroom on both our pages in Clever! Below are access codes if you need them!

Ms. Reynolds’s Zoom Room: 604-388-3293 Passcode: 120049
https://kippokc-org.zoom.us/j/6043883293?pwd=THNKa1ovdXVOdCtpOVA2TkY0RjFZUT09

Ms. Carter’s Zoom Room:

6th Grade Reading Google Classroom: pidjxji

6th Grade Reading Zoom Room Schedule: 10:00-11:00 AM and 12:00-1:00 PM. Join us for extra help, review, read-alouds, and more!

Use the schedule on the next page to complete the classwork for today. This work is DUE April 16th at 8:00 PM.
### Thursday April 16, 2020

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Instructions</th>
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<tbody>
<tr>
<td>1) Complete the DO NOW assignment posted on Google Classroom.</td>
<td>• Go to Google Classroom and log-in to 6th grade Reading Google Classroom or click on the link in Clever&lt;br&gt;• Complete DO NOW 4-16-2020</td>
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<tr>
<td>2) Watch the Instructional video on Google Classroom.</td>
<td>• Watch the “instructional video 4-16-2020” for today’s lesson posted on Google Classroom.</td>
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<tr>
<td>3) Complete the Poetry Quiz on Google Classroom</td>
<td>• Complete the poetry quiz on Google Classroom.&lt;br&gt;Due at 8:00 PM 4.16.2020</td>
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<tr>
<td>4) Attend Class on Zoom Room</td>
<td>• Click on the link posted in Google Classroom or go to Ms. Reynolds’s page on Clever and log in to Zoom Room at 10:00 AM or 12:00 PM.</td>
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<tr>
<td>5) Homework: Reading Plus!</td>
<td>• Complete 30 min on Reading Plus!</td>
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<tr>
<td>6) Read, Baby, Read!</td>
<td>• Read 20 pages of a novel at home.</td>
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Poetry Review

Important types of Figurative Language:

- **SIMILE**—compares two **unlike things** using “like” or “as”
  
  “The child was as quiet as a mouse.”
  
  o The two unlike things being compared are a child and a mouse. The word “as” tells us this is a simile.
  o The writer used a SIMILE to help readers picture how quiet the child was.

- **METAPHOR**—compares two **unlike things** by saying one thing **is** another; doesn’t use the words “like” or “as”
  
  “Mark has a mountain of homework.”
  
  o The two things being compared are a mountain and Mark’s homework.
  o We know this is a metaphor because the sentence says Mark’s homework **is** a mountain.
  o The writer uses a METAPHOR to help readers picture how much homework Mark has.
**PERSONIFICATION**—gives a non-human thing (animal, object, or idea) human-like characteristics; the non-human thing takes on human qualities, such as the ability to hear, feel, talk, or make decisions.

“John knew he couldn’t put off his homework much longer. His algebra book was staring at him, whispering to him, calling out his name...”
- The algebra book is an object, and can’t actually stare, whisper, or speak (it is being personified).
- The author uses personification to describe the pressure that John is feeling to complete his homework.

**IDIOM**—a phrase whose meaning has little or nothing to do with the meaning of the words taken one by one. It has a “hidden meaning” that makes no sense without context.

“She spilled the beans!” or “Shut up!” or “Those KDs cost an arm and a leg!”
- The underlined words mean 1. she told a secret; 2. be quiet; and 3. the KDs cost a lot of money!
- The underlined words are all **IDIOMS**.
- Their meaning is not literal; the only way we understand their meaning is because someone explained it to us!

**HYPERBOLE**—an extreme, obvious and deliberate exaggeration for effect

“I’ve got a million things to do today!”
- You cannot literally have 1,000,000 things to do in one day—this is an **obvious exaggeration.**
- This person probably has a lot of things to do today, and the author used a hyperbole to show that he/she **feels** overwhelmed by the tasks in front of him/her.
Be careful not to confuse **HYPERBOLE** and **SIMILE**—sometimes hyperboles can compare two things, such as in the phrase “Your feet are as big as a house.” The reason that this phrase is a hyperbole and **not** a simile is the comparison is clearly **outrageous**. Similes make comparisons that seem more **reasonable**.

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## Sound Devices

### RHyme:
- Rhymes are the same final sounds in words, normally at the end of a line.
- **Rhyme scheme** is the type of rhyming the poem has. To mark a poem’s rhyme scheme, we label each line with a letter that matches another line that rhymes to it. Not all poems rhyme.

  **Example of rhyme scheme:**
  
  There once was a big brown cat \( a \)
  That liked to eat a lot of mice. \( b \)
  He got all round and fat \( a \)
  Because they tasted so nice. \( b \)

### Repetition:
- Repetition is the repeating of sounds, words, phrases, lines, or stanzas.
- A poet may use repetition to enhance imagery, have a dramatizing effect, or to enforce the theme. Words or phrases repeated in writing produce emphasis, rhythm, and/or a sense of urgency.

  **Example of repetition:**
  
  *Swing low, sweet chariot,*
  *Comin’ for to carry me home*
  *Swing low, sweet chariot,*
  *Comin’ for to carry me home*

### Onomatopoeia:
- Onomatopoeia is the use of a word to represent a real sound—in other words, the word sounds exactly like the noise it makes.
- Poets use this technique to add more **POWER** to the words they use.
- For example, every animal noise is onomatopoeia:

  *meow, oink, quack, roar, moo, ruff*

- Other examples of onomatopoeia include words often seen in comic books or children’s books:

  *bang, pow, boom, ping, poof, thud, smack, plop, click, wham, hiss, buzz, sizzle*
Finally, onomatopoeia is often used for advertising purposes:

- Plop, plop, fizz, fizz, oh what a relief it is (alka-seltzer)
- Snap, Crackle, Pop (Rice Krispies)

**ALLITERATION:**

- Alliteration is the repetition of the beginning sound in a group of words.
- Poets and advertisers use this technique to emphasize groups of words and to add musical quality.
- For example:

  “Amazing Alliteration is Awesome”
  I will go to the west wall,“ Kaa whispered.
  This is the hour of pride and power,

**To annotate for alliteration, circle the letter sounds that are repeated.**

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**Mini Lesson:**

Let’s talk about *symbolism*.

Powerful readers know that authors use many different tools to deepen the meaning in their stories or poems. One of the techniques that authors use to add meaning is *symbolism*, or the intentional (on purpose) use of one object, person, or thing to represent something else in order to add meaning. Symbolism allows authors to impart ideas above and beyond the literal text. Today we will practice identifying symbols and analyzing what they mean.

The root word inside *symbolism* is *symbol*. A symbol is an object, person, or thing that is used to represent something else. Authors use symbolism when they want their readers to build deeper meaning from the important parts of their texts. Authors will oftentimes place high importance on a symbol by repeating it several times throughout the text. Remember that repetition is a clue that something is important? Sometimes that important thing is a symbol!
Powerful readers **identify** symbols by their repetition and **interpret** symbols by analyzing the author’s message (the theme)—asking themselves why the symbols are in the story or poem and what the author wants to teach us through them.

***In fiction, many times the symbol means something to the main character, too, so pay close attention to how the main character reacts to it!***

You are probably familiar with all kinds of symbols, because they’re everywhere in our lives. Traffic signs, advertising logos (like Apple!), and even flags are all symbols. A symbol is something concrete, meaning that you could actually see and touch it, such as a person, place, or object. Symbols often stand for something abstract, as in something that you cannot touch or “see,” such as “life,” “peace,” or “love.”

**In fiction**, use the following questions to help you figure out the meaning of the symbol:

1. How is the main character related to the symbol?
2. What does the main character learn that’s related to the symbol?
3. What do you think that the author is trying to use the symbol to teach you?
4. What do you know about what this symbol stands for in real life?

**Symbolism and Theme!**

Symbols are OFTEN connected to the **theme** of the text that they’re in (they connect to what the author wants you to learn, or to the **author’s message** to the reader). Authors use symbols to give their texts very deep levels of meaning. If you analyze the symbols in a poem, asking yourself *why they are there* and *what the author wants you to learn from them*, you will be on the right track to understanding the poem’s message!

As readers, it is really important to **recognize** symbols and determine what the author is trying to tell us through the use of the symbol. We have talked before about how powerful readers are very much like **detectives**, because we constantly look for clues to determine meaning throughout the text. Powerful readers also have to look for context clues to figure out what symbols mean.
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<th>TP-CASTT: How to Analyze Poetry</th>
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<tr>
<td><strong>T</strong></td>
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<tr>
<td><strong>Title</strong></td>
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<tr>
<td>Consider the title and make a prediction about what the poem is about. TAG the genre and author’s purpose.</td>
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<tr>
<td><strong>Connotation</strong></td>
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<tr>
<td><strong>What is the poem really about?</strong></td>
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<tr>
<td><strong>Attitude</strong></td>
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<tr>
<td>Notice the speaker’s tone and attitude.</td>
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<tr>
<td><strong>Mood</strong> = How am I feeling after reading this poem?</td>
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<tr>
<td><strong>Tone</strong> = How would the author sound if s/he read this poem aloud?</td>
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<tr>
<td><strong>Shifts</strong></td>
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<tr>
<td>Look for key words, time changes, punctuation.</td>
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<td><strong>Shift Clues</strong>: however, yet, but, still, moreover. Also look for punctuation: dashes (-), periods, colons (:), ellipsis (.), stanza and/or line divisions: change in line or stanza length or both.</td>
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<tr>
<td><strong>Title</strong></td>
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<tr>
<td>Why did the poet choose this title?</td>
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<tr>
<td><strong>Theme</strong></td>
</tr>
<tr>
<td>2. What lesson does the poet want us to know about this subject?</td>
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