

English 7

Weeks 3 & 4: May 4 - May 15

Week 3: May 4 - May 8

Day 1	<input type="checkbox"/> Complete the “Poetry Rhyme Practice”-use the example as your guide.
Day 2	<input type="checkbox"/> Read the notes (top of the page)- “Rhyme Scheme-Mapping the Rhyme” <input type="checkbox"/> Complete the rhyme scheme (bottom of the page)
Day 3	<input type="checkbox"/> Read the notes on Ballads (top of the page)- “The Sport of Ballads” <input type="checkbox"/> Practice creating your own Ballad (bottom of the page)
Day 4	<input type="checkbox"/> Read the Free Verse notes (top of the page) <input type="checkbox"/> Answer the questions (middle of the page) <input type="checkbox"/> Create your own Free Verse poem (bottom of the page)
Day 5	<input type="checkbox"/> Read the Quatrain notes (top of the page) <input type="checkbox"/> Write 3 of your own Quatrain poems using the rhyme scheme provided

Continue to read for at least 30 minutes a day

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Poetry Rhythm Practice

Write the following lines from the poem. Capitalize the sounds that are stressed. Write the unstressed sounds in small letters.

Example:

The Star

by Ann and Jane Taylor

Twinkle, twinkle, little star,
How I wonder what you are.
Up above the world so high,
Like a diamond in the sky.

TWINKle, TWINKle, LITtle STAR,
HOW i WONder WHAT you ARE.
UP aBOVE the WORLD so HIGH,
LIKE a DIAMond IN the SKY.

I Wandered Lonely as a Cloud

by William Wordsworth

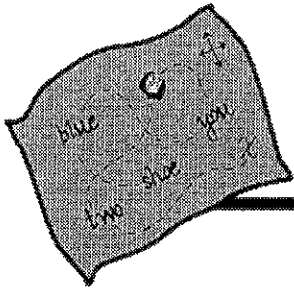
I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

**How Doth The Little Crocodile...
from Alice's Adventures in Wonderland**

by Lewis Carroll

How doth the little crocodile
Improve his shining tail,
And pour the waters of the Nile
On every golden scale!

How cheerfully he seems to grin
How neatly spreads his claws,
And welcomes little fishes in,
With gently smiling jaws!



Rhyme Scheme: Mapping the Rhyme

Rhymes fall into patterns. In order to find the pattern we use letters.
Find the pattern in this poem. Put the correct letter at the end of each line.
The first two stanzas (poem paragraphs) are mostly done for you. Every time a new rhyme occurs, you add a new letter. See line three below.

Stopping by Woods on a Snowy Evening by Robert Frost

Whose woods these are I think I know. A
His house is in the village, though; A
He will not see me stopping here B
To watch his woods fill up with snow. A

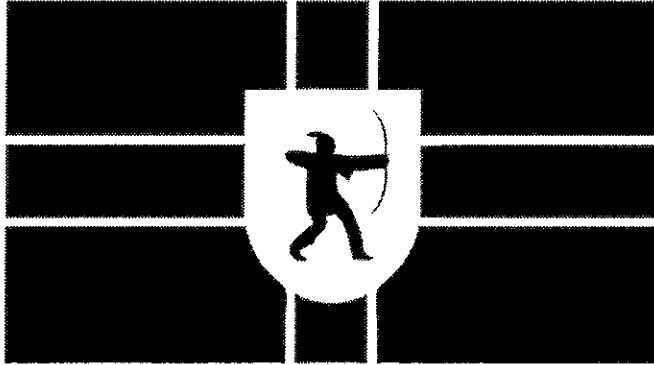
My little horse must think it's queer B
To stop without a farmhouse near B
Between the woods and frozen lake C
The darkest evening of the year.

He gives his harness bells a shake
To ask if there's some mistake.
The only other sound's the sweep
Of easy wind and downy flake.

The woods are lovely, dark, and deep,
But I have promises to keep,
And miles to go before I sleep,
And miles to go before I sleep.

→ The Sport of Ballads

Archery, the game of shooting with a bow and arrow at a target, is played in the Summer Olympic games.



^ Flag of Nottinghamshire, England – home to Robin Hood

In English folk stories, **Robin Hood** is a master archer and noble outlaw. Assisted by his group of Merry Men, he rallied for the poor and reigned over the Sherwood Forest.

The origin of Robin Hood came from **ballads**, or story like songs that were shared by groups of people over time. Poets and songwriters were often the creators of ballads.

→ **A ballad is often four lines** — the second and fourth line of the ballad rhyme.

The 1st and 3rd line = Four beats — da-DUM, da-DUM, da-DUM, da-DUM

The 2nd and 4th line = Three beats — da-DUM, da-DUM, da-DUM

Examples: **Robin Hood Rescuing Three Squirrels No. 140, Version B**

From *The English and Scottish Popular Ballads* by Francis James Child, 1888

The first loud blast that he did blow,
He blew both loud and shrill;
A hundred and fifty of Robin Hood's men
Came riding over the hill.

The next loud blast that he did give,
He blew both loud and main,
And quickly sixty of Robin Hood's men
Came shining over the plain.

→ Create your own ballad about this noble and legendary archer OR about your own favorite sport, athlete, activity or hero!

1 _____

2 _____

3 _____

4 _____

Day 4 - Free Verse Poetry

Free verse is a literary device that can be defined as **poetry** that is **free** from limitations of regular meter or rhythm, and **does** not rhyme with fixed forms. Such **poems** are without rhythm and rhyme schemes, **do** not follow regular rhyme scheme rules, yet still provide artistic expression. Basically, it is a form of poetry that does not follow any rules.

Read the following Free Verse Poem:

Title: Goodbye Summer, Hello Fall

Author: Unknown

<p>Her eyes were like diamonds looking up at the starry sky. Laying back in the freshly mowed green grass. As the sky got darker, The night got colder. The sounds of the frogs croaking got softer, and softer, and softer.</p> <p>The reflection of the moon shining off the pond, was so bright it was like looking into a lamp shade. It was PERFECT.</p> <p>She shut her beautiful ocean eyes, And the next thing she knew, it was morning. Her golden hair shimmered in the light of the rising sun. Clothes damp from the morning dew.</p>	<p>Birds chirped, Gliding from tree top to tree top. The colorful leaves danced in the wind. She sprung to her feet and took a quick glance around. What a scenery!</p> <p>She put her arms up and spun, and spun, and spun.</p> <p>She began to dance. She danced until she could barely stand. She didn't have a care in the world. She felt safe and sound It was PERFECT.</p>
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Notice:

- the lines do not rhyme
 - there is not a set rhythm
 - the author uses blank space to create emphasis on certain words
- All of these combine to help create Free Verse.

Answer the following questions:

1. Imagery: Where does this poem create imagery?
2. Onomatopoeia: Find where the author uses onomatopoeia in the poem?
3. Repetition: Where does the author repeat words or phrases?
4. Simile or Metaphors: Where does the author make a comparison? Which type is it?
5. How does the author feel? How do you know?

Now you try:

Write your own free verse poem. There are no rules to follow. Try using line breaks and blank space to help create emphasis.

Day 5: Quatrain Notes and Practice

A quatrain is a poem consisting of four lines of verse. There are many variations in the rhyming pattern (ABAB, AABB, ABBA, etc).

Example:

Humpty Dumpty sat on a wall,
Humpty Dumpty had a great fall.
All the king's horses and all the king's men
Couldn't put Humpty together again.

1. **Write a quatrain with alternating rhyming lines.** Use an ABAB Pattern: (Line 1 rhymes with line 3; line 2 rhymes with line 4)

Title: _____

Line 1 _____
Line 2 _____
Line 3 _____
Line 4 _____

2. **Write a quatrain with alternating rhyming lines.** Use an AABB Pattern: (Line 1 rhymes with line 2; line 3 rhymes with line 3)

Title: _____

Line 1 _____
Line 2 _____
Line 3 _____
Line 4 _____

3. **Write a quatrain with alternating rhyming lines.** Use an ABBA Pattern: (Line 1 rhymes with line 4; line 2 rhymes with line 3)

Title: _____

Line 1 _____
Line 2 _____
Line 3 _____
Line 4 _____

English 7

Weeks 3 & 4: May 4 - May 15

Week 4: May 11 - May 15

Day 1	<input type="checkbox"/> Read the Alliteration notes (top of page) <input type="checkbox"/> Complete the Alliteration practice
Day 2	<input type="checkbox"/> Read the Repetition notes (top of page) <input type="checkbox"/> Read the Poem- "Never Stop Being You" <input type="checkbox"/> Answer the questions (bottom of the page)
Day 3	<input type="checkbox"/> Complete the "Shades of Meaning" Visual Organizer- use the provided example as a guide
Day 4	<input type="checkbox"/> Review the example provided for Word Choice and Imagery <input type="checkbox"/> Create your own!
Day 5	<input type="checkbox"/> Find lyrics to one of the songs provided <input type="checkbox"/> Complete the SWIFTT Analysis

Continue to read for at least 30 minutes a day

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Name: _____

Date: _____

Adding Alliteration Words Worksheet

Alliteration is a stylistic device in which a number of words, having the same consonant sound, occur close together in a series.

Ex. Peter picked a peck of pickled peppers.

Directions: Add a word to create alliteration in each sentence below so that the words have similar consonant sounds and occur close together in a series.

Example A: I rowed the boat in the sinfully _____ sea.

Answer: silent

1. Please put your _____ away.
2. I had to _____ home.
3. The lazy _____ lie like lumps.
4. Come and _____ your closet.
5. Peter _____ petunias in the pot.
6. Sarah Cynthia _____ Stout would not take the garbage out.
7. The baron was a busy _____.
8. Go gather _____ leaves in the garden.
9. Silly Sally swiftly _____ snow.
10. How much _____ would a woodchuck chuck?

Day 2-Repetition

Repetition is when the writer or speaker knowingly repeats a word or group of words for effect.

This is a sound device that can also be used to build a theme in a speech or poem. It is important to note that it is not considered using repetition when a writer or speaker repeats essential articles, prepositions, pronouns, or conjunctions that are frequently used unintentionally while writing.

Examples:

-*Nobody, oh nobody can make it out here alone.*

-*Love is a red, red rose.*

In the first example, only one word in the sentence is repeating: *nobody*. Nonetheless, this is still considered repetition. A poet, writer, or speaker may also repeat more than one word to have a greater impact or to highlight the importance of an idea, such as in the second example. In the third example, the author repeats *red, red*. This is used to emphasize the color of a rose and helps the reader visualize a vibrant red rose. Each method of repetition can effectively embolden a message.

Practice: Read the poem and fully answer the questions using complete sentences.

Never Stop Being You

By: Terrie Brushette

Never stop caring about the little things in life.
Never stop dreaming, and don't give into strife.
Never stop wondering are we on our own.
Never stop thinking has your spirituality grown.

Never stop building bridges that lead to better tomorrows.
Never stop trying, and don't give into sorrow.
Never stop feeling amazed at the beauty that surrounds you.
Never stop hearing the music, and don't give into the blues.

Never stop pushing away negative thoughts that make you feel sad.
Never stop looking at all the miracles we have had.
Never stop loving the ones you hold dear.
Never stop giving, and don't give into the fear.

Never stop smiling, but look forward to each new day.
Never stop shining in your own special way.
Never forget that all storms will clear.
Remember brighter tomorrows are always near.

What words or phrases does the author repeat (repetition)? Why does the author repeat these words? What emphasis is the author creating? Explain your answer using complete sentences.

Shades of Meaning Visual Organizer.

Directions: Complete the chart. As you move from left to right, increase the depth of meaning for each word.

Example:			
needed	central		
happy	excited		
stuck	shut in		
mad			

***Hint: Look up synonyms for each work to help you find words for the shades of meaning.

Week 4, Day 4

Word Choice and Imagery

Directions: Use the Figurative language techniques of word choice and imagery to write about a noun. Others will have to guess what noun you are describing.

Example:

Noun: Antarctica

Description using word choice and imagery: This is a place. A place that is beautiful and ugly at the same time. There is a silent, white, stillness that reaches out for miles and miles. A colorful blue, pink, and yellow sunset at certain times of the year. However, there is also barren land with little to no life. No large trees, just small plants sporadically placed around. When you breathe you can see the life of your breath come out of your mouth. There is water close by but the water is not safe to swim in. It is dangerously cold with massive ice chunks and glaciers. It is a place of wonder, as it has not been explored nearly as much as other land on Earth. Where am I?

Your turn to try!

Noun:

Description using word choice and imagery:

Week 4, Day 5

S.W.I.F.T.T. Poetry Analysis Strategy

Directions: Google the lyrics to either "Bad Blood" or " Shake It Off" by Taylor Swift. Use the lyrics to complete this poetry analysis.

Title: _____

Poet: Taylor Swift

S.W.I.F.T.T. Strategy	Your Response	Textual Support
Speaker: Who is the narrative voice? Can you make some assumptions about this person?		
Word Choice: The specific words and their connotation or emotional impact.		
Imagery: Using the movie in your mind, what images do you imagine when you read the poem?		
Figurative Language: How does the author play with the language to add to meaning?		
Tone: The attitude of the speaker toward the subject.		
Theme: The author's insight about life. What message does T. Swift want us to "take away" from this song?		