Seventh Grade Common Core Language Arts Reading Session 30

*Sample mentor texts are represented in italics throughout the text.*

Focus: Good readers use fix-it strategies to determine meanings of unknown words and phrases as they are used in texts, including figurative or connotative meanings, and analyze the impact of rhymes and other repetitions of sounds. Good readers analyze how a poem’s form or structure contributes to its meaning and cite textual evidence to support analysis of what the text says. They make inferences based on background knowledge and textual evidence.

Materials: 7th grade reading textbook, journal, two each of different highlighter colors, two copies of the poem “Jabberwocky” by Lewis Carroll

Genre: humor, poetry, context clues to making meaning of unknown words

 Before reading:

1. Enhance rapport. Check on activities since the last session.
2. *The last two sessions we have been talking about monitoring comprehension, checking to make*

*sure we understand what we are reading, and what we can do about it, and practicing strategies we can use when we are confused by texts we read. Today we are going to talk about what to do when we come across an unknown word. We are going to read a humorous poem together and review elements of poetry such as repetition, rhyme scheme, and rhythm. We’ll also be considering story elements in the poem.*

1. Quick write in the journal and share. *What should we do when we come across an unknown*

*word in the text? What do you do?*

*Reading that unknown word over and over again isn’t going to help. You could look the word up in the dictionary or ask someone else the meaning. If you are alone, you can’t ask someone else. You could read around the word and try to make a good guess about its meaning. You could decide the word is not important and skip it. If the word appears more than once, and you decide it is important, you could make a note of it and talk to your teacher about it later. Here are some strategies to try to figure out unknown words.*

1. Share the list and have the student copy it into his/her journal.
2. Look for another word within the word, a related word, and a root word, prefix or suffix.
3. Use the glossary at the back of the book or an on-line source.
4. Read the words around the difficult word. Sometimes a synonym (word that means almost the same) or an antonym (word that means the opposite or nearly opposite) appears nearby in the text. This is what is meant by “use context clues.”
5. Try to substitute another word for that word. Ask yourself, “Does it make sense?”

During reading:

1. There are four purposes for reading in this session. Share with the student.
2. Pure enjoyment.
3. To determine the meaning of words and phrases as they are used in the poem,
4. To consider the effects the following sound devices add to the poem: rhyme, repetition, onomatopoeia, and alliteration, and
5. To use reading strategies
6. Animatedly read “Jabberwocky” (found in the 7th grade reading textbook, page 606) to the

Student before having the student look at a copy of the poem. The student will probably have a curious reaction to this crazy, playful, nonsense poem and its words. *What effect do these nonsense words have you your impression of the poem?*

1. Distribute the copies. Ask the student to read the poem silently and to highlight all words of

the poem using one color for parts he/she could explain to another and parts he/she could not in another color.

 After reading:

1. Look at the poem together. Go through each stanza. *What do you notice? Is there any*

*rhyming? What is the rhyme scheme? What about repetition? Alliteration? Onomatopoeia? What story is being told? What words describe the setting? Who are the characters? What context clues are available to help figure out what the nonsense words mean? What figurative language can we find? What is the mood and tone of the poem?*

1. Create a double entry chart in the journal. Fold the paper vertically down the middle. On one

side write the nonsense words and phrases the reader can define with their line numbers. On the other side write what the reader thinks the words and phrases mean. Create a second double entry journal with literary devices down one side and examples on the second side.

1. Study the visual of a Jabberwocky on page 607. *What adjectives would you use to describe*

*this beast?* Use an on-line source to access other visuals of the Jabberwocky. Make a list of adjectives to describe the Jabberwocky in the journal.

1. Rewrite the poem in the journal, replacing the nonsense words.

Closing:

1. Complement your work together today. Video clips are available on-line of Johnny Depp

reciting “Jabberwocky.” There is also a clip of Disney’s *Alice in Wonderland* with the Cheshire Cat reciting “Jabberwocky.”

1. Complete additional closing activities as outlined in earlier sessions. Thank you for your

time and talent.