



**Poetry  
Pages**



### Notes about studying poetry:

\*Poetry is a fine art with language as its medium. A poet's challenge is to convey rich meaning or emotion with a few well-chosen words placed in a particular order.

\*The parent or teacher should take the time to read a book about poetry. A good starting point is Poetry for Dummies by John Timpane, Ph.D.

\*Most poetry is intended to be heard rather than read. Be sure to read poetry aloud and to listen to poetry. Listening to tapes/CDs of poetry in a car is an easy and enjoyable way to get a feel for poetic rhythms.

\*On the Discovery Page, the student is required to choose a poem to dissect. Some poems, called free verse, do not lend themselves to this kind of dissection. At the beginning, help your student find a poem that looks uniform in lines and stanzas. Later, when he/she is comfortable with dissection, free verse may be analyzed.

\*The dissection exercise requires the student to rewrite the first stanza on another piece of paper. It needs to be done in this way: Write the first line of the stanza on the paper and then skip three lines of the paper before writing the second line of the stanza:

	What wondrous life is this I lead!
	Ripe apples drop about my head;
	The luscious clusters of the vine

\*Our goal for the 5th grade poetry student is that while having fun reading a variety of poetry, he or she will become familiar with some of the more obvious techniques poets use such as alliteration, assonance, and rhyme patterns. The most important technique to notice is that of developing a pattern of stress (beat) which is what provides the music of the poem and without which the poem would crumble into prose (regular sentences rather than poetry).



**POET:** \_\_\_\_\_

**Birth date:** \_\_\_\_\_ **Death date:** \_\_\_\_\_

His/Her poem you picked to study to study: \_\_\_\_\_

1. Read the poem aloud (3) times. Remember to enunciate and to pause at punctuation marks and at the ends of the lines.  (check box after reading aloud)
2. Does this poem try to tell a story, describe an emotion, describe a scene, or try to convey something else? \_\_\_\_\_
3. What is the tone of the poem? (Sad and melancholy, happy, hopeful, energetic, matter-of-fact, angry, amused, contemptuous, playful, humorous, regretful, etc) \_\_\_\_\_
3. On a separate paper, list the words in the poem you are unfamiliar with and then define them after looking them up in the dictionary.

**Dissect the first stanza** (on a separate piece of paper):

1. Write the first line in your poem according to the directions on the information page. Then make a mark for each syllable in the first line:

	What wondrous life is this I lead!
	- - - - -

2. Under the stressed syllables, change the mark to a (+)

	What wondrous life is this I lead!
	- + - + - + - +

3. At the end of the line, write the number of stresses and circle the number.

	What wondrous life is this I lead!
	- + - + - + - + (4)

4. Do steps #1-3 for each line in the first stanza of the poem you picked.



5. Look over the lines from your poem. Circle the words that start with the same letter. (**alliteration**) If you have more than one pair, use different colored pencils.

What wondrous life is this I lead!
- + - + - + - + 4

6. Now, under the stress marks, write the primary vowel sound of each syllable. When the same vowel sounds are next to each other or form a pattern, it is called **assonance**.

What wondrous life is this I lead!
- + - + - + - + ④
ǔ ǔ ǔ ɪ ɪ ɪ ɪ ē

7. Write the last word from each line in a list below. Label the first word as 'A'. Write "A" after all other words that rhyme (or sound like they almost rhyme) with this first word. Then, go on to the next word on the list (as long as it isn't already labeled with an 'A'), label it 'B', and do the same thing. Continue until all of the words are labeled. Write the resulting pattern here: \_\_\_\_\_

A window box of <b>pansies</b>	A
Is such a happy <b>thing</b> .	B
A window box of <b>wallflowers</b>	C
Is a garden for a <b>king</b> .	B
A window box of <b>roses</b>	D
Makes everyone stand <b>still</b>	E
Who sees a garden <b>growing</b>	B
On a window <b>sill</b> .	E



8. Write a paragraph about this poem. You may write anything you want to about it. For example, tell what it is about, describe how it makes you feel and why it makes you feel that way, tell why you like or dislike it, explain why the author wrote it, give some historical information about it, or write anything else you want to about it! Have fun!

9. Read the poem aloud to your parent or teacher.  Put a check in the box when done.

10. Staple the discovery pages and the separate pieces of paper together and insert them into your literature notebook behind the poetry tab.