Seventh Grade Common Core Language Arts Reading Session 26

*Sample mentor comments are represented in italics throughout the lesson plan.*

Focus: Good readers analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem and how a poem’s form or structure contributes to its meaning.

Materials: 7th grade reading textbook, journal, pen/pencil, 3 x 5 cards, baggie or rubber band

Genre: poetry, figurative language

Before reading:

1. Enhance rapport. Check up on events since the last session.
2. *We talked a little bit about poetry in an earlier session. Write for a few minutes in your*

*journal. When you consider poetry, what comes to mind? Share. Today we are going to revisit poetry while we consider figurative language.*

1. *Definition: Figurative language is nonliteral. That means the language has an intended meaning*

*different from what the words actually say. For example, the sentence “She hit the roof” has a figurative meaning of “she got upset.” It doesn’t mean she actually struck the roof. This type of figurative language is called an “idiom.” It’s an expression you and I understand because we speak and understand North American English, English the way it is used in the United States. Someone from another country might not understand “She hit the roof” the same way you and I do. What other idioms do you use? Some of my favorites are, “It’s raining cats and dogs, You’re driving me up the wall, and I’m going to tan your hide.” What do those mean? I know I use a lot of figurative language when I talk, maybe you do, too.*

1. *A famous poet, who lived in Winston-Salem, Maya Angelou, once said “Poetry is music written*

*for the human voice.” We want to read every poem out loud at least twice. We also want to look at the poem as we read it so that we can see the way the poet uses white space, line breaks, stanzas, and punctuation to guide reading. As we read, we pause at each line break. The pauses create a rhythm.*

During reading:

1. *Let’s look at a short poem by Naomi Shihab Nye, “The Rider,” on page 212 in the 7th grade*

*reading textbook and copy it into the journal like a paragraph.* Copy the poem. Read it out loud.

After reading the paragraph twice, return to the printed page in the textbook and read the poem as the poet read it. Pause at the line breaks and with the punctuation. Ask: *What differences do you hear between writing the ideas as prose (the paragraph) and verse (the poem)? (*The line breaks slow the action of the poem down.) *“The Rider” is an example of a lyric poem. It is short; it expresses personal and emotional feelings.*

1. *In addition to being a lyric poem, “The Rider” is also an example of free verse. Notice that it*

*doesn’t have a regular pattern of rhyme or line length. It does not have a regular pattern of rhythm. Poets who write free verse can use whatever line rhythms and rhymes they think work best to get their ideas across.*

1. *There’s actually a lot going on in this short poem. Can you make a comparison or a contrast*

*with what a boy told the speaker of the poem and what the speaker is doing? What did the boy say? What is the speaker doing? How is he/she doing it? Why do you think he/she is doing that? These are personal and emotional feelings. The poem does not rhyme. We’ve just proven “The Rider” is a lyric poem.*

1. *This poet uses a good bit of figurative language in this short poem. One example is on line three. Reread*

*the line. Loneliness can’t catch up to anyone. It’s not a living thing, is it? This is an example of personification, giving human qualities to something which is not human. Another example of personification is on lines nine and ten. Reread the lines. We can’t leave our loneliness behind us on a street corner, can we? Loneliness doesn’t pant, does it? Notice the “person” in “personification.”*

1. *On line eleven we have two examples of figurative language, alliteration and a metaphor. Let’s*

*reread the lines (twice). “Float free” is an example of alliteration, the repeating of consonant sounds at the beginning of words. Tongue twisters like, “Peter Piper picked a peck of pickled peppers, if Peter Piper picked a peck of pickled peppers, how many pickled peppers did Peter Piper pick?” are examples of alliteration. You probably know others. “Crispy critters crunch” is another example of alliteration.*

After reading:

1. *Let’s stop for a minute and make flash cards for some of the terms we’ve been discussing.* An

alternative to the 3 x 5 cards is to create a Cornell Notes double entry chart in the journal. Use the information above, the “Glossary of Literary and Nonfiction Terms” in the back of the 7th grade reading textbook, or the information below to create the 3 x 5 note cards.

Free verse poetry without regular patterns of rhyme or rhythm; sounds like ordinary

speech

Figurative Language words used in an imaginative way to express ideas that are not what the words

actually mean

Idiom an expression that has a meaning different from the meaning of its individual

Words; “she hit the roof” is an idiom meaning “she got upset”

Lyric poem presents the personal thoughts and feelings of a single speaker; does not have

to rhyme; is often short

Personification giving of human qualities to an animal, object, or idea

Metaphor a comparison of two things that are unlike but have some qualities in common;

Does not use the words “like” or “as;” “the sun was a red ball in the sky”

Simile makes a comparison between two unlike things using the word “like” or “as;”

the sun was as bright as a red ball in the sky

Alliteration the repetition of consonant sounds at the beginning of words; “float/ free,” “Susie sells seashells down by the seashore,” “crispy critters crunch”

1. *We talked about rhythm in poetry before. Many readers think rhythm is difficult to*

*determine, but rhythm is like the beat we hear when we listen to our favorite music. The*

*lyrics to most of the music we listen to is actually poetry. We can clap or snap or move along with our music. Poetry is like that too. Listen to these lines from Dr. Seuss.* Read the lines at least twice orally.

*I do not like green eggs and ham*

*I do not like them Sam I Am*

*These lines have a definite rhythm. If you put your elbow on the desk and hold your chin in your hand as you say these lines, you will feel your chin drop a bit lower on the words ”Sam” and “ham” than it does on light syllables such as “like” and “I.” Your chin drops on the stressed syllables.* Try it.

1. When we mark the text to show the rhythm of the lines, we use an accent mark ‘ for the

stressed syllables and a u-like mark, like the smile on a smiley face, when we mark the unstressed syllables. For the lines above, the marking pattern would look like this.

U ‘ u ‘ u ‘ u ‘

U ‘ u ’ u ‘ u ‘

1. *Let’s try it again with some lines from Dr. Seuss’s How the Grinch Stole Christmas.* Put your

elbow on the desk and your chin in your hand as you read the lines two times. Work together to determine the rhythm.

*They would dine on Who-pudding and rare Who-roast bread*

*Which was something the Grinch couldn’t stand in the least*

*U u ‘ u u ‘ u u ‘ u u ‘*

*U u ‘ u u ‘ u u ‘ u u ‘*

Copy the Dr. Seuss lines into the journal and mark each syllable with the marks as above.

Closing:

1. Complement your work together. W*e can find poetry everywhere*. *For next week, think of several*

*favorite songs and their lyrics that we can explore together. Try to make them favorite songs where the lyrics are school appropriate.*

1. Complete additional closing activities as usual for each session. Thank you for your time and

talent.