

## Critical Concepts 7.4B Literary Lesson Plans

**Skill Focus:** CC.7.4B – Determine the meaning of words or phrases in a text, including figurative and connotative meanings, and analyze the impact of rhymes and repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.

**Vocabulary Word Bank:** figurative, connotative, rhyme, repetition, stanza, verse, alliteration, assonance, tone

### December Lesson Objectives

- SWBAT determine figurative and connotative meanings of words in a text using prefixes, roots, suffixes, and context clues.
- SWBAT identify rhyme, repetition, alliteration, and assonance in poetry or prose.
- SWBAT analyze how sound devices (rhyme, repetition, alliteration, assonance) impact tone and meaning in a verse or stanza.

**Non-Fiction Texts Suggestions for December** (text selections are suggestion only, teachers can change the text to fit their classroom needs, if choosing another text it should come from the Educational Epiphany Curriculum)

- *Footprints on the Seashore* – Nathaniel Hawthorne
- *Chopo: A Cowboy Ballad* – collected by John A. Lomax
- *The Tell-Tale Heart* – Edgar Allan Poe
- *Paul Revere's Ride* – Henry Wadsworth Longfellow

**Graphic Organizer:** Citing Evidence Refer to your Educational Epiphany Critical Concepts Binder: Graphic Organizers Tab: CC 7.4B (pages 81-100 in the Graphic Organizers Tab)

### I Do (Teacher Model – 15 mins)

**Text:** "Paul Revere's Ride"

#### Steps:

1. Distribute CC7.4B graphic organizer.
2. Review vocabulary:
3. Read the text aloud.
4. Model completing the organizer, using the teacher think alouds as you go
  - Teacher Think-Aloud (model):
    - "I notice the repetition of the phrase 'Listen, my children.' That repetition is important because it emphasizes the urgency of Paul Revere's warning."

- *"I also see external rhyme between 'night' and 'light.' The rhyme creates a musical rhythm, making the stanza easier to remember—almost like a chant."*

### Sample Student Response (I Do):

- Verse/Stanza: Opening stanza of *Paul Revere's Ride*
- External Rhyme: *night / light*
- Impact: Creates a rhythm that makes the message urgent and memorable
- Repetition: *"Listen, my children"*
- Impact: Emphasizes importance and urgency

### We Do (Guided Practice – 20 mins)

**Text:** *"The Tell-Tale Heart"* – Edgar Allan Poe

### Steps:

1. Read the text, alternating between teacher and student reading
2. Read aloud the paragraph where the narrator repeats "louder! louder! Louder!"
3. Use repetition box of organizer.
4. Teacher Think-Aloud:
  - *"When Poe repeats 'louder! louder! louder!' it shows the narrator's panic and obsession with the sound of the heartbeat."*
  - *"This repetition increases suspense and mirrors the narrator's unraveling mind."*

### Sample Class Organizer Response (We Do):

- Passage: *"louder! louder! louder!"*
- Sound Device: Repetition
- Impact: Builds suspense, shows narrator's mental breakdown

### You Do with Partner (Collaborative Practice – 30 mins)

**Text:** *"Chopo: A Cowboy Ballad"*

### Steps:

1. Pairs read the text together.
2. Partners read one stanza aloud.
3. Partners highlight rhyme scheme and note examples of alliteration.
4. Teacher circulates and uses questioning:
  - *"What words repeat? How does that repetition add to the mood?"*
  - *"What happens when sounds echo each other in this stanza?"*

### Sample Partner Response:

- Stanza: Opening stanza of *Chopo*
- External Rhyme: *"plain / rain"*
- Impact: Creates a songlike rhythm, typical of ballads
- Alliteration: *"riders raced"*

- Impact: Adds speed and energy to the verse

### **You Do Independently**

**Text:** "Footprints on the Seashore" – Nathaniel Hawthorne

**Task:** Students complete CC 7.4B graphic organizer for the article,

- Students read independently.
- Fill out the organizer
  1. Students choose one word or phrase to analyze for figurative or connotative meaning.
  2. Students then select one example of repetition or sound device in the text.

**Teacher Think-Aloud (for scaffolding small groups):**

- *"If I pick the word 'footprints,' I know it's not just literal. The connotation suggests memory, presence, and legacy. That changes how I see the whole passage—it's about more than sand, it's about the mark someone leaves behind."*

**Sample Student Response (Independent):**

- Word: "footprints"
- Connotative Meaning: Represents memory or the mark someone leaves behind
- Sound Device: Repetition of the word "footprints"
- Impact: Reinforces the symbolic meaning, makes the reader reflect on legacy