

American Flag Heroine

- 1 Who is the story about?**
- 2 The tale of the first American flag follows what 2 traditions?**
- 3 How have historian's discredited the story of Betsy Ross' making the American flag?**
- 4 List at least 4 positive words from the article that helps set the author's tone.**

1

2

3

4

5 The author encourages the reader to do what?

6 What is the author's purpose? Explain.

Poetry Terms

le

Simile

ror

Alliteration

ation

Onomatopoeia

Poetry Definitions

Words that have the same ending sounds	A figure of speech in which things are compared using the words "like" or "as"
A figure of speech in which things are compared by stating that one thing <u>is</u> another	Repetition of words with the same beginning sounds
A figure of speech in which objects are given human qualities	Words that sound like the objects or actions they refer to
Using the same word or phrase over and over again	To make something seem larger or more important than it is

Poetry Examples

<p>“The tiny bird in the tree Was singing just for me.”</p>	<p>“The surface of the water looked as smooth as glass.”</p>
<p>“The clouds are cottonballs in the sky.”</p>	<p>“Polly planted plenty of pretty pansies.”</p>
<p>“The sun played peek-a-boo with the clouds.”</p>	<p>“A pesky mosquito buzzed around my head.”</p>
<p>“The waves pounded, pounded, pounded against the shoreline.”</p>	<p>“The firefly’s light shone brighter than the sun.”</p>

symbolism

understatement

**an object that stands
for an idea**

**a statement that is
weakened to convey
a stronger meaning**

**a chain can symbolize the
coming together of two
things**

**"A soiled baby, with a
neglected nose, cannot be
conscientiously regarded as
a thing's beauty." (Mark
Twain)**

✓
cliche

an expression or phrase used so often
it becomes stale and loses meaning

"I had the time of my Life"

✓ **idiom**

"A chip on your shoulder"

an expression whose
meaning is different from
the meaning of its
individual words

✓
Imagery

vivid description that
includes details that appeal
to the senses

"The Lake was left
shivering by the touch of
morning wind."

<p>Steps in analyzing a poem</p> <p>Name: _____</p>	<p>1 Write down the poem's title -tell what the poem might be about (make a prediction)</p>
<p>2.</p> <p>-What form of poetry is it? (Quatrain, Haiku, Free Verse, Limerick, Sonnet)</p> <p>-What is the rhyme scheme, if it has a rhyming pattern?</p>	<p>3. Write your first thoughts about the poem. -to read it entirely first, without analyzing</p> <p>4. Write down your words you don't know</p>
<p>5.</p> <p>- Who is the narrator? -What is the tone (feeling) of the poem?</p>	<p>6. Look for figurative language or poetic devices.</p> <p>-similes -metaphor -rhyme -onomatopoeia -hyperbole -alliteration - personification - repetition</p>
<p>7. Look for any changes in the poem.</p> <p>-Plot -Tone -Mood -Pattern -Speaker</p>	<p>8. Look for important information, details, and meanings.</p>
<p>9.</p> <p>Explain what you think the poem is about. What is the author's purpose for writing the poem?</p>	<p>10. Check for the senses: -touch -taste -sound/hear -smell -see</p> <p>Does the poem have elements of these senses?</p>



Green Questions

I can go directly to the text and find the answer to the questions. "Right there" answers!

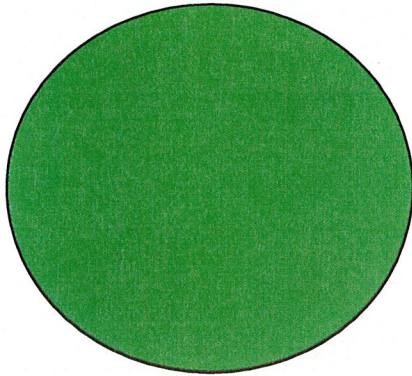
Who???

When????

What????

Where???

How????



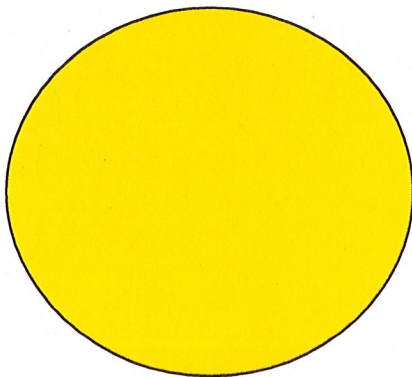
Yellow Questions

The answer can be found by looking in many different places in the text. I have to slow down and look carefully for the answer.

Compare: similarities

Contrast: differences

Cause & effect: Because _____ then _____.



Red Questions

The answer **Can't** be found directly in the text. I have to stop and think about what I've read to help me answer the question.

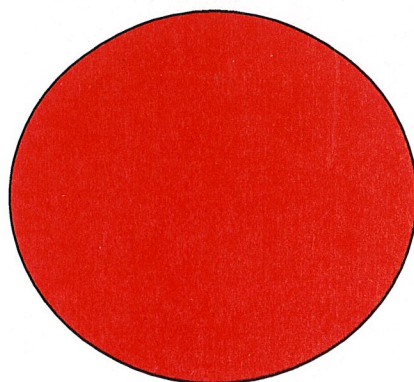
I wonder why??

How could??

Why do you think?

What if????

Why would??



Effort and Achievement Rubric

Use the rubric below to assess your effort and achievement

Scale: 4= Excellent 3= Good 2=Needs Improvement 1=Unacceptable

Score	Effort Rubric	Score	Achievement Rubric
4	I worked on the task with my group until it was completed. I pushed myself and my group to continue on the task even when difficulties arose or a solution was not immediately evident. I viewed difficulties that arose as opportunities to strengthen my and my groups understanding.	4 =100	I exceeded the objectives of the task or lesson.
3	I worked on the task with my group until it was completed. I pushed myself and my group to continue working on the task even when difficulties arose or a solution was not immediately evident in my group.	3=90	I met the objectives of the task or lesson.
2	I put some effort into the task, but I stopped working when difficulties arose in my group.	2=80	I met a few of the objectives of the task or lesson, but did not meet others.
1	I put very little effort into the task and did not work as a contributing member to with my group.	1=70	I did not meet the objectives of the task or lesson.

Cooperative Learning Group Learning Target or Activity	Effort		Achievement		Additional Notes/Comments
	Me	Group Rating	Me	Group Rating	

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With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Questions & Wonders

What do you wonder about it?

Onomatopoeia

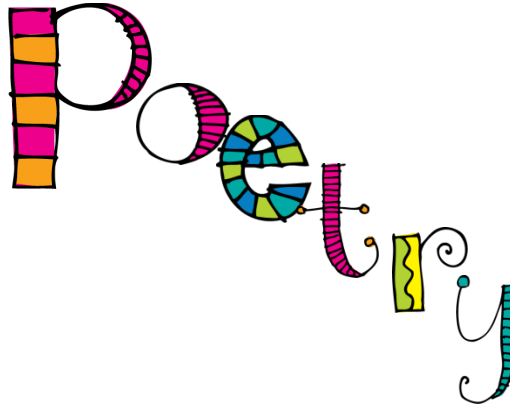
What does it sounds like?

Alliteration

Try repeating beginning sounds.

Feelings and emotions

How do you feel about it?



Feelings and Emotions

How do you feel about it?

Similes and Metaphors

Compare it, be creative!

Sensory Images

What does it feel or smell like?

Personification

Give it human qualities

Figurative Language Poem 2

I Sing the Battle

By Harry Kemp

I SING the song of the great clean guns that belch
forth death at will.

"Ah, but the wailing mothers, the lifeless forms and
still!"

I sing the song of the billowing flags, the bugles that
cry before.

"Ah, but the skeletons flapping rags, the lips that
speak no more!"

I sing the clash of bayonets, of sabres that flash and
cleave.

"And wilt thou sing the maimed ones, too, that go
with pinnedup sleeve?"

I sing acclaimed generals that bring the victory home.

"Ah, but the broken bodies that drip like honey-
comb!"

I sing of hosts triumphant, long ranks of marching
men.

"And wilt thou sing the shadowy hosts that never
march again?"

Personification

Simile

Metaphor

Alliteration

Unknown words and possible definitions:

What is the Rhyme Scheme?

How many lines are there?

How many stanzas are there? How many lines in each stanza?

Which of the senses are evoked in this poem? Give the example.

What is the mood of the poem?

What is the tone?


What is the overall message or theme? What is the author trying to express?

Directions

1. Choose a Recorder (someone with neat handwriting)
2. Choose someone to Read the Poem all the way through in a voice that all group members can hear.
3. Find the Examples of figurative language and answer the questions.
4. When the teacher says rotate, you will rotate to the next area and complete the posted items that are not completed, and answer the questions.

You will continue to rotate around the area until you get back to your original poem and complete the final answers.
5. You may use your figurative language cards, and poem analysis foldable.

Green -Right Back in the Text Who? What? When?	Green -Right Back in the Text Who? What? When?
Yellow -Throughout the Text What positive and negative words does the author use in the selection? How do the words set the tone for the selection?	Yellow -Throughout the Text What positive and negative words does the author use in the selection? How do the words set the tone for the selection?
Red -Text and Me Inference What is the author's purpose for writing this selection? Give evidence for this selection.	Red -Text and Me Inference What is the author's purpose for writing this selection? Give evidence for this selection.
Blue – Connection How is the selection <u>American Flag Heroine</u>, similar to the selection, <u>The First Female President</u>, Edith Wilson?	Blue – Connection How is the selection <u>American Flag Heroine</u> similar to selection, <u>The First Female President</u>, Edith Wilson?



I think ...


1 Predicting

Leader: Read the next topic sentence or sub-heading and, based on that, predict what you think the next paragraph will be about.

Group: “My prediction is that the rest of the paragraph will be about ...”

“Based on the topic sentence, I think the paragraph will be about ...”

2 Reading



Wow!
Interesting!

Leader: “ Can you read the next paragraph for us please *(name)*?”
or
“*(name)* can you read up to

With each new leader the group alternate between reading...

- silently
- to a partner
- to the group
- in unison

3. Clarifying

Mmmm,
that's
clearer.

Leader: "What aspects of this paragraph do you need to clarify?" (make clear)

Group Members:

"I'd like to know what the word means?"

"Where islocated?"

"How is this word pronounced?"



4. Questioning

Leader: "In order to check if someone has fully understood this passage, what questions could you ask them?"

Group Members:

What...? Why...? When...?

Which...? Where...?

Who...? How...?

(Then the whole group answer the questions)

What...?
Why...?
When... ?
Which...?
Where... ?
Who...?
How...?



5. Summarizing

Leader

“(name) would you please say / write a sentence or two to summarize this passage.”

“State the main points of this paragraph please (name)”

“What are the most important facts / pieces of information in this paragraph (name) ?”



5. Summarising

Leader

“(name) would you please say / write a sentence or two to summarise this passage.”

“State the main points of this paragraph please (name)”

“What are the most important facts / pieces of information in this paragraph (name)”



This one is for the Aussies and the POMs ☺

6. Swap Leaders

Leader

"Can you be the next leader please *(name)*?"

NB The person on the current leader's left becomes the next leader.



Feel free to pass these cards onto all those that you think need a powerful reading comprehension strategy and encourage them to visit my site for a heap more resources.

<http://www.adrianbruce.com>

This is how I use the strategy in my classroom.

Firstly I introduce the whole class to each of the skills in the process. This can take a couple of lessons to do well.

Then during group work I sit with a small group of children. I bring to the group the set of the cards, multiple copies of an INFORMATION TEXT, three different dictionaries, three atlases & paper for note taking. Recently I've been taken my laptop to the group and have both **dictionary.com** and the **wikipedia.org** open. These sites provide great opportunity to build into the sessions the areas of website credibility and website advertising awareness.

For the first few sessions I am the leader, but the children are aware that the skills that I demonstrate will help them work as an independent group in the future.

Predict:

Based on what you've read and what you know, what do you think will happen next?

What clues helped you to think about what will happen next?

Is your prediction logical?



Clarify:

Was there a word you weren't sure about? What is it? What page is it on?

What can we predict it means?

How can we check it?



Were there any ideas that were confusing to you or that you don't understand?

What strategies can we use to figure this out?

Question & Connect:

Is there anything that you did not understand?

Is there anything that did not make sense?

What were you thinking about as you were reading?

Has anything like this ever happened to you?

Have you ever known anyone like this character?



What are you curious about?

Summarize:

What are the most important ideas or events?

What does the author want you to remember or learn from this?

What is the most important information in this passage?

What was this passage mostly about?

In your own words...



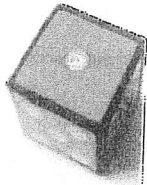
☆ Choose a chapter book off the bookshelf to read with a partner.

☆ Read 2 pages together.

☆ After you have read 2 pages, each person rolls the dice and completes the activity below on the recording sheet.

☆ Keep reading 2 Pages and rolling the dice

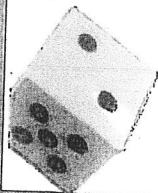
If you roll a 1... INFER



Make an inference from one the 2 pages. Record it by remembering :

Text Clue + Background Knowledge = Inference

If you roll a 2... WHAT'S IMPORTANT



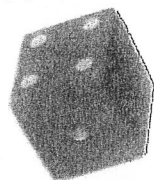
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If you roll a 3... QUESTIONING



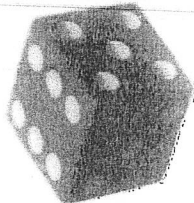
Tell your partner and record 3 'I wonder...' statements about the text

If you roll a 4... VISUALIZE



Describe what you would see, hear, smell and feel at this point in the text or at a place mentioned in the text

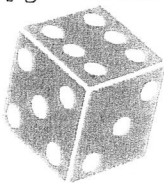
If you roll a 5 ... FIX UP STRATEGIES



Find 5 words that needed a fix up strategy and identify which strategy to use. If you knew them all, find 5 words most other

students might have difficulty with

If you roll a 6 ... RETELL/SUMMARIZE



Retell 6 events or facts from the last 2 pages

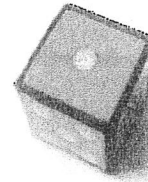
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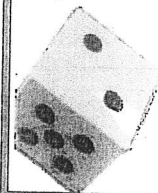
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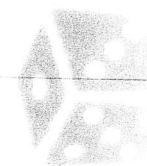
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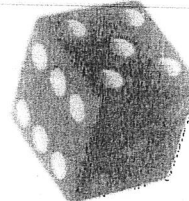
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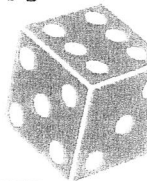
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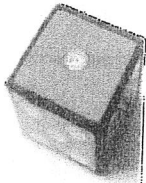
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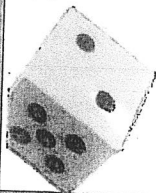
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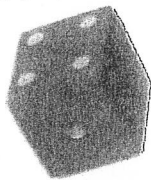
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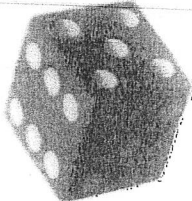
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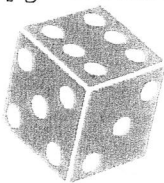
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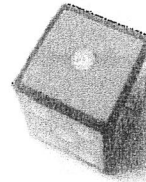
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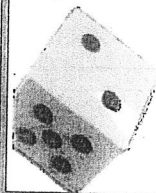
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