

LESSON PLANS

Week : August 28- September 1

Teacher: Hays

Content Vocabulary

Noun, Verb, Pronoun, Adjective, Adverb, Preposition, Plot, Exposition, Rising Action, Climax, Falling Action, Resolution, Citing Incident, setting, protagonist, antagonist Objective Summary, Conflict , Person vs. Person, Person vs. Society, Person vs. self, Person vs. environment, person vs. technology

ELA Standards:

Tennessee State Standards

6.RL.KID.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.

6.RL.KID.3 Describe how the plot of a story or drama unfolds, as well as how the characters respond or change as the plot moves toward a resolution. (Conflict)

6.RL.CS.6 Explain how an author establishes and conveys the point of view of the narrator or speaker in a text.**

6.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 6th grade-level text by choosing flexibly from a range of strategies.

6.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage. (ongoing)

MONDAY!



Jaguar Jumpstart: 8/28/17



Homework:
Complete Weekly
Language Review for
Monday. Read *The
Good Deed* on
tdhays.weebly.com

Study your INB. Quiz
Friday over conflict.

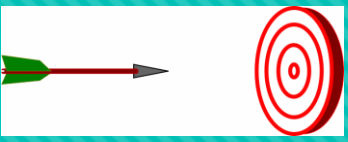
Jaguar Jumpstart:
Think about *The Treasure of Lemon Brown*. What
was the narrator's opinion of Greg in the
beginning?

Today's Agenda

Date: 8/28/17

1. Jaguar Jumpstart
2. Objective(s) & EQ Analysis
3. POV Take 2
4. Group Activity
5. Closure/ Exit Ticket
6. Reflection (Forms)





Learning Target: I can analyze and interpret the narrator's point of view by closely reading a text and completing extending writing questions.



Essential Question(s):

Can the narrator be trusted?

How does the narrator's tone affect the details of the plot?

How would a story change if the POV changed?

Narrator Analysis Questions...

Consider the narrator, who is always a major character, because the story is told through his/her eyes and most often we become better acquainted with the narrator than with the characters of the story.

- A. What are the values of the narrator? (ie. Why does he/she tell this story? Why tell it in the manner done? What perspective does the narrator take on each character? Why? What is the narrator's world view (philosophy, attitudes, biases)? What kinds of judgments are passed)?
1. Examine the narrator's thoughts, thought-patterns, words, actions, decisions.
 2. In other words, examine his/her style and logic (ie. tone, means of persuasion, purposes, main point [themes], assumptions, implications, evidence, quality of argument, consistency of character development, of plot, etc.).
 3. Does he create characters by giving them speeches (ie. dramatically), or through his and others descriptions of them? What does his presentation say about his beliefs about reality? About man's ability to name reality?

Narrator and Voice

Feature Menu

The Narrator

Omniscient Point of View

First-Person Point of View

Third-Person-Limited Point of View

Tone

Voice

Practice

The Narrator

When you read a story, the **narrator**—the person telling the story—controls everything you know about the characters and events.



The Narrator

A writer's choice of a narrator determines the **point of view** of the story—the vantage point from which the story is told. ▼

The three main points of view are ▼

- omniscient ▼
- first person ▼
- third person limited



[End of Section]

Omniscient Point of View

When the **omniscient point of view** is used, the narrator ▼



- is not a character in the story ▼
- knows all ▼
- can tell us everything about every character

Omniscient Point of View

Quick Check

One day a young woman looked out her apartment window and saw a man playing a saxophone. "Cool," she thought as she swayed to his tune. A big brown dog joined the man and howled along with the music.

Then a man in pajamas yelled from another window, complaining that the noise woke him up and he was going to call the police. This man, who worked the night shift and had to sleep all day, liked cats better than dogs anyway. The young saxophonist left.

How can you tell this is an omniscient narrator?

Answer

[End of Section]

First-Person Point of View

A **first-person narrator** ▼

- is a character in the story ▼
- uses first-person pronouns such as *I* and *me* ▼
- tells us only what he or she thinks and experiences ▼



A first-person narrator is sometimes called a **persona**.

First-Person Point of View

Always question whether a first-person narrator is **credible**, or can be trusted. ▼



An **unreliable narrator** is biased and does not (or cannot) tell the truth.

First-Person Point of View

Quick Check

Oh, man! Just as I was finally dozing off, he starts playing that stupid saxophone. I've already been fired from one job because I fell asleep on the night shift. Now it's going to happen again. I don't know which sounds worse, that tone-deaf saxophonist or that yowling dog. I'm going to call the police.

How can you tell this is a first-person narrator?

Answer

Do you think this narrator's opinion of the music is reliable? Why or why not?

Answer

[End of Section]

Third-Person-Limited Point of View

When the **third-person-limited point of view** is used, the narrator ▼



- gives one character's thoughts and reactions ▼
- uses third-person pronouns (*he, she, they*) ▼
- tells little about other characters

Third-Person-Limited Point of View

Quick Check

He found a good spot in front of Park View Apartments and started playing soulfully on his sax. He wanted an audience and needed money. After one song, he spotted a cute girl at a window, applauding madly. A dog howled with the music, but the sax player let him stay, hoping the dog might attract some donations. Then he heard a man yelling about calling the police—clearly not a music lover.

How can you tell this is a third-person-limited narrator?

Answer

What is this narrator's reaction to the dog? to the yelling man?

Answer

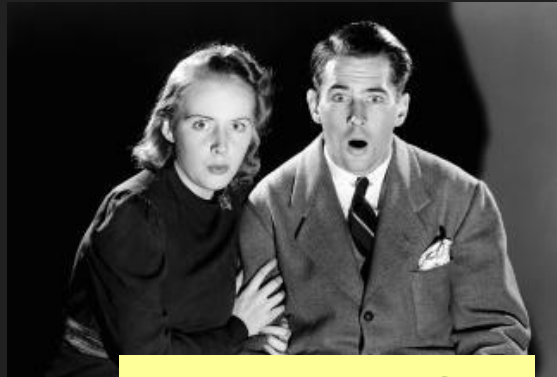
[End of Section]

Tone

Tone is the attitude a speaker or writer takes toward a subject, character, or audience. A story's tone can be ▼



humorous



suspenseful



gloomy

[End of Section]

Voice

Voice is the writer's distinctive use of language and his or her overall style. ▼

- The writer's tone and choice of words (**diction**) help create the voice. ▼

In fiction, narrators can also be said to have a voice. ▼

- A narrator's voice can affect our view of characters and events.

Voice

Notice how a distinctive voice can influence our views of certain characters. ▼

- What impression do you get of the saxophone player? Which words contribute to this effect? ▼

Oh, man! Just as I was finally dozing off, he starts playing that stupid saxophone. I've already been fired from one job because I fell asleep on the night shift. Now it's going to happen again. I don't know which sounds worse, that tone-deaf saxophonist or that yowling dog. I'm going to call the police.

[End of Section]

Voice

You, who so well know the nature of my soul, will not suppose, however, that I gave utterance to a threat. At length I would be avenged ; this was a point definitively settled - but the very definitiveness with which it was resolved, precluded the idea of risk.

TRUE! - nervous - very, very dreadfully nervous I had been and am; but why will you say that I am mad? The disease had sharpened my senses - not destroyed - not dulled them. Above all was the sense of hearing acute. I heard all things in the heaven and in the earth. I heard many things in hell. How, then, am I mad?

[End of Section]

Voice

It must be understood, that neither by word nor deed had I given Fortunato cause to doubt my good will. I continued, as was my wont, to smile in his face, and he did not perceive that my smile now was at the thought of his immolation.

Now this is the point. You fancy me mad. Madmen know nothing. But you should have seen me. You should have seen how wisely I proceeded - with what caution - with what foresight - with what dissimulation I went to work! I was never kinder to the old man than during the whole week before I killed him.

[End of Section]

Practice

PRACTICE

Write a paragraph telling the saxophone story from the point of view of the young woman or the big brown dog. Use either the first-person or the third-person-limited point of view, and try to create a distinctive voice. Remember to show what the character is thinking and feeling.

[End of Section]

Eleven

<https://goo.gl/tcQFj3>

While reading, let's use the POV analysis

Questions to analyze our narrator.

While reading "Eleven" by Sandra Cisneros, keep a double entry journal about Rachel's point of view (how she feels about her age, her birthday, her classmates, the teacher, etc.).

Label the left hand side "Quotes". On this side, write details or quotes from the text that reveal the character's point of view.

Label the right side "Analysis". On this side, analyze the quotes. Explain how each one shows her point of view about her age, birthday, classmates, teacher, etc.

Group Huddle...

Continue tracking the POV of the narrator. What tone does she portray? How would her opinions of the other characters in the story change if the POV changed or if another character was telling the story?



Exit Ticket/ Reflection

- How does the author's use of first person POV affect the characterization of the narrator? (Use RACES)
- How would the text change if the POV was third person limited?
- What does the narrator mean when she says: "Maybe because I'm skinny, maybe because she doesn't like me, that stupid Sylvia Saldivar says, "I think it belongs to Rachel." Explain with text evidence. (use RACES)
- Explain the pros and cons of each point of view.
- Explain how an author might develop each point of view.
- Which point of view do you prefer? Why?

TUESDAY

IF YOU HAVE TACOS...



**I WILL FIND THEM, AND I WILL
EAT THEM.**



Jaguar Jumpstart

Underline the past perfect tense verbs:

1. Sheila had done something new.
2. She had purchased snow shoes.
3. She has been reading about how to use them.

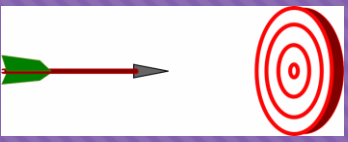
Homework:
Complete Weekly Language Review for Tuesday.
Study/ color your INB.
Quiz Friday over *conflict*.

Today's Agenda

Date: 8/29/17

1. Jaguar Jumpstart (Check HW)
2. Objective(s) & EQ Analysis
3. POV Assessment
4. Perfect Tense Mini Lesson
5. Reflection/Exit Slip (Forms)





Learning Target: I can Explain how an author establishes and conveys the point of view of the narrator or speaker in a text.



Essential Question(s):

How does the point of view contribute to the text?

What is/are the author's viewpoint/ feelings about a subject/person?

Verb Tenses

SIMPLE VERB TENSE

Past: add -ed (jumped)

Present: add -s (jumps)

Future: add "will" (will jump)

PERFECT VERB TENSE

Past: use "had" (had jumped)

Present: use "have" or "has"
(have jumped, has jumped)

Future: use "will have"
(will have jumped)



Present Perfect Tense

Let's look at some examples:

I **have** talked all morning.

BIG CLUE: Present Perfect Tense Verbs have the helping verb **HAVE** or **HAS** plus a past tense verb.

This shows the present perfect tense.

The action started in the past but is still going on now or has recently been finished.

Past Perfect Tense

I had talked all morning.

BIG CLUE: Past Perfect Tense Verbs have the helping verb **HAD** plus a past tense verb.

This shows the past perfect tense.

The action started in the past and was finished in the past.

It's over!

It's past!

Future Perfect Tense

By noon, I **will have talked** all morning.

BIG CLUE: Future Perfect Tense Verbs have the helping verb **WILL HAVE** plus a past tense verb.

This shows the future perfect tense.

The action will start soon and continue into the future.

It will stop at a specific time.

Present Perfect Tenses

Let's look at it again.

If you use the helping verbs Has or Have, you are using the present perfect tense of the verb.

John has started first grade today.

John started first grade already (in the past) and is still in first grade.

We have worked on the fence for three days.

We started working on the fence (in the past) and are still working on it.

Past Perfect Tenses

Let's look at it again.

If you use the helping verb Had, you are using the past perfect tense of the verb. The action started in the past and was finished in the past.

John had gone to the grocery store.

John went to the grocery store and is not there anymore.

They had worked on the fence for three days.

They worked on the fence for three days and are finished.

Future Perfect Tenses

Let's look at it again.

If you use the helping verb *Will Have*, you are using the future perfect tense of the verb. The action will start soon and continue into the future.

John will have gone to the grocery store this afternoon.

John will go to the grocery store soon. (not yet)

They will have worked on the fence for three days.

They will work on the fence for three days. (not yet)

Practice

Decide which is past, present, or future perfect.

The joke had made everyone laugh.

The cat will have run under the car's tire.

I have jumped over the puddle.

Practice

Write past, present, or future perfect for each with your partner.

1. Emily will have played the piano for Grandma all morning.
2. My class had painted our murals.
3. Rosemary will have walked past my house going to school.
4. I had learned to fish by watching Uncle Dan.

Practice

Write past, present, or future perfect for each on your own.

5. You will have jumped off the diving board.
6. The parrot has chirped to tell me a story.
7. Jacob and Sue had skipped the bus stop.
8. Mrs. Zeller's classes have bounced on the moon bounce today.

NOTES:

Present Perfect Tense Verbs

* **HAVE** or **HAS** + past tense verb.

* The action started in the past but is still going on now or has recently been finished.

Example: I **have talked** all morning.

Past Perfect Tense Verbs

* **HAD** plus a past tense verb.

* The action started in the past and was finished in the past. It's over! It's past!

Example: I **had talked** all morning.

Future Perfect Tense Verbs

* **WILL HAVE** plus a past tense verb.

* The action will start soon and continue into the future. It will stop at a specific time.

Example: **By noon,** I **will have talked** all morning.

Practice

○ <https://goo.gl/JiuQEa>

Exit Ticket/ Reflection

- Write 5 sentences demonstrating that you know how to properly using all types of perfect tenses (present, past, and future.) Please see example:
- I have jumped on that trampoline. (present perfect)

WEDNESDAY



Jaguar Jumpstart

1. What are the four types of conflict? Think back to a story you've read. What type of conflict was it?

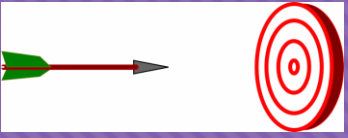
Homework:
Complete Weekly
Language Review for
Wednesday.
Study/ color your INB.
Quiz Friday over
conflict.

Today's Agenda

Date: 8/30/17

1. Jaguar Jumpstart
2. Objective(s) & EQ Analysis
3. Conflict in the Resolution
4. Group Activity
5. Closure/ Exit Ticket
6. Reflection (Forms)





Learning Targets: I can analyze the conflict of a narrative and its impact on the plot, character's setting, and other literary elements by using a chart with 80% accuracy. I can answer extended writing questions to demonstrate my level of understanding of the conflict.



Essential Question(s):

- Does every story have a conflict?
- • Is conflict always bad?
- • Can we learn from conflict?

Conflict

- In a story, conflict is the *struggle* between *opposing* forces.



Protagonist

- The *main* character



Antagonist

○



main character

The Good Deed

- While reading *The Good Deed*, we are going to track the conflict using the chart in your INB. It is important to analyze the conflict as it pertains to the characters, setting, and plot. It is introduced in the _____.

Exit Slip

- What were your objectives in class today?
- Analyze Conflict: Which internal conflict causes Heather the most discomfort? How is the conflict resolved?
- Why does Heather hide the book from Risa?
- What does your character do, say, or think that brings him or her into conflict?
- How does the solution make the character feel? Will the character learn something from the conflict and its resolution?

Thursday



Jaguar Jumpstart

- Think about a story you've read. Write a 5 sentence summary.

Homework:
Complete Weekly
Language Review for
Thursday. Packet Due
Friday.

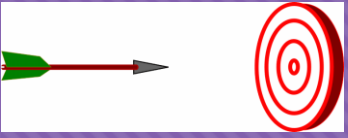
Study your INB. Quiz
Friday over conflict

Today's Agenda

Date: 8/31/17

1. Jaguar Jumpstart
2. Objective(s) & EQ Analysis
3. Plot Summaries
4. Group Activity
5. Reflection





Learning Target: I can analyze and evaluate the important literary elements/events by writing an objective summary using SWBS with 80% accuracy.

Essential Question(s):



What are the major parts of the plot?

How does the author weave them together?

What effect does the plot have on the character(s)?

How does creating a summary help me narrow down the important events?

Plot Summaries

Writing a summary can help you recall the important parts of the plot.

Let's take a look at an example.

Summarize

Somebody Who is the main character? Gabriella

WANTED What did the character want? She wanted to be a teacher

BUT What was the problem? She wanted to be a teacher

SO How did the character try to solve the problem? So she solve the problem she want different place from people that can't go to school

THEN What was the solution to the problem? she got older and became a teacher and travel

Somebody, Wanted, But, So

Summarizing plot

Who is Somebody?

- When we begin to summarize the plot of a story or a novel, the first item we need to consider is the WHO. Who is that main character? Who is the action of the story happening to? Who is in the story mainly about?

What is the Wanted?

- Once we have figured out the WHO, we now must focus on the WHAT. What did they want? What were they after? What was the object of their desire?

What is the PROBLEM?

- Now in most stories, we can find the WHO and the WHAT pretty easily. However, trying to locate the central PROBLEM that is blocking the WHO from getting the WHAT is a little more difficult. We must ask ourselves, WHY? Why couldn't the WHO get the WHAT? Why are they struggling? Why do they have a PROBLEM?

So then what HAPPENS?

- By the end of the story or novel, the WHY has been answered and usually the WHO gets the WHAT. In this next section, we must describe HOW. HOW did the WHO get the WHAT? How were they able to overcome the obstacles in their way to get what it was that they wanted?

But our SWBS paper is longer?

- When trying to summarize a novel, you must give a little more detail. This is why our form is longer.
- We have the basics there, (SOMEBODY, WANTED, BUT, SO), however, we are breaking it down further to get at the heart of the overall story.

All together Now!

- Ok, so let's do a sample together.
- Who is the main character of our book?
- Katniss
- What did she want?
- To make sure she survived the Hunger Games.
- So what did she do?
- She trained hard and gave into Haymitch and Peeta's idea of star-crossed lovers.

All together now!

- But what got in her way?
- She was afraid and she really didn't like Peeta.
- So what did she do now?
- She gave in anyway.
- Finally, what happened?
- Well you'll have to finish the book to get that answer. 😊

Remember....

- Focus on the central ideas from the text
- • Omit supporting or minor details
- • Write only enough to convey the central idea (4-5 sentences maximum)
- • Organize the information clearly
- • Restate the information in your own words--DO NOT COPY DIRECTLY

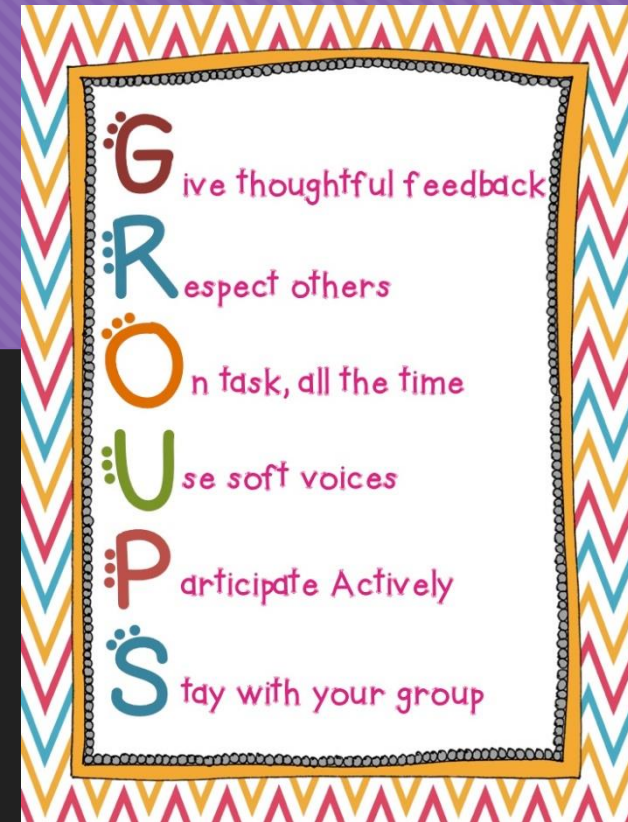
All Summer in A Day

Think back on this story... What were the most important parts of the plot?

- **Somebody Margot**
- **Wanted to see the sun to go back to earth**
- **But the other students locked her in the closet her own shyness; lack of assertiveness**
- **So she missed seeing the sun (no resolution?)**

Group Huddle...

At your table, create a summary of another story we've read in class. Each table member will be designated a part to write. Remember, everyone is responsible for writing their part.



Reflection

- How can summarizing help you better understand the parts of the plot?
- Write an objective summary for *The Good Deed*. (Finish for HW)
- Rate your progress in class today? 1-5 (5 being the best). How can you improve? (growth mindset!)

Friday



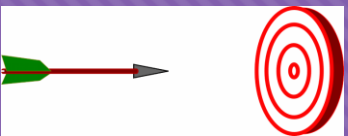
Jaguar Jumpstart: 9/1/17

Homework:

- Study conflict notes.

Mastery Connect Quiz/ Reflection

- You will be completing a quiz over conflict



Learning Target: I can bust words up into parts to determine meaning.



Essential Question(s):

How can busting up a word help me figure out the meaning?

Word busting

<https://www.sophia.org/tutorials/vocabulary-overviewword-busting>

○ https://my.hrw.com/la_2010/na_lit/student/ebook_gr6/osp/data/g6_vocab_practice.pdf