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Common Core Learning Standard

RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

THEME: Living in the World



Introduction

Read, or have students read, the instructional text. Work through the examples as a class. Discuss with students how rhyme and the repetition of sounds are used for effect. Review the different forms of sound repetition. Remind students to closely read the poem to understand why and how the poet is using rhyme for a specific purpose and effect. Encourage students to pay attention to how repetition is used in speeches and other prose.



Title: Celebrate **Genre:** Poetry

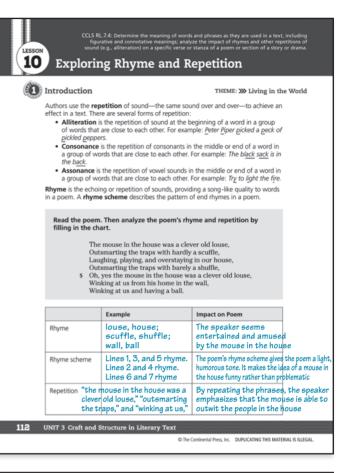
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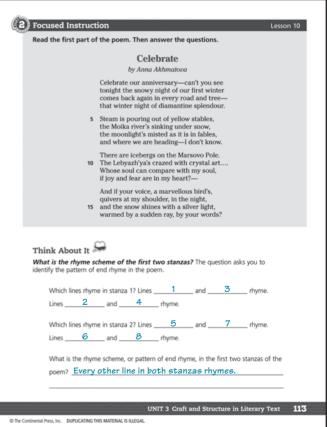
Guide students as they work together as a class, in pairs or groups, or individually. Offer assistance to students as needed.

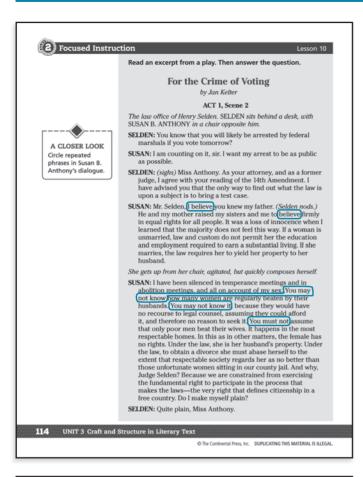
Vocabulary

To help with comprehension, review these vocabulary words with students before they read the passage. Write the words on the board and keep them displayed so students can refer to them when they read independently.

crazed, diamantine, quivers, splendour

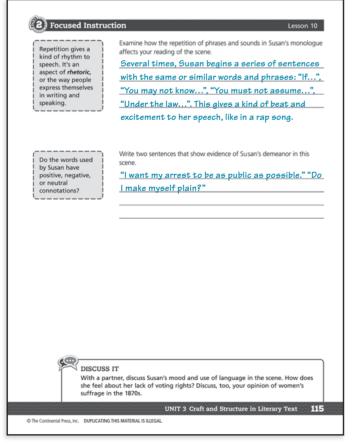








Use A Closer Look to have students increase their understanding of the text. Remind students to use the hint box to help them answer the question.



P Discuss It

For this discussion activity, you can choose to have students discuss in pairs, in groups, or as a class.

Writing Activity

Have students write about what rights citizens are guaranteed in America. Ask students to share their work with the class.



Guided Practice

Title: The Need of Being Versed in

Country Things

Genre: Poetry

Lexile® Measure: N/A

Students should complete the Guided Practice section on their own. Offer assistance as needed, pointing out the A Closer Look and Hint call-out boxes along the left side of the page.

Vocabulary

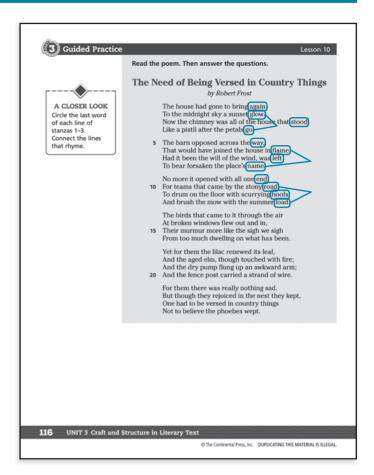
forsaken, phoebes, pistil, versed

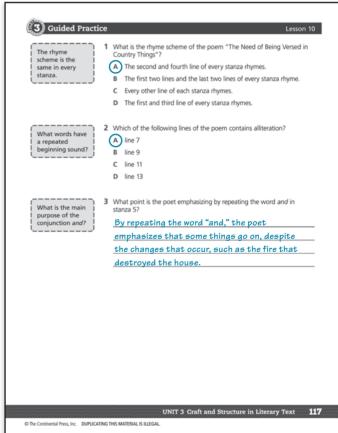
Speaking/Listening Activity

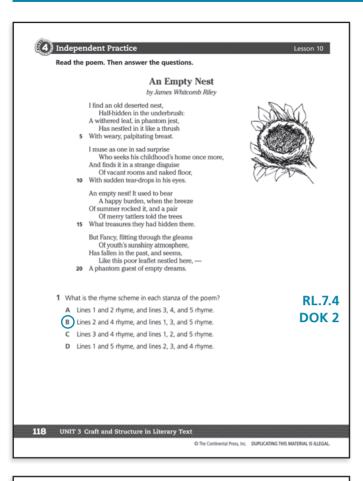
Have students share a poem they like. Ask students to share why they like the poem and what they know about the poet.

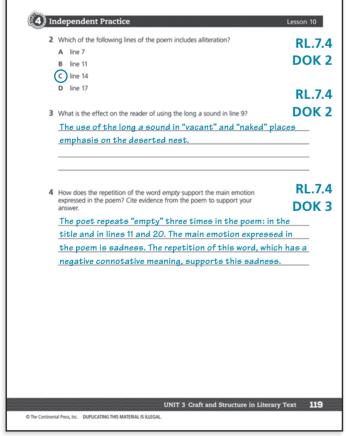
ELL Support

Discuss with students how the poet has used adjectives to describe objects in the poem. Ask students to create their own descriptions of a special place using adjectives.











(4) Independent Practice

Title: An Empty Nest

Genre: Poetry

Lexile® Measure: N/A

Have students complete the Independent Practice on their own. Students can complete it at home, or during class.

Vocabulary

muse, palpitating, thrush, underbrush, withered



(4) Independent Practice **Answer Analysis**

- 1 Choice B is correct because the rhyme scheme is ABABA. Choice A is incorrect because only lines 3 and 5 rhyme. Choice C is incorrect because only lines 1 and 5 rhyme. Choice D is incorrect because lines 1 and 5 rhyme, but line 3 does not rhyme with lines 2 and 4.
- 2 Choice C is correct because line 14 repeats the letter "t" in "tattlers told the trees." Choices A, B, and D are incorrect because they do not contain repeating sounds at the beginning of a word in a group of words.
- 3 Answers should state that the long a sound in the words vacant and naked helps put the emphasis on the deserted nest.
- 4 Answers should note that the main emotion in the poem is sadness. Repeating the word empty helps express this sadness.

Media/Research Activity

Have students use Internet and library resources to learn more about different birds and the types of nests they build. Have students present their findings to the class.