



ELA Virtual Learning

7th Grade ELA

April 27, 2020



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Lesson: April 27, 2020

Objective/Learning Target:

- **7.RL.2.A** Analyze how a text's form or overall structure contributes to meaning.
- **7.RL.2.B** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.



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Essential Question:

- How does the poem's structure change its meaning?

Warm-Up:



- ❑ Set a timer for three minutes.
- ❑ On a blank piece of paper, write about the cat in the picture to your left. Use as much description as you can.
- ❑ Then look at the *Cat* poem on the next slide.

Warm-Up:

Cat

BY MARILYN SINGER

I prefer
warm fur,
a perfect fire
to lie beside,
a cozy lap
where I can nap,
an empty chair
when she's not there.

I want heat
on my feet
on my nose
on my hide.
No cat I remember
dislikes December
inside.

- ❑ Circle two details in your writing that are similar to this poem.
- ❑ Underline two details in your writing that are different from this poem.
- ❑ *Consider how the two different styles of writing change the meaning.*

Learn

How writing is structured contributes to its overall meaning. When reading literature, text can be structured in many different ways and forms. You have short stories, poems, and plays to name a few.

When reading short stories or novels, you follow a narrative structure that develops a plot and characters that promote a theme.

Poetry is written in stanzas and lines and the author uses rhythm to express their feelings or intended message (theme).

Practice

Nothing Gold Can Stay

BY ROBERT FROST

Nature's first green is gold,
Her hardest hue to hold.
Her early leaf's a flower;
But only so an hour.
Then leaf subsides to leaf.
So Eden sank to grief,
So dawn goes down to day.
Nothing gold can stay.

On the same piece of paper, write your answers to the following questions:

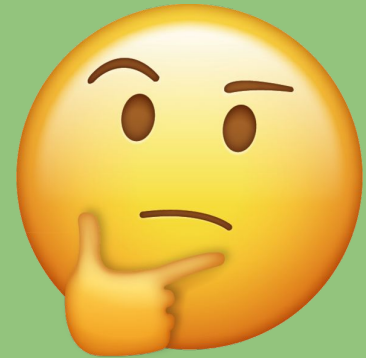
- ★ What is the author trying to tell the reader?
- ★ What is the theme (*or message*) of the poem?
- ★ How could you present the same theme in a piece of your own writing?

Learn

Remember:

The **theme** in a piece of writing is its underlying message, or 'big idea.'"

What does the author or director or poet want you to know by the end of the story, play, video or poem?



Practice

- ❑ Hopefully, you figured out that what the author is trying to tell the reader is the same as the theme of the poem. In this case, the theme of *Nothing Gold Can Stay* is that all good things must come to an end.
- ❑ ***Now it's your turn to be the writer.*** Using the same theme Robert Frost used, write a paragraph using the personal narrative structure about a day in your life that you didn't want to end. Use details that show the reader how it felt when it did end.
- ❑ Share the story with someone and ask if they can identify the meaning of your story.

Practice Answer Key

- ❑ Check your paragraph to make sure it meets the following criteria:
 - Did you write in complete sentences?
 - Did you use standard conventions (spelling, punctuation, grammar)?
 - Would it be clear to another person what the message of your story is?
 - Did you follow a story structure?

Additional Practice

- Write a poem of your own using Robert Frost's *Nothing Gold Can Stay* as a model for your writing.
 - Include eight lines. Notice how each couplet (two lines in a row) rhymes the last word of the line. Your writing should use the same pattern.
 - Include details from nature in your poem.

- Are you going to use the same theme, or a theme of your own? *Why?*