

Poetry

Comprehension


Skills

- Easy to use!
- Lessons correlated to state standards
- Ideal preparation for standardized test questions on poetry

Understand the Poem



The Rainy Day: Assessment

 Think about the poem. Then answer the questions. Fill in the circle next to the correct answer.

1. What "is never weary" in the poem?
 - (A) the poet
 - (B) the rain
 - (C) the wind
 - (D) the sun
2. What happens to the vine after the wind blows?
 - (A) Its leaves are blown off.
 - (B) It is blown from the wall.
 - (C) It gets soaked in the rain.
 - (D) The wall falls onto it.
3. "Mouldering" probably means
 - (A) smooth.
 - (B) gray-colored.
 - (C) pointed.
 - (D) crumbling.
4. This poem is mostly about
 - (A) a vine that is dying.
 - (B) a change of seasons.
 - (C) a sorrowful mood.
 - (D) a rainstorm.
5. You can conclude that the poet probably wrote this poem
 - (A) when he was feeling depressed.
 - (B) after hearing some particularly good news.
 - (C) to bring cheer to a friend.
 - (D) to explain why people are sometimes happy.
6. At the end of the poem, the poet seems to realize that
 - (A) he will always feel this way.
 - (B) his feelings are only temporary.
 - (C) his moods are affected by the weather.
 - (D) he is not really sad after all.



7. Longfellow is comparing two things in his poem "The Rainy Day." What is he comparing?

Word Cards

What Is the Word?

Write the word here.

What Does the Word Mean?

Write the meaning here.

What Does the Word Stand For?

Draw a picture of it here.

How Can You Use the Word?

Write a sentence using the word here.

Read the Poem

Pachycephalosaurus

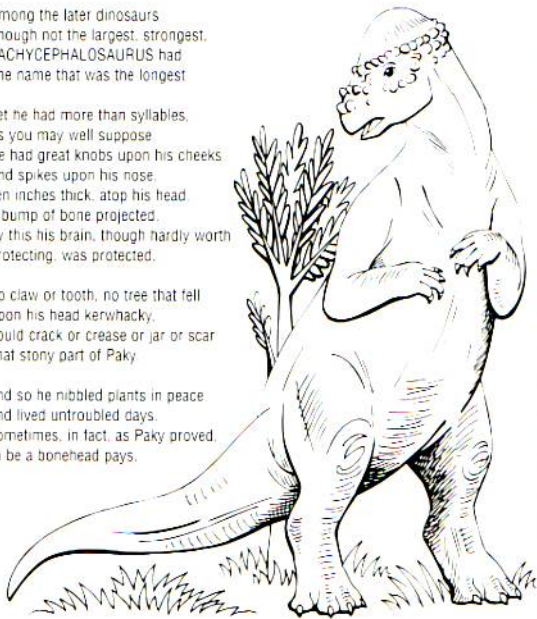
by Richard Armour

Among the later dinosaurs
Though not the largest, strongest,
PACHYCEPHALOSAURUS had
The name that was the longest

Yet he had more than syllables,
As you may well suppose
He had great knobs upon his cheeks
And spikes upon his nose.
Ten inches thick, atop his head
A bump of bone projected.
By this his brain, though hardly worth
Protecting, was protected.

No claw or tooth, no tree that fell
Upon his head kerwhacky,
Could crack or crease or jar or scar
That stony part of Paky

And so he nibbled plants in peace
And lived untroubled days.
Sometimes, in fact, as Paky proved,
To be a bonehead pays.



A Misspelled Tail

Poetry Skill: Rhythm

Standard

Identify rhythm

Explore Rhythm

Explain to students that many poems have a specific rhythm, or repeated meter. Then read the first verse, overemphasizing the syllables to stress the beat. Then have partners read the poem, stressing the meter in each verse.

Vocabulary

awl—a tool that makes small holes in leather or wood

buoy—a water marker to signal a channel or danger

crewel—a kind of yarn

ewer—pitcher

fete—an expensive outside party

gneiss—a kind of rock like granite

heir—a person who will get money or things when someone dies

slay—to kill

sloe—a fruit from the blackthorn plant

Research Base

"To appreciate poetry is to appreciate the art of language." (*Guiding Readers and Writers: Grades 3–6*, p. 410)

Summary

Filled with homophones, the poem tells a story about a "buoy" who loses his "weigh" when he goes "four" a "slay" ride.

Read the Poem

Introduce the Poem

Ask students to write this sentence: *Maria wants to go to the park with her two brothers, too.* Ask students what is interesting about some of the words in the sentence. Guide them to notice the words *to*, *two*, and *too*. Explain that homophones are words that sound the same but have different spellings and meanings. Challenge partners to brainstorm a list of homophones.

Introduce the Vocabulary

Write the vocabulary words on the board and discuss their meanings. Point out that all the words are homophones. Invite students to make a crossword puzzle using the homophones of the vocabulary words as clues and the vocabulary words as the puzzle answers.

During Reading

Invite volunteers to read the poem.

After Reading

Questions

1. Was this poem hard to read or understand? Explain. (*Answers will vary.*)
2. What was the weather like when the poem started? (*clear and sunny*)
3. How did the weather change? (*It began to snow, sleet, and rain.*)
4. What different feelings did the boy experience during the poem? (*He was happy at first to go out on his sled. Then he got scared when he lost his way. Finally, he was relieved to be on his way back home.*)

Fluency

The homophones may cause students to read haltingly. Suggest they rewrite the poem using the correct spellings for each word's intended meaning before rehearsing the poem.

Develop Oral Language

Point out the "abab" rhyming pattern of the poem. Then divide the class in half. Assign one half of the class the "a" (first and third) rhyming lines of each verse to read and the other half the "b" (second and fourth) rhyming lines to read.

Writing

Challenge students to write a four-line poem using the homophones *to*, *two*, and *too*.

Read the Poem



A Misspelled Tail

by Elizabeth T. Corbett

A little buoy said, "Mother, deer,
May I go out too play?
The son is bright, the heir is clear,
Owe, mother, don't say neigh!"

"Go fourth, my sun," the mother said.
The ant said, "Take ewer slay,
Your gneiss knew sled, awl painted read,
Butt dew knot lose your weigh."

"Ah, know," he cried, and sought the street
With hart sew full of glee—
The whether changed—and snow and sleet,
And reign, fell steadily.

Threw snowdrifts grate, threw watery pool,
He flue with mite and mane—
Said he, "Though I wood walk by rule,
I am not rite, 'tis plane.

"I'd like to meat sum kindly sole,
For hear gnu dangers weight,
And yonder stairs a treacherous whole—
Two sloe has been my gate.

"A peace of bred, a nice hot stake,
I'd chews if I were home,
This crewel fete my hart will brake,
Eye love knot thus to roam.

"I'm week and pail, I've mist my rode,"
But here a carte came past,
He and his sled were safely toad
Back two his home at last.



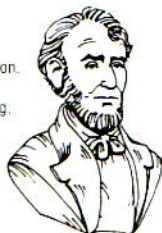
Read the Poem



O Captain! My Captain!

by Walt Whitman

O Captain! my Captain! Our fearful trip is done,
The ship has weather'd every rack, the prize we sought is won,
The port is near, the bells I hear, the people all exulting,
While follow eyes the steady keel, the vessel grim and daring;
 But O heart! heart! heart!
 O the bleeding drops of red,
 Where on the deck my Captain lies,
 Fallen cold and dead.



O Captain! my Captain! rise up and hear the bells,
Rise up—for you the flag is flung—for you the bugle trills,
For you bouquets and ribbon'd wreaths—for you the shores a-crowding,
For you they call, the swaying mass, their eager faces turning;
 Here Captain! dear father!
 The arm beneath your head,
 It is some dream that on the deck,
 You've fallen cold and dead.

My Captain does not answer, his lips are pale and still,
My father does not feel my arm, he has no pulse nor will,
The ship is anchor'd safe and sound, its voyage closed and done,
From fearful trip the victor ship comes in with object won:
 Exult O shores, and ring O bells!
 But I, with mournful tread,
 Walk the deck my Captain lies,
 Fallen cold and dead.

Read the Poem



6

Ice

by Thomasin Heyworth

A frosty fairy's wand came down
And laid its spell upon our town
Of icy layers, cold and deep,
And then a watch did stay and keep.

All things existing and standing still
Were covered over by its will;
From blade of grass to buildings tall,
The ice chose not, but bathed it all.

The ice remained for days on end,
And once proud trees did bow and bend.
Their graceful branches once a crown,
Were laid upon the icy ground.

Its beauty could not be denied
Even as branches, heavy, cried,
And giving up dropped from their hosts,
And fell to earth as crashing ghosts.

The wires that brought us warmth and light
Were broken, useless, as the night
Descended bringing quiet dark,
Deep and complete but for candles' spark.

And I by candles' quiet light,
As breaking branches fill the night,
Describe a power, beautiful and cruel,
That makes man's endeavors seem those of fools.

