Monday: (Jan 20)
No School

Tuesday: (Jan 21)
Course of Study: R.L.7.5 Analyze how a drama’s or poem’s form or structure (e.g. soliloquy, sonnet) contributes to its meaning.
RL.7.4 Determine the meaning of words and phrases as they are used in text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g. alliteration) on a specific verse or stanza of a poem or section of a story or drama.

Daily Objective:
P4. Identify characteristics of poetry.
   key terms: mood, point of view, refrain, sensory details, stanza
P5. Identify sound devices in poetry.
   key terms: alliteration, assonance, meter, onomatopoeia, repetition, rhyme, rhythm

BEFORE: Get poetry resource books and complete haiku sheet.

DURING: Poetry Resource Book p. 2: “Sarah Cynthia Sylvia Stout”: Listen to Poem and complete alliteration highlights
Students are working in small groups and large group to complete the poetry resource book, which is designed to assist students on the poetry exam. Students interact with the text. For “Sarah Cynthia Sylvia Stout” we will study mood, alliteration, and rhyme, and how all three work together. The teacher will work with groups that are struggling with concepts, including those containing RTI or EL students.

AFTER: “Sarah Cynthia” Reflection

HW: Have library books tomorrow.

Wednesday: (Jan 22)

Course of Study: R.L.7.5 Analyze how a drama or poem’s form or structure (e.g. soliloquy, sonnet) contributes to its meaning.
RL.7.4 Determine the meaning of words and phrases as they are used in text, including
figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g. alliteration) on a specific verse or stanza of a poem or section of a story or drama.

Daily Objective: P3. Identify figurative language in poetry.
   key terms: hyperbole, idiom, metaphor, personification, simile

P7. Discuss and explain how figurative language adds to the meaning of a poem.

BEFORE: “Sarah Cynthia Sylvia Stout” end rhymes
Students are working in small groups and large group to complete the poetry resource book, which is designed to assist students on the poetry exam. Students interact with the text. For “Sarah Cynthia Sylvia Stout” we will study mood, alliteration, and rhyme, and how all three work together. The teacher will work with groups that are struggling with concepts, including those containing RTI or EL students.

DURING: “Sarah Cynthia” Open-Ended Response
Students will use their highlighted text to answer two open-ended response questions in small groups. The teacher will work with groups that are struggling with concepts, including those containing RTI or EL students.

AFTER: Turn in library books (the library is closed)

HW: None!

Thursday: (Jan 23)

Course of Study: R.L.7.5 Analyze how a drama’s or poem’s form or structure (e.g. soliloquy, sonnet) contributes to its meaning.
RL.7.4 Determine the meaning of words and phrases as they are used in text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g. alliteration) on a specific verse or stanza of a poem or section of a story or drama.

Daily Objective: P2. Identify different types of poems.
   key terms: ballad, epic poem, free verse, haiku, lyric poetry, narrative poetry, ode

P4. Identify characteristics of poetry.
   key terms: mood, point of view, refrain, sensory details, stanza

BEFORE: “Annabel Lee” Introduction
Listen to the poem, then read and listen (dramatic interpretations)

DURING: Begin Poetry Resource Book: “Annabel Lee” p. 4, 5
Students are working in small groups and large group to complete the poetry resource book, which is designed to assist students on the poetry exam. Students interact with the text. For “Annabel Lee,” we
will study mood, lyric poetry, repletion and rhyme, and how all four work together. The teacher will work with groups that are struggling with concepts, including those containing RTI or EL students.

AFTER: “Annabel Lee” Reflection

HW: None

Friday: (Jan 24)

Course of Study:
R.L.7.5 Analyze how a drama’s or poem’s form or structure (e.g. soliloquy, sonnet) contributes to its meaning.
R.L.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g. lighting, sound, color, or camera focus and angles in film).

Daily Objective: P7. Discuss and explain how figurative language adds to the meaning of a poem.
P8. Discuss and explain how authors use sound devices to enhance a poem’s message or mood.

BEFORE: “Annabel Lee” review small group work from yesterday

DURING: Annabel Lee Music Videos and Reflection
Students will use the music videos to assist with the concept of mood and use them as a basis for reflections.

AFTER: “Annabel Lee” Open-Ended

HW: None!