

## English 7

Weeks 1 & 2: April 20 - May 1

**Week 1:** April 20 - April 24

|              |   |
|--------------|---|
| <b>Day 1</b> | <input type="checkbox"/> Review Imagery Devices Notes<br><input type="checkbox"/> Complete Show-Me Sentences Handout  |
| <b>Day 2</b> | <input type="checkbox"/> Review Imagery Devices Notes<br><input type="checkbox"/> Read "I Wandered Lonely as a Cloud" and complete questions  |
| <b>Day 3</b> | <input type="checkbox"/> Read "Casey at the Bat"<br><input type="checkbox"/> Review Vocabulary Words and Definitions<br><input type="checkbox"/> Annotate (mark up) "Casey at the Bat"                                |
| <b>Day 4</b> | <input type="checkbox"/> Read "Casey at the Bat" at second time<br><input type="checkbox"/> Review Vocabulary Words and Definitions<br><input type="checkbox"/> "Casey at the Bat" Comprehension Questions #1 - 14    |
| <b>Day 5</b> | <input type="checkbox"/> Read/Skim "Casey at the Bat"<br><input type="checkbox"/> Review Vocabulary Words and Definitions (as needed)<br><input type="checkbox"/> "Casey at the Bat" Comprehension Questions #15 - 30 |

Continue to read for at least 30 minutes a day

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Zoom Video Conferencing Wednesday 1:00pm - 2:00pm

# Day 1+2 Notes

## Imagery Devices

Writers often use **imagery** to help readers create pictures in their minds of that about which the author is writing. There are a number of imagery devices that a writer might use to help readers create these mental images.

## Sensory Details

Writers can create vivid images through the use of sensory details—details that appeal to the senses of **sight**, **sound**, **touch**, **taste**, or **smell**. Through the use of highly descriptive **adjectives** and **adverbs**, and the use of **strong verbs**, the writer attempts to help the reader get a clear mental picture of that which is being described.

## Sensory Details

- Example:
- *He was a broad, bandy-legged little man with a thick mustache, and square hands, puffed and muscled on the palms.*
  - *In the above example the use of descriptive adjectives creates a strong visual image of the person being described.*



# Day 1 + 2 Notes

## Sensory Details

### Example:

- *The branches of the tree were twisted and gnarled, stripped of their leaves by the endless winds.*
- In the above example the use of descriptive adjectives creates a strong visual image of the trees being described.

## Personification

Personification is giving human traits to non-human objects.

### Example:

- *The trees bowed their heads under hoods of snow.*
- In the above example trees are personified by saying they have heads and are wearing hoods.
- *The flowers danced in the breeze.*
- In the above example flowers are personified by saying they can dance.

## Metaphor

Metaphor is a technique where a writer compares two things that are not usually thought of a being alike by saying one thing **is** the other.

## Metaphor

### Examples:

- *The lake was a silvery mirror in the moonlight.*
- In the above example the writer compares a lake to a mirror by saying the lake was a mirror. This comparison implies that the lake was shiny, smooth, and had the reflective quality of a mirror.



# Day 1 + 2 Notes

## Metaphor

### Example:

- **Life is a barren field.**
- In the above example the writer compares life to a barren field by saying life is a barren field. This comparison implies that life is as empty and lonely as a barren field.

## Metaphor

### Example:

- **The smoke from the chimney was a black ribbon against the sky.**
- In the above example the writer compares smoke to a black ribbon. This comparison focuses on the nature of the smoke being like a ribbon—it may drift up in a straight line or may curl around like a ribbon.

## Simile

Simile is when a writer compares two things that are not usually thought of as being alike by saying one is **like** the other. A simile may also use the word **as** in the comparison.

## Simile

### Example:

- **I was happy as a lark.**
- In the above example the writer compares himself to a lark. The comparison implies the writer was as happy as a singing bird.



# Day 1 + 2 Notes

## Simile

### Example:

- ***I wander lonely as a cloud.***
- In the above example the writer is comparing himself to a cloud. The comparison implies the independence, aimlessness and loneliness of a cloud in the sky.

## Simile

### Example:

- ***Its fleece is white as snow.***
- In the above example fleece is being compared to snow in terms of its color.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Day 1

## Show-Me Sentences Handout

In the table below, there are two columns—one containing a telling sentence and one containing a space for rewriting that sentence into a descriptive scene. Rewrite each telling sentence into one or several sentences that recreate the scene more vividly. Think of word choice and use senses (e.g., smell, touch, sight, taste, sound) to show the scene—feel free to invent details within your revised sentences.

| Telling Sentence   | Showing Sentence  |
|--|---|
| <i>The old man stood in the grass and relaxed as the sun went down.</i>                          | <i>The grass caressed his feet and a smile softened his eyes. A hot puff of air brushed against his wrinkled cheek as the sky paled yellow, then crimson, and within a breath, electric indigo.</i> |
| The boy pulled a large fish out of the river.  |   |
| The girl stood on the corner of the busy intersection and witnessed the accident as it happened. |   |
| The woman had a terrible headache.   |   |
| The meadow slowly came to life as the sun came up.   |   |
| The hunted creature ran through the thick forest and screamed as the thorns cut into his skin.   |   |

## Day 2

### Imagery in Poetry:

Imagery poems tickle our senses with their descriptive details which can appeal to our sense of sight, taste, hearing, smell or sound. The more descriptive and imaginative the words, the better the reader can imagine the setting or details of the poem and create an image or picture in their mind.

Read William Wordsworth's famous poem below for a good example of how imagery and other poetic devices were used to help paint a picture in the mind of the reader.

#### I Wandered Lonely as a Cloud

By: William Wordsworth

I wandered lonely as a Cloud  
That floats on high o'er Vales and Hills,  
When all at once I saw a crowd  
A host of dancing Daffodils;  
Along the Lake, beneath the trees,  
Ten thousand dancing in the breeze.

Continuous as the stars that shine  
And twinkle on the milky way,  
They stretched in never-ending line  
Along the margin of a bay:  
Ten thousand saw I at a glance,  
Tossing their heads in sprightly dance.

The waves beside them danced, but they  
Outdid the sparkling waves in glee: --  
A poet could not but be gay  
In such a laughing company:  
I gazed -- and gazed -- but little thought  
What wealth the show to me had brought:

For oft when on my couch I lie  
In vacant or in pensive mood,  
They flash upon that inward eye  
Which is the bliss of solitude,  
And then my heart with pleasure fills,  
And dances with the Daffodils.

# Day 2

Please answer the following questions:

1. Write the specific examples of imagery found in the poem. Write the specific lines that help you imagine what the poet is looking at.
2. How do these lines help “paint a picture” of the scene that Wordsworth is describing?
3. What is your favorite example of imagery in the poem? Explain why it is your favorite.
4. Besides imagery, what figurative language does Wordsworth use to help create the images? Provide specific examples of each type of figurative language you find.
5. What season do you think the poet is describing? Use evidence from the poem to support your answer.



## CASEY AT THE BAT

BY ERNEST LAWRENCE THAYER

*Taken From the San Francisco Examiner - June 3, 1888*

The outlook wasn't brilliant for the Mudville nine that day;  
The score stood four to two, with but one inning more to play,  
And then when Cooney died at first, and Barrows did the same,  
A pall-like silence fell upon the patrons of the game.

A straggling few got up to go in deep despair. The rest  
Clung to that hope which springs eternal in the human breast;  
They thought, "If only Casey could but get a whack at that —  
We'd put up even money now, with Casey at the bat."

But Flynn preceded Casey, as did also Jimmy Blake,  
And the former was a hoodoo, while the latter was a cake;  
So upon that stricken multitude grim melancholy sat;  
For there seemed but little chance of Casey getting to the bat.

But Flynn let drive a single, to the wonderment of all,  
And Blake, the much despised, tore the cover off the ball;  
And when the dust had lifted, and men saw what had occurred,  
There was Jimmy safe at second and Flynn a-hugging third.

Then from five thousand throats and more there rose a lusty yell;  
It rumbled through the valley, it rattled in the dell;  
It pounded on the mountain and recoiled upon the flat,  
For Casey, mighty Casey, was advancing to the bat.

There was ease in Casey's manner as he stepped into his place;  
There was pride in Casey's bearing and a smile lit Casey's face.  
And when, responding to the cheers, he lightly doffed his hat,  
No stranger in the crowd could doubt 'twas Casey at the bat.

Ten thousand eyes were on him as he rubbed his hands with dirt.  
Five thousand tongues applauded when he wiped them on his shirt.  
Then while the writhing pitcher ground the ball into his hip,  
Defiance flashed in Casey's eye, a sneer curled Casey's lip.

# Day 3-5

## Read

And now the leather-covered sphere came hurtling through the air,  
And Casey stood a-watching it in haughty grandeur there.  
Close by the sturdy batsman the ball unheeded sped —  
"That ain't my style," said Casey. "Strike one!" the umpire said.

From the benches, black with people, there went up a muffled roar,  
Like the beating of the storm-waves on a stern and distant shore;  
"Kill him! Kill the umpire!" shouted some one on the stand;  
And it's likely they'd have killed him had not Casey raised his hand.

With a smile of Christian charity great Casey's visage shone;  
He stilled the rising tumult; he bade the game go on;  
He signaled to the pitcher, and once more the dun sphere flew;  
But Casey still ignored it, and the umpire said "Strike two!"

"Fraud!" cried the maddened thousands, and echo answered "Fraud!"  
But one scornful look from Casey and the audience was awed.  
They saw his face grow stern and cold, they saw his muscles strain,  
And they knew that Casey wouldn't let that ball go by again.

The sneer has fled from Casey's lip, the teeth are clenched in hate;  
He pounds with cruel violence his bat upon the plate.  
And now the pitcher holds the ball, and now he lets it go,  
And now the air is shattered by the force of Casey's blow.

Oh, somewhere in this favored land the sun is shining bright,  
The band is playing somewhere, and somewhere hearts are light,  
And somewhere men are laughing, and little children shout;  
But there is no joy in Mudville — mighty Casey has struck out.



# Day 3 - 5

# Review

## Casey At the Bat-Vocabulary Words and Definitions

1. patrons - fans
2. preceded -came before
3. former- the first item in a sequence of two
4. latter - the second item in a sequence of two
5. multitude - many; a crowd
6. melancholy - sad and low-spirited
7. recoiled - to have sprung back
8. doff - to take off a cap or hat as a greeting or sign of respect
9. writhing - the action of twisting and turning
10. defiance - having the quality of resisting
11. sneer - to show scorn by curling the lip
12. grandeur - magnificence
13. visage - a face
14. tumult- an uproar
15. bade - commanded or ordered
16. spheroid - a round solid figure

**Day 3 - Annotate (mark up) "Casey at the Bat"**

*Check off when completed*

- ☐ Underline 3 examples of Figurative Language
- ☐ Box 3 words or phrases that create imagery (touch, taste, hear, see, smell)
- ☐ Highlight 5 words with a positive connotation
- ☐ Circle 5 words with a negative connotation
- ☐ Star the stanza where there is a conflict and write which type of conflict it is
- ☐ Put a smiley face by the resolution
- ☐ Put a dashed line under the name of the protagonist, Put a dotted line under the name of the antagonist
- ☐ Double underline evidence of a theme or lesson learned



## Day 4 - Casey at the Bat Comprehension Questions #1-14

**Complete questions #1 - #7 after reading the *first* stanza.**

1. What sport are the Mudville nine playing? \_\_\_\_\_
2. How many innings were already played? \_\_\_\_\_
3. What was the score? \_\_\_\_\_
4. Was the Mudville team winning or losing? \_\_\_\_\_
5. What does it mean when it says that Cooney 'died' at first? \_\_\_\_\_
6. Was Barrows out or safe at first? \_\_\_\_\_
7. How many outs are there? \_\_\_\_\_

**Complete questions #8 - #10 after reading the *second* and *third* stanza.**

8. Why did a few fans leave before the very end of the game? \_\_\_\_\_  
\_\_\_\_\_
9. Who was up to bat before Casey? \_\_\_\_\_
10. Did the fans have any confidence in Flynn's or Jimmy Blake's ability? How do you know?  
\_\_\_\_\_

**Complete questions #11 - #14 after reading the *fourth* stanza.**

11. What base did Flynn reach after he batted? \_\_\_\_\_
12. What does 'tore the cover off the ball' mean? \_\_\_\_\_
13. Which bases were the players on? \_\_\_\_\_
14. What does 'a-hugging third' mean? \_\_\_\_\_

**Day 5 - Casey at the Bat Comprehension Questions #15 -30**

**Complete questions #15 & #16 after reading the *fifth* stanza.**

15. How many fans were still at the game? \_\_\_\_\_

16. How do we know the fans had confidence in Casey's ability? \_\_\_\_\_

**Complete question # 17 after reading the *sixth* and *seventh* stanza.**

17. How did Casey feel about his own ability? How do we know? \_\_\_\_\_

\_\_\_\_\_

**Complete questions #18 - #21 after reading the *eighth* and *ninth* stanza.**

18. What is the leather-covered sphere? \_\_\_\_\_

19. Did Casey swing at the first pitch? \_\_\_\_\_

20. Did the umpire call the pitch a ball or a strike? \_\_\_\_\_

21. How did the crowd react to the umpire's call? \_\_\_\_\_

**Complete questions #22 - # 26 after reading the *tenth* and *eleventh* stanza.**

22. Who calmed the crowd? \_\_\_\_\_

23. Did Casey swing at the second pitch? \_\_\_\_\_

24. What did the umpire call the second pitch? \_\_\_\_\_

25. How did the crowd react to the umpire's call? \_\_\_\_\_

26. What made the crowd calm down? \_\_\_\_\_

**Complete question # 27 - # 28 after reading the *twelfth* stanza.**

27. What emotion is Casey displaying now that he has two strikes? \_\_\_\_\_

\_\_\_\_\_

28. Does Casey swing at the third pitch? \_\_\_\_\_

**Complete questions 29 - 31 after reading the *thirteenth* stanza.**

29. Does Casey hit the ball? \_\_\_\_\_

30. What country is it referring to when the author uses 'favored land'? \_\_\_\_\_



## English 7

Weeks 1 & 2: April 20 - May 1

**Week 2:** April 27 - May 1

|              |   |
|--------------|---|
| <b>Day 1</b> | <input type="checkbox"/> Review Poetry Notes (printed PowerPoint)<br><input type="checkbox"/> Haiku   |
| <b>Day 2</b> | <input type="checkbox"/> Review Poetry Notes (printed PowerPoint)<br><input type="checkbox"/> Writing Limericks<br><input type="checkbox"/> Couplet   |
| <b>Day 3</b> | <input type="checkbox"/> Review Poetry Notes (printed PowerPoint)<br><input type="checkbox"/> Child to Parent Poem and Questions  |
| <b>Day 4</b> | <input type="checkbox"/> Review Poetry Notes (printed PowerPoint)<br><input type="checkbox"/> Read "The Elephant" by Rudyard Kipling<br><input type="checkbox"/> Analyzing Poetry Graphic Organizer |
| <b>Day 5</b> | <input type="checkbox"/> Review Poetry Notes (printed PowerPoint)<br><input type="checkbox"/> Read "The Road Not Taken"<br><input type="checkbox"/> "The Road Not Taken Questions"                  |

Continue to read for at least 30 minutes a day

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Zoom Video Conferencing Tuesdays 3:00pm - 4:00pm

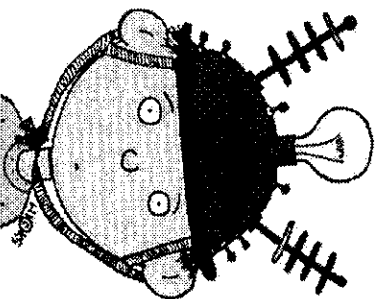
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Zoom Video Conferencing Wednesdays 1:00pm - 2:00pm

# What is poetry?

- In poetry the sound and meaning of words are combined to express feelings, thoughts, and ideas.
- The poet chooses words carefully.
- Poetry is usually written in lines.

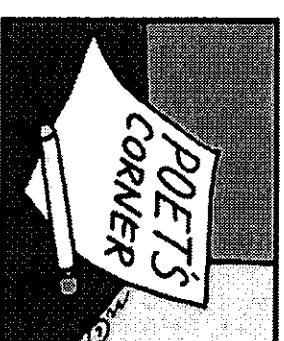


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# Poetry Elements

Writers use many elements to create their poems. These elements include:

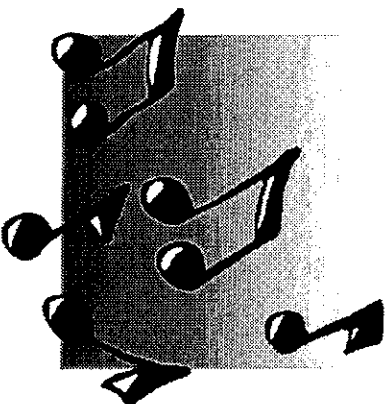
- Rhythm
- Sound
- Imagery
- Form



3

# Rhythm

- Rhythm is the flow of the beat in a poem.
- Gives poetry a musical feel.
- Can be fast or slow, depending on mood and subject of poem.
- You can measure rhythm in *meter*, by counting the beats in each line.
- (See next two slides for examples.)

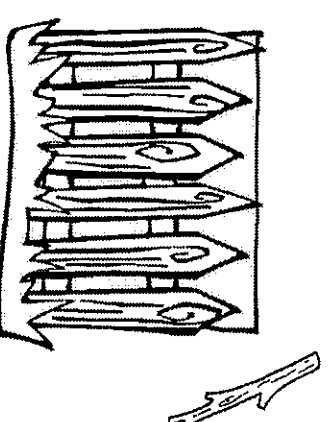


4

# Rhythm Example

*The Pickety Fence by David McCord*

The pickety fence  
The pickety fence  
Give it a lick it's  
The pickety fence  
Give it a lick it's  
A clickety fence  
Give it a lick it's a lickety fence  
Give it a lick  
Give it a lick  
Give it a lick  
With a rickety stick  
pickety  
pickety  
pickety  
pick.



The rhythm in this poem is fast -- to match the speed of the stick striking the fence.

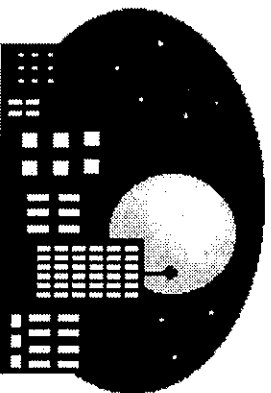
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## Rhythm Example

### Where Are You Now?

When the night begins to fall  
And the sky begins to glow  
You look up and see the tall  
City of lights begin to grow –  
In rows and little golden squares  
The lights come out. First here, then there  
Behind the windowpanes as though  
A million billion bees had built  
Their golden hives and honeycombs  
Above you in the air.

By Mary Britton Miller



*The rhythm in this poem is  
slow – to match the night  
gently falling and the  
lights slowly coming on.*

6

## Sound

Writers love to use interesting sounds in their poems. After all, poems are meant to be heard. These sound devices include:

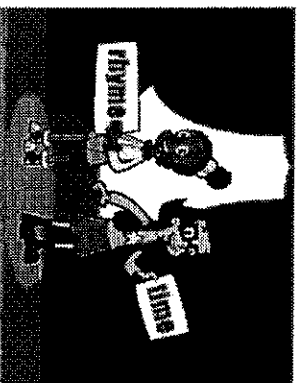
- Rhyme
- Repetition
- Alliteration
- Onomatopoeia

**Pop! Pop! Pop!**  
**Sizzle!!!**  
**POP!!**

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## Rhyme

- Rhymes are words that end with the same sound. (*Hat, cat* and *bat* rhyme.)
- Rhyming sounds don't have to be spelled the same way. (*Cloud* and *allowed* rhyme.)
- Rhyme is the most common sound device in poetry.



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## Rhyming Patterns

- Poets can choose from a variety of different rhyming patterns. (See next four slides for examples.)
- ABB – lines 1 & 2 rhyme and lines 3 & 4 rhyme
- ABAB – lines 1 & 3 rhyme and lines 2 & 4 rhyme
- ABBA – lines 1 & 4 rhyme and lines 2 & 3 rhyme
- ABCB – lines 2 & 4 rhyme and lines 1 & 3 do not rhyme

9



## AABB Rhyming Pattern

### First Snow

Snow makes whiteness where it falls.  
The bushes look like popcorn balls.  
And places where I always play,  
Look like somewhere else today.

*By Marie Louise Allen*



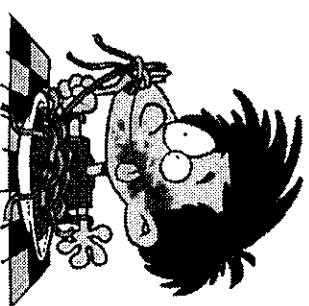
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## ABAB Rhyming Pattern

### Oodles of Noodles

I love noodles. Give me oodles.  
Make a mound up to the sun.  
Noodles are my favorite foodies.  
I eat noodles by the ton.

*By Lucia and James L. Hymes, Jr.*



11

## ABBA Rhyming Pattern

### From "Bliss"

Let me fetch sticks,  
Let me fetch stones,  
Throw me your bones,  
Teach me your tricks.

*By Eleanor Farjeon*



12

## ABCB Rhyming Pattern

### The Alligator

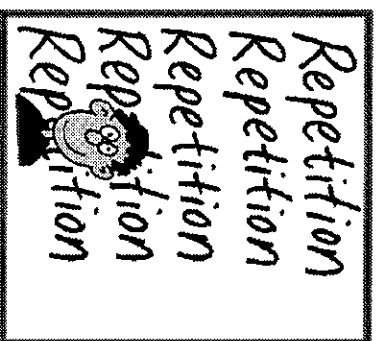
The alligator chased his tail  
Which hit him in the snout;  
He nibbled, gobbled, swallowed it,  
And turned right inside-out.

*by Mary Macdonald*

13

## Repetition

- Repetition occurs when poets repeat words, phrases, or lines in a poem.
- Creates a pattern.
- Increases rhythm.
- Strengthens feelings, ideas and mood in a poem.
- (See next slide for example.)



14

## Repetition Example

### The Sun

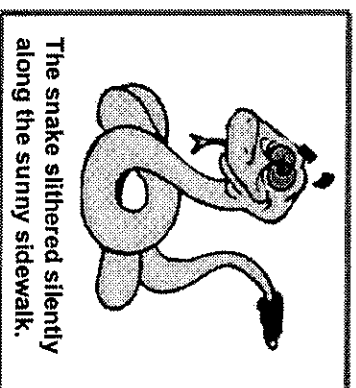
Some one tossed a pancake,  
A buttery, buttery, pancake.  
Someone tossed a pancake  
And flipped it up so high,  
That now I see the pancake,  
The buttery, buttery pancake,  
Now I see that pancake  
Stuck against the sky.

by Sandra Liatsos

15

## Alliteration

- Alliteration is the repetition of the first consonant sound in words, as in the nursery rhyme "Peter Piper picked a peck of pickled peppers."  
(See next slide for example.)



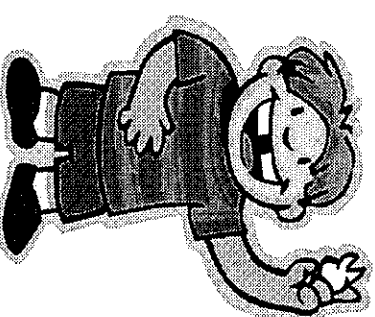
16

## Alliteration Example

### This Tooth

I jiggled it  
jaggled it  
jerked it.  
  
I pushed  
and pulled  
and poked it.  
  
But –  
As soon as I stopped,  
And left it alone  
This tooth came out  
On its very own!

by Lee Bennett Hopkins



17

# Onomatopoeia

- Words that represent the actual sound of something are words of onomatopoeia. Dogs "bark," cats "purrr," thunder "booms," rain "drips," and the clock "ticks."
- Appeals to the sense of sound.
- (See next slide for example.)



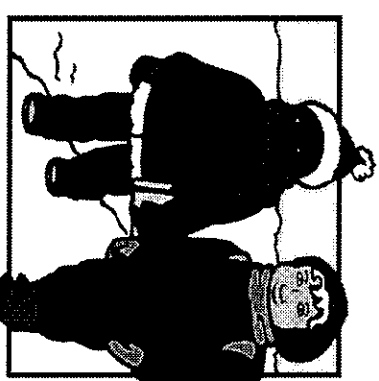
18

# Onomatopoeia Example

## Listen

Scrunch, scrunch, scrunch.  
Crunch, crunch, crunch.  
Frozen snow and brittle ice  
Make a winter sound that's nice  
Underneath my stamping feet  
And the cars along the street.  
Scrunch, scrunch, scrunch.  
Crunch, crunch, crunch.

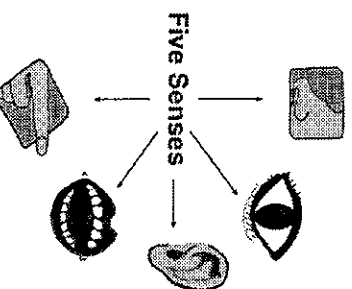
by Margaret Hillert



19

# Imagery

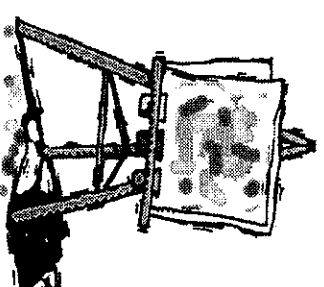
- Imagery is the use of words to create pictures, or images, in your mind.
- Appeals to the five senses: smell, sight, hearing, taste and touch.
- Details about smells, sounds, colors, and taste create strong images.
- To create vivid images writers use figures of speech.



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# Figures of Speech

- Figures of speech are tools that writers use to create images, or "paint pictures," in your mind.
- Similes, metaphors, and personification are three figures of speech that create imagery.

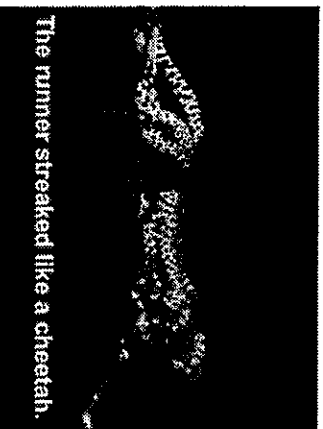


21



## Simile

- A simile compares two things using the words "like" or "as."
- Comparing one thing to another creates a vivid image.
- (See next slide for example.)



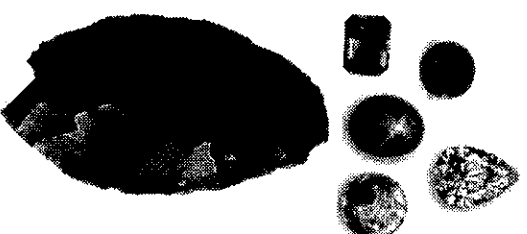
22

## Simile Example

### Flint

An emerald is as green as grass,  
A ruby red as blood;  
A sapphire shines as blue as heaven;  
A flint lies in the mud.  
A diamond is a brilliant stone,  
To catch the world's desire;  
An opal holds a fiery spark;  
But a flint holds fire.

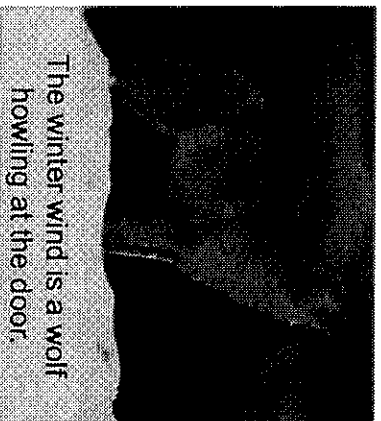
*By Christina Rossetti*



23

## Metaphor

- A metaphor compares two things without using the words "like" or "as."
- Gives the qualities of one thing to something that is quite different.
- (See next slide for example.)



24

## Metaphor Example

### The Night is a Big Black Cat

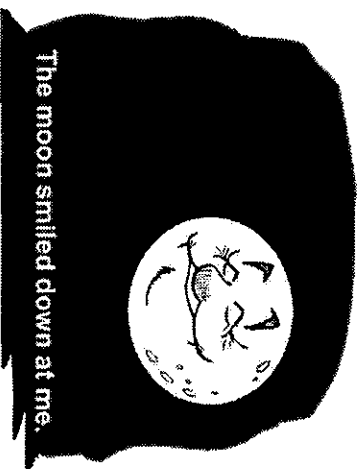
The Night is a big black cat  
The moon is her topaz eye,  
The stars are the mice she hunts at night,  
In the field of the sultry sky.

*By G. Orr Clark*

25

## Personification

- Personification gives human traits and feelings to things that are not human – like animals or objects.
- (See next slide for example.)



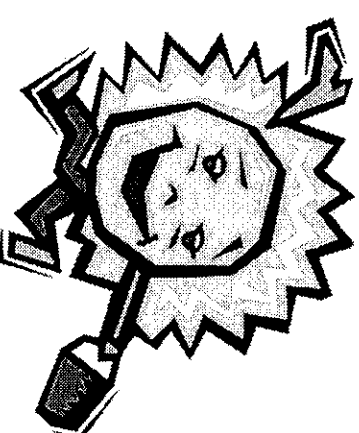
26

## Personification Example

### From "Mister Sun"

Mister Sun  
Wakes up at dawn,  
Puts his golden  
Slippers on,  
Climbs the summer  
Sky at noon,  
Trading places  
With the moon.

by J. Patrick Lewis



27

## Forms of Poetry

There are many forms of poetry including the:

- Couplet
- Tercet
- Acrostic
- Cinquain
- Haiku
- Senryu
- Concrete Poem
- Free Verse
- Limerick



28

## Lines and Stanzas

- Most poems are written in lines. *March*
- A group of lines in a poem is called a stanza. *A blue day*
- Stanzas separate ideas in a poem. They act like paragraphs. *A blue jay*
- This poem has two stanzas. *And a good beginning.*

*One crow,  
Melting snow –  
Spring's winning!*

By Eleanor Farjeon

29

## Couplet

- A couplet is a poem, or stanza in a poem, written in two lines.
- Usually rhymes.

### *The Jellyfish*

Who wants my jellyfish?  
I'm not sellyfish!

By Ogden Nash

30

## Quatrain

- A quatrain is a poem, or stanza, written in four lines.
- The quatrain is the most common form of stanza used in poetry.
- Usually rhymes.
- Can be written in variety of rhyming patterns. (See slide 9 entitled "Rhyming Patterns.")



### *The Lizard*

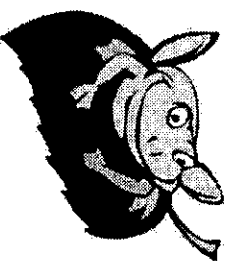
The lizard is a timid thing  
That cannot dance or fly or sing;  
He hunts for bugs beneath the floor  
And longs to be a dinosaur.

By John Gardner

31

## Haiku

- A haiku is a Japanese poem with 3 lines of 5, 7, and 5 syllables. (Total of 17 syllables.)
- Does not rhyme.
- Is about an aspect of nature or the seasons.
- Captures a moment in time.



Little frog among  
rain-shaken leaves, are you, too,  
splashed with fresh, green paint?

by Gaki

32

## Concrete Poem

- A concrete poem (also called shape poem) is written in the shape of its subject.
- The way the words are arranged is as important what they mean.
- Does not have to rhyme.



33



## Free Verse

- A free verse poem does not use rhyme or patterns.
- Can vary freely in length of lines, stanzas, and subject.

### Revenge

When I find out who took the last cookie out of the jar and left me a bunch of stale old messy crumbs, I'm going to take me a handful and crumb up someone's bed.

By Myra Cohn Livingston



34

## Acrostic

- In an acrostic poem the first letter of each line, read down the page, spells the subject of the poem.
- Type of free verse poem.
- Does not usually rhyme.



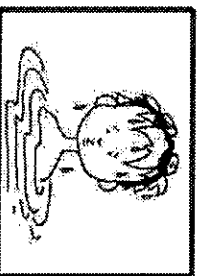
Loose brown parachute  
Escaping  
And  
Floating on puffs of air.

by Paul Paolilli

35

## Limerick

- A limerick is a funny poem of 5 lines.
- Lines 1, 2 & 5 rhyme.
- Lines 3 & 4 are shorter and rhyme.
- Line 5 refers to line 1.
- Limericks are a kind of nonsense poem.



### There Seems to Be a Problem

I really don't know about Jim.  
When he comes to our farm for a swim,  
The fish as a rule,  
jump out of the pool.  
Is there something the matter with him?

By John Ciardi

36

## Voice

"Voice" is the speaker in a poem. The speaker can be the poet himself or a character he created in the poem. There can be one speaker or many speakers.



- Poet as speaker (slides 47-49)
- Human character in poem as speaker (slide 50)
- Object or animal as speaker (slides 51-52)
- More than one speaker (slides 53-54)

37

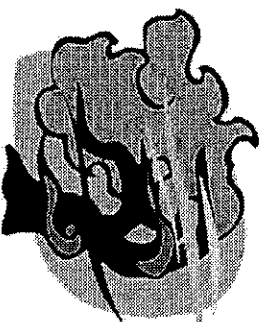
## Voice: Poet as Speaker

### The Wind

Who has seen the wind?  
Neither I nor you:  
But when the leaves hang trembling  
The wind is passing thro'.

Who has seen the wind?  
Neither you nor I:  
But when the trees bow down their heads,  
The wind is passing by.

by Christina Rossetti



*In this poem, the poet speaks of her feelings about the power of the wind.*

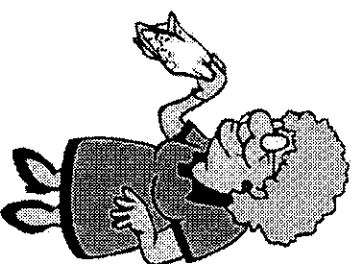
38

## Voice: Poet as Speaker

### The Sugar Lady

There is an old lady who lives down the hall,  
Wrinkled and gray and toothless and small.  
At seven already she's up,  
Going from door to door with a cup.  
"Do you have any sugar?" she asks,  
Although she's got more than you.  
"Do you have any sugar?" she asks,  
Hoping you'll talk for a minute or two.

by Frank Asch



*In this poem, the poet tells a story about a lonely old woman hoping to talk.*

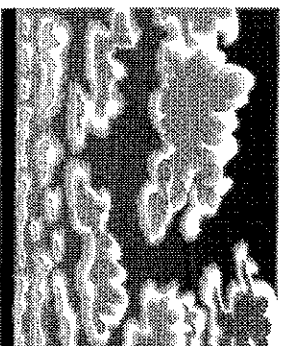
39

## Voice: Poet as Speaker

### Clouds

White sheep, white sheep,  
On a blue hill,  
When the wind stops  
You all stand still.  
When the wind blows  
You walk away slow.  
White sheet, white sheep,  
Where do you go?

by Christina Rossetti



*In this poem, the poet speaks to clouds - something that cannot answer back. She uses a metaphor when she calls the clouds "white sheep."*

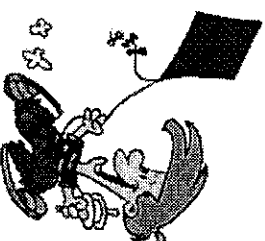
40

## Voice: Human Character as Speaker

### For Keeps

We had a tug of war today  
Old March Wind and I.  
He tried to steal my new red kite  
That Daddy helped me fly.  
He huffed and puffed.  
I pulled so hard  
And held that string so tight  
Old March Wind gave up at last  
And let me keep my kite.

by Jean Conder Soule



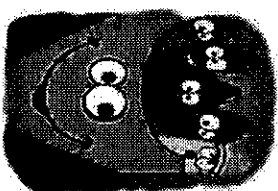
*In this poem, the voice is that of a child flying a kite on a windy day. The child is the character in the poem.*

41

## Voice: Object as Speaker

### Crayon Dance

The cardboard ceiling lifts  
*Pickmepickmepickme*, I pray  
The fingers dol They choose me,  
Sky Blue!  
Hurrah! Hooray!



*In this poem, the voice is that of a blue crayon, happy to be picked by the artist. The crayon is the character in the poem.*

42

## Voice: Two Speakers

### I Talk With the Moon

I talk with the moon, said the owl  
While she lingers over my tree  
I talk with the moon, said the owl  
And the night belongs to me.  
  
I talk with the sun said the wren  
As soon as he starts to shine  
I talk with the sun, said the wren  
And the day is mine.



*There are two voices in this poem. In the first stanza the voice is that of the night-time owl. In the second stanza the voice is that of the day-time wren.*

*By Beverly McLoughland*

44

## Voice: Animal as Speaker

### Turtle in July

Heavy  
Heavy hot  
Heavy hot hangs  
Thick sticky  
Icky  
But I lie  
Nose high  
Cool pool  
No fool  
A turtle in July



*In this poem, the voice is that of a turtle keeping cool on a hot July day. The turtle is the character in the poem.*

*by Marilyn Singer*

43

## Voice: Multiple Speakers

### Monster Mothers

*By Florence Parry Heide*

When monster mothers get together  
They brag about their babies.  
The other day I heard one say,  
"He's got his very first fang today!"

"Mine is ugly."  
"Mine is mean."  
"Mine is turning  
nice and green."



"Mine breathes fire  
and smoke and such."  
"Mine has skin  
you'd hate to touch."

*In this poem, there are many voices. The speakers are the monster mothers describing their babies.*

45



## Author's Purpose



The poet has an "author's purpose" when he writes a poem.

The purpose can be to:

- **Share feelings** (joy, sadness, anger, fear, loneliness)
- **Tell a story**
- **Send a message** (theme - something to think about)
- **Be humorous**
- **Provide description\*** (e.g., person, object, concept)

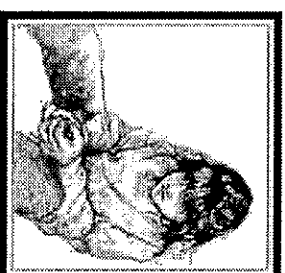
*"Although description is important in all poems, the focus of some poems is the description itself rather than feelings, story-telling, message, or humor."*

46

## Author's Purpose: Share Feelings

### When I Was Lost

Underneath my belt  
My stomach was a stone.  
Sinking was the way I felt.  
And hollow.  
And alone.



*The author's purpose is to share her feelings about being lost and scared.*

47

## Author's Purpose: Tell Story

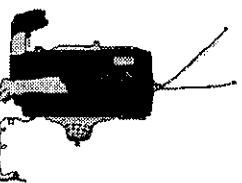
### Jimmy Jet By Shel Silverstein

I'll tell you the story of Jimmy Jet –  
And you know what I tell you is true.  
He loved to watch his TV set  
Almost as much as you.

He watched all day, he watched all night  
Till he grew pale and lean,  
From "The Early Show" to "The Late Late Show"  
And all the shows between.

He watched till his eyes were frozen wide,  
And his bottom grew into his chair.  
And his chin turned into a tuning dial,  
And antennae grew out of his hair.

*The author's purpose is to tell the story of a boy who watched too much television.*



48

## Author's Purpose: Send Message

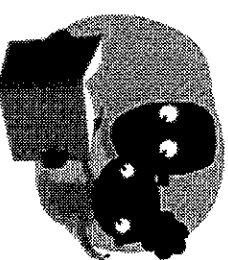
### Share the Adventure

Pages and pages  
A seesaw of ideas –  
Share the adventure

Fiction, nonfiction:  
Door to our past and future  
Swinging back and forth

WHAM! The book slams shut,  
But we read it together  
With our minds open

*by Patricia and Frederick McKissack*



*The author's purpose is to send a serious message. The message, or theme, is that reading is an adventure that can be shared.*

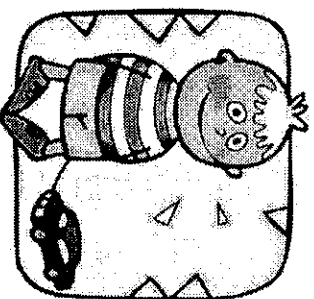
49

## Author's Purpose: Be Humorous

### Insides

I'm very grateful to my skin  
For keeping all my insides in –  
I do so hate to think about  
What I would look like inside-out.

*By Colin West*



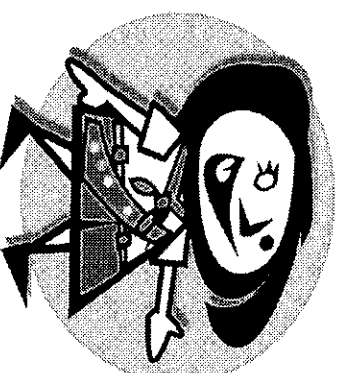
*The author's purpose is to write a humorous poem about the purpose of skin.*

50

## Author's Purpose: Be Descriptive

*Me by Karla Kuskin*

"My nose is blue,  
My teeth are green,  
My face is like a soup tureen.  
I look just like a lima bean.  
I'm very, very lovely.  
My feet are far too short  
And long.  
My hands are left and right  
And wrong.  
My voice is like the hippo's song.  
I'm very, very,  
Very, very,  
Very, very  
Lovely?"



*The author's purpose is to describe a strange-looking person.*

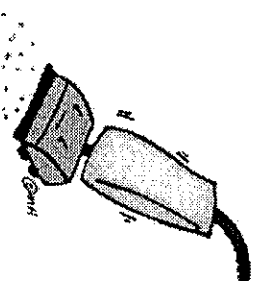
51

## Author's Purpose: Be Descriptive

### Vacuum Cleaner

Roars over carpet  
zig-zag-zips  
sucking up fuzz  
through metal lips.

*By Dee Lillegard*



*The author's purpose is to describe an object – a vacuum cleaner.*

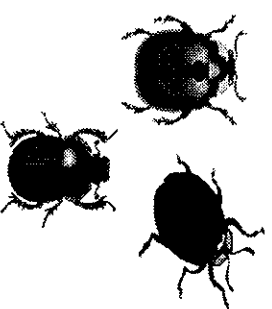
52

## Author's Purpose: Be Descriptive

### Beetles

Emerald, ruby, turquoise blue,  
Beetles come in every hue:  
Beetles that pinch or sting or bite,  
Tiger beetles that claw and fight,  
Beetles whose burnished armor gleams,  
Whirrigig beetles that dance on streams,  
Antlered beetles in staglike poses,  
Beetles that smell – and not like roses,  
Others that click like castanets,  
That dig or swim or zoom like jets,  
Hard as coffee beans, brown as leather,  
Or shimmering bright as a peacock feather!

*By Ethel Jacobson*



*The author's purpose is to describe a variety of beetles.*

53

## Author's Purpose: Be Descriptive

### Understanding

Sun  
And rain  
And wind  
And storms  
And thunder go together.

There has to be a bit of each  
To make the weather.

By Myra Cohn Livingston



*The author's purpose is to describe a concept – weather.*

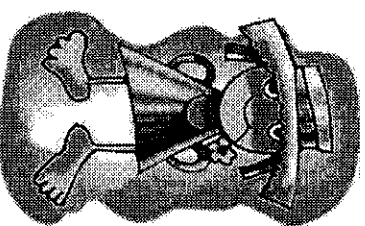
54

## Mood - Barefoot Days

**Barefoot Days** by Rachel Field

In the morning, very early,  
That's the time I love to go  
Barefoot where the fern grows curly.  
And grass is cool between each toe,  
On a summer morning-O!  
On a summer morning!

That is when the birds go by  
Up the sunny slopes of air,  
And each rose has a butterfly  
Or a golden bee to wear;  
And I am glad in every toe –  
Such a summer morning-O!  
Such a summer morning!

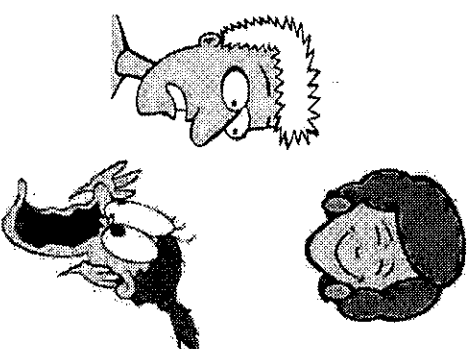


*The mood in this poem is happy. What clues in the poem can you use to determine the mood?*

56

## Mood

- Mood is the atmosphere, or emotion, in the poem created by the poet.
- Can be happy, angry, silly, sad, excited, fearful or thoughtful.
- Poet uses words and images to create mood.
- Author's purpose helps determine mood.  
(See slides 65-72 for examples.)



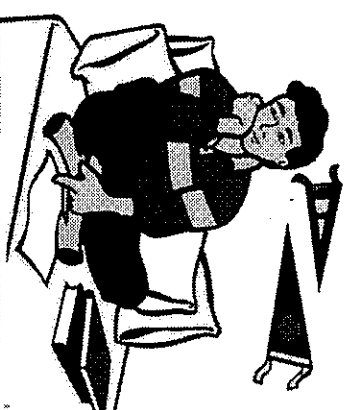
55

## Mood - Mad Song

**Mad Song**

I shut my door  
To keep you out  
Won't do no good  
To stand and shout  
Won't listen to  
A thing you say  
Just time you took  
Yourself away  
I look my door  
To keep me here  
Until I'm sure  
You disappear.

By Myra Cohn Livingston



*The mood in this poem is angry. What clues in the poem can you use to determine the mood?*

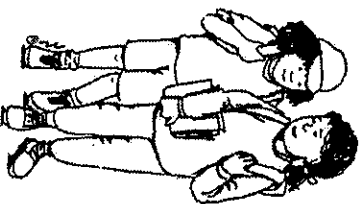
57

## Mood - Poem

### Poem

I loved my friend.  
He went away from me.  
There's nothing more to say.  
The poem ends,  
Soft as it began –  
I loved my friend:

*By Langston Hughes*



*The mood in this poem is sad. What clues in the poem can you use to determine the mood?*

58

## Mood - Something is There

### Something is There

Something is there  
there on the stair  
coming down  
coming down  
stepping with care.  
Coming down  
coming down  
slinkety-sly.

Something is coming and wants to get by.

*By Lilian Moore*



*The mood in this poem is fearful. What clues in the poem can you use to determine the mood?*

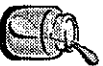
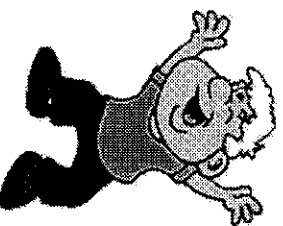
59

## Mood - Joyful

### Joyful

A summer day is full of ease,  
a bank is full of money,  
our lilac bush is full of bees,  
And I am full of honey.

*By Rose Burgunder*



*The mood in this poem is happy. What clues in the poem can you use to determine the mood?*

60

## Mood - Foghorns

### Foghorns

The foghorns moaned  
in the bay last night  
so sad  
so deep  
I thought I heard the city  
crying in its sleep.

*By Lilian Moore*



*The mood in this poem is sad. What clues in the poem can you use to determine the mood?*

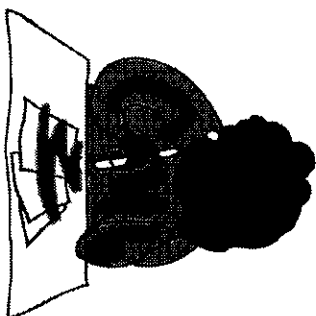
61

## Mood - *Magic Landscape*

### Magic Landscape

Shall I draw a magic landscape?  
In the genius of my fingers  
I hold the seeds.  
Can I grow a painting like a flower?  
Can I sculpture a future without weeds?

*By Joyce Carol Thomas*



*The mood in this poem is thoughtful. What clues in the poem can you use to determine the mood?*

62

## Mood - *Higglety, Pigglety, Pop*

### Higglety, Pigglety, Pop!

Higglety, Pigglety, Pop!  
The dog has eaten the mop;  
The pig's in a hurry,  
The cat's in a flurry,  
Higglety, Pigglety, Pop!

*By Samuel Goodrich*



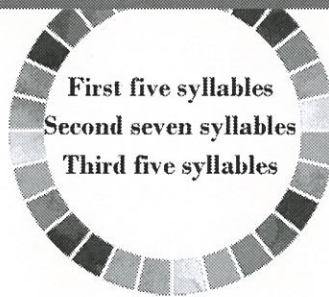
*The mood in this poem is silly. What clues in the poem can you use to determine the mood?*

63



# Week 2, Day 1

## HAIKU



### HAIKU

A style of poetry borrowed from the Japanese that presents an emotion or image of nature. Haiku is a poetic form, consisting of 17 syllables organized into 3 unrhymed lines of 5, 7, and 5 syllables.

Here is an example. Count the syllables to make sure there are 5, 7, and 5.

*A cricket disturbed  
the sleeping child; on the porch  
a man smoked and smiled.*  
--Basho

### HAIKU RACE – HOW MANY HAIKU POEMS CAN YOU WRITE IN 10 MINUTES?

If you have not tried haikus before, at first don't worry about how many syllables are in your lines. Just write down your ideas. Then go back and count syllables and edit your poem into the form 5, 7, 5. This is not easy, so be patient. And remember, no rhyming.

Use the space below to write as many haikus as you can in 10 minutes (use additional paper if needed).  
Ready... Set... Go...



## Writing Limericks

A limerick is a type of poem that has five lines. Limericks are often funny or silly. The rhyme in a limerick is important. Lines 1, 2, and 5 rhyme, and lines 3 and 4 rhyme. In most limericks, lines 3 and 4 are shorter than lines 1, 2, and 5.

Example: from *The Book of Nonsense*  
by *Edward Lear*

There was an Old Man of the Coast,  
Who placidly sat on a post;  
But when it was cold  
He relinquished his hold,  
And called for some hot buttered toast.

In this limerick *coast*, *post* and *toast* rhyme,  
and *cold* and *hold* rhyme.

Below are opening lines for two limericks. Write the other lines to complete the limerick. Remember which lines that need to rhyme.



### Limerick 1

1. There was a strong boy named Pete

2.

3.

4.

5.



### Limerick 2

1. There was a brown dog with a nose

2.

3.

4.

5.

# Week 2, Day 2

Couplet:

Rhyming couplets are two poetry lines in a row that rhyme. They usually have the same rhythm.

Example:

"Trees" by Joyce Kilmer

I think that I shall never see

A poem as lovely as a tree.

\*See and tree rhyme, so these two lines are rhyming couplets.

Now you try:

Select three pairs of words from the word bank. Write rhyming couplets for each set of words in the spaces below.

bark / dark  
shoe / blue  
try / sky  
bear / hair

**Word bank:**

moon / tune  
like / bike  
bee / me  
mean / green

star / far  
night / light  
dog / frog  
make / cake

Write your own couplets below:

1.

2.

3.



# Week 2, Day 3

## CHILD TO PARENT POEM

### Mother to Son

BY LANGSTON HUGHES

Well, son, I'll tell you:  
Life for me ain't been no crystal stair.  
It's had tacks in it,  
And splinters,  
And boards torn up,  
And places with no carpet on the floor—  
Bare.  
But all the time  
I've been a-climbin' on,  
And reachin' landin's,  
And turnin' corners,  
And sometimes goin' in the dark  
Where there ain't been no light.  
So boy, don't you turn back.  
Don't you set down on the steps  
'Cause you finds it's kinder hard.  
Don't you fall now—  
For I've still goin', honey,  
I've still climbin',  
And life for me ain't been no crystal stair.

Respond to "Mother to Son" by Langston Hughes by answering the following questions:

1. Summarize the message the mother gives to the son through the poem.
2. What imagery stands out to you in the poem?
3. Which phrase is repeated and what meaning does this phrase hold?

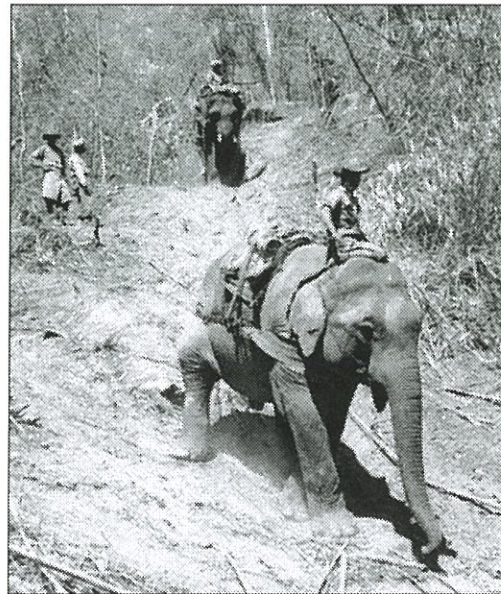
# Week 2, Day 4

## The Elephant by Rudyard Kipling

I will remember what I was. I am sick of rope and chain—  
I will remember my old strength and all my forest-affairs.  
I will not sell my back to man for a bundle of sugarcane.  
I will go out to my own kind, and the wood-folk in their lairs.

I will go out until the day, until the morning break,  
Out to the winds 'untainted kiss, the waters' clean caress.  
I will forget my ankle-ring and snap my picket-stake.  
I will revisit my lost loves, and playmates masterless!

---





# Week 2, Day 4

Name \_\_\_\_\_ Date: \_\_\_\_\_

## Analyzing Poetry

Poem Title: The Elephant

Author: Rudyard Kipling

### Rhyme and Repetition

Which words rhyme?

What words or phrases are repeated?

### Point of View and Voice

Who is the speaker?

What is the speaker feeling?

### Imagery and Visualization

What words or phrases help you see a picture in your mind?

Picture in my Mind

Words and Phrases

### Main Idea and Details

This poem is mostly about \_\_\_\_\_

because it talks about \_\_\_\_\_ and \_\_\_\_\_

\_\_\_\_\_ and \_\_\_\_\_.

# Week 2, Day 5

Name \_\_\_\_\_ Date \_\_\_\_\_

## Poems

**Directions:** Read the poem, "The Road Not Taken," and answer the questions that follow.

### "The Road Not Taken"

*by Robert Frost*

Two roads diverged in a yellow wood,  
And sorry I could not travel both  
And be one traveler, long I stood  
And looked down one as far as I could  
To where it bent in the undergrowth;

Then took the other, as just as fair,  
And having perhaps the better claim,  
Because it was grassy and wanted wear;  
Though as for that the passing there  
Had worn them really about the same,

And both that morning equally lay  
In leaves no step had trodden black.  
Oh, I kept the first for another day!  
Yet knowing how way leads on to way,  
I doubted if I should ever come back.

I shall be telling this with a sigh  
Somewhere ages and ages hence:  
Two roads diverged in a wood, and I—  
I took the one less traveled by,  
And that has made all the difference.

# Week 2, Day 5

Name \_\_\_\_\_ Date \_\_\_\_\_

- 1 What is the speaker's problem in the first stanza of the poem?
- A He is tired of traveling and wants to rest.
  - B He's not sure about which road to take.
  - C He cannot see the end of the road he is traveling.
  - D He fears that he may be lost in the woods.

- 2 Which lines from the poem show that the speaker is happy with the choice he has made?

- F "I took the one less traveled by, / And that has made all the difference."
- G "Yet knowing how way leads on to way, / I doubted if I should ever come back."
- H "In leaves no step had trodden black / Oh, I kept the first for another day!"
- J "Two roads diverged in a yellow wood, / And sorry I could not travel both"

- 3 Read these lines from the poem.

**"And having perhaps the better claim,**

**Because it was grassy and wanted wear;"**

What does the phrase "grassy and wanted wear" mean?

- A The road was beautiful to look at.
- B The road went through the woods.
- C The road was no longer a road.
- D The road was not often used.

- 4 The mood the author creates in the poem is **best** described as

- F playful
- G reflective
- H suspenseful
- J disappointed

- 5 Which of these statements **best** describes the theme of the poem?

- A Take time to appreciate the things around you.
- B Honesty is always the best policy.
- C Don't be afraid to take a chance.
- D It is good to believe in yourself.

# Week 2, Day 5

Name \_\_\_\_\_ Date \_\_\_\_\_

- 6 Read these lines from the poem.

**“Two roads diverged in a yellow wood,  
And sorry I could not travel both”**

Now study this dictionary entry.

|                            |          |  |
|----------------------------|----------|--|
| <b>diverge</b> <i>verb</i> | <b>1</b> | To differ from each other in terms of appearance |
|                            | <b>2</b> | to extend in different directions                |
|                            | <b>3</b> | the condition of being mathematically divergent  |
|                            | <b>4</b> | to differ in a matter of opinion                 |

Which is the correct definition of “diverge” as it is used in the lines above?

- F** definition 1
  - G** definition 2
  - H** definition 3
  - J** definition 4
- 7 Which **best** describes what the two roads in the poem represent to the speaker?
- A** choices that once were possible
  - B** friends whom he has known
  - C** places that he has been to
  - D** times during his life