



# All About Poetry

**Song Targets:** "All About Poetry" is a comprehensive rap song targeting the comprehension and manipulation of poetry types and tools. This methodical tune is great for English learners who do not know the difference between a haiku poem and onomatopoeia. Poetry can be a subject that some learners try to avoid at all cost. This simple rap teaches them all the basics in one song.

**Suggestions:** Simply putting the words on an overhead and playing your CD serves as an effective introduction. The song naturally leads learners along, teaching them as it progresses. Encourage learners to develop cool dance movements, signs or symbols for this song, its prepositions and vocabulary.

Additional suggestions:

- Encourage learners to study the words of the song before you play the CD. Test their knowledge to see if they can figure out the purpose of the song. Can they match the **bolded** words to their *italicized meanings*?
- Review the rhythm pattern of stressed and unstressed syllables
- Create rhythm patterns of stressed and unstressed syllables and have learners repeat them
- Discuss the various poetry tools and have students provide you with examples.
- Encourage learners to create different types of poems together, as a group.
- Have learners choose a poetry type (i.e. haiku, free verse) and research the internet, the library, books, etc. for famous poets who have mastered these forms.
- Point out that alliteration doesn't have to be the first letter(s) of a group of words. Provide your learners with this example and others; sad, uncertain, symbol, bustle. The sound "s" is alliterated.
- Have learners cut out a detailed picture from a magazine and label objects (or write descriptive sentences) in the magazine and their positions related to each other.



<http://www.geocities.com/CollegePark/Campus/2159/simile.htm>

This webpage explains "Simile Poems" and invites learners to make their own.

<http://volweb.utk.edu/Schools/bedford/harrisms/spotlight.htm>

This webpage offers complete "Poetry Lessons for Teachers and Students."

[http://www.tooter4kids.com/Classroom/theme\\_poetry.htm](http://www.tooter4kids.com/Classroom/theme_poetry.htm)

A webpage with a plethora of "theme" poetry from which you can draw.

⇒ The first accompanying worksheet challenges learners to fill in the blanks with the missing words from the song (cloze exercise). This provides you with an introductory tool to assess listening and writing comprehension. Have your learners complete this sheet before hearing the song to check their previous knowledge and understanding of the English language structures found in the song. You may choose to cover up the answers when photocopying to increase difficulty. p. 73

⇒ The second accompanying worksheet requires learners to use the song to define the key words found in the song. Then, they are challenged to reference these words using a dictionary. Do they match? p. 74

⇒ The third accompanying worksheet asks learners to challenge each other in this educational version of tic-tac-toe. Played one-on-one, each learner will use a different colored pen. The object of the game is to complete three boxes in a row by correctly completing each box with a rhyming word. If a learner has placed an incorrect rhyming word in a square, his/her opponent may challenge for possession of that square. Give each learner only 20 seconds to make a move (choose and complete a square). Better yet, place this game on overhead, choose three different colored, overhead markers, divide your class into three groups and play using all squares (open board instead of just one game at a time). p. 75

⇒ The fourth accompanying worksheet challenges learners to demonstrate their comprehension and manipulation abilities of the basic poetry tools covered in the song. p. 76

⇒ The fifth accompanying worksheet requires learners to identify the correct forms of the poems provided. p.77

⇒ The sixth worksheet challenges learners to create their own poems. p. 78

⇒ The seventh accompanying worksheet requires learners to find words hidden in larger poetry-related words. Time learners to see how far they can get in a given time. We suggest five minutes. p. 79

⇒ The last accompanying worksheet requires learners to complete a poetry crossword. Answer to this puzzle are found in the song. p. 80

⇒ Encourage learners to create a "music video" for this song using the "Rock Video Unit" found in the Educorock Productions Inc. *Grammar Jams Instructional Guide*, page 91 to 96.

⇒ All these sheets provide opportunities to engage in oral discussions about the topic(s) covered in this song.



# All About Poetry

Words and Music: Étienne

Whether you think it's for the better or for the worse, a poem doesn't have to rhyme; \_\_\_\_\_ . These words, you'll know them. They help make a \_\_\_\_\_. Put words together for your friends and show them. Poems come in many \_\_\_\_\_ for many pallets; like \_\_\_\_\_, sonnet, free verse and \_\_\_\_\_. The rhythm or \_\_\_\_\_ is the \_\_\_\_\_ of the lines; the predictable \_\_\_\_\_ that the poem defines. Rhyming \_\_\_\_\_ vary. AB, CB, AA, BB. There are plenty.

Shakespeare wrote *fourteen-line poems* called \_\_\_\_\_. With paper he put \_\_\_\_\_ on it. A **ballad** is a *poem in \_\_\_\_\_*. Found *short and narrative* is quite the norm. **Free verse** is a common form of poetry. It *may or may not rhyme it's a \_\_\_\_\_*, you see. **Haiku**; \_\_\_\_\_ syllables, in a \_\_\_\_\_ -line form. To a *five-\_\_\_\_\_ -five pattern* it must conform.

Poetry doesn't have many rules. But, here is a list of some useful tools: \_\_\_\_\_, metaphor, \_\_\_\_\_, Onomatopoeia, \_\_\_\_\_, personification .

**Alliteration**, like rhyme, is a \_\_\_\_\_ of \_\_\_\_\_. The first letters of words are where it's often found. **Repetition** is used to \_\_\_\_\_ its point. Repetition is used to make its \_\_\_\_\_. \_\_\_\_\_ uses words to \_\_\_\_\_. Like bang or plop its \_\_\_\_\_ relates. \_\_\_\_\_ gives human \_\_\_\_\_ to an animal, object or conceptualities. **Similes** make comparisons in poems. Using \_\_\_\_\_ or \_\_\_\_\_. \_\_\_\_\_ compare \_\_\_\_\_ these words. (Example) "I'm the biker and the bike."

**Possible answers:** without, metre, set rhyme schemes, beat, forms, modern style, seventeen syllables, patterns, three, sonnets, seven, alliteration, repetition, simile, repetition, free verse, sound, make, point, onomatopoeia, imitate, haiku, imagery, personification, rhythm, poem, qualities, as, like, metaphors, ballads, songlike form



# All About Poetry



1. Using only the song “All About Poetry” as your reference, define the following words.

Free Verse: \_\_\_\_\_

Haiku: \_\_\_\_\_

Sonnet: \_\_\_\_\_

Ballads: \_\_\_\_\_

Rhythm (metre): \_\_\_\_\_

Alliteration: \_\_\_\_\_

Repetition: \_\_\_\_\_

Onomatopoeia: \_\_\_\_\_

Personification: \_\_\_\_\_

Similes: \_\_\_\_\_

Metaphor: \_\_\_\_\_

2. Using a dictionary as your reference, define the following words.

Free Verse: \_\_\_\_\_

Haiku: \_\_\_\_\_

Sonnet: \_\_\_\_\_

Ballads: \_\_\_\_\_

Rhythm (metre): \_\_\_\_\_

Alliteration: \_\_\_\_\_

Repetition: \_\_\_\_\_

Onomatopoeia: \_\_\_\_\_

Personification: \_\_\_\_\_

Similes: \_\_\_\_\_

Metaphor: \_\_\_\_\_

3. Below each short poem identify the rhyming pattern (ie. ABAB).

Every year  
I shed a tear  
For things I had  
But lost. It's sad.

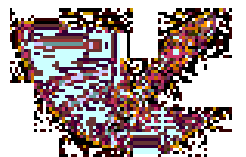
a) \_\_\_\_\_

Oh, where?  
Please tell me!  
Is my hair?  
Over there?

b) \_\_\_\_\_

Once a day  
Twice a night  
I like to play  
With dandelions

c) \_\_\_\_\_





# All About Poetry

Using two different coloured pens, play “rhyming tic-tac-toe!” Earn a box by placing a word in the blank that rhymes with the word found below the blank.

_____	_____	_____	_____	_____	_____	_____	_____	_____
great	bite	more	noon	fine	wall	car	south	red
_____	_____	_____	_____	_____	_____	_____	_____	_____
can	bin	cone	light	play	damp	sea	lift	train
_____	_____	_____	_____	_____	_____	_____	_____	_____
date	kind	fly	old	like	most	feet	bless	bent
1			2			3		
_____	_____	_____	_____	_____	_____	_____	_____	_____
rake	ants	test	west	boat	view	move	glass	ring
_____	_____	_____	_____	_____	_____	_____	_____	_____
feet	turn	bird	like	tore	stay	weight	alive	stick
_____	_____	_____	_____	_____	_____	_____	_____	_____
lot	know	light	seen	while	drink	store	scratch	thrill
4			5			6		
_____	_____	_____	_____	_____	_____	_____	_____	_____
game	friend	peach	jar	mug	money	grass	rain	puddle
_____	_____	_____	_____	_____	_____	_____	_____	_____
pear	grape	chair	books	tree	plant	soft	fire	nail
_____	_____	_____	_____	_____	_____	_____	_____	_____
phone	toys	door	stone	mouse	bean	peal	lime	seed
7			8			9		



# All About Poetry



## 1. Identify the correct poetry “tools” used in the following examples:

- a) With a ‘bang’, the door slammed shut. \_\_\_\_\_
- b) I’m not kidding. I am NOT kidding! \_\_\_\_\_
- c) He glided like a kite without a string. \_\_\_\_\_
- d) Tina took Troy’s toy. \_\_\_\_\_
- e) The car stood like a hitchhiker by the side of the road. \_\_\_\_\_
- f) Insects can’t ask awkward questions quickly. \_\_\_\_\_
- g) She was the runner. She was the run. \_\_\_\_\_
- h) I tumbled. I tripped. I fell down. Down I went. \_\_\_\_\_
- i) The ant fell with a plop into the kitchen sink and was swept in the gurgle of the draining tide. \_\_\_\_\_
- j) He was happy as a baby bird at first flight. \_\_\_\_\_

Possible answers are *alliteration, onomatopoeia, simile, metaphor, repetition, personification*

## 2. In the lines below, create a sentence using a) a simile, b) a metaphor, c) an alliteration, d) repetition and e) personification.

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_
- e) \_\_\_\_\_



## All About Poetry

Below each poem, identify its form.

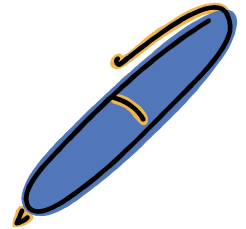
### Dance

Free-flowing,  
River of life,  
Anatomic symmetry,  
Mused  
By inspiration,  
Expressive realism  
- G. Roove

a) \_\_\_\_\_

### Untitled

With graceful purpose  
Frail, winged-angel of beauty  
Flies the butterfly  
- Ann Nominous



b) \_\_\_\_\_

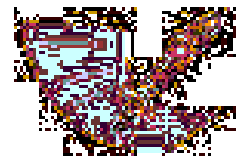
### This Life

For every stone left unturned  
Through the race of time and life –  
The loss of a lesson learned  
Potential joy lost, gained strife  
To what prize do our eyes view  
So distant and out of reach?  
Beholding what seems so true  
Will journey's end trick or teach?  
Is favour found on my path  
If I try to stay the course?  
Will the Greater simply laugh  
Leaving me in spurned remorse?  
Please don't ponder on these things  
Life is the song that it sings  
- D. Vie

c) \_\_\_\_\_

### My Teacher

Not so long ago  
In a classroom not far away  
She taught me things that I should know  
To show me a better way  
Her lessons and her example  
Stay with me to this day  
- Stewart Dent



d) \_\_\_\_\_

Possible Answers: *Haiku, Sonnet, Free Verse, Ballad*



# All About Poetry

In the space provided below, write three poems in haiku, free verse and sonnet forms.



## HAIKU


## FREE VERSE

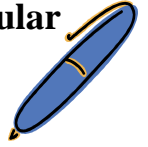

## SONNET




# All About Poetry

Test your investigational skills by discovering words hidden inside these popular poetry words. Each word must be at least four letters long.

See how many words you can “master.”



Level	ONOMATOPOEIA	METAPHORS	SONNETS
Beginner Detective			
Amateur Investigator			
Able Sleuth			
Star Detective			
Master Investigator			
	ALLITERATION	PERSONIFICATION	SIMILES
Beginner Detective			
Amateur Investigator			
Able Sleuth			
Star Detective			
Master Investigator			
	PREDICTABLE	SHAKESPEARE	SONGLIKE
Beginner Detective	ex. cradle		
Amateur Investigator			
Able Sleuth			
Star Detective			
Master Investigator			



**Possible answers for Answer pages at back of book:**

**ONOMATOPOEIA:** meat, mate, moon, pita, moat

**PREDICTABLE:** creed, dice, table, able, predict,

**ALLITERATION:** alert, rate, lion, tail, nail

**SHAKESPEARE:** shake, spear, pear, rake, spare

**SONGLIKE:** like, line, lone, lion, king

**PERSONIFICATION:** person, fiction, reason, paste, craft

**METAPHORS:** meat, tame, short, shame, teams

**SONNETS:** notes, tones, sets, nets, nest

**SIMILES:** smile, mile, lime, slime, less



# All About Poetry

Words and Music: Étienne

Whether you think it's for the better or for the worse,  
a poem doesn't have to rhyme; free verse.

These words, you'll know them.

They help make a poem.

Put words together for your friends and show them.

Poems come in many forms for many pallets;

like haiku, sonnet, free verse and ballads.

The rhythm or metre is the beat of the lines;  
the predictable rhythm that the poem defines.

Rhyming patterns vary.

AB, CB,

AA, BB.

There are plenty.

(STOP! Do you want me to explain!?)

Shakespeare wrote *fourteen-line poems* called **sonnets**

With paper he put set rhyme schemes on it

A **ballad** is a *poem in songlike form*

Found *short and narrative* is quite the norm

**Free verse** is a common form of poetry

It *may or may not rhyme it's a modern style*, you see

**Haiku**; *seventeen syllables, in a three-line form*

To a *five-seven-five pattern* it must conform

(STOP! Are you getting this?)

Poetry doesn't have many rules

But, here is a list of some useful tools

Alliteration, metaphor, repetition,

Onomatopoeia, simile, personification

(STOP! Look, could you please explain!?)

**Alliteration**, like rhyme, is a repetition of sound

The first letters of words are where it's often found

**Repetition** is used to make its point

Repetition is used to make its point

Onomatopoeia uses words to imitate

Like bang or plop its imagery relates

**Personification** gives human qualities

to an animal, object or conceptualities

**Similes** make comparisons in poems

Using *as* or *like*

**Metaphors** compare without these words.

(Example) "I'm the biker and the bike."



# Answers

- p. 5 Refer to Song                      p. 6 Refer to Song
- p. 7 Dad, By the time you receive this message, I will be at soccer practice. There is dinner in the fridge and dessert on the table for you. Except, I didn't have time to make a salad. Remember, today is Wednesday. Dan and Mike are coming over (and Bob too!). They're all ready to paint the garage now. I thought that I'd remind you. I'll see you tomorrow, night after school.                      Trina
- p.8 Answers will vary                      p. 9 Answers will vary
- p. 10 1. half 2. exceed 3. tomorrow 4. grief 5. receive 6. hymn 7. plentiful 8. necessary  
9. committee 10. practice 11. changeable 12. argument 13. massage 14. exceptions 15. deceit
- p. 11 SEPARATE: pear, spare, trees, rate, spear                      WEDNESDAY: days, needs, sway, send, sane  
CHANGEABLE: able, change, hang, gable, label                      MISSPELLED: miss, peel, pill, lips, sell  
COURAGEOUS: courage, rage, cage, goose, race                      GUARANTEED: need, tree, rant, gate, grant  
ARGUMENT: argue, meant, true, gate, rent                      SCHEDULED: duel, shed, dude, seed, sled  
PLENTIFUL: full, tell, lift, pill, lint
- p. 16 refer to song
- p. 17 **Com** – together    **Super** – over or more than    **Bi-** two    **Re** – do again    **Inter** – between  
**Trans** – across    **De** – opposite    **Dis** - opposite    **Mis** - Wrong    **Pre** – before  
**Sub** - under or less than
- p. 18 Answers will vary                      p. 19 Answers will vary
- p. 20 PREFIXATION: text, trap, rain, trip, faint                      SUPERCHARGED: charge, super, reach, cheer, pear  
SUBSTANTIAL: stain, tail, sail, bail, aunt                      TRANSPARENT: parent, tent, tense, parts, snare  
INTERCHANGE: tree, train, gain, cheer, charge                      DEFOREST: forest, rest, frost, defrost, stored  
BIPLANE: plane, bail, plain, pail, nail                      MISLEADING: lead, slide, slime, limes, deal  
COMPREHEND: done, come, cope, hope, home
- p. 21 Answers will vary                      p. 22 Answers will vary                      p. 25 Refer to song
- p. 26 **-ous** – full of    **-ate** - to make    **-tion** – act of    **-ity** – state of being    **-ize** – cause to be  
**-able** – capable of    **-less** – without    **-er** - someone who does
- p. 27 Answers will vary                      p. 28 Answers will vary
- p. 29 CONCENTRATE: create, treat, tear, center, crate                      UNDERSTANDABLE: stand, under, able, state, brand  
AUTHENTICITY: city, then, than, thin, chin                      BELIEVER: live, liver, believe, lever, relieve  
THOUGHTLESS: less, thought, though, sought                      VOCALIZE: coil, cove, vocal, oval, veal  
EXPIRATION: exit, tire, pirate, rate, pear                      VIGOROUS: virus, sour, vigour, ours, rigs  
SUFFIXATION: suffix, stiff, fixation, fusion, fist



## Answers

- p. 30 Answers will vary
- p. 31 Answers will vary
- p. 34 Answers will vary
- p. 35 Refer to song
- p. 36 **Who** – Hector Rodriguez **What** – UFO Sighting  
**Why** – Saucer shaped vessel in sky **When** – May 12, 2004, 9:30 am  
**Where** – Santa Domingo, CA **How** – binoculars
- p. 37 Answers will vary
- p. 38 A} F, D, B, E, A, C B} How, When, where, what, why, who
- p. 39
1. It's called "geometrical progression." With every fold, the thickness doubles. For example, on your eighth fold the paper is already 256 times thicker than at the start.
  2. The pool was empty.
  3. Humans crawl as babies, walk as adults and use a cane in old age.
  4. The sun warms the air and the warm air rises, cools, falls and creates a convection current.
  5. 2004, 2008, 2012, 2016...
- p. 45 Refer to song
- p. 46 Answers will vary
- p. 47 Answers will vary
- p. 48 There are more than 37 matching pairs
- p. 49 Answers will vary
- p. 53 Refer to song
- p. 54 A} He, she, they, it, they, he, he, he, she, he, I, you, I, you, I, you, you, we, they, I, he, I, you, he, they, it, he, he  
B} 1. I 2. He 3. I 4. You 5. We 6. She 7. We
- p. 55 A} me, it, him, her, her, me, them, you, us, it, her, it  
B} 1. him 2. us 3. her 4. me 5. them 6. it 7. you
- p. 56 A} my, mine, your, yours, us, my, its, your, yours, your, my, our, my, his, my, her, her, their, their  
B} 1. our 2. their 3. his 4. your 5. my 6. theirs 7. their 8. its 9. mine 10. your 11. her
- p. 59 Refer to song
- p. 60 Answers will vary
- p. 61 There are more than 29 matched pairs
- p. 62 Suggested Answers: Store, sale street, feet Mary, library look, book Cold, scream  
ball, game Write, test up, successful
- p. 66 Refer to song
- p. 67 1. do 2. make 3. do 4. make 5. did 6. do/make 7. make 8. did 9. did  
10. made 11. make 12. make 13. do 14. made 15. done
- p. 68 A} do, make, make, does, do, does, done, do, did, made, making, do, done, made  
B} 1. make 2. does 3. made 4. doing 5. do 6. done 7. made 8. do, do 9. made 10. did 11. makes  
12. do 13. did 14. make
- p. 69
1. Why do they go on that rollercoaster?
  2. Samantha makes such a big deal about nothing
  3. We so phone them. The do not answer.
  4. We cannot make noise in the library.
  5. She does not have any idea that we are throwing her a surprise party.
  6. I'm making a collect phone call.
  7. Do you really think your team will win?
  8. Sophie makes the best tasting cookies in the world!
  9. Mike, Dave and Bob do not think that the store is open.



# Answers

- p. 70 1. You did not know where I was eating yesterday. 2. You made a lot of noise with your stereo.  
3. He did a lot to help the poor in the community. 4. Their dog made a mess when he played in the yard.  
5. We did everything we could to raise money for charity.  
6. If I made a wrong turn, it was because I had no map in my car.  
7. Did your car work when it had no gas left in the tank? 8. They made the ball bounce very high.  
9. Theresa did more homework than most students in her class.
- p. 73 Refer to song                      p. 74 1. Refer to song 2. Answers will vary 3. a) AABB b) ABAA c) ABAC
- p. 76 1. a) onomatopoeia b) repetition c) simile d) alliteration e) personification, simile f) alliteration g) metaphor  
h) repetition i) onomatopoeia j) simile
- p. 77 a) Free Verse b) Haiku c) Sonnet d) Ballad                      p. 78 Answers will vary
- p. 79 ONOMATOPOEIA: meat, mate, moon, pita, moat                      PREDICTABLE: creed, dice, table, able, predict,  
ALLITERATION: alert, rate, lion, tail, nail                      SHAKESPEARE: shake, spear, pear, rake, spare  
SONGLIKE: like, line, lone, lion, king                      PERSONIFICATION: person, fiction, reason, paste, craft  
METAPHORS: meat, tame, short, shame, teams                      SONNETS: notes, tones, sets, nets, nest  
SIMILES: smile, mile, lime, slime, less
- |       |                     |                 |       |                   |
|-------|---------------------|-----------------|-------|-------------------|
| p. 80 | ACROSS              | DOWN            | p. 83 | Refer to song     |
|       | 2. syllables        | 1. onomatopoeia | p. 84 | Answers will vary |
|       | 8. three            | 3. alliteration | p. 85 | Answers will vary |
|       | 9. free verse       | 4. like         | p. 86 | Answers will vary |
|       | 10. personification | 5. style        | p. 87 | Answers will vary |
|       | 11. simile          | 6. Shakespeare  |       |                   |
|       | 12. haiku           | 7. repetition   |       |                   |
|       | 13. seven           |                 |       |                   |
- p. 88 Answers will vary                      p. 89 Answers will vary

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