

<b>Title:</b> A Poem a Week #2 for Grade 8	<b>Grade:</b> 8th
<b>Content:</b> English Language Arts	<b>Duration:</b> 5-10 minutes per day, Mon.-Fri.

**Standards:**

- **Speaking 8.6:** Use appropriate eye contact, adequate volume, and clear pronunciation & adapt speech to context and task.
- **Reading/Literature 8.2,4:** Determine theme & meaning of words and phrases.
- **Reading/Literature 8.10:** 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, theme, and rhyme scheme.

**Resources Needed:** Poem Paper (included at the end of this document)

**Introduction:**

Poetry is often defined as being short in words but rich in meaning. I could write a 5-page story about the day my baby girl died, and I think I could make you feel something. But, do you know what? I could write a 5-lined poem about the same topic, and maybe make you feel even *more*. There's something about poetry. It seems to go straight to the heart.

This week, we'll be reading a very short poem written by a famous female poet: Emily Dickinson. It's short in words, but rich in feeling.

**Day 1:**

- **Read the poem** aloud.
- What does the phrase "**in vain**" mean? Look it up on your phone or computer, or ask someone who might know. Write it in the box on the worksheet.
- **Annotate** (write notes on) each line of the poem. (*see worksheet*)

**Day 2:**

- **Read the poem** aloud.
- What is the **theme**, or message, of the poem?
- **Read the poem** aloud again, focusing on the **tone** of your voice.

**Day 3:**

- **Read the poem** aloud, making sure to hear the rhyme pattern.
- Follow the directions on the Poem Paper to label the poem's **rhyme scheme**.

**Day 4:**

- **Read the poem** again, **reading fluently so the message** of the poem comes through and the rhyme scheme is evident.

- In the rectangle provided, design a bumper sticker based on the message, or theme.

**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.

**Challenge:** Try writing a second stanza to the poem, using the same rhyme scheme and similar writing style.

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

*Teachers: You may want students to keep each week's poem together. Do this with paper copies, or copy the form to Google documents!*

One-page poem sheet on next page.

<p><b><i>If I can stop one heart from breaking</i></b> By Emily Dickinson</p> <p>If I can stop one heart from breaking, I shall not live in vain; If I can ease one life the aching, Or cool one pain, Or help one fainting robin Unto his nest again, I shall not live in vain.</p>	<p>Day 1: What does the phrase "in vain" mean?</p> <p><b>Annotate:</b> Write bits of your thoughts at the end of each line of poetry. Like what? Well, like what you think each line means, questions you have, what it makes you think of, etc. You can even draw little pictures that might help you figure out the meaning.</p>
<p>Day 2: Theme: What's the message of the poem? (Write one complete sentence.)</p>	<p>Day 4: Use the poem's theme, or message, and sketch a bumper sticker here.</p> <div style="border: 1px solid black; height: 80px; width: 100%;"></div>
<p>Day 3: Label the rhyme scheme.</p> <ul style="list-style-type: none"> <li>• The first line ends with "breaking." Put a capital A at the end of this line.</li> <li>• Do any other lines end with a word that rhymes with breaking? If so, put capital As at the ends of these lines.</li> <li>• Line 2 ends with "vain." Put a capital B at the end of this line. Place capital Bs at the end of each line that rhymes with "vain."</li> <li>• You should have one line that is not labeled. Label it now with a capital C.</li> </ul> <p>Note: 'Again' is said in a way that it rhymes with 'vain.'</p> <ul style="list-style-type: none"> <li>• So, the rhyme scheme of this poem is: <u>ABABCBB</u>.</li> <li>• How did you do?</li> </ul>	<p>Day 5: Performance</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Occasional eye contact</li> <li><input type="checkbox"/> Appropriate volume</li> <li><input type="checkbox"/> Clear pronunciation</li> <li><input type="checkbox"/> Convey mood and message</li> </ul> <div style="display: flex; align-items: center; justify-content: space-between;">  <div style="text-align: right;"> <p>This poem almost sounds like a RAP. The rhythm is very evident. Can you add a snap of the fingers?</p> </div> </div>