Unit 8

Realms of Gold

Poetry

Activity Book

GRADE 6 Core Knowledge Language Arts®

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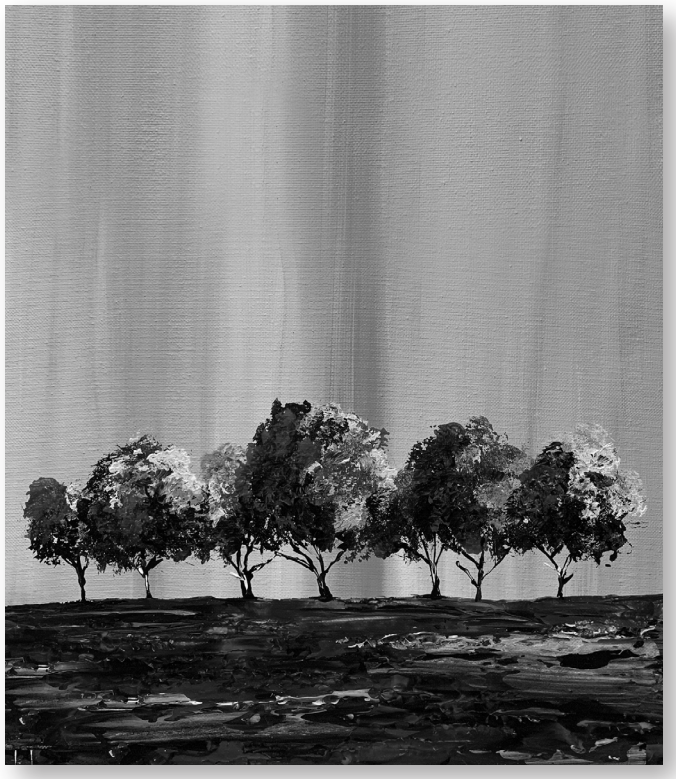

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Unit 8

Poetry

Activity Book

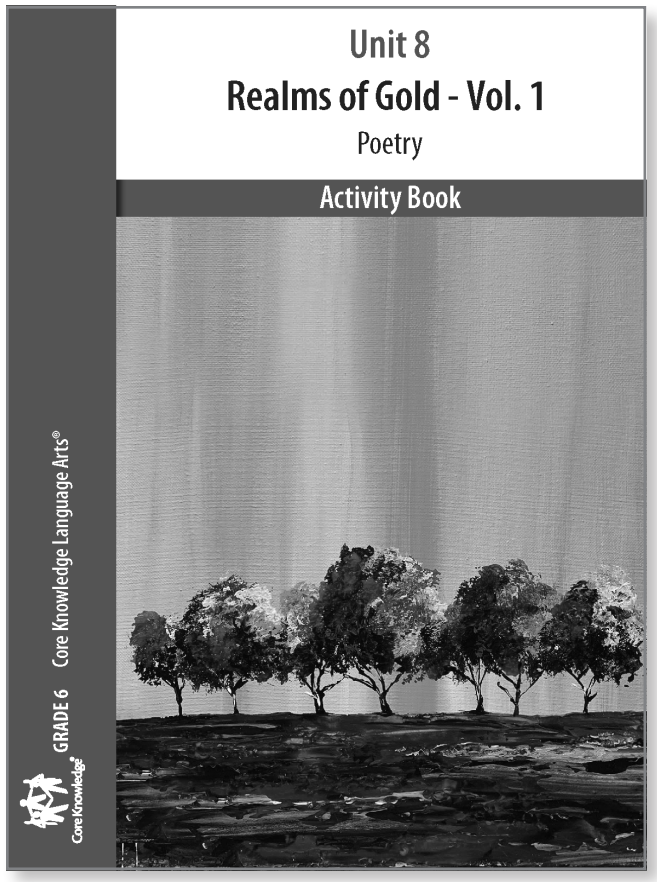
This Activity Book contains Activity Pages that accompany the lessons from the Unit 8 Teacher Guide. The Activity Pages are organized and numbered according to the lesson number and the order in which they are used within the lesson. For example, if there are two Activity Pages for Lesson 4, the first will be numbered 4.1, and the second 4.2. The Activity Book is a student component, which means each student should have an Activity Book.

NAME: _____

DATE: _____

Letter to Family

Unit 8



Our class will begin a poetry unit in language arts in which students will read a variety of selections that cross time, history, gender, and culture. Students will read works from classical poets such as William Shakespeare, Lord Byron, William Wordsworth, Robert Frost, Rudyard Kipling, and Emily Dickinson. Students will also read more contemporary works by Maya Angelou, Langston Hughes, James Weldon Johnson, and Paul Laurence Dunbar.

The selected poetry for the unit will allow students to study the varying forms of poetry as well as sound devices, structural elements, diction, figurative language, and theme. As a form of expression, poetry allows readers to think about topics in creative and unusual ways, stimulating critical thought without the pressure of a right or correct interpretation. Poetry, perhaps more than any other genre, invites students to play with the power of language as a form of expression, highlighting the connections between form and meaning.

This unit will give us the opportunity to discuss the diverse cultural backgrounds represented in our classroom, our community, and our country. Through various oral and written activities, students will explore issues related to gender and culture as presented in the selected poems. Students will have several assignments in which they compare and contrast poetic structures, devices, and themes.

In addition, the topic of cultural and gender oppression addressed in several of the poems are timely ones, as they are frequently topics of public discourse. Through this unit, students will have an opportunity to explore these issues through the voices of those who have experienced them.

If you have any questions or concerns, please do not hesitate to contact me.

NAME: _____

DATE: _____

1.2 ACTIVITY PAGE

Types of Conflict

With your student group, fill in your assigned column with examples of that type of conflict from television, movies, books, or real life. Be prepared to present your ideas to the class.

As groups assigned to other columns share their ideas with the class, complete those columns, as well.

Conflict: *opposing actions between people or forces*

Human vs. Human (external)	**Human vs. Nature** (external)	**Human vs. the Supernatural** (external)	**Human vs. Society** (external)	**Human vs. the Self** (internal)

Human vs. Human (external)	**Human vs. Nature** (external)	**Human vs. the Supernatural** (external)	**Human vs. Society** (external)	**Human vs. the Self** (internal)

NAME: _____

DATE: _____

1.3 ACTIVITY PAGE

Vocabulary for "Apostrophe to the Ocean"

1. **rapture, *n.*** an expression of overwhelming emotion **(11, l. 2)**

2. **mingle, *v.*** to mix together **(11, l. 8)**

3. **ravage, *n.*** effects of destruction **(11, l. 15)**

4. **vile, *adj.*** without morals **(11, l. 21)**

5. **armament, *n.*** military weapon (**armaments**) **(12, l. 28)**

6. **leviathan, *n.*** a sea monster (**leviathans**) **(12, l. 31)**

7. **arbiter, *n.*** a person with power to solve a conflict **(12, l. 33)**

8. **armada, *n.*** a fleet of warships **(12, l. 36)**

9. **Trafalgar, *n.*** the area of land on the coast of southwestern Spain where Britain defeated France and Spain in a naval battle **(12, l. 36)**

10. **sublime, *adj.*** lofty or grand **(13, l. 50)**

Word	Pronunciation	Line
ne'er	/ner/	9
unknelled	/un*neld/	18
send'st	/send*əst/	24
thy	/thie/	24
thou	/thou/	45

NAME: _____

DATE: _____

Suffixes –*ous*, –*ious*

Write the correct word to complete each sentence. It may help to remember that words with the suffixes –ous *and* –ious *are adjectives while the other choices without these suffixes are nouns.*

fame	ridiculous	luxurious	famous
religious	mountainous	religion	luxury

1. He starred in several movies as a teenager, which contributed to his great _____ as an adult.

2. The church passed out _____ texts during every service so that members could follow along.

3. We drove through a _____ region on our long road trip, which was hard on our car.

4. The hotel was not very _____, but we enjoyed our stay there anyway because the people were very friendly.

5. His tall, purple hat looked a bit _____ with his suit.

Write a sentence for each of the words not used from the box.

a. _____

_____

b. _____

_____

c. _____

_____

Circle the letter of the statement that best answers the question.

6. Which of the following best demonstrates *industrious*?
   A. a student who works hard in every class
   B. a worker who is late to the office every morning
   C. a group of students going on a class trip to a pool

7. Which of the following best demonstrates *courageous*?
   A. a man going to the grocery store on Wednesdays
   B. a child sharing a toy with a friend
   C. a firefighter rescuing a child from a burning building

8. Which of the following best demonstrates *nutritious*?
   A. a pack of hard candies
   B. a handful of salted crackers
   C. a bowl of purple grapes

NAME: _____

DATE: _____

Practice Roots *primus, protos, quartus*

Write the correct word to complete each sentence.

primary	quart	primeval	quarter
prototype	quarterfinalist	quartet	protagonist

1. The _____ of the story was a teenager who hoped to become a star concert violinist.

2. The string _____ was made up of two violins, a viola, and a cello.

3. He built a _____ for a car that ran on fuel made from recycled cooking oil.

4. We voted in the _____ election, which would determine the candidates who qualified for the general election.

5. I ran out of milk before I finished making the recipe, so I ran to the store to get another _____.

6. The excavation of _____ dinosaur bones took longer than expected because they were so fragile.

7. Only around a _____ of the students went on the volunteer trip because the rest had other after school activities.

8. He was a _____ in the spelling bee but did not make it to the last two rounds.

NAME: _____

DATE: _____

2.3 ACTIVITY PAGE

Planning: Brainstorm Topics for Ode Writing

Use the following grid to record important people, places, events, or things that could be the subject of your ode.

Important People	Important Places
Important Items	**Important Events**

NAME: _____

DATE: _____

3.1 ACTIVITY PAGE

Vocabulary for "I Wandered Lonely as a Cloud"

1. **vale, *n.*** a valley **(vales) (28. l. 2)**

2. **continuous, *adj.*** without stopping **(28, l. 7)**

3. **margin, *n.*** a border or edge **(28, l. 10)**

4. **gay, *adj.*** happy **(28, l. 15)**

5. **jocund, *adj.*** characterized by happiness **(28, l. 16)**

6. **pensive, *adj.*** thoughtful **(28, l. 20)**

7. **solitude, *n.*** a state of being alone **(28, l. 22)**

Word	Pronunciation	Line
o'er	/or/	2
jocund	/joh*kənd/	16

Vocabulary for "Stopping by Woods on a Snowy Evening"

8. **queer, *adj.*** differing from what is expected **(10, l. 5)**

9. **sweep, *n.*** a forceful movement **(10, l. 11)**

10. **downy, *adj.*** resembling the feathers of a bird **(10, l. 12)**

NAME: _____

DATE: _____

3.2 ACTIVITY PAGE

Small Group: "Stopping by Woods on a Snowy Evening"

Answer the following questions in complete sentences.

1. How many lines are in Stanza 1? What is a four-line stanza called? How many quatrains are in the poem? In what way does the number of lines in each quatrain compare with the number of quatrains?

_____

_____

_____

2. The poem is written in perfect iambic tetrameter, which means that each line has four iambs: Whose **woods** | these **are** | I **think** | I **know**. What is the effect of this metrical pattern?

_____

_____

_____

3. What is the poem's rhyme scheme? What is the effect of this rhyme scheme?

_____

_____

_____

4. What is the speaker's internal conflict? What is the resolution to the conflict?

_____

_____

_____

5. What is the effect of the repeating rhyme in Stanza 4—*deep*, *keep*, *sleep*, *sleep*?

_____

_____

_____

6. What are other possible meanings of the word *sleep* that repeats at the poem's end?

_____

_____

_____

NAME: _____

DATE: _____

3.3 ACTIVITY PAGE

Form, Structure, and Meaning: "Stopping By Woods on a Snowy Evening"

As directed by your teacher, provide examples and explanations in the chart as indicated.

Form/Structure	Example	Relationship to Meaning
quatrain		
meter (iamb)		
rhyme scheme		
repetition		

NAME: _____

DATE: _____

Intensive and Reflexive Pronouns

Choose the correct pronoun to complete the sentence.

myself	yourself	himself	herself
itself	ourselves	yourselves	themselves

1. I told the mayor _____ what I thought of the new plan for the park.

2. When you get your license, you'll be able to drive _____ to the mall.

3. He _____ wrote the speech before the debate with the candidate.

4. She thought to _____, "Maybe I should have taken a left turn instead of a right."

5. The bird made a nest for _____.

6. We planned the art contest all by _____.

7. You _____ should take care of the garden.

8. Without a doubt, they should have fixed the fence _____.

NAME: _____

DATE: _____

Frequently Confused Words: *good/well; like/as*

For each sentence, select the correct word to fill in the blank.

good	well	like	as

1. She ran the race _____ her coach had told her to.
2. He sang _____ at the concert and impressed all the judges.
3. Why did you say the dish was not _____?
4. The lion adapted _____ to its new environment.
5. The girl was tall and thin, _____ her mother.
6. Who knew that a field trip to a museum could be planned so _____ by the students?
7. I am _____ at counting by twenties.
8. The cake was chocolate, _____ the ice cream.
9. The swimmer cannot win every freestyle race _____ she once did.
10. This store has done very _____ since it opened in this shopping center.

NAME: _____

DATE: _____

3.6 ACTIVITY PAGE

Fill in at least four entries about your chosen subject for each side of the T-chart below.

Subject:	
Verbs	**Adjectives**

NAME: _____

DATE: _____

Poetry Frame

Complete the poetry frame for your ode. Be sure to include descriptive details from the T-chart you completed on Activity Page 3.6. You can change the words in the frame as needed to fit your idea.

For _____, who/that

Once made _____

[Description] _____

_____

Who came _____

[Description] _____

_____

Who had been _____

[Description] _____

_____

For _____ who/that

Knew _____

[Description] _____

_____

Once Spoke _____

[Description] _____

_____

Read _____

[Description] _____

_____

For _____ who/that

Once coached _____

[Description] _____

_____

Knew_____

[Description] _____

_____

Moved _____

[Description] _____

_____

And seemed to know _____

NAME: _____

DATE: _____

4.1 ACTIVITY PAGE

Vocabulary for "If"

1. **triumph, *n.*** a victory or conquest **(17, l. 11)**

2. **disaster, *n.*** an event bringing damage or loss **(17, l. 11)**

3. **impostor, *n.*** a person who assumes a false identity (**impostors**) **(17, l. 12**)

4. **knave, *n.*** someone tricky or deceitful (**knaves**) **(17, l. 14**)

5. **sinew, *n.*** tendon, or fibers that connect muscle to bone **(17, l. 21**)

6. **virtue, *n.*** behavior showing high moral standards **(17, l. 25**)

7. **common, *adj.*** characterized by lack of privilege or status **(17, l. 26**)

8. **foe, *n.*** an enemy **(foes) (18, l. 27)**

Word	Pronunciation	Line
knaves	/naevz/	14
sinew	/sin*yoo/	21

NAME: _____

DATE: _____

"If" by Rudyard Kipling

Read the poem aloud with your partner. Then answer the questions, rereading the poem as needed.

1. Anaphora occurs when there is repetition of a phrase at the beginnings of lines. What example of anaphora do you see in the poem?

_____

_____

2. In even-numbered lines, the poem is written in iambic pentameter, meaning there are five iambs, or feet, in each line, yielding 10 syllables: If | **you** | can | **think** | and | **not** | make | **thoughts** | your | **aim.** How many syllables appear in odd-numbered lines?

_____

_____

3. What sentence structure generally follows an "If" phrase?

_____

_____

4. What advice does the speaker give?

_____

_____

_____

_____

5. Who is the intended listener of the poem?

_____

6. What does the speaker hope will happen if the listener follows his advice?

_____

_____

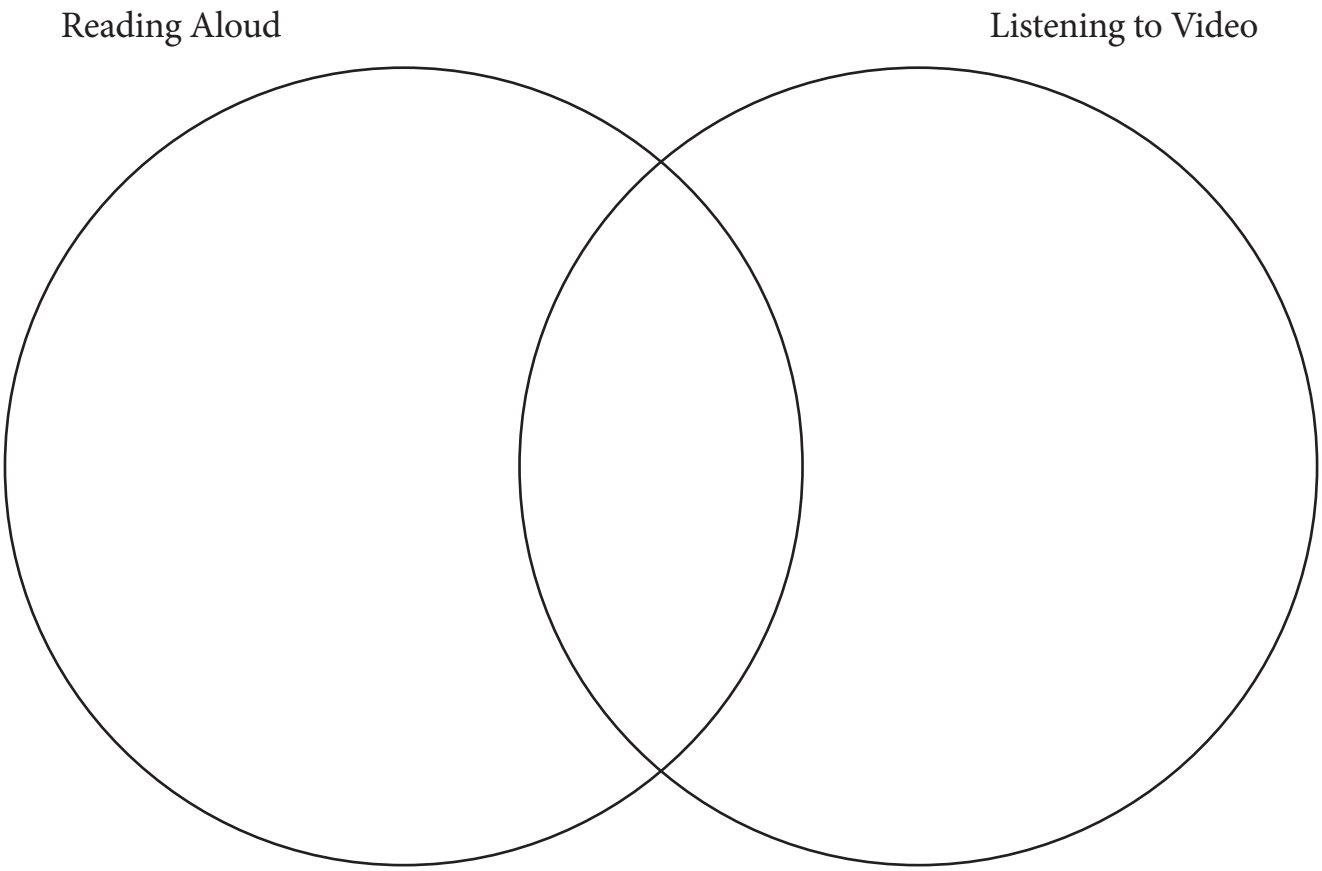
NAME: _____

DATE: _____

4.3 ACTIVITY PAGE

Compare and Contrast: Reading vs. Listening

Independently, compare and contrast the experience of reading aloud with the experience of listening to the poem being read aloud on the video. What do you see, hear, and think while reading aloud? What do you perceive when listening?



NAME: _____

DATE: _____

Practice Greek and Latin Roots
primus, protos, quartus; Suffixes *–ous, –ious*

Complete each sentence in a way that shows you understand the meaning of the underlined word.

1. A primary goal of the team _____

_____

2. The top quartile of students _____

_____

3. I have developed a prototype _____

_____

4. A quarter of _____

_____

5. The prototypical drawing showed _____

_____

6. The hindquarters of the horse _____

_____

Using your knowledge of the suffixes –ious *and* –ous, *determine the meanings of the words below.*

7. Root word: *danger*
   Meaning: the possibility of harm or death to someone
   Affixed word: *dangerous*

   Meaning: _____

   _____

8. Root word: *labor*
   Meaning: hard physical work or effort
   Affixed word: *laborious*

   Meaning: _____

   _____

9. Root word: *disaster*
   Meaning: a sudden event that causes great damage
   Affixed word: *disastrous*

   Meaning: _____

   _____

10. Root word: *adventure*
    Meaning: unusual or exciting event or experience
    Affixed word: *adventurous*

    Meaning: _____

    _____

NAME: _____

DATE: _____

Drafting: Sensory Language Chart

Complete the sensory language chart to continue developing the descriptive details for your poem.

Sight	Sound	Smell	Taste	Feel/Texture

NAME: _____

DATE: _____

5.1 ACTIVITY PAGE

Vocabulary for "Mother to Son"

1. **crystal, *adj*.** smooth and transparent, like colorless glass (**14, l. 2**)

2. **tack, *n*.** a short nail (**tacks**) (**14, l. 3**)

3. **splinter, *n*.** a sliver of wood (**splinters**) (**14, l. 4**)

4. **landing, *n*.** the level part of a staircase (**landin's,** informal dialect) (**14, l. 10**)

Word	Pronunciation	Line
I'se	/iez/	9
a'climbin'	/ə*klie*min/	9
kinder	/kien*der/	14

NAME: _____

DATE: _____

Practice Using Intensive Pronouns

Read the stanzas from the poem below. Identify and underline three lines with errors in intensive pronouns. Then, rewrite the underlined lines correctly on the lines below.

I wonder why he continues to stop

when she itself could easily go.

It stands to reason he goes to the shop

because she's never quick to show.

Now he hisself will wait for hours

instead of driving ahead.

And she himself could've gotten the flowers

instead of lying in bed.

_____

_____

_____

_____

_____

_____

_____

_____

_____

Write a two- to four-line stanza of a poem, correctly using one or more of the intensive pronouns from the box.

itself	herself	himself	ourselves	themselves

_____

_____

_____

_____

NAME: _____

DATE: _____

Practice Frequently Confused Words: *good/well; like/as*

Read the stanzas from the poem below. Identify and underline two lines with errors in frequently confused words. Then, rewrite the underlined lines correctly on the lines below.

What are we searching for most in our lives?

Are we traveling good on our path?

Are we seeking out the gold in our thoughts,

or are we honing our steel blades of wrath?

Are we wanting more but giving less,

until our balance has sunk as a stone?

Or are we pushing our wagons uphill on our road,

offering others a lift as we go?

_____

_____

_____

_____

_____

_____

_____

_____

_____

Write a two- to four-line stanza of a poem, correctly using two or more of the frequently confused words from the box.

good	well	like	as

NAME: _____

DATE: _____

Drafting: Figurative Language

Read the following lines under each heading. Then, add at least two additional lines of your own creation, using the appropriate figurative language.

Simile: Comparison using *like* or *as*

Example: *The tamale masa felt gritty like sand in my hand.*

_____

_____

_____

Metaphor: Comparison without using *like* or *as*

Example: *Two chocolate chips and wavy lines of whipped cream made the pancake into a mummy.*

_____

_____

_____

Personification: Describing an object as if it were a human

Example: *The tea kettle was whistling insistently from the stove.*

_____

_____

_____

Hyperbole: Overstatement for effect; not to be taken literally

Example: *I'm so hungry I could eat a bear!*

_____

_____

_____

NAME: _____

DATE: _____

Vocabulary for "Woman Work"

1. **press, *v*.** to iron (**2, l. 9**)

2. **tot, *n*.** a child (**tots**) **(2, l. 10)**

3. **cane, *n*.** shortened form of the word *sugarcane,* a crop grown in warm regions (**2, l. 11**)

4. **hut, *n*. a** simple dwelling or shelter (**2, l. 12**)

5. **cotton, *n*.** a crop grown in the South that required handpicking before the technological revolution (**2, l. 14**)

NAME: _____

DATE: _____

Spelling Words

The following is a list of spelling words. These words are related to poems you have read, Greek and Latin roots and affixes, and words from the Core Knowledge Sequence.

During Lesson 8, you will be assessed on how to spell these words. Practice spelling the words by doing one or more of the following:

- *spell the words out loud*
- *write sentences using the words*
- *copy the words onto paper*
- *write the words in alphabetical order*

When you practice spelling and writing the words, remember to pronounce and spell each word one syllable at a time.

1. parallel
2. repetition
3. rhythm
4. occurrence
5. exaggerate
6. naturally
7. glorious
8. continuous
9. harmonious
10. prototype
11. primitive
12. quartile

The following chart provides the meanings of the spelling words. You are not expected to know the word meanings for the spelling assessment, but it may be helpful to have them as a reference as you practice spelling the words.

Spelling word	Definition
parallel	extending in the same direction at a constantly equal distance
repetition	the act of occurring again and again
rhythm	a characteristic pattern in the flow of sound, speech, or words
occurrence	the action of happening or taking place
exaggerate	to overstate
naturally	not artificially; realistically
glorious	marked by great beauty; praiseworthy; honorable
continuous	uninterrupted
harmonious	having an agreeable relationship between musical components or other parts
prototype	an original model on which something is based
primitive	characteristic of an early stage of development
quartile	one segment of a data set that is divided into four equal segments

NAME: _____

DATE: _____

Draft: Sound Structure

Read the following lines under each heading. Then, add at least two additional lines of your creation, using the appropriate poetic structure.

Meter

two chocolate chips and wavy lines of
whipped cream making the pancake into
a mummy headed for my tummy, yes

_____

_____

_____

_____

Rhyme Scheme

two chocolate chips and wavy lines
of whipped cream making the pancake
into a delicious mummy, so divine.
Too bad I had to eat it, oh, the tummy ache

_____

_____

_____

_____

Free Verse

two chocolate chips and
wavy lines of whipped cream
making the pancake into
a mummy

Stanza

two chocolate chips and wavy lines
of whipped cream making the pancake
into a delicious mummy, so divine.

Couplet

Too bad I had to eat it,
Oh, the tummy ache

NAME: _____

DATE: _____

Vocabulary for "Sympathy" and "Lift Ev'ry Voice and Sing"

1. **chalice, *n.*** a cup or goblet **(9, l. 6)**

2. **keen, *adj.*** intense (**keener**) **(9, l. 13)**

3. **carol, *n.*** a song of religious joy **(9, l. 18)**

Word	Pronunciation	Line
alas	/ə*las/	1
opes	/oeps/	5
chalice	/chal*əs/	6

4. **chasten, *v.*** to control through punishment or suffering (**chastening**) **(15, l. 12)**

5. **trod, *v.*** stepped or walked over; past tense of tread **(15, l. 11)**

6. **fathers, *n.*** forefathers or ancestors **(15, l. 16)**

7. **slaughter, *v.*** to kill or butcher (**slaughtered**) **(15, l. 18)**

Word	Pronunciation	Line
list'ning	/lis*niŋg/	5
trod	/trod/	11
chast'ning	/chaes*niŋg/	12
thro'	/throo/	18

NAME: _____

DATE: _____

Theme: "Sympathy"

With your group, complete the graphic organizer below.

What does the bird represent?

Why does the bird sing?

What does the cage represent?

What does the bird want?

What is a theme of "Sympathy"?

NAME: _____

DATE: _____

7.3 ACTIVITY PAGE

Theme: "Lift Ev'ry Voice and Sing"

With your group, complete the graphic organizer below.

What are some topics addressed in the lyrics?

Why might some people feel the need for an African American national anthem?

What is the purpose of a national anthem?

Why might these lyrics often be called the African American national anthem?

What is a theme of "Lift Ev'ry Voice and Sing"?

NAME: _____

DATE: _____

Practice Spelling Words

Write each spelling word under its definition. Then identify the word's part of speech: noun, verb, adjective, or adverb.

parallel	exaggerate	harmonious
repetition	naturally	prototype
rhythm	glorious	primitive
occurrence	continuous	quartile

1. to overstate

   Spelling Word: _____

   Part of Speech: _____

2. uninterrupted

   Spelling Word: _____

   Part of Speech: _____

3. not artificially; realistically

   Spelling Word: _____

   Part of Speech: _____

4. marked by great beauty; praiseworthy; honorable

Spelling Word: _____

Part of Speech: _____

5. the action of happening or taking place

Spelling Word: _____

Part of Speech: _____

6. a characteristic pattern in the flow of sound, speech, or words

Spelling Word: _____

Part of Speech: _____

7. the act of occurring again and again

Spelling Word: _____

Part of Speech: _____

8. extending in the same direction at a constantly equal distance

Spelling Word: _____

Part of Speech: _____

9. having an agreeable relationship between musical components or other parts

Spelling Word: _____

Part of Speech: _____

10. an original model on which something is based

    Spelling Word: _____

    Part of Speech: _____

11. characteristic of an early stage of development

    Spelling Word: _____

    Part of Speech: _____

12. one segment of a data set that is divided into four equal segments

    Spelling Word: _____

    Part of Speech: _____

NAME: _____

DATE: _____

Poem Rubric

	Exemplary	Strong	Developing	Beginning
Text Structure	Text structure is clear and consistent.	Text structure is mostly clear and consistent.	Text structure is evident but inconsistent.	Poem does not have a clear text structure.
	Chosen text structure is well executed to support meaning.	Chosen text structure is mostly well executed to support meaning.	Chosen text structure is only partially well executed to support meaning.	Poem's text structure does not support its meaning.
	Text effectively expresses details about the chosen subject throughout.	Text mostly expresses details about the chosen subject.	Text partially expresses details about the chosen subject.	Text does not adequately express details about the chosen subject.
Sound Structure	All lines support the chosen sound structure.	Most lines support the chosen sound structure.	Some lines support the chosen sound structure.	Few lines support the chosen sound structure.

	Exemplary	Strong	Developing	Beginning
Figurative Language	Text uses a lot of descriptive detail to convey information about the subject.	Text uses some descriptive detail to convey information about the subject.	Text uses a few descriptive details to convey information about the subject.	Text does not include sufficient descriptive detail to convey information about the subject.
	Text includes elements of figurative language, such as similes, metaphors, hyperbole, and personification, throughout.	Text includes some elements of figurative language, such as similes, metaphors, hyperbole, and personification.	Text includes a few elements of figurative language, such as similes, metaphors, hyperbole, and personification.	Text does not include elements of figurative language.
	Text includes sensory language throughout.	Text includes some sensory language.	Text includes a few elements of sensory language.	Text does not include sensory language.
Mechanics	There are no spelling, word choice, or grammar errors.	There are one or two spelling, word choice, or grammar errors.	There are several spelling, word choice, and/or grammar errors.	There are spelling, word choice, and/or grammar errors throughout the text.

You may correct capitalization, punctuation, and grammar errors while you are revising. However, if you create a final copy of your writing to publish, you will use an editing checklist to address those types of mistakes after you revise.

NAME: _____

DATE: _____

7.6 LABEL

Peer Review Checklist for Poem

Complete this checklist as you read the draft of the poem written by a classmate.

Y = *yes* N = *no* SW = *somewhat*

Author: _____ Reviewer: _____

_____ The poem effectively conveys and glorifies its topic with descriptive detail.

_____ The poem utilizes structural elements such as stanzas or couplets to support meaning.

_____ The poem utilizes structural elements such as meter, rhyme scheme, or free verse to support meaning.

_____ The poem contains figurative language such as metaphor, simile, hyperbole, and personification.

_____ The poem does not contain errors in spelling, word choice, or grammar.

Ways in Which Your Poem Meets the Requirements of the Assignment	Ways in Which You Can Better Meet the Requirements of the Assignment

NAME: _____

DATE: _____

Spelling Assessment

Write the spelling words as your teacher calls them out.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

_____

_____

_____

NAME: _____

DATE: _____

Poem Editing Checklist

Poem Editing Checklist	After reviewing for each type of edit, place a check mark here.
Vocabulary	
• I have used literary vocabulary correctly *(metaphor, simile, hyperbole, personification).* • I have provided my readers with context clues to help them understand the meanings of potentially unfamiliar language. • I have included sufficient sensory language and descriptive details.	
Format	
• I have written my poem using stanzas and lines. • I have titled my writing. • I have including the proper heading, including my name, my teacher's name, the class title, and the date.	
Grammar	
• I have used intensive pronouns (*self* pronouns) correctly. • I have used frequently confused words correctly *(good/well, like/as).*	
Spelling	
• I have correctly spelled words with the roots *primus, protos,* and *quartus.*	
Punctuation	
• I have employed punctuation to the best of my ability.	

Unit Assessment—Poetry

Today you will read two selections. After reading the first selection, you will answer several questions based on it. Then, you will read the second selection and answer several questions based on it. Some of the questions have two parts. You should answer Part A of the question before you answer Part B.

"There Is No Frigate Like a Book"

By Emily Dickinson

There is no frigate like a book
  To take us lands away, 2
Nor any coursers like a page
  Of prancing poetry. 4

This traverse may the poorest take
  Without oppress of toll; 6
How frugal is the chariot
  That bears a human soul! 8

Vocabulary for "There Is No Frigate Like a Book"

frigate, *n*. a ship (**l. 1**)

courser, *n*. swift horse (**coursers**) (**l. 3**)

traverse, *n*. a route or path (**l. 5**)

oppress, *n*. a heavy load; a burden (**l. 6**)

toll, *n*. money or cost (**l. 6**)

frugal, *adj*. able to use money in a sparing or economical way (**l. 7**)

Questions

1. How many iambs are in line 1: There | **is** | no | **frig** | ate | **like** | a | **book**?
   A. 3
   B. 4
   C. 5
   D. 6

The following question has two parts. Answer Part A and then answer Part B.

2. **Part A** What kind of figurative language is the phrase "prancing poetry" in line 4?
   A. metaphor
   B. simile
   C. personification
   D. hyperbole

   Part B Why do you think the poet chooses to describe poetry this way?

   _____

   _____

   _____

The following question has two parts. Answer Part A and then answer Part B.

3. **Part A:** What is the mood or atmosphere of the poem?
   A. upbeat and joyful
   B. thoughtful and wondering
   C. mournful and sad
   D. humorous and joking

Part B: What evidence from the text supports your answer to Part A?

_____

_____

4. What does the speaker mean by, "There is no frigate like a book | To take us lands away"?

_____

_____

5. Which is a theme of the poem?
   A. Books and stories are valuable tools for education.
   B. Books and stories are good to take with you on a journey.
   C. Books and stories are affordable for most people.
   D. Books and stories offer an escape from everyday life.

"A Psalm of Life"

By Henry Wadsworth Longfellow

What The Heart Of The Young Man Said To The Psalmist.

Tell me not, in mournful numbers,
   Life is but an empty dream!
For the soul is dead that slumbers,
   And things are not what they seem.

Life is real! Life is earnest! 5
   And the grave is not its goal;
Dust thou art, to dust returnest,
   Was not spoken of the soul.

Not enjoyment, and not sorrow,
  Is our destined end or way; 10
But to act, that each to-morrow
  Find us farther than to-day.

Art is long, and Time is fleeting,
  And our hearts, though stout and brave,
Still, like muffled drums, are beating 15
  Funeral marches to the grave.

In the world's broad field of battle,
  In the bivouac of Life,
Be not like dumb, driven cattle!
  Be a hero in the strife! 20

Trust no Future, howe'er pleasant!
  Let the dead Past bury its dead!
Act,— act in the living Present!
  Heart within, and God o'erhead!

Lives of great men all remind us 25
  We can make our lives sublime,
And, departing, leave behind us
  Footprints on the sands of time;

Footprints, that perhaps another,
  Sailing o'er life's solemn main, 30
A forlorn and shipwrecked brother,
  Seeing, shall take heart again.

Let us, then, be up and doing,
  With a heart for any fate;
Still achieving, still pursuing, 35
  Learn to labor and to wait.

Vocabulary for "A Psalm of Life"

psalm, *n.* a sacred or holy poem or song

slumber, *v.* sleeps (**slumbers**) (**l. 3**)

fleeting, *adj.* lasting a short time (**l. 13**)

bivouac, *n.* a temporary camp, especially used by soldiers (**l. 18**)

strife, *n.* bitter disagreement or conflict (**l. 20**)

sublime, *adj.* lofty; magnificent (**l. 27**)

Questions

The following question has two parts. Answer Part A, and then answer Part B.

6. **Part A:** Read the line in italic type before the first stanza. Who are the poem's speaker and listener?

_____

_____

Part B: What argument does the speaker make to the listener?

_____

_____

7. The poem's meter begins with a stressed syllable: **Tell** me | **not**, in | **mourn**ful | **num**bers. Why might the poet have made this choice?

   A. The stressed syllable emphasizes the speaker's persuasive tone.

   B. The stressed syllable emphasizes the speaker's lighthearted tone.

   C. The stressed syllable emphasizes the speaker's excited tone.

   D. The stressed syllable emphasizes the speaker's historical tone.

8. What is the rhyme scheme of Stanza 1?

   A. ABBA

   B. ABAB

   C. AABB

   D. BBAA

The following question has two parts. Answer Part A, and then answer Part B.

9. **Part A**: Find the simile in the fourth stanza. What two things does the simile compare?

   _____

   _____

   Part B: What is the meaning of the simile?

   _____

   _____

10. In the last stanza, the speaker ends with a call to action. What theme does this statement support?
    A. Apply past lessons to present life.
    B. Always plan life for the future.
    C. Live life for the present moment.
    D. Life is full of hardship and sorrow.

Reading Comprehension Score: _____ of 10 points.

Writing Prompt: Both "There Is No Frigate Like a Book" and "A Psalm of Life" suggest that there are ways to enjoy and appreciate life. Write a short answer that compares and contrasts the themes expressed in the two texts. Discuss how they are similar or different. Provide at least two examples from each text to support your ideas. Include the use of transitional words for comparison in your answer. RL.6.2

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Writing Prompt Score: _____ of 4 points.

Grammar

Circle the correct intensive pronoun to complete the sentence.

1. We opened the gate for the workers (ourselfs/ourselves).

2. He (hisself/himself) should have explained the situation in the classroom.

3. They (theirselves/themselves) hung the lights for the student dance.

4. She cooked the entire Thanksgiving dinner (itself/herself).

5. The bird pulled the cage door open (itself/hisself).

Choose either good *or* well *to correctly complete the sentence.*

6. He did a _____ job on the test to enter the new program.

7. I did not do _____ on that math assignment.

8. The new rug goes _____ with the furniture they already have.

9. We had a _____ run on the mountain trail this morning.

Choose either like *or* as *to correctly complete the sentence.*

10. Giselle wanted new shoes _____ her friends' shoes.

11. The teenager acted _____ an adult when it came to looking for an after-school job.

12. He chose to go to the party, _____ did his friends.

Grammar Score: _____ of 12 points.

Morphology

Write the correct adjective form of the word in parentheses in the space provided.

1. (ingenuity) That design for the downtown building is _____!

2. (ambition) The goal of running a marathon by the end of the month is certainly _____.

3. (caution) Be very _____ as you drive in heavy traffic.

4. (suspicion) The dog was _____ of strangers and barked a lot.

5. (malice) The email campaign against the candidate was very negative and _____.

6. (enormity) The bear that took the feeder off the porch was _____!

7. (joy) The wedding was certainly a _____ occasion.

8. (miracle) The fact that the job was completed on time and under budget was _____, given the circumstances.

Choose the correct word from the box below to complete the sentence. Not all words will be used.

prime	primary	protocol
prototype	quarter	quartile

9. The highest grade point average for the third _____ of students is 88.9.

10. _____ numbers are those that are whole numbers but have only two factors.

11. The _____ reason he's still waiting on the results is that the laboratory doesn't have enough employees.

12. What's the _____ for handling this conflict in the meeting—should everyone be allowed to speak?

Morphology Score: _____ of 12 points.
Total Score for Unit Assessment: _____ of 38 points.

NAME (OPTIONAL): _____

DATE: _____

Unit Feedback Survey
Unit 8: Poetry

Please use a scale of 1–5, with 1 being "Not at All," 3 being "OK," and 5 being "Very Much." Circle the number that best describes your opinion. Then answer the remaining questions.

How much did you like reading the poems in the *Poetry* unit?

1 2 3 4 5

What, if anything, did you like about the poems that you read?

_____

_____

What, if anything, did you not like about the poems that you read?

_____

_____

Were you able to read and understand these poems on your own, or did you have difficulty?

_____

Would you recommend the poems you read to your friends or other students? YES NO

In your opinion, how well did your teacher teach this unit?

1 2 3 4 5

What kinds of activities did you like best?

What kind of activities did you like least?

What could your teacher have done differently in teaching the unit to improve your experience with this unit?

NAME: _____

DATE: _____

Mid-Unit Comprehension Check—Poetry

Match the literary element with the correct definition.

____ 1.	free verse	a.	two corresponding lines of verse
____ 2.	iamb	b.	repeated pattern of shared end sounds among words at the ends of poetic lines
____ 3.	simile	c.	one short unstressed syllable followed by one long stressed syllable
____ 4.	couplet	d.	repeating rhythmic pattern
____ 5.	meter	e.	lines without regular meter or rhythm
____ 6.	rhyme scheme	f.	comparison between two objects using the word *like* or *as*

Answer the following questions about the selected poems.

7. What type of poetry is an apostrophe?
   - A. a poem that teaches a lesson
   - B. a poem that expresses the speaker's feelings
   - C. a poem that does not follow a set structure
   - D. a poem that addresses a personified item

8. In "Apostrophe to the Ocean," what is the conflict?
   - A. human vs. self
   - B. human vs. nature
   - C. human vs. the supernatural
   - D. human vs. human

9. In "Apostrophe to the Ocean," what is the resolution to the conflict?

_____

_____

10. Which technique does the poet use in this line from "Apostrophe to the Ocean" when describing what the ocean does to a man as "Spurning him from thy bosom to the skies."

    A. simile

    B. allusion

    C. personification

    D. metaphor

11. Based on your answer to item 10, why does the poet use this strategy in "Apostrophe to the Ocean"?

_____

_____

Read the following couplet from "I Wandered Lonely as a Cloud."

I wandered lonely as a cloud That floats on high o'er vales and hills

12. Using a simile, to what does the speaker compare himself?

    A. cloud

    B. vale

    C. hill

    D. loneliness

13. What does the speaker share in common with the answer to item 12?

_____

_____

14. What kind of poetry are "I Wandered Lonely as a Cloud" and "Stopping by Woods on a Snowy Evening"?

    A. lyrical

    B. free verse

    C. ode

    D. didactic

15. What objects does the speaker admire in "I Wandered Lonely as a Cloud"?

_____

16. In "I Wandered Lonely as a Cloud," what is the rhyme scheme of Stanza 1, where the lines end with *cloud, hills, crowd, daffodils, trees,* and *breeze?*

    A. ABABAB

    B. ABCCCC

    C. ABABBA

    D. ABABCC

17. In "Stopping by Woods on a Snowy Evening," what is the speaker's internal conflict?

    A. travel or eat

    B. stop or travel

    C. eat or visit

    D. visit or camp

Read the following couplet from "Stopping by Woods on a Snowy Evening."

And miles to go before I sleep And miles to go before I sleep

18. How many iambs does each line have?
    A. 3
    B. 4
    C. 5
    D. 6

19. What strategy does the poet employ with these lines?
    A. personification
    B. allusion
    C. simile
    D. repetition

20. What state of the speaker does the construction of these lines suggest?
    A. alertness
    B. dedication
    C. tiredness
    D. anxiety

Mid-Unit Comprehension Check Score: _____ of 20 points.

NAME: _____

DATE: _____

End-of-Unit Comprehension Check—Poetry

1. What is the purpose of didactic poetry?

_____

_____

Each of the following paraphrases cites advice from the speaker of "If" (father) or from the speaker of "Mother to Son" (mother). Circle the correct speaker.

2. Don't sit down on the steps.

   Father Mother

3. Don't complain about losses.

   Father Mother

4. Don't fall down.

   Father Mother

5. Build a life with the tools you have.

   Father Mother

6. What common theme do the two speakers impart to their children?

_____

_____

_____

_____

_____

7. What is the topic of the first stanza in "Woman Work"?

_____

8. In "Woman Work," why does the speaker use repetition when speaking about her work?

_____

_____

Read the following stanza from "Woman Work."

Fall gently, snowflakes Cover me with white Cold icy kisses and Let me rest tonight.

9. What is the rhyme scheme of the stanza?
   A. AABB
   B. ABAC
   C. ABCA
   D. ABCB

10. What does the speaker wish for in this stanza?

_____

_____

11. In "Woman Work," why does the speaker want something to call her own?

_____

_____

12. In Stanza 2 of "Lift Ev'ry Voice and Sing," what is meant by the phrase "gloomy past"?
    A. The speaker refers to life before slavery.
    B. The speaker refers to a time without song.
    C. The speaker refers to a time without God.
    D. The speaker refers to the slave trade.

13. In Stanza 3 of "Lift Ev'ry Voice and Sing," what does God promise to the people?

_____

_____

14. By what title is "Lift Ev'ry Voice and Sing" also known as?

_____

_____

15. In "Sympathy," why does the caged bird beat his wings on the bars until his wings bleed?

_____

_____

_____

16. In "Sympathy," why does the caged bird sing?

_____

_____

_____

End-of-Unit Comprehension Check Score: _____ of 16 points.

NAME: _____

DATE: _____

PP.3 ACTIVITY PAGE

Morphology: Suffixes *–ous, –ious*

Change the word in brackets by adding –ous *or* –ious *to make a new word that correctly completes the sentence. Write the new word on the line.*

1. [anonymity] The author of the book wished to remain _____.

2. [disaster] The loss of two games in a row was _____ to our season.

3. [prosperity] The plentiful rainfall this season led to a _____ harvest.

4. [hazard] The _____ waste spilled into the river and polluted it.

5. [generosity] The couple was very _____ with their money and made many donations to the community.

6. [fame] I did not realize that player was _____, since I don't know much about baseball.

Complete each sentence to show the meaning of the underlined word with –ous *or* –ious.

7. When the curious child saw _____

_____

_____

8. If this fruit weren't so delicious, _____

_____

_____

9. I was furious because _____

_____

_____

10. Because the runner got an advantageous start, _____

_____

_____

NAME: _____

DATE: _____

Grammar: Intensive and Reflexive Pronouns

Rewrite each sentence using an intensive or reflexive pronoun that refers back to the underlined noun.

1. You should take the dog to the vet, rather than asking your friend to do it.

_____

_____

2. He went to the store to buy groceries.

_____

3. She chose not to paint her new room.

_____

4. They couldn't get to the amusement park because they needed someone to drive them.

_____

_____

5. If we want to fix the problems in the plan, we'll have to change it.

_____

_____

6. A raccoon opened the trash can and spread garbage everywhere.

_____

NAME: _____

DATE: _____

Morphology: Greek and Latin Roots *primus, protos, quartus*

Underline the word with the root primus, protos, *or* quartus *in each sentence.*

1. We visited the primate section of the zoo, where we saw the great apes.

2. The wood was unprimed and thus not ready for paint.

3. Protons and neutrons can be found in the center of the atom.

4. Protozoa are microscopic animals made up of a single cell.

5. There are four quarts in a gallon.

6. The company requires a quarterly review for its employees.

Complete each sentence to show the meaning of the underlined word.

7. The primary election would determine _____

_____

_____

8. The robotics team made a prototype because _____

_____

_____

9. Cut the pizza into quarters so that _____

_____

_____

NAME: _____

DATE: _____

Grammar: Frequently Confused Words: *good/well; like/as*

Correctly complete each sentence with good, well, like, *or* as.

1. I assure you that you did _____ in your presentation today.

2. The hot pepper tastes really _____ on this pizza.

3. Tell me something _____ about your trip to the mountains.

4. He wasn't feeling _____, so he went home from school early.

5. We dressed up _____ ancient Greek heroes for the costume party.

6. The sunset looked _____ a fiery rainbow on the horizon.

7. The students all brought pencils, _____ was required for the test.

8. Have you noticed that some people look a lot _____ their pets?

Write a complete sentence that uses the word in parentheses correctly.

9. (good)

_____

_____

10. (well)

_____

_____

11. (like)

_____

_____

12. (as)

_____

_____

NAME: _____

DATE: _____

Morphology: Greek and Latin Roots *primus, protos, quartus;* Suffixes *–ous, –ious*

Write the correct word to complete each sentence.

1. The _____ reason I am driving to the city is to shop for a birthday present for my friend.
   (primate, primary, quartile)

2. The scientist developed a _____ for a new form of microscope.
   (primate, primer, prototype)

3. Teams need to finish in the top _____ of the competition to go on to the finals.
   (proton, protagonist, quartile)

4. Our team was ahead the whole game but then lost in the final _____.
   (proton, primary, quarter)

5. _____ housing for some early civilizations involved simple construction using sunbaked bricks.
   (Prototypical, Protagonist, Quartile)

Write the correct word with –ous *or* –ious *word to complete each sentence.*

rebellious	furious	hazardous	rebellious
nervous	tedious		

6. The program was long and _____; we really didn't enjoy it at all.

7. The children were very _____ and refused to follow the sitter's directions.

8. The wind blew angrily, like a _____ monster.

9. The Environmental Protection Agency helps to ensure that _____ materials are properly disposed of.

10. Before giving his presentation to the audience, the speaker appeared to be very _____.

NAME: _____

DATE: _____

Publishing: "Open-Mic Night"

Use this Activity Page to help you plan for and then rate your open-mic night performance of your ode.

Performer Etiquette

Did you…

- ☐ Read your ode aloud several times?
- ☐ Practice for a home audience?
- ☐ Make revisions to how you read your ode based on home audience feedback?

Audience Etiquette

Did you…

- ☐ Listen quietly to others while they read their odes?
- ☐ Applaud or otherwise express appreciation for every performance?
- ☐ Wait patiently for your turn?

Expression

Did you…

- ☐ Recite your ode with the appropriate level and type of expression in your voice?

Pacing

Did you…

☐ Recite your ode at the appropriate pace (not too fast or too slow)?

Volume

Did you…

☐ Recite your ode at the appropriate volume (not too loud or too quiet)?

NAME: _____

DATE: _____

Poetry Performance Planner

Complete the planning grid to prepare a poetry performance.

What is the purpose of your performance? How will you convey this purpose to your audience?	Who is the audience for this performance? What do you know about their likes, dislikes, or prior knowledge?
How will you structure or sequence your performance? What speaking strategies will you use and in what ways? Mark a copy of your text for these issues.	What medium will you use for this performance? Why is this medium best suited for your purpose and your audience?

NAME: _____

DATE: _____

Write from a Historical Viewpoint

Choose an event in history related to gender, culture, or race. Then, write about the event from the viewpoint of a participant. Use the planning grid below to get started.

Event: _____

Possible Participant: _____

Why is this event important in history?	What caused the event? What were the consequences of the event?
In what ways are times the same now as they were during this event? In what ways are they different?	What sources will you use to answer these questions? Mark them as primary or secondary.

NAME: _____

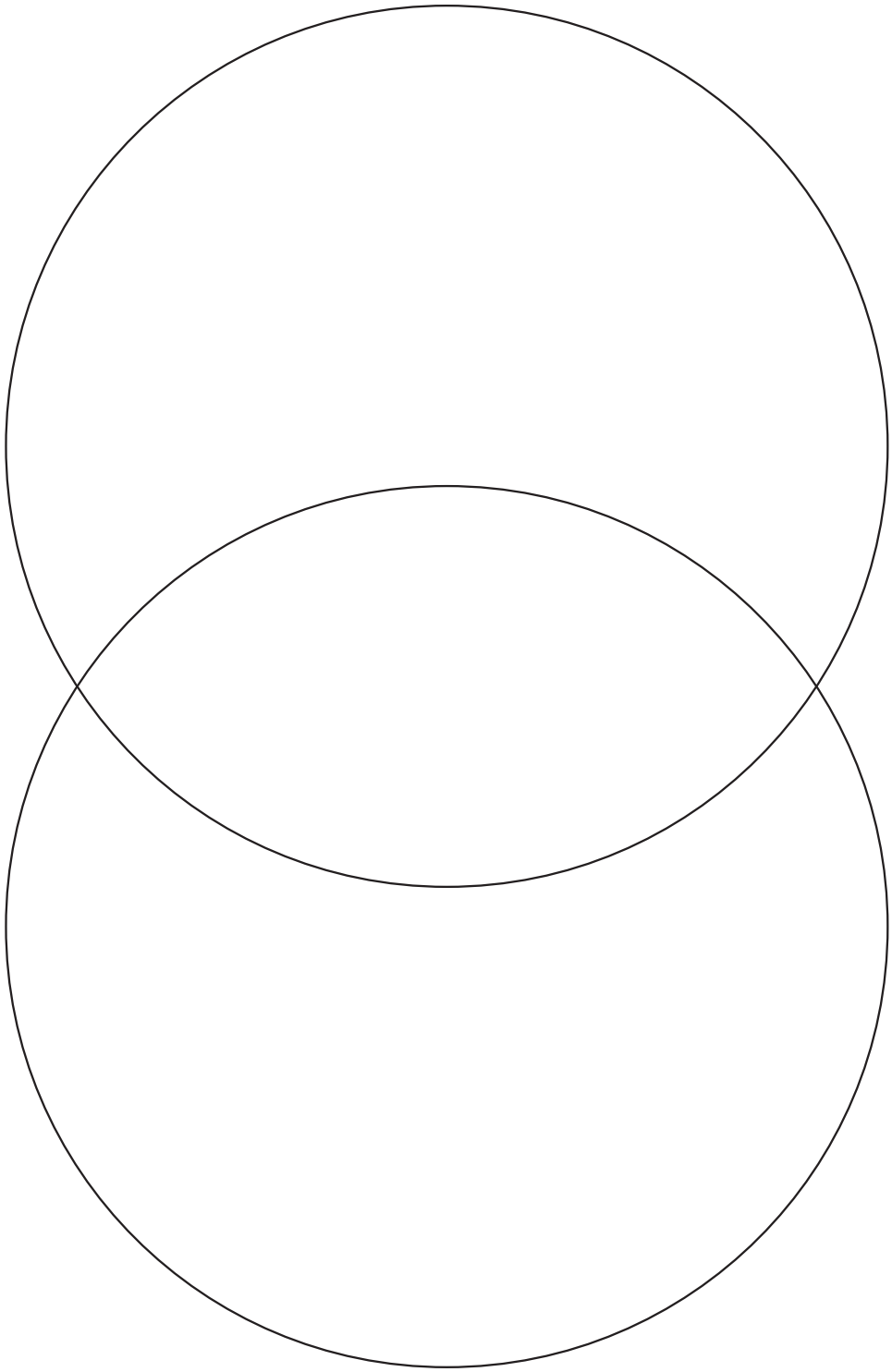
DATE: _____

E.4 ENRICHMENT

Poetic Comparison and Contrast

Choose two poems from the unit, and compare and contrast them in terms of subject, word choice, or structure.

Poem 2 Title _____



Poem 1 Title _____

Student Resources

In this section you will find:

- SR.1—Glossary for *Realms of Gold,* Volume 1 (Poetry)
- SR.2—The Writing Process
- SR.3—Proofreading Symbols
- SR.4—Individual Code Chart

NAME: _____

DATE: _____

Glossary for *Realms of Gold*, Volume 1 (Poetry)

A

arbiter, *n.* a person with power to solve a conflict

armada, *n.* a fleet of warships

armament, *n.* military or naval weapons (**armaments**)

C

cane, *n.* shortened form of the word *sugarcane,* a crop grown in warm regions

carol, *n.* a song of religious joy

chalice, *n.* a cup or goblet

chasten, *v.* to control through punishment or suffering (**chastening**)

common, *adj.* characterized by lack of privilege or status

continuous, *adj.* without stopping

cotton, *n.* a crop grown in the South that required handpicking before the technological revolution

crystal, *adj.* smooth and transparent, like colorless glass

D

disaster, *n.* an event bringing damage or loss

downy, *adj.* resembling the feathers of a bird

F

fathers, *n.* forefathers or ancestors

foe, *n.* an enemy **(foes)**

G

gay, *adj.* happy

H

hut, *n.* a simple dwelling or shelter

I

impostor, *n.* a person who assumes a false identity (**impostors**)

J

jocund, *adj.* characterized by happiness

K

keen, *adj.* intense (**keener**)

knave, *n.* someone tricky or deceitful (**knaves**)

L

landing, *n.* the level part of a staircase (**landin's,** informal dialect)

leviathan, *n.* a sea monster (**leviathans**)

M

margin, *n.* a border or edge

mingle, *v.* to mix together

P

pensive, ***adj.*** thoughtful

press, ***v.*** to iron

Q

queer, ***adj.*** differing from what is expected

R

rapture, ***n.*** an expression of overwhelming emotion

ravage, ***n.*** destruction

S

sinew, ***n.*** tendon, or fibers that connect muscle to bone

slaughter, ***v.*** to kill or butcher (**slaughtered**)

solitude, ***n.*** a state of being alone

splinter, ***n.*** a sliver of wood (**splinters**)

sublime, ***adj.*** lofty or grand

sweep, ***n.*** a forceful movement

T

tack, ***n.*** a short nail (**tacks**)

tot, ***n.*** a child (**tots**)

Trafalgar, ***n.*** the area of land on the coast of southwestern Spain where Britain defeated France and Spain in a naval battle

triumph, ***n.*** a victory or conquest

trod, ***v.*** stepped or walked over; past tense of *tread*

V

vale, ***n.*** a valley **(vales)**

vile, ***adj.*** without morals

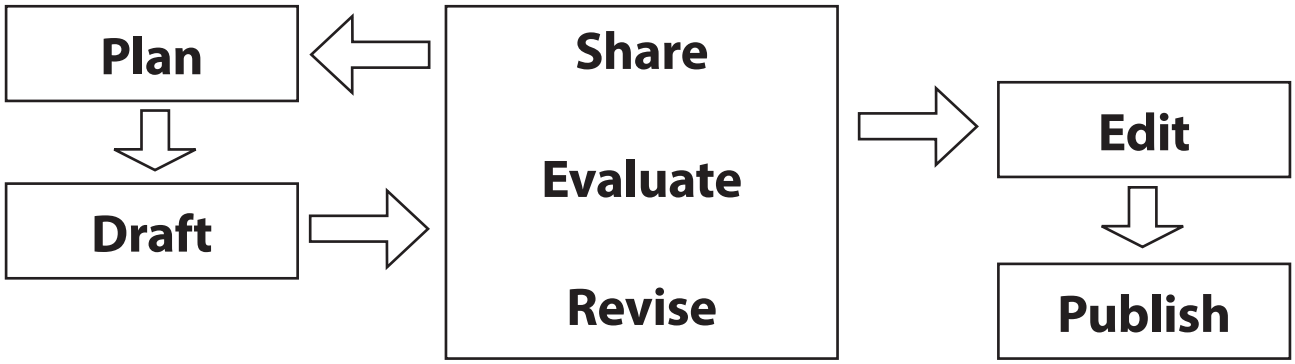
virtue, ***n.*** behavior showing high moral standards

NAME: _____

DATE: _____

SR.2 RESOURCE

The Writing Process



NAME: _____

DATE: _____

Proofreading Symbols

∧	Insert
⊙	Insert period
∧,	Insert comma
∨'	Insert apostrophe
#	Insert space
¶	New paragraph
no ¶	No new paragraph
⌣	Close up the space
≡ cap	Capitalize
~~B~~ lc	Make lowercase (small letter)
⁀	Delete
rwd.	Reword
←	Move according to arrow direction
⁀ i tr	Transpose
[	Move to the left
]	Move to the right
a	Add a letter

NAME: _____

DATE: _____

Individual Code Chart

/p/	p	pp			
	pot	napping			
/b/	b	bb			
	bat	rubbing			
/t/	t	tt	ed		
	top	sitting	asked		
/d/	d	ed	dd		
	dot	filled	add		
/k/	c	k	ck	ch	cc
	cat	kid	black	school	hiccup
/g/	g	gg	gu	gh	
	gift	egg	guess	ghost	
/ch/	ch	tch			
	chin	itch			

/j/	g	j	ge	dge	dg
	gem	jump	fringe	judge	judging
/f/	f	ff	ph	gh	
	fit	stuff	phone	tough	
/v/	v	ve			
	vet	twelve			
/s/	s	c	ss	ce	se
	sun	cent	dress	prince	rinse
	st	sc			
	whistle	scent			
/z/	s	z	se	zz	ze
	dogs	zip	pause	buzz	bronze
/th/	th				
	thin				

NAME: _____

DATE: _____

/th/	th			
	them			
/m/	m	mm	mb	
	mad	swimming	thumb	
/n/	n	nn	kn	gn
	nut	running	knock	sign
/ng/	ng	n		
	sing	pink		
/r/	r	rr	wr	
	red	ferret	wrist	
/l/	l	ll		
	lip	bell		
/h/	h			
	hot			

/w/	w wet	wh when
/y/	y yes	
/x/	x tax	
/sh/	sh shop	ch chef
/qu/	qu quit	

NAME: _____

DATE: _____

/a/	a				
	hat				
/i/	i	y			
	it	myth			
/e/	e	ea			
	pet	head			
/u/	u	o	o_e	ou	
	but	son	come	touch	
/o/	o	a			
	hop	lava			
/ə/	a	e			
	about	debate			
/ə/ + /l/	al	le	el	ul	il
	animal	apple	travel	awful	pencil

/ae/	a	a_e	ai	ay	ey
	paper	cake	wait	day	hey
	eigh	ea			
	weight	great			
/ee/	y	e	i	ea	ee
	funny	me	ski	beach	bee
	ie	ey	e_e		
	cookie	key	Pete		
/ie/	i	i_e	y	ie	igh
	biting	bite	try	tie	night
/oe/	o	o_e	ow	oa	oe
	open	home	snow	boat	toe
/ue/	u	u_e	ue		
	unit	cute	cue		

NAME: _____

DATE: _____

SR.4 CONTINUED

RESOURCE

/oo/

oo	u	u_e	ew	ue
soon	student	tune	new	blue

ou	ui	o	o_e
soup	fruit	do	move

/oo/

oo	u
look	push

/ou/

ou	ow
shout	now

/oi/

oi	oy
oil	toy

/aw/

au	aw	al	ough	augh
Paul	paw	wall	bought	caught

/ar/

ar
car

/er/

er	or	ur	ar	ir
her	work	hurt	dollar	bird

ear
earth

/or/

or	ore	ar	our	oar
for	more	war	four	roar

oor
door

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