

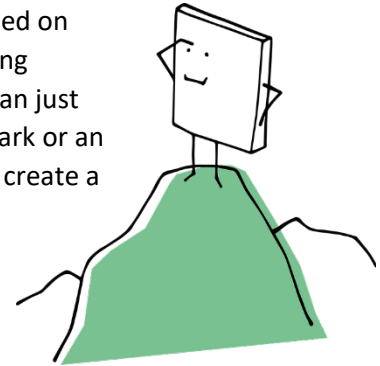
## Grade 6 English Language Arts

Week of October 5 – October 9

### Lesson 2: Different Perspectives

One person's palace may be another person's prison. A sense of place is based on interactions with that place. Thinking of a certain place can bring about strong emotions. A sense-of-place poem strives to do the same. Words do more than just provide a description of a particular location, such as a childhood home, a park or an entire city, and makes the readers believe they have been there. The words create a mood.

In Harry Potter, Harry and Dudley have very different opinions of their shared home on Privet Drive. Harry found it horrible and Dudley, who was spoiled and treated like a prince, found it delightful.



Before reading about another place, let's add to our language toolbox. Author's can use tools like imagery, similes, and metaphor to bring life to their writing. Another tool is alliteration.

**Alliteration is using words that start with the same sound near one another in a phrase or sentence.** Alliteration is like a pop of sound that grabs your attention. It creates a rhythm of sounds your ears tune in for - and it helps bring your writing alive for your reader.

Tongue twisters like the following are good examples of alliteration. For fun, practice saying these tongue twisters as quickly and as clearly as possible.

Peter Piper picked a peck of pickled peppers.

Roberta ran rings around the Roman ruins.

Four furious friends fought for the phone.

(Notice how phone is underlined too. Alliteration is based on starting with the same sound – not the same letter.)



Watch this video and then complete **Alliteration Alphabet Fun**.

<https://youtu.be/DGJu6LzUfYM>

## Do you remember what good readers do when they are exploring text?



- Read the text several times.
- Answer questions about the text using evidence from the text.
- Infer meaning by interpreting evidence from the text.

You can try a close reading to see how a sense of place is based on interactions with that place (text on last page).

Not everyone has the same experience. As you read, first, try to get the "gist" of the text. Then you can dig in for details about how the author uses languages and to find evidence or specific details. This is about a real place and two real people. It is non-fiction text.

Start with your "first reading". As you read, think about which would make the best comic or graphic representation.

- **First reading:**
  - Try to get the "gist" of the text - a sense of what it is about and a sense of how it may be read.
  - Try to make a picture or visualize in your mind to help you understand what you are reading.
  - Ask yourself questions.
  - Stop and predict what you think will happen next.
  - Look for big ideas!
- **Second reading:** This is usually a slower read, where you try to understand the text better. You may take notes beside the text, write down questions, notice imagery and literary devices, and make connections.
  - As you read, find and record examples of imagery (a vivid description that involves using the five senses), similes (comparisons using like or as), metaphors (comparisons without like or as), and alliteration.
- **Third+ reading:** This reading may be to answer specific questions, unravel clues, and infer for deeper understanding. You can be a sleuth by going back to the details in the text to find evidence or specific details.

## Different Perspectives



# Alliteration Alphabet Fun

Directions: Create tongue twisters using the alliteration formula below for at least five letters. Then practice saying your sentences as quickly and as clearly as you can. See the example in the chart below.

Remember:

- A noun is a person, place, thing, or idea.
- An adjective describes a noun.
- A verb is an action or a state of being.
- An adverb describes a verb or another adverb. It tells you **how something is done**. It can also tell you **when or where something happened**. Adverbs **often end in -ly**.

	Adjective	Noun (plural)	Verb	Adverb
A	Academic	alligators	argued	artfully.

## First Reading

1. Read through the text once from beginning to end. After this first read, complete two of the following:

- Tell the "gist" of the text - a sense of what it is about.
- Sketch a picture of what is happening. This can be a pencil sketch and does not need to be a work of art.
- Ask three questions about the text.

- Look for big ideas! Tell two big ideas you remember from your first reading.

Circle one: gist, sketch, questions, big ideas.

Circle one: gist, sketch, questions, big ideas.

2. Remember, the descriptive text pattern has certain characteristics. What do you learn about the following:

a) The text has a clear topic:

b) The attributes of the topic are described. Three attributes of the park described in the reading are:

i)

ii)

iii)

## **Second Reading**

Remember, in descriptive text, details describe something important about the topic using sensory and figurative language.

On your second read, you will stop and find things. Complete following AS you complete your second read:

- Imagery – Vivid descriptions using one or more of the five senses. (Sights, sounds, tastes, touch, smell)
- Simile – Comparisons using like or as. (His tears flowed like a river.)
- Alliteration

Imagery (Give your favourite example from each paragraph. Point form is fine – copy just the “imagery” part of the sentence.)	
1.	2.
Simile (Find one example in each paragraph.)	
1. 2.	
Alliteration (Find one example in each paragraph.)	
1. 2.	

## Third Reading

Often, a person has a positive “sense of place” when thinking about the idea of places they like to spend time near their home.

1. Which person has a positive sense of place when thinking about the lake – the first writer or the second writer? (Full sentence.)

2. If you could turn one of the paragraphs into a cartoon or comic-style writing, which would you choose? Why?

Choice:

Explanation:

3. Describe how you would draw one of the pictures or frames.

## Two Contrasting Descriptions of the Same Place

Sitting on the silky, soft grass by the serene lake in my favourite place near my home was a wonderful spot to do some of my school work this afternoon. The temperature was set perfectly at 23 degrees with a light breeze, I could not have imagined wasting away my precious hours sitting indoors. The air smelled crisp and clean like laundry dried on a line outdoors. The clear blue skies were reflected on the gorgeous lake like a mirror. The lake not only appealed to me, but it also attracted many friendly ducks and geese, ready to enjoy themselves in the water. Painted turtles also rested on rocks, basking in the sun. The smell of the fresh water and the nearby blossoms added to the soothing environment. All of this blended together to create a perfectly positive experience, during which I was able to get all of my work completed, as well as some relaxation.



### Negative Description

You would think that taking advantage of the beautiful lakeside scenery I was "privileged" to have near my home would be a great experience. However, I sometimes dread going there. What should have been a relaxing school work time sitting by the serene lake this afternoon only made me never want to go outside again! The sun was blinding, even with sunglasses on. The farmers had been spraying nearby fields, so the air smelled like a fertilizer factory. Though the weather was a very comfortable temperature, the light breeze blew some of my school papers into the water. In addition, the "pleasant" weather attracted some of the noisiest creatures ever placed on this planet. I have never heard so many obnoxious geese and ducks in my life; it was almost as if they were honking directly at me to get off their territory. The nearby blossoms triggered allergic sneezes and runny eyes the entire time I was there. My nose ran like a faucet. Not one moment of my afternoon allowed for relaxation, just constant frustration and fury because of a stupid decision on my part to "enjoy nature."