

ELA Virtual Lesson #1: Handout

The video that goes along with this lesson is posted in Google Classroom. If you do not have a way to access Google Classroom, I have included all necessary guidance on this handout. If you have any questions about this lesson, please email or message me. You can also join our Google Meet from 10am - 11am.

Date: Tuesday, April 7th

Objective: 5-RL.9. I will explain text structures and use terminology unique to poetry.

Elements of Poetry

Title	→ The name given to the poem by the author.					
Verse/Line	<ul style="list-style-type: none">→ a “sentence” in a poem→ at least one word long→ the title is not a verse/line					
Stanza	<ul style="list-style-type: none">→ A “paragraph” in a poem→ a group of two or more verses/lines→ does not include the title→ a poem has at least 1 stanza					
Rhyme	Rhyme Scheme	Meter	Repetition	Mood	Theme	Free Verse
→ Words that have the same ending sounds	<ul style="list-style-type: none">→ The pattern of rhyming lines→ Named using letters of the alphabet	→ The beat or rhythm of the poem.	→ Words or phrases that are repeated	→ The general feeling the poem gives the reader.	→ The lesson or message the author wants to teach or express	→ Poems that are written without a rhyme scheme

GUIDED PRACTICE: RHYME SCHEME

A poem's pattern of rhyming lines is called its rhyme scheme. Rhyme schemes are named using letters of the alphabet (usually A – D). This rhyme scheme is usually followed throughout each stanza.

Here is an example of a poem with its rhyme scheme listed in brackets.

The Cat

My cat is my best friend, (A)
I'll love her to the end. (A)
If I'm upstairs or down, (B)
She follows me around. (B)

→ The last word of the **first and second verse** rhyme so they are labeled **(A)**.
→ The last word of the **third and fourth verse** rhyme so they are labeled **(B)**.
→ This poem has a **AABB** rhyme scheme.



Let's do a couple together...

The Game

Popcorn and peanuts and gallons of coke, (____)
 Yelling so loudly, my throat is now hoarse, (____)
 Bases are loaded, cheers from the folks, (____)
 Crack goes the bat, a homerun of course. (____)

→ The last word of the **first and third verse** rhyme so we can label those **(A)**.
 → The last word of the **second and fourth verse** rhyme so we can label those **(B)**.
 → This poem has a **ABAB** rhyme scheme.



The Mouse

Creeping under boxes, (____)
 Looking for a bite, (____)
 Hoping not to be noticed, (____)
 Running out of sight. (____)

→ The last word of the **first verse** does not rhyme with another word. We can label it **(A)**.
 → The last word of the **second and fourth verse** rhyme so we can label those **(B)**.
 → The last word of the **third verse** does not rhyme with another word. We can label it **(C)**.
 → This poem has a **ABCB** rhyme scheme.



INDEPENDENT PRACTICE: RHYME SCHEME

Ready to do some on your own?

Directions: Read the following poems. Determine the rhyme scheme for each. Remember to pay close attention to the last word of each verse.

Pizza

I want to eat some pizza, (____)
 Not just a slice or two, (____)
 I'm hungry as a giant, (____)
 A whole pizza just might do. (____)

My Brother

Mom's having a new baby, (____)
 It's a boy and that's not maybe, (____)
 Can't wait till we can play, (____)
 Maybe on the first day? (____)

What is the rhyme scheme of this poem?

What is the rhyme scheme of this poem?

GUIDED PRACTICE: LABELING

Directions: Use the elements of poetry to correctly label the parts of the poem.

The Rain

By: Jennifer Larson

Tiny raindrops start to fall,
 They leave small dots upon the wall.
 Birds in trees stop their singing,
 Much needed water the rain is bringing.

Water on leaves and trees and grass,
 Water on fences and bricks and glass.
 Rain is falling and the trees start to smile,
 It's finally raining, been dry for a while.


Rain on the pond where the fish are swimming,
 Rain all day long, until the sun's dimming.
 The sound of the rain could never be sad,
 Everywhere water, my heart feels so glad.

"This is the sentence"
 of a poem. It always
 has to be at least one
 word long.

This is the name
 given to the poem
 by the author.

This is a group of two or more
 verses/lines. A "paragraph in
 a poem. A poem must have at
 least one of these.

These are words
 that have the same
 ending sounds.



INDEPENDENT PRACTICE: LABELING

Directions: Use the elements of poetry to correctly label the parts of the poem.

The Hike


By: Jennifer Larson

My backpack is packed, hiking shoes laced,
 Water, snacks, and sunscreen, all carefully placed.
 Out of the car and onto the trail,
 Map in my hand, no way I can fail.

Walking and walking, and searching the trees,
 Looking for chipmunks and squirrels in the leaves.
 Searching the woods, on the lookout for deer,
 Finally see a baby, with his mom really near.

Hot and dusty and ready for a break,
 I open my backpack, the water I take.
 No longer thirsty, I head out again,
 Birds in the fields, an egret, a wren.

Nearing the lake, can't wait for a swim,
 See a turtle and a frog, the flash of a fin.
 Time to head home now, this I must face.
 My backpack is packed, hiking shoes laced



QUESTIONS TO THINK ABOUT FOR OUR NEXT LESSON

→ What is the rhyme scheme of the poem "The Hike?"	→ Does this poem have any repetition?
→ What mood was the author of "The Hike" wanting to express through her writing?	→ What is the theme of this poem?

ELA Virtual Lesson #2: Handout

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Date: Thursday, April 9th

Objective: 5-RL.9. I will explain text structures and use terminology unique to poetry.


5-RL.6.1. I will analyze the development of a theme by locating details to support the theme.

REVIEW: ELEMENTS OF POETRY

Directions: Reread the poem from our last lesson and answer the questions.

The Hike

By: Jennifer Larson



My backpack is packed, hiking shoes laced,
Water, snacks, and sunscreen, all carefully placed.
Out of the car and onto the trail,
Map in my hand, no way I can fail.

Walking and walking, and searching the trees,
Looking for chipmunks and squirrels in the leaves.
Searching the woods, on the lookout for deer,
Finally see a baby, with his mom really near.

Hot and dusty and ready for a break,
I open my backpack, the water I take.
No longer thirsty, I head out again,
Birds in the fields, an egret, a wren.

Nearing the lake, can't wait for a swim,
See a turtle and a frog, the flash of a fin.
Time to head home now, this I must face.
My backpack is packed, hiking shoes laced

- How many stanzas are there in this poem? _____
 - How many verses/ lines are there in each stanza? _____
 - What is the rhyme scheme of the poem "The Hike"? _____
 - Does this poem use repetition? _____
 - If so, which line is repeated?

GUIDED PRACTICE: MOOD & THEME

A poem's mood is the general feeling poem gives the reader. A poem's theme is the lesson or message the author wants to teach or express.

The Hike

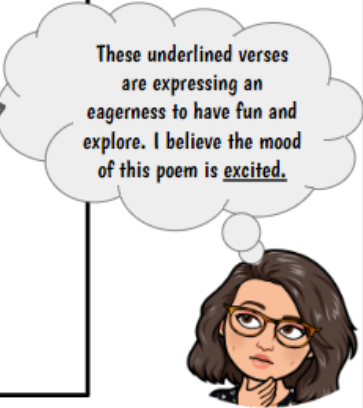
By: Jennifer Larson

My backpack is packed, hiking shoes laced,
Water, snacks, and sunscreen, all carefully placed.
Out of the car and onto the trail,
Map in my hand, no way I can fail.

Walking and walking, and searching the trees,
Looking for chipmunks and squirrels in the leaves.
Searching the woods, on the lookout for deer,
Finally see a baby, with his mom really near.

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I open my backpack, the water I take.
No longer thirsty, I head out again,
Birds in the fields, an egret, a wren.

Nearing the lake, can't wait for a swim,
See a turtle and a frog, the flash of a fin.
Time to head home now, this I must face.
My backpack is packed, hiking shoes laced



Common Moods in Literature			
There are many other moods than these listed. Remember the mood is the feeling YOU felt while reading the poem.			
angry	funny	peaceful	shocked
anxious	gloomy	patriotic	silly
calm	happy	pessimistic	suspicious
cheerful	hopeful	playful	terrified
excited	humorous	proud	thoughtful
friendly	joyful	sad	upbeat
fearful	lonely	serious	worried
frustration	mischievous	scared	

The Hike

By: Jennifer Larson

My backpack is packed, hiking shoes laced,
Water, snacks, and sunscreen, all carefully placed.
Out of the car and onto the trail,
Map in my hand, no way I can fail.

Walking and walking, and searching the trees,
Looking for chipmunks and squirrels in the leaves.
Searching the woods, on the lookout for deer,
Finally see a baby, with his mom really near.

Hot and dusty and ready for a break,
I open my backpack, the water I take.
No longer thirsty, I head out again,
Birds in the fields, an egret, a wren.

Nearing the lake, can't wait for a swim
See a turtle and a frog, the flash of a fin.
Time to head home now, this I must face.
My backpack is packed, hiking shoes laced

These underlined verses explain
some of the neat things that can be
found outside while on a hike.
I think the theme of this poem is
"You can see lots of things when you
get outside in nature."



COMMON THEME STATEMENTS

There are many other theme statements than this.
These are examples that can help you form one based on the poem you are reading.

Always be kind to others.	Crime doesn't pay.
Money can't buy happiness.	Honesty is the best policy.
Good can come from bad.	Accept others differences.
Don't judge people by their appearances.	You can do anything you put your mind to.
Be careful what you wish for.	Hard work will be rewarded.
Persistence pays off.	Family is important.
Love conquers all.	Sacrifice brings reward.

INDEPENDENT PRACTICE: MOOD & THEME

Ready to do one on your own?

Directions: Read the following poem and answer the questions that follow.

The Sea Turtle

By: Jennifer Larson

I enter his world, of water and foam,
Watching from a distance, I swim and roam.
In awe of the sight, so magical and clear.
The sea turtle glides, but never real near.

I follow along, my flippers flowing fast,
Trying to befriend him, tiny fish swim past.
My snorkel and mask, breathing out, breathing in,
My arms feeling strong, swimming smoothly again.

I almost reached him, and out goes my hand,
The sea turtle's cautious, swims away from the land.
I want to stay out here and swim until dark,
The turtle's long gone, just a mark on my heart.



1. How many stanzas are there in this poem? _____

2. How many lines are there in **each** stanza? _____

3. What is the rhyme scheme of the poem "The Sea Turtle"? _____

4. What is the mood of the poem?

5. Place a **BOX** around evidence from the poem to support your answer.

6. What is the theme of this poem?

7. Place a **Circle** around evidence from the poem to support your answer.

ELA Virtual Lesson #3: Handout

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Date: Tuesday, April 21st

Objective: 5-RL.9. I will explain text structures and use terminology unique to drama.

Elements of Drama

Title	→ The name given to the play by the author.
Plot	→ What happens in the storyline of the play.
Setting	→ Where the play takes place.
Characters	→ The people, creatures or other beings that are a part of the storyline. → Listed out in the beginning of the play.
Dialogue	→ The lines of text the characters speak in the play.
Description	→ Detailed information about what has already happened before the play begins. → Always found in the beginning of the play.
Stage Directions	→ Tells how actions and movements should happen during the play → Usually written in (parenthesis) or in <i>italicized font</i> .
Theme	→ The lesson or message the author wants to teach or express.

Alien Invasion

by Lydia Lukidis

It's a cosmic catastrophe! Aliens from Planet Zabooboo have landed on Planet Earth, right in the middle of Woodland Elementary School. What's more, they plan to take over the planet! Can Fatima and Caleb save the day?

Characters (in order of appearance):

Narrator
Fatima
Caleb
Mrs. Buckethead
All students
Zorg
Zurp

Narrator:

The strange spacecraft zoomed through the air. It zoomed this way. It zoomed that way. Suddenly, it paused. Then it plopped down right in the middle of Woodland Elementary School.

All students:

BOOOOM!!!



Train Ride

A Readers' Theater Script by Rebecca Besser

This readers' theater skit a five friends have the opportunity to go on a train ride together!



9 Characters (in order of appearance)

- | | | |
|------------|-------------|-----------------------|
| • Narrator | • Kid Three | • Father (of Kid One) |
| • Kid One | • Kid Four | • Conductor |
| • Kid Two | • Kid Five | • Train |

Narrator: A small group of friends waits patiently for the train to arrive at the depot so they can board.

Kid One: Here comes the train!

Kid Two: I can see the smoke!

GUIDED PRACTICE: LABELING

Directions: Use the elements of drama to correctly label the script.

This is where the play takes place.

This is the name given to the play by the author.

These are the people, that are a part of the play.

This is detailed information about what has already happened.

The Lunch

Setting: The cafeteria
Characters: Connor, Olivia, Maya, and Brandon

{That morning, Connor grabbed his little sister's lunch by mistake and was disappointed when all he had for lunch was a small peanut butter and jelly sandwich and some milk.}

CONNOR: (hungry and upset) Oh great! Just what I needed. My little sister's lunch on a day that I'm absolutely starving!

OLIVIA: How did that happen? (squinting and frowning)

BRANDON: Here, Connor. (handing him an apple) My mom always packs more food than I can eat, so you're welcome to it.


OLIVIA: You can have one of my cookies too. I made them last night with my mom and they're pretty good...oatmeal chocolate chip.

MAYA: Well, it's not much but you can have my fruit roll up if you want. (handing him the fruit roll up)

CONNOR: Thanks guys. This is the best lunch I've had in a long time. I think tomorrow I might bring my sister's lunch again! (smiling)

These tell how actions and movements should happen during the play

This is the lines of text the characters speak in the play.



INDEPENDENT PRACTICE: LABELING

Ready to do one on your own?

Directions: Use the elements of drama to correctly label the play script and answer the questions.

The Present

Setting: At Grandma's cottage by the sea
Characters: Mia, Mia's Mother and her Grandma

{Mia and her mother have been driving all day to see Grandmother. They haven't seen her in several months and are anxious to see her.}

MIA: (Happy and excited) Grandma! We're finally here!

MOTHER: Hello, Mom. (hugging her) It's been too long.

GRANDMA: Oh my dears! I am so glad that you were able to come out and see me.

MIA: Grandma, I have something I want to give you. I know how much you love rocks and shells and so when I found this, I knew it was something that I had to give you. (holding out a small package, wrapped in comics from the newspaper)

GRANDMA: Let me see...Oh, I can't wait to open it. (opening the present). Mia, (holding a small heart shaped rock) this is just so special to me. It is truly a treasure, and so are you.

Which element of a drama is defined as the storyline of the play?

Which element of a drama is defined as the lesson or message the author wants to teach or express.

QUESTIONS TO THINK ABOUT FOR OUR NEXT LESSON

→ What is the theme of "The Present?"	→ According to the stage directions regarding the present's wrapping. Who do you think probably wrapped the present and why?
→ According to the "description," how long has it been since they saw Grandma?	→ Why did Mia say "We're finally here!"?

ELA Virtual Lesson #4: Handout

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Date: Thursday, April 23rd

Objective: 5-RL.9. I will explain text structures and use terminology unique to dramas.

5-RL.6.1. I will analyze the development of a theme by locating details to support the theme.

REVIEW: ELEMENTS OF DRAMA

Directions: Reread the drama from our last lesson and answer the questions.

The Present

Setting: At Grandma's cottage by the sea

Characters: Mia, Mia's Mother and her Grandma

{Mia and her mother have been driving all day to see Grandmother. They haven't seen her in several months and are anxious to see her.}

MIA: (Happy and excited) Grandma! We're finally here!

MOTHER: Hello, Mom. (hugging her) It's been too long.

GRANDMA: Oh my dears! I am so glad that you were able to come out and see me.

MIA: Grandma, I have something I want to give you. I know how much you love rocks and shells and so when I found this, I knew it was something that I had to give you. (holding out a small package, wrapped in comics from the newspaper)

GRANDMA: Let me see...Oh, I can't wait to open it. (opening the present). Mia, (holding a small heart shaped rock) this is just so special to me. It is truly a treasure, and so are you.

What is the setting of the play?

Who are the characters in the play?

What is one stage direction given in the play?

Explain the action or movement mentioned in the stage direction you listed above.

According to the "description". How long has it been since they saw Grandma?

GUIDED PRACTICE: THEME

A drama's theme is the lesson or message the author wants to teach or express.

The Present

Setting: At Grandma's cottage by the sea

Characters: Mia, Mia's Mother and her Grandma

{Mia and her mother have been driving all day to see Grandmother. They haven't seen her in several months and are anxious to see her.}

MIA: (Happy and excited) Grandma! We're finally here!

MOTHER: Hello, Mom. (hugging her) It's been too long.

GRANDMA: Oh my dears! I am so glad that you were able to come out and see me.

MIA: Grandma, I have something I want to give you. I know how much you love rocks and shells and so when I found this, I knew it was something that I had to give you. (holding out a small package, wrapped in comics from the newspaper)

GRANDMA: Let me see...Oh, I can't wait to open it. (opening the present). Mia, (holding a small heart shaped rock) this is just so special to me. It is truly a treasure, and so are you.

This underlined sentence expresses a strong family connection between Mia, Mia's mother and her grandmother. I think the theme of this poem is "Family is important."



COMMON THEME STATEMENTS

There are many other theme statements than this.
These are examples that can help you form one based on the drama you are reading.

Always be kind to others.	Crime doesn't pay.
Money can't buy happiness.	Honesty is the best policy.
Good can come from bad.	Accept others differences.
Don't judge people by their appearances.	You can do anything you put your mind to.
Be careful what you wish for.	Hard work will be rewarded.
Persistence pays off.	Family is important.
Love conquers all.	Sacrifice brings reward.

INDEPENDENT PRACTICE

Ready to do one on your own?

Directions: Read the following drama and answer the questions that follow.

The New Puppy



Setting: On the Jackson's Farm in the country

Characters: Sofia, Nathan, their father, and Farmer Jackson

{Farmer Jackson had promised to give one of the new puppies to Nathan and Sofia and they were anxious to choose one and to take it home.}

SOFIA: (running out of the car towards the barn) Hi, Mr. Jackson. Are the puppies still in the barn?

FARMER JACKSON (smiling): You betcha! Come on in and take a look.

SOFIA: Nathan, can you believe how cute they are! How are we ever going to decide?

NATHAN: I think we should take them all!

NATHAN'S FATHER: Aw, guys. I wish we could, but one is enough for us. Which one will it be?

SOFIA: I know which one. We'll take the runt. He looks like he needs us the most (wrapping the tiniest puppy in her arms while Nathan looks on and nods in agreement).

1. What is the setting of the play?

2. Who are the characters in the play?

3. Look at the "description". What did Farmer Jackson promise Sofia and Nathan?

4. Look in the "stage directions" for Sofia's first line. Why do you think she got out of the car and started running towards the barn?

5. Why do you think Sofia and Nathan's Dad said one puppy was enough for them?

6. Why did Sofia want the runt?

7. Do you think Nathan agreed? How do you know?

ELA Virtual Lesson #5: Handout

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Date: Tuesday, April 28th

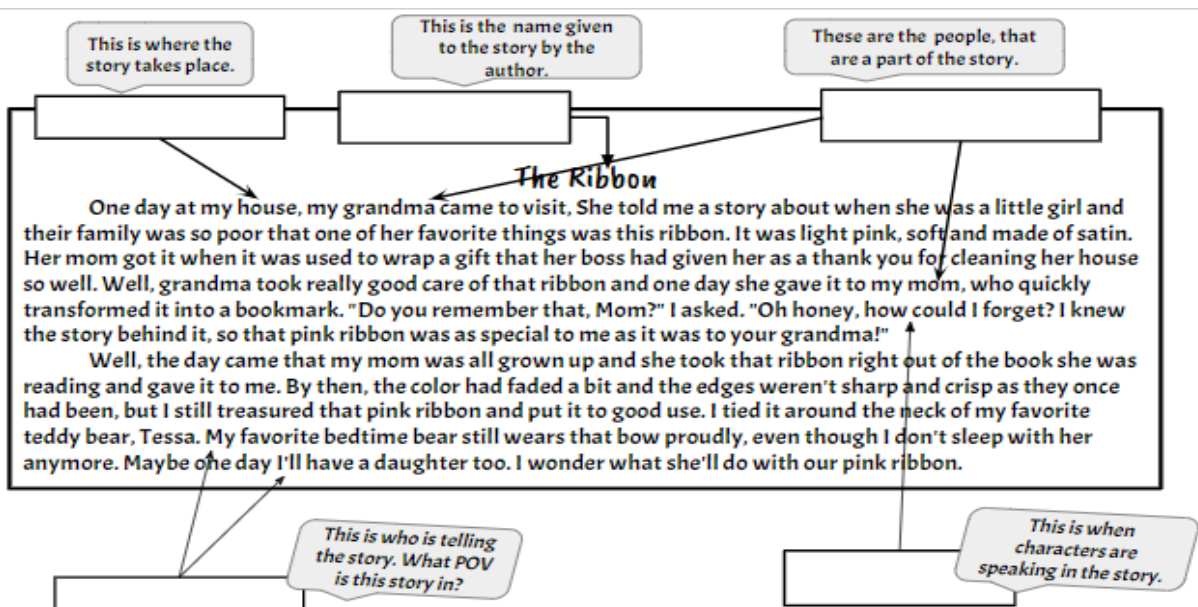
Objective: 5-RL.9. I will explain text structures and use terminology unique to prose.

Elements of Prose

Title	→ The name given to the story by the author.
Plot	→ What happens in the story.
Setting	→ Where the play takes place.
Characters	→ The people, creatures or other beings that are a part of the story.
Dialogue	→ When characters are speaking in the story
Point of View	→ Who is telling the story: <ul style="list-style-type: none">◆ 1st Person: The character is in the story (I, Me, We)◆ 3rd Person: An all knowing narrator (He, She, They...)
Mood	→ The feelings the author creates or the feeling you get when reading the story.
Theme	→ The lesson or message the author wants to teach or express.

GUIDED PRACTICE: LABELING

Directions: Use the elements of prose to correctly label the parts of this story



INDEPENDENT PRACTICE: LABELING

Ready to do one on your own?

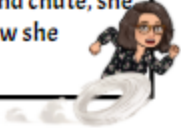
Directions: Use the elements of prose to correctly label the story and answer the question.

The Meet

It was the first Cross Country Meet of the school year and Jenna was nervous. She had never raced before and had never run a mile without stopping. "Payton, maybe I should just sit this one out," she said. "Oh no you don't," Payton replied. "This is our race and we'll do it together. We've trained all month for this and this is not the time to back out."

Jenna finished tying her track shoes and put her number on her school jersey. She tried to look confident but inside she felt like Jell-O. The girls walked to the starting line and waited for the coach to give them some last minute advice. Miss Johnson walked in front of the girl's group and said, "Ok...you girls know what to do. Start out quickly to get out of the 'wash', and then get into your pace. Find someone who runs at the same pace and keep up with them. When you round the last corner, make sure you have something left in you, cause that's the time to give it all you've got and sprint". Hmmm... Give it all I've got, thought Jenna. Yes, I can do this, she realized.

Miss Johnson gave Payton and Jenna and the rest of the girl's team high fives and wished them luck. The race started and finished quickly. As Jenna ran through the finish line and chute, she felt elated. Payton was directly in front of her. Jenna made it and they were a team! Now she couldn't wait for the next race.



What point of view is this story told in and how do you know?

QUESTIONS TO THINK ABOUT FOR OUR NEXT LESSON

→ What is the plot of "The Meet?"	→ What is the theme of the story, "The Meet?"
→ How did Jenna change from the beginning of the story compared to the end?	→ Why do you think Jenna was so nervous at the Meet?

ELA Virtual Lesson 6: Handout

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Date: Thursday, April 30th

Objective: 5-RL.9. I will explain text structures and use terminology unique to dramas.
5-RL.6.1. I will summarize using key details.

REVIEW: ELEMENTS OF PROSE

Directions: Reread the story from our last lesson and answer the questions.

The Meet

It was the first Cross Country Meet of the school year and Jenna was nervous. She had never raced before and had never run a mile without stopping. "Payton, maybe I should just sit this one out," she said. "Oh no you don't," replied. "This is our race and we'll do it together. We've trained all month for this and this is not the time to back out."

Jenna finished tying her track shoes and put her number on her school jersey. She tried to look confident but inside she felt like Jell-O. The girls walked to the starting line and waited for the coach to give them some last minute advice. Miss Johnson walked in front of the girl's group and said, "Ok... you girls know what to do. Start out quickly to get out of the 'wash', and then get into your pace. Find someone who runs at the same pace and keep up with them. When you round the last corner, make sure you have something left in you, cause that's the time to give it all you've got and sprint". Hmmm... Give it all I've got, thought Jenna. Yes, I can do this, she realized.

Miss Johnson gave Payton and Jenna and the rest of the girl's team high fives and wished them luck. The race started and finished quickly. As Jenna ran through the finish line and chute, she felt elated. Payton was directly in front of her. Jenna made it and they were a team! Now she couldn't wait for the next race.

What is the setting of this prose piece?

Why do you think Jenna was so nervous at the Meet?

How did Jenna change from the beginning of the story compared to the end?

GUIDED PRACTICE: SUMMARIZING THE PLOT

The plot is what happens in the story. A summary is a retell of the story in your own words.

Somebody - Jenna

Wanted - to run in her first cross country race

But - she was very nervous.

So - She looked for some advice and encouragement from her friend and coach.

Then - She finished the entire race and was very proud of herself.

Jenna wanted to to run in her first cross country race. However, she was very nervous. She looked for some advice and encouragement from her friend and coach. In the end, she finished the entire race and was very proud of herself.



Somebody

(Who is the main character?)

WANTED

(What did they want?)

But

(What was the problem?)

SO

(How did he/she try to solve the problem?)

THEN

(How did it end?)

INDEPENDENT PRACTICE

Ready to do one on your own?

Directions: Read the following drama and answer the questions that follow.

The Paper Route

Jake wanted to earn some money to buy a new bike. His mom told him that if he would be willing to fold the newspapers, she would drive him around the neighborhood to pass them out. Jake decided that a newspaper route was his best option for making money, so he agreed.

Four o'clock rolled around quickly and Jake was sleepy as he hit the alarm clock beside his bed. He gathered up the newspapers and folded them, one by one and then loaded them into his Mom's car. "Mom, are you ready to go?" he yelled back to the kitchen. "I'm on my way Jakers," she replied. As Jake's mom got into the car, she handed back a thermos of hot chocolate. "For my favorite businessman," she teased.

While his mom drove slowly, Jake threw the newspapers onto each person's driveway. At first his aim wasn't so good, but after a few blocks, he improved. When he got home, he showered and got ready for school. Tonight, he thought, I'll go to bed a little earlier.

Jake and his mom worked on the paper route for several months until Jake finally saved enough for his new bike. After purchasing the bike, he asked his mom if they could still do the paper route. "Are you sure that's what you want to do?" his mom asked. "I do, Mom," Jake replied. "I've got something else I want to buy next." "And what's that?" his mother asked. "A car!" said sixteen year old Jake.



What is the setting of this prose piece?

What kind of mother is Jake's mom and how do you know? Give specific examples from the text.

Why do you think that Jake decided to go to bed a little earlier on the night of his first day of delivering newspapers?

Summarize the plot of the story.

What point of view is this story told in and how do you know?

What is the theme of this story?