

LANGUAGE ARTS PLANNING

Narrative Poetry- Highwayman

Term 2: Week 21-22

Feb. 9-20, 2009

Year 5	OBJECTIVES: Classical/ Narrative Poetry - Highwayman: <ul style="list-style-type: none"> • To read a range of narrative poems • To perform poems in a variety of ways • To understand terms which describe different kinds of poems, e.g. narrative poem and to identify typical features • To understand the differences between literal and figurative language, e.g. through discussing the effects of imagery in poetry and prose; • To use the structures of poems read to write extensions based on these, e.g. additional verses, or substituting own words and ideas. • To revise grammar - the different kinds of noun; the function of pronouns; agreement between nouns, pronouns and verbs; to ensure that, in using pronouns, it is clear to what or to whom they refer. (Grammar for writing Unit 39) • To distinguish between homophones, i.e. words with common pronunciations but different spellings, e.g. eight, ate; grate, great; rain, rein, reign; (Spelling bank p.49) • To use the correct use and spelling of possessive pronouns, linked to work on grammar, e.g. their, theirs; your, yours; my, mine; (Spelling bank p.50) • To explore onomatopoeia. Collect, invent and use words whose meaning is represented in their sounds, e.g. splash, plop, bang, clash, smack, trickle, swoop; • To investigate metaphorical expressions and figures of speech from everyday life. • Listen to and evaluate each others' performances of poems. 		
	Introduction	Task	Reflection
Monday Feb. 9	Explain new unit & expectations for the week. Go through independent activities students will be working on independently and in the guided reading groups. Put notes on board. Hand out highway man. Allow students time to pre-read, highlight vocabulary words and look up meanings in the dictionary. (10 min.)	Low Guided reading group 9:00-9:20 Mental Images - Rest of class works on highwayman reading and definitions. Reading Group - Read & discuss highwayman - mental images. Q&A - What does _____ mean? Draw a picture of this. Discuss metaphors in first 2 stanzas.	Assess guided reading group's targets and check rest of students' work completed in reading folders. Students write 1-2+ sentences reflecting on progress for the day in literacy notebook.
Tuesday Feb. 10	Review/share progress of groups from yesterday. Write checklist on the board. 1) Read Part 1, 2) Write definitions, 3) Answer questions, 4) Read Part 2.	Students will work on highwayman independent activities.	Check students' work completed.
Wednesday Feb. 11	Explain expectations for independent activities. Write checklist on the board. Add to look up definitions for Part 2.	Medium Guided reading group 9:20-9:40 (learning support students pull-out at 9:25-9:55 Mental Images - Rest of class works on highwayman reading and definitions.	Assess guided reading group's targets and check rest of students' work completed in reading folders. Students write 1-2+ sentences reflecting on progress for the day in literacy notebook.

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		<p>Reading Group - Read & discuss highwayman - mental images. Q&A - What does _____ mean? Draw a picture of this. Discuss metaphors in first 2 stanzas.</p>	
<p>Thursday Feb. 12</p>	<p>Guided Writing - Read Part 2 together as a class on SMB. What do you think will happen next?</p>	<p>Students will write the last 2 lines (APP), 4 lines (MEETS) or 2 stanzas (EXC) of poem. Lower groups can just write a paragraph stating what they think will happen next and on Friday they can work on turning this into a narrative poem with lines 1 & 2 rhyming and 3 & 4 rhyming.</p>	<p>Teacher will assist students one-on-one and student will share what he/she has learned so far and discuss self-reflections. Finish writing task on Friday.</p>
<p>Friday Feb. 13</p>	<p>Briefly remind and explain to students the tasks they should be working on and the guided reading rules...no interruptions! Check for understanding & do buddy checks. Students will finish writing task from yesterday.</p>	<p>Medium & High-Guided reading group 8:55-9:25 (5S) & 9:25-9:55 (5H) (In-Class Support with Ms. Hydes in 5-S & 5-H during these times) Mental Images - Rest of class works on highwayman reading and definitions.</p> <p>Reading Group - Read & discuss highwayman - mental images. Q&A - What does _____ mean? Draw a picture of this. Discuss metaphors in first 2 stanzas.</p>	<p>Assess guided reading group's targets and check rest of students' work completed in reading folders. Students write 1-2+ sentences reflecting on progress for the day in literacy notebook.</p> <p>Read last verse of poem during last 10 min. of class. Ask students to infer what they think is happening in poem. (i.e. he is a ghost!)</p>
<p>Monday Feb. 16</p>	<p>Explain what we will be learning this week in Literacy - analyzing Highway man and other narrative poems for rhyming, rhythm, metaphors, similes, and</p>	<p>Students will work on finishing definitions, writing end of poem and answering questions.</p>	<p>Go around to students one-on-one and assist / assess work completed.</p>

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	other figurative language. Put checklist on the board. Give students time to finish definitions, writing end of poem and answering questions.		
Tuesday Feb. 17	Discuss what an “onomatopoeia” is and pick out examples from the poem: clatter, clang, tlot-tlot. Talk about what that is and how to recognize. Discuss rhyming scheme. Model how to write a verse that would fit in. Use template for lower group - differentiation.	Suggest words that have onomatopoeia and create new words. Write some original lines of poetry. Children practice writing lines of poetry that rhyme.	Share words/lines of poem. Revisit narrative poems. What is a narrative poem? How would you know if you were reading / writing one?
Wednesday Feb. 18	Discuss newspaper article “Highwayman Shot Dead”. Go over the main events of the story orally.	How is this similar to the narrative poem? How is it different? Venn diagram - on SMB - complete together, as a class. Have students storyboard the main events using title headings & bullet point captions first & then illustrate.	Check progress of storyboards with a partner and then share with the class.
Thursday Feb. 19	Briefly remind and explain to students the tasks they should be working on and the guided reading rules...no interruptions! Check for understanding & do buddy checks. Students will finish storyboard task from yesterday.	Low & Med.- Guided reading group 8:55-9:25 (5S) & 9:25-9:55 (5H) (In-Class Support with Ms. Hydes in 5-S & 5-H during these times) Mental Images - Rest of class works on highwayman reading and definitions. Reading Group - Read & discuss highwayman - mental images. Q&A - What does ____ mean? Draw a picture of this. Discuss metaphors in first 2 stanzas.	Assess guided reading group’s targets and check rest of students’ work completed in reading folders. Students write 1-2+ sentences reflecting on progress for the day in literacy notebook. Read last verse of poem during last 10 min. of class. Ask students to infer what they think is happening in poem. (i.e. he is a ghost!)

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<p>Friday Feb. 20</p>	<p>Review Storyboard activity quickly. Explain task to finish storyboard independently.</p>	<p>Finish Storyboards & 2 GUIDED READING GROUPS.</p> <p>Med. & High- Guided reading group 8:55-9:25 (5S) & 9:25-9:55 (5H) (In-Class Support with Ms. Hydes in 5-S & 5-H during these times) Mental Images - Rest of class works on highwayman reading and definitions.</p> <p>Reading Group - Read & discuss highwayman - mental images. Q&A - What does _____ mean? Draw a picture of this. Discuss metaphors in first 2 stanzas.</p>	<p>Share storyboards with the class / turn in.</p>
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