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| Title: A Poem a Day a Week! #1 | Grade: 7th Grade |
| Content: English Language Arts | Duration: 5-15 minutes per day for five days (Monday—Friday) |

Standards:

- **Speaking 7.6:** Adapt speech to context and task.
- **Speaking 7.4:** Use appropriate eye contact, adequate volume, and clear pronunciation
- **Reading/Literature 7.2:** Determine theme.
- **Reading/Literature 7.4:** Determine meaning of words and phrases as used in text.
- **Reading/Literature 7.10:** When reading, use knowledge of language and its conventions to aid comprehension of literary texts.

Objective: Students will practice fluent oral reading, while analyzing a poem over a week’s time, specifically noting vocabulary, mood, and theme.

Resources Needed:

- Poem Paper (*included at the end of this document*)

Introduction:

Why poetry? One big reason is that it’s short! Some of it’s simple; some of it’s more complicated, but either way, it always provides plenty to think about.

For this assignment, you will be reading Langston Hughes’ “Dreams.” You will read the same poem every day for five days, doing short activities along the way. I love this poem! I hope you will too! (Or at least be mildly intrigued.) It’s a poem to live by!

Day 1:

- **Read the poem** aloud. Think.
- Read the poem aloud again. **Write a one-paragraph response** (paper; computer; attached sheet, as instructed by teacher). Respond to the poem. For example, what do you think it means, how does it make you feel, what do you understand/not understand, etc.

Day 2:

- **Read the poem** aloud.
- **Highlight or underline any words** you need to look up.
- Look them up, and **write short definitions on the poem near the word** (annotate).
- Now that you understand all of the words, **read it** one more time and **write another paragraph response**.

Day 3:

- **Read the poem** aloud, but this time use a **voice** that you feel fits the **mood** of the poem.
- **Write a few sentences** explaining what you feel the **mood** is and **how you know**.

Day 4:

- **Read the poem** again, **reading fluently so the message** of the poem comes through.
- What do you think the **message** (*theme*) of the poem is? What does the author want us to learn/know? **Write one sentence telling the theme of the poem.**

Day 5:

- You should sound really good reading this poem by now, so, today you need to **perform** it! Read it to your grandma over the phone. Facetime a friend, a relative, a teacher. Read it to someone in your home. Practice your **speaking skills** by using **appropriate eye contact, adequate volume, and clear pronunciation.**

Adaptations: If you find the poem difficult to read, have someone (a friend, parent) read along with you. Do this a few times to help you feel more comfortable. You can also search on Youtube to find someone performing the poem and read along with him/her.

Idea: Try recording yourself reading it the first time and the last time. What differences do you notice?

Finished Product: Poem sheet (see below) with annotations and responses.

One-page poem handout below.

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| <p>Dreams By Langston Hughes</p> <p>Hold fast to dreams For if dreams die Life is a broken-winged bird That cannot fly.</p> <p>Hold fast to dreams For when dreams go Life is a barren field Frozen with snow.</p> | <p>Day 1 Response:</p> <hr/> <p>Day 2 Response:</p> <p>*Annotate vocabulary.</p> |
| <p>Day 3: Explain the Mood</p> | <p>Day 5: Performance</p> <ul style="list-style-type: none"> <input type="checkbox"/> Occasional eye contact <input type="checkbox"/> Appropriate volume <input type="checkbox"/> Clear pronunciation <input type="checkbox"/> Convey mood and message |
| <p>Day 4: One sentence theme (message)</p> | <p>READING HINT: If a line does not end with punctuation, do NOT pause. Read the punctuation!</p> |

End of assignment.