

Day 2 ELA Assignment – Grade 7
“Dance Mama Dance” by Daniel Beaty

Directions- Complete the following assignments below. All work is to be done on notebook paper.

Quick Write	Life has its ups and downs; Life has its happy and sad moments. I could go on... Think about something in your life that helps you get through the challenging times. On your notebook paper, write about that person, thing, place, etc. in detail. Why and how does this person, place, thing, etc. make everything better?
Before Reading	<p>Frayer Model- Vocabulary terms:</p> <ol style="list-style-type: none"> 1. Incantation 2. Essence <ul style="list-style-type: none"> • Copy the vocabulary chart below onto your notepaper for each word. • Write the word in the center of the chart. • Look at the definition at the bottom of the poem. In box 1-Use your own words to define the word • Box 2-write characteristics about the word • Box 3-write a sentence using the word in context • Box 4- write a word that means the opposite.
During Reading	<p>1st Read- Read the poem, “Dance Mama Dance,” by Daniel Beaty and annotate (mark up the text/ high-light) the text.</p> <ul style="list-style-type: none"> • Annotation Focus- As you read, highlight words and phrases that show how the speaker feels about his mother. <p>2nd Read – Read the poem again.</p> <ul style="list-style-type: none"> • <u>Underline</u> words or phrases spoken by the narrator that develop the central message or theme of the poem.
After Reading	<p>On your sheet of notebook paper, answer the text dependent and constructed response questions.</p> <ul style="list-style-type: none"> • Restate the question when needed. • Use text evidence to support your answers. • Use the RACE strategy when answering constructed response questions.
Independent Reading	<p>For 25-30 minutes-</p> <p>Quietly read your independent reading book (Try to read 15 pages or more)</p> <ol style="list-style-type: none"> 1. On your sheet of notebook paper, summarize what you read today. 2. Write a letter to the author of the book. Write to them about your favorite character, event, place, or other topic in the book. Cite evidence from the text.

Fruyer Model template-

The diagram is a square template with a central box labeled "Word:". The four corners of the square are defined by instructions:

- Top-left: 1. Define the word with your own words:
- Top-right: 2. Write the characteristics of the word:
- Bottom-left: 3. Write a sentence using the word in context:
- Bottom-right: 4. Write a word that means the opposite:

Dotted lines connect the central box to each of the four instruction points. The entire template is enclosed in a decorative border of small circles.

Day 2 ELA Assignment – Grade 7
“Dance Mama Dance” by Daniel Beaty

- [1] Mama... I saw you raise five of us by
yourself with a father nowhere in sight.
I saw you inspire revolution with a chicken and
two potatoes.
I saw you limp home late at night after
- [5] a long day's work with sores on your feet.
I saw you gracefully remove groceries from
the cart when the bill got too high.
I saw you pray when brother stole the microwave
to buy drugs.
I saw you make Christmas a ceremony and
- [10] I could've sworn we were royalty.
I saw you hold our home together like a
foundation
that would never crumble.
But Mama, I never saw you dance. I never saw you dance.
And I wonder what happened to your music
- [15] 'Cause I've got an instinct you still know how to groove,
So like a soulful **incantation** I write this dream for you:
I see you stand in a *celestial* ballroom lit by the moon.
I see you wear a gown of rose petals woven with gold thread.
I see you sparkle like the necklace of stars upon your neck.
- [20] I see you comfortable in shoes cut from the clouds.
I see you happy with a mate adoring every inch of your **essence** —
And mama, he looks like *Denzel*.
I see you laugh as *Nina* and *Luther* sing eternally for you
And Mama I see you dance. Yes, Mama I see you dance.
- [25] And I say Dance Mama Dance
Break the floodgates of countless uncried tears
And Dance Mama Dance
For all the nights you slept alone with no warm arms
to hold you
- [30] Dance Mama Dance
For all the dreams that you forgot so we could make it through the day
Dance Mama Dance
Like your nightmare is ending
Like joy is beginning
- [35] Like life is not through with you yet
Laugh, Cry, Swirl, Twirl,
Dance Mama — Dance, Dance, Dance
Dance Mama — Dance!

Incantation (noun): a series of words said as a magic spell or charm

Celestial - positioned in or relating to the sky

Essence (noun): the core nature or most important qualities of a person or thing

Denzel Washington is an Academy Award-winning actor, director, and producer.

Nina Simone was an American singer, songwriter, and activist in the Civil Rights Movement. *Luther*

Vandross was an American singer, songwriter, and record producer.

“Dance Mama Dance” from *Through the Night* by Daniel Beaty. Copyright © 2010 by Daniel Beaty (www.danielbeaty.com). Used with permission. All rights reserved.

Text Dependent Multiple-Choice Questions

Adapted from Commonlit.Org

State Standards Addressed: 7.RL.2.1; 7.RL.2.2; 7.RL.3.1; 7. RV.3.1

Day 2 ELA Assignment – Grade 7
“Dance Mama Dance” by Daniel Beaty

1. PART A: Which of the following best identifies a theme of the poem?
 - A. Mothers often sacrifice a lot for their children's happiness.
 - B. Children take for granted the things that their mothers do for them.
 - C. Money is necessary to ensure happiness and security in families.
 - D. Children do not often understand what their parents sacrifice for them.

2. PART B: Which quote from the text best supports the answer to Part A?
 - A. “I saw you inspire revolution with a chicken and two potatoes.” (Line 3)
 - B. “I saw you gracefully remove groceries from / the cart when the bill got too high.” (Lines 6-7)
 - C. “I see you wear a gown of rose petals woven with gold thread. / I see you sparkle like the necklace of stars upon your neck.” (Lines 18-19)
 - D. “Dance Mama Dance / For all the dreams that you forgot so we could make it through the day” (Lines 30-31)

3. How do lines 13-16 contribute to the development of the poem's theme?
 - A. These lines discuss how his mother has succeeded in being the sole provider for her family.
 - B. These lines show the speaker wants to repay his mother after recognizing how her sacrifices have negatively affected her.
 - C. These lines focus on how the speaker specifically hopes to change and improve his mother's life moving forwards.
 - D. These lines reveal how guilty the speaker feels for being the reason his mother lost her ability to dance.

Constructed Response Questions:

4. Using evidence from the text, explain what “dance” symbolizes in the poem and how this symbolism affects the tone of the poem.

5. Using evidence from the text, compare the imagery the speaker uses to describe the mother's sacrifices (Lines 1-12) and the imagery in the speaker's dream (lines 17-24). How does the imagery in these two sections contribute to the development of ideas in the poem?

6. In the context of the poem, how does a person overcome adversity? How does the mother overcome the difficulties of being a single mom? How does the speaker use a dream to help her overcome these obstacles?

7. In the context of the poem, how are we changed by love? How does the mother's love for her children impact their lives? How is the mother changed by the love of her children?



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Day 2.1

Unit 5, Lesson 5: Representing Subtraction

Let's subtract signed numbers. (7.C.2)

5.1: Equivalent Equations

For the equations in the second and third columns, write three more equations using the same numbers that express the same relationship in a different way. If you get stuck, consider looking at the examples in the first column.

$2 + 3 = 5$

$9 + (-1) = 8$

$-11 + x = 7$

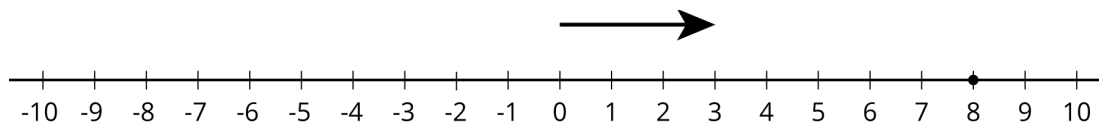
$3 + 2 = 5$

$5 - 3 = 2$

$5 - 2 = 3$

5.2: Subtraction with Number Lines

1. Here is an unfinished number line diagram that represents a sum of 8.



- How long should the other arrow be?
- For an equation that goes with this diagram, Mai writes $3 + ? = 8$. Tyler writes $8 - 3 = ?$. Do you agree with either of them?
- What is the unknown number? How do you know?

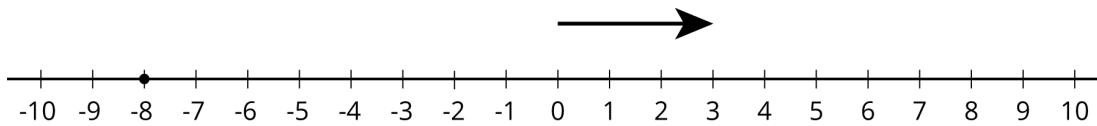
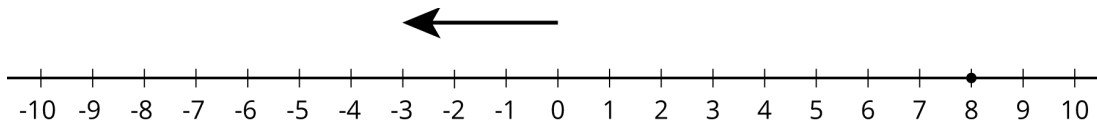


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2. Here are two more unfinished diagrams that represent sums.



For each diagram:

- What equation would Mai write if she used the same reasoning as before?
 - What equation would Tyler write if he used the same reasoning as before?
 - How long should the other arrow be?
 - What number would complete each equation? Be prepared to explain your reasoning.
3. Draw a number line diagram for $(-8) - (-3) = ?$ What is the unknown number? How do you know?



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5.3: We Can Add Instead

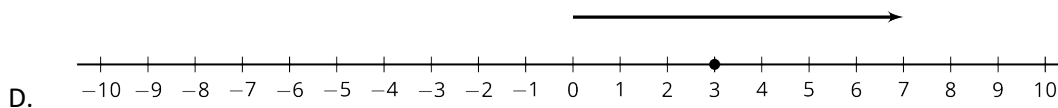
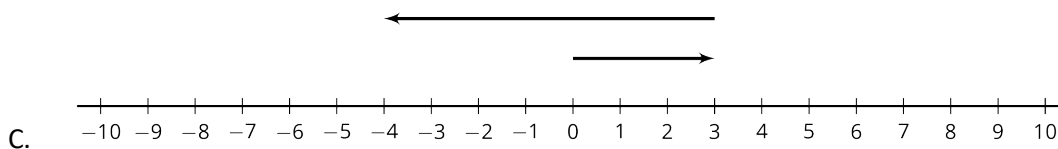
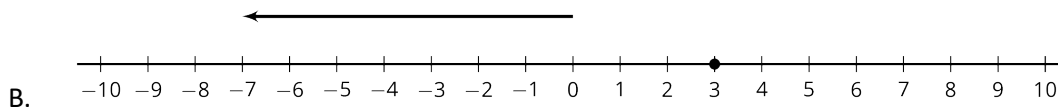
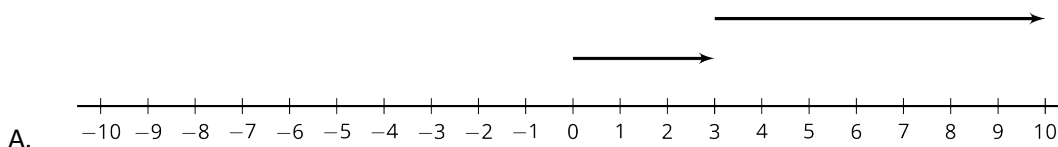
1. Match each diagram to one of these expressions:

$3 + 7$

$3 - 7$

$3 + (-7)$

$3 - (-7)$



2. Which expressions in the first question have the same value? What do you notice?



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3. Complete each of these tables. What do you notice?

expression	value
$8 + (-8)$	
$8 - 8$	
$8 + (-5)$	
$8 - 5$	
$8 + (-12)$	
$8 - 12$	
expression	value
$-5 + 5$	
$-5 - (-5)$	
$-5 + 9$	
$-5 - (-9)$	
$-5 + 2$	
$-5 - (-2)$	



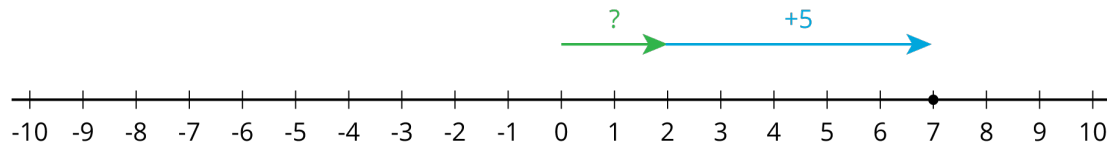
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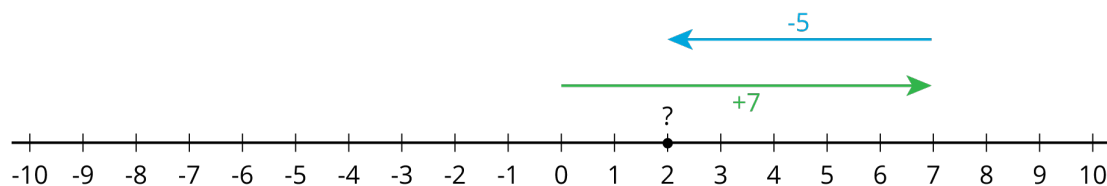
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Lesson 5 Summary

The equation $7 - 5 = ?$ is equivalent to $? + 5 = 7$. The diagram illustrates the second equation.

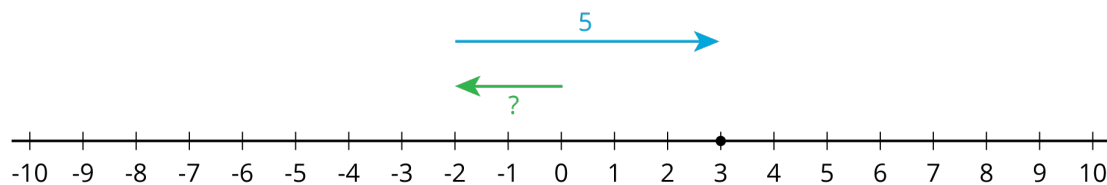


Notice that the value of $7 + (-5)$ is 2.

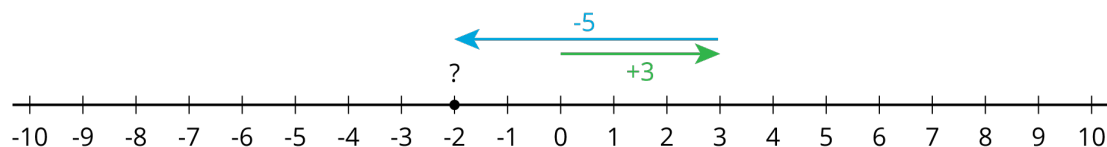


We can solve the equation $? + 5 = 7$ by adding -5 to both sides. This shows that $7 - 5 = 7 + (-5)$

Likewise, $3 - 5 = ?$ is equivalent to $? + 5 = 3$.



Notice that the value of $3 + (-5)$ is -2 .



We can solve the equation $? + 5 = 3$ by adding -5 to both sides. This shows that $3 - 5 = 3 + (-5)$

In general:

$$a - b = a + (-b)$$

If $a - b = x$, then $x + b = a$. We can add $-b$ to both sides of this second equation to get that $x = a + (-b)$



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Day 2.1

Unit 5, Lesson 5: Cool-down

5.4: Same Value

1. Which other expression has the same value as $(-14) - 8$? Explain your reasoning.

- a. $(-14) + 8$
- b. $14 - (-8)$
- c. $14 + (-8)$
- d. $(-14) + (-8)$

2. Which other expression has the same value as $(-14) - (-8)$? Explain your reasoning.

- a. $(-14) + 8$
- b. $14 - (-8)$
- c. $14 + (-8)$
- d. $(-14) + (-8)$



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Day 2.1

Unit 5, Lesson 5: Practice Problems

1. Write each subtraction equation as an addition equation.

a. $a - 9 = 6$

b. $p - 20 = -30$

c. $z - (-12) = 15$

d. $x - (-7) = -10$

2. Find each difference. If you get stuck, consider drawing a number line diagram.

a. $9 - 4$

b. $4 - 9$

c. $9 - (-4)$

d. $-9 - (-4)$

e. $-9 - 4$

f. $4 - (-9)$

g. $-4 - (-9)$

h. $-4 - 9$

3. Find the solution to each equation mentally.

a. $30 + a = 40$

b. $500 + b = 200$

c. $-1 + c = -2$

d. $d + 3,567 = 0$



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Day 2.2

Unit 5, Lesson 6: Subtracting Rational Numbers

Let's bring addition and subtraction together. (7.C.2)

6.1: Number Talk: Missing Addend

1. Solve each equation mentally.

$$247 + c = 458$$

$$c + 43.87 = 58.92$$

$$\frac{15}{8} + c = \frac{51}{8}$$

2. Rewrite each addition equation as a subtraction equation.



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6.2: Expressions with Altitude

A mountaineer is changing elevations. Write an expression that represents the difference between the final elevation and beginning elevation. Then write the value of the change. The first one is done for you.



beginning elevation (feet)	final elevation (feet)	difference between final and beginning	change
+400	+900	$900 - 400$	+500
+400	+50		
+400	-120		
-200	+610		
-200	-50		
-200	-500		
-200	0		



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6.3: Does the Order Matter?

1. Find the value of each subtraction expression.

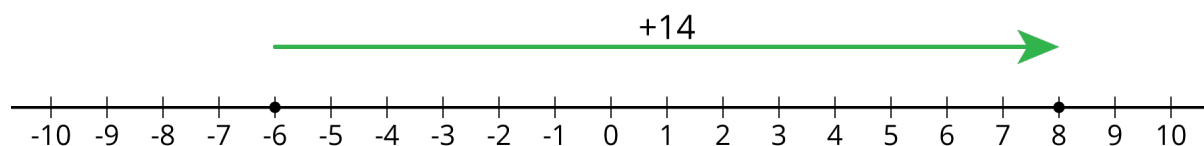
A	B
$3 - 2$	$2 - 3$
$5 - (-9)$	$(-9) - 5$
$(-11) - 2$	$2 - (-11)$
$(-6) - (-3)$	$(-3) - (-6)$
$(-1.2) - (-3.6)$	$(-3.6) - (-1.2)$
$(-2\frac{1}{2}) - (-3\frac{1}{2})$	$(-3\frac{1}{2}) - (-2\frac{1}{2})$

2. What do you notice about the expressions in Column A compared to Column B?
3. What do you notice about their values?

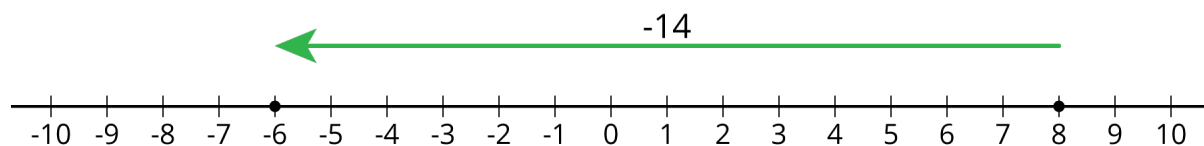
Lesson 6 Summary

When we talk about the difference of two numbers, we mean, “subtract them.” Usually, we subtract them in the order they are named. For example, the difference of +8 and -6 is $8 - (-6)$.

The difference of two numbers tells you how far apart they are on the number line. 8 and -6 are 14 units apart, because $8 - (-6) = 14$:



Notice that if you subtract them in the opposite order, you get the opposite number:



$$(-6) - 8 = -14$$

In general, the distance between two numbers a and b on the number line is $|a - b|$. Note that the *distance* between two numbers is always positive, no matter the order. But the *difference* can be positive or negative, depending on the order.



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Day 2.2

Unit 5, Lesson 6: Cool-down

6.4: A Subtraction Expression

Select *all* of the choices that are equal to $(-5) - (-12)$.

1. -7
2. 7
3. The difference between -5 and -12 .
4. The difference between -12 and -5 .
5. $(-5) + 12$
6. $(-5) + (-12)$



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Day 2.2

Unit 5, Lesson 6: Practice Problems

1. Write a sentence to answer each question:

- How much warmer is 82 than 40?
- How much warmer is 82 than -40?

2. Answer the following questions:

- What is the difference in height between 30 m up a cliff and 87 m up a cliff? What is the distance between these positions?
- What is the difference in height between an albatross flying at 100 m above the surface of the ocean and a shark swimming 30 m below the surface? What is the distance between them if the shark is right below the albatross?

3. Find each difference.

- $(-5) - 6$
- $35 - (-8)$
- $\frac{2}{5} - \frac{3}{5}$
- $-4\frac{3}{8} - (-1\frac{1}{4})$



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Day 2.3

Unit 5, Lesson 7: Adding and Subtracting to Solve Problems

Let's apply what we know about signed numbers to different situations. (7.C.1 and 7.C.2)

7.1: Positive or Negative?

Without computing:

1. Is the solution to $-2.7 + x = -3.5$ positive or negative?
2. Which of the following are solutions to $-2.7 + x = -3.5$?

$$-3.5 + 2.7$$

$$3.5 - 2.7$$

$$-3.5 - (-2.7)$$

$$-3.5 - 2.7$$

7.2: Phone Inventory

A store tracks the number of cell phones it has in stock and how many phones it sells. The table shows the inventory for one phone model at the beginning of each day last week. The inventory changes when they sell phones or get shipments of phones into the store.

	inventory	change
Monday	18	-2
Tuesday	16	-5
Wednesday	11	-7
Thursday	4	-6
Friday	-2	20

1. What do you think it means when the change is positive? Negative?
2. What do you think it means when the inventory is positive? Negative?



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- Based on the information in the table, what do you think the inventory will be at on Saturday morning? Explain your reasoning.
- What is the difference between the greatest inventory and the least inventory?

7.3: Solar Power

Han's family got a solar panel. Each month they get a credit to their account for the electricity that is generated by the solar panel. The credit they receive varies based on how sunny it is.



In January they used \$83.56 worth of electricity and generated \$6.75 worth of electricity. Here is their electricity bill from January.

Current charges: \$83.56

Solar Credit: -\$6.75

Amount due: \$76.81

- In July they were traveling away from home and only used \$19.24 worth of electricity. Their solar panel generated \$22.75 worth of electricity. What was their amount due in July?
- The table shows the value of the electricity they used and the value of the electricity they generated each week for a month. What amount is due for this month?

	used (\$)	generated (\$)
week 1	13.45	-6.33
week 2	21.78	-8.94
week 3	18.12	-7.70
week 4	24.05	-5.36



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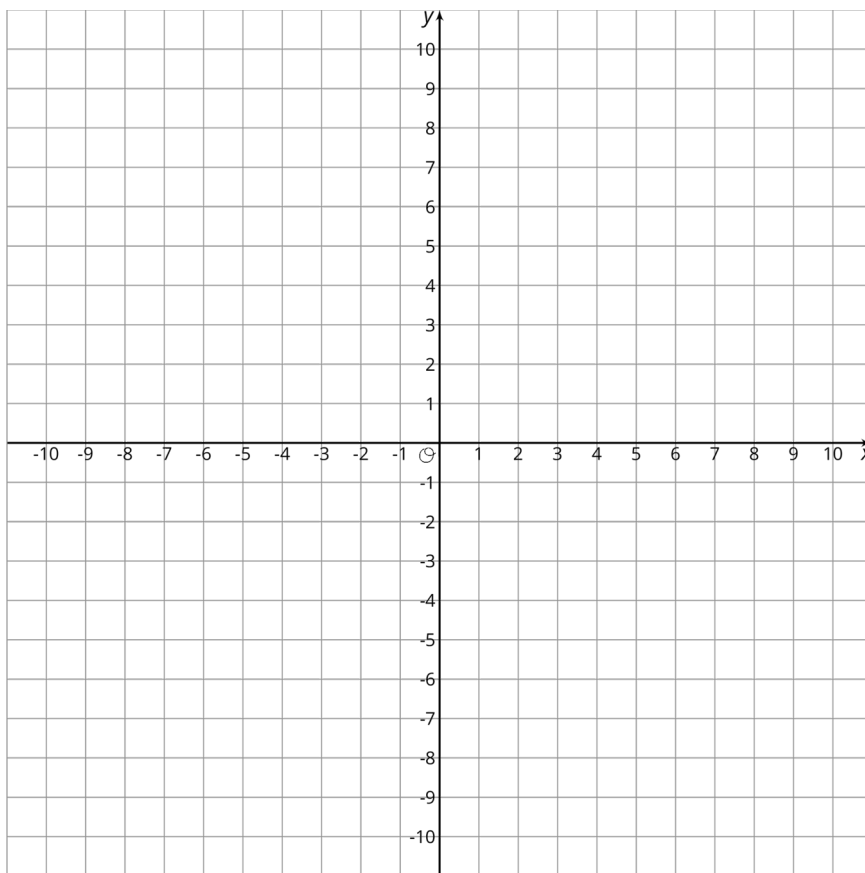
3. What is the difference between the value of the electricity generated in week 1 and week 2?
Between week 2 and week 3?

7.4: Differences and Distances

Interactive digital version available:

<https://a.openup.org/ms-math/en/s/ccss-7-5-7-4>

Plot these points on the coordinate grid: $A = (5,4)$, $B = (5,-2)$, $C = (-3,-2)$, $D = (-3,4)$



1. What shape is made if you connect the dots in order?
2. What are the side lengths of figure $ABCD$?
3. What is the difference between the x -coordinates of B and C ?
4. What is the difference between the x -coordinates of C and B ?
5. How do the differences of the coordinates relate to the distances between the points?



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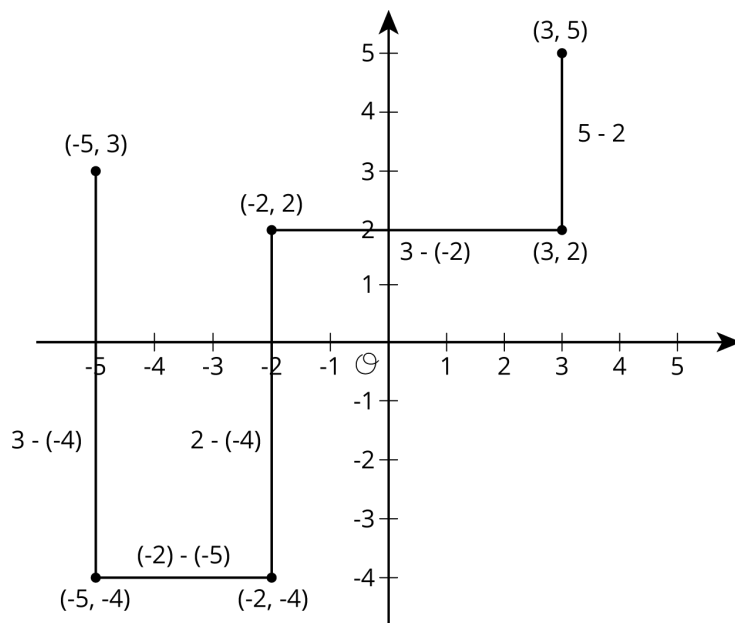
Lesson 7 Summary

Sometimes we use positive and negative numbers to represent quantities in context. Here are some contexts we have studied that can be represented with positive and negative numbers:

- temperature
- elevation
- inventory
- an account balance
- electricity flowing in and flowing out

In these situations, using positive and negative numbers, and operations on positive and negative numbers, helps us understand and analyze them. To solve problems in these situations, we just have to understand what it means when the quantity is positive, when it is negative, and what it means to add and subtract them. When two points in the coordinate plane lie on a horizontal line, you can find the distance between them by subtracting their x -coordinates.

When two points in the coordinate plane lie on a vertical line, you can find the distance between them by subtracting their y -coordinates.



Remember: the *distance* between two numbers is independent of the order, but the *difference* depends on the order.



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Day 2.3

Unit 5, Lesson 7: Cool-down

7.5: Coffee Shop Cups

Here is some record keeping from a coffee shop about their paper cups. Cups are delivered 2,000 at a time.

day	change
Monday	+2000
Tuesday	-125
Wednesday	-127
Thursday	+1719
Friday	-356
Saturday	-782
Sunday	0

1. Explain what a positive and negative number means in this situation
2. How many paper cups are left at the end of the week?
3. How many cups do you think were used on Thursday? Explain how you know.



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Day 2.3

Unit 5, Lesson 7: Practice Problems

- Answer the following questions:
 - How much higher is 500 than 400 m?
 - How much higher is 500 than -400 m?
 - What is the change in elevation from 8,500 m to 3,400 m?
 - What is the change in elevation between 8,500 m and -300 m?
 - How much higher is -200 m than 450 m?
- The table shows four transactions and the resulting account balance in a bank account, except some numbers are missing. Fill in the missing numbers.

	transaction amount	account balance
transaction 1	360	360
transaction 2	-22.50	337.50
transaction 3		182.35
transaction 4		-41.40

- The *departure from the average* is the difference between the actual amount of rain and the average amount of rain for a given month.

The historical average for rainfall in Albuquerque, NM for June, July, and August is shown in the table.

June	July	August
0.67	1.5	1.57

- Last June only 0.17 inches of rain fell all month. What is the difference between the average rainfall and the actual rainfall for last June?
- The departure from the average rainfall last July was -0.36 inches. How much rain fell last July?



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- c. How much rain would have to fall in August so that the total amount of rain equals the average rainfall for these three months? What would the departure from the average be in August in that situation?