



Words Unlocked: Day 3

Standard(s):		
<p>CC.9-10.L.5 Vocabulary Acquisition and Use: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>CC.9-10.R.L.1 Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CC.9-10.R.L.4 Craft and Structure: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>CC.11-12.SL.3 Comprehension and Collaboration: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>		
Lesson objective:		
<p>SW</p> <ul style="list-style-type: none"> identify, define, and analyze the use of personification in poetry. create poems using personification. 		
Assessment:		
<ul style="list-style-type: none"> Exit questions Scholars' class work and independent work will be assessed to see if they clearly understood how to analyze the significance of similes and metaphors within a text. 		
Key Points:		
<ul style="list-style-type: none"> A simile is a form of comparison that uses like or as. The author generally uses this comparison to create a mental picture for the reader or to exaggerate a certain trait A metaphor is a form of comparison that calls on thing by the name of another. Similar to the simile, by calling one thing another the author is highlighting a specific trait In order to understand a poem you can't only know how to identify a simile or a metaphor. Good readers also know how to analyze them. Good readers ask themselves, "Why is this significant?" "What is the author trying to say?" 		
Component:	Teacher and student actions:	Materials/ documents needed:
Warm-up or hook: [5 min]	<p>Directions: Watch the Flocabulary video to find out about personification and answer the following: What is personification?</p> <p>Give an example:</p>	<p>Day 3 Do Now</p> <p>https://www.youtube.com/watch?v=OPjAiUbd14</p>
Introduction of new material (mini-lesson) [15 min]	<ul style="list-style-type: none"> Questions to start the day: <ul style="list-style-type: none"> Why would a write take an inanimate (non-living) object and give it living or human features? In what way might this help a reader better understand the subject of the poem? 	<p>-Slides</p> <p>-Notes hand outs</p>

	<ul style="list-style-type: none"> • Today scholars will add a definition and example for personification in their figurative language dictionary. • The teacher will share five sentences which personify the various parts of the cell phone (although they will not know it at the time) Using the descriptions given the students will be asked to guess what item is being personified • Scholars will be told that just as similes and metaphors have significance so too does personification 	
Guided practice [5 min]	<ul style="list-style-type: none"> • The teacher will use the poem Justice or April Rain by Langston Hughes to demonstrate the use of personification. Using a new graphic organize the teacher will record what is being personified, what human traits it is being given and the significance of these traits. 	-Classwork handouts -Slides
Independent practice [30 min]	<ul style="list-style-type: none"> • Scholars will be given either one lone or two short poems to work on (differentiated based on ability). They will be asked to complete the same task for their poem(s) • Scholars who complete early can open their writing journals and following the direction given attempt to personify an inanimate object. 	-Literature circle materials
Closing [5 min]	<ul style="list-style-type: none"> • Scholars will lead the class in a review of the task 	
Differentiation:		
Text selection (high, medium, and low)		
Sentence starters for independent work		