

What to do today

IMPORTANT Parent or Carer – Read this page with your child and check that you are happy with what they have to do and any weblinks or use of internet.

1. Read a poem

- Read **Hold Fast to Dreams**. What is the message of this poem?
- Re-read it, really thinking about each line.
- What do you like about this poem? Is there anything that you dislike? What patterns can you spot?

2. Revise metaphors

- Use the *Revision Card* to remind yourself about metaphors and similes.
- Write a sentence to remind yourself what a metaphor is and a sentence to remind yourself what a simile is.

3. Plan and write a Poem.

- Plan a poem called, 'Life Without Dreams'.
- On the *Planning Frame* write metaphors for a life without dreams and verbs that could show dreams ending. Use the *Ideas Sheets* or think of your own ideas.
- Now try turning your ideas into a poem. Choose your favourite ideas and see how they could fit and flow together.

Well done. Share your poems with a grown-up. Show them the verbs that you have chosen and the metaphors that you have used.

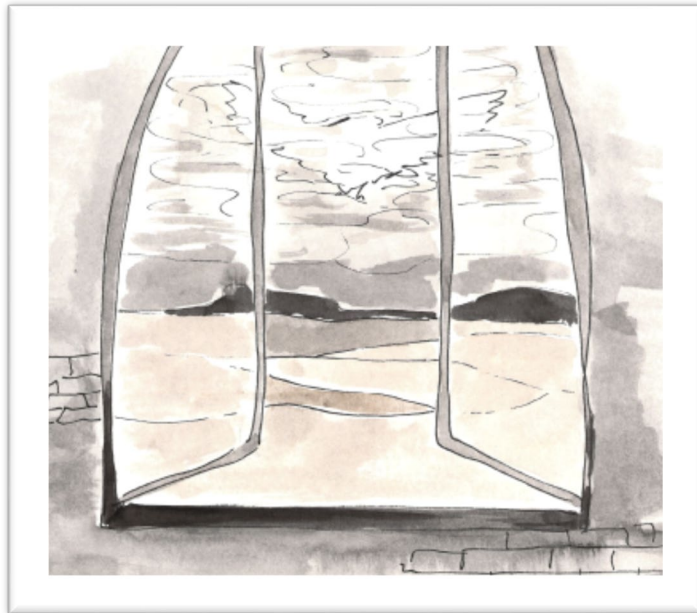
Try the Fun-Time Extras

- Share your poem with somebody else. Send it to them or make a recording so they can hear you or watch you.
- Make an illustration for your poem.
- Read Langston Hughes's Poem – *A Dream Deferred*. What do you think deferred must mean?

Hold Fast to Dreams

Hold fast to dreams
For if dreams die
Life is a broken-winged bird
That cannot fly.

Hold fast to dreams
For when dreams go
Life is a barren field
Frozen with snow.



Langston Hughes,
The Collected Poems of Langston Hughes,
Vintage, 1995

REVISION CARD: Metaphors

A **metaphor** is a comparison in which a place, person or thing is described as if it was another entirely different but similar thing.

Ben is a greedy pig.

Ben is not actually a pig - he's a boy - but the comparison to a greedy pig is very effective in telling us that Ben obviously tucks into his food like a farm animal at meal times!

Metaphors very often contain the verbs **is** or **are**, **was** or **were**.

*The stars **were** jewels in the night sky.*

*Life **is** a journey.*

*The children in my class **are** a dream.*

*He **was** a big baby, moaning about the weather like that.*

Metaphors are different to **similes**

Similes describe people, places, situations or things by comparing them to something that they are like.

Similes either contain the word **like** or the phrase **as...as...**

*Ben ate **like** a snuffling pig.*

*Ben was **as** greedy **as** a pig.*

*In **Hold Fast to Dreams**, Langston Hughes uses two **metaphors** to describe a life without dreams as if it is something else.*

a broken-winged bird
a barren field, frozen with snow

Planning Frame

Verbs for dreams ending

Metaphors for a life without dreams

Ideas Sheet

Possible verbs

wither decay bleed break shatter rupture implode
collapse break apart shrivel fracture crack fade
empty dry up blanch ossify calcify darken close
shut down evaporate disperse scatter are extinguished

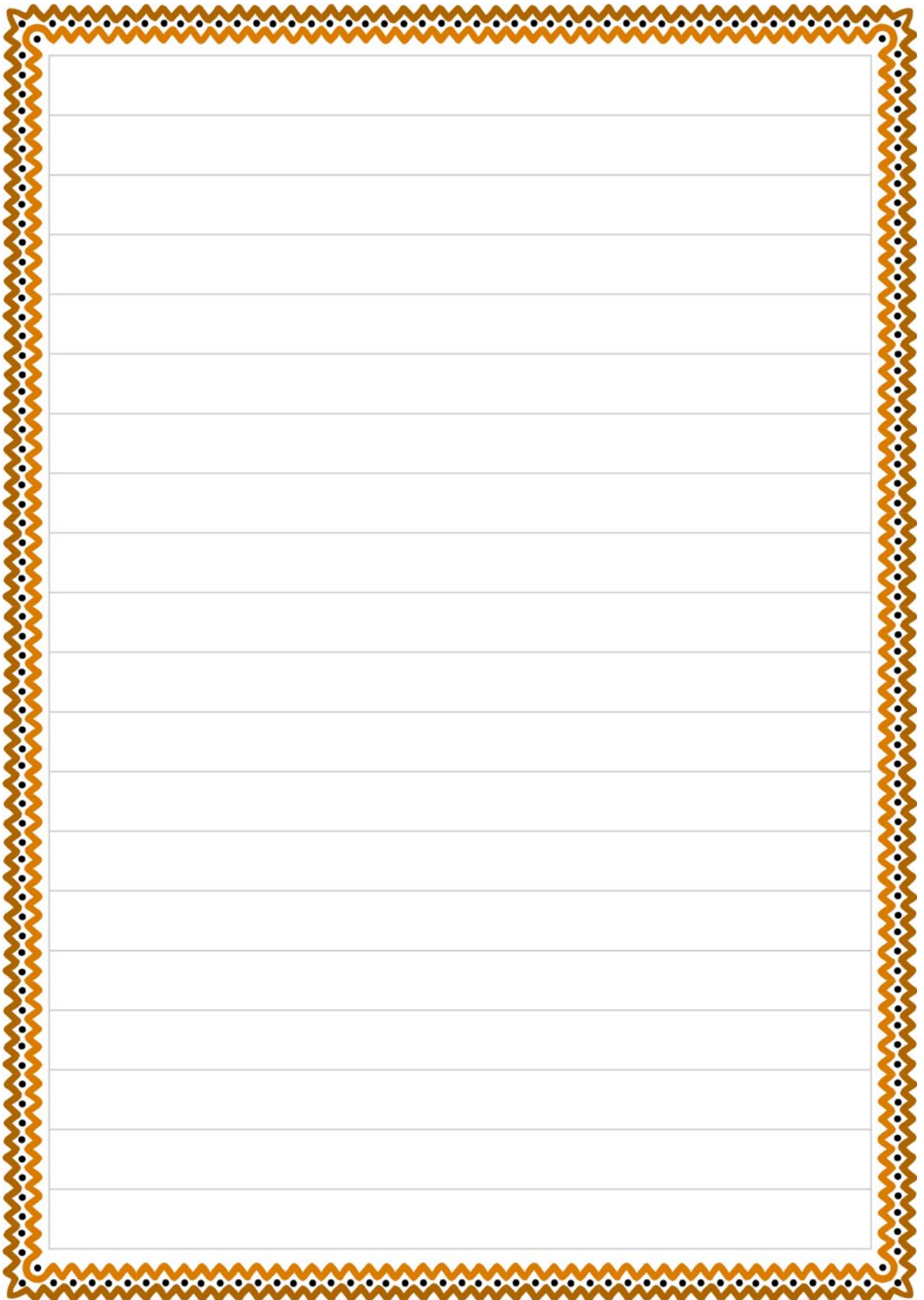
Possible metaphors

Something...

deserted poisoned abandoned shuttered broken
cracked homeless leafless sunless empty splintered
unloved cheerless unfinished lost smashed snuffed
out frozen buried



Life Without Dreams



A large rectangular writing area with a decorative orange and black zigzag border. The interior is ruled with horizontal lines, providing space for writing.

A Dream Deferred (Harlem)

What happens to a dream deferred?

Does it dry up

Like a raisin in the sun?

Or fester like a sore—

And then run?

Does it stink like rotten meat?

Or crust and sugar over

Like a syrupy sweet?

Maybe it just sags like a heavy load.

Or does it explode?

Langston Hughes,
The Collected Poems of Langston Hughes,
Vintage, 1995