

## Rhythm and Rhyme: Poetry

In this unit, students extend their knowledge of poetry by reading a variety of poems and applying what they have learned to writing their own poems.

**Why poetry?**

Students will explore a **diverse collection of poems** on a variety of topics and will learn **strategies** for reading, understanding, and appreciating poetry. Students will also **write original poems** using a number of poetic devices.

**What will my student learn?**

Students will learn about **poetry elements** such as stanzas, rhyme schemes, alliteration, personification, anaphora, onomatopoeia, hyperbole, and more. They will recognize how **these elements create meaning** and enhance the reader's enjoyment of the poem, and will **practice incorporating some of these elements** into their own writing.

In writing, students will **write an original poem** about seasons, nature, people, places, or other topics. They will **share their poem with the class** in a collaborative activity, which will allow them to give and receive feedback.

**Conversation starters**

Ask your student questions about the unit to promote discussion and continued learning:

1. Tell me about "Mother Doesn't Want a Dog." Did you hear rhyming words and repeated words in the poem? How did those words create a rhythm in the poem? What is this poem about?  
**Follow up:** Which animal do you think mother would prefer as a pet, a dog or a snake?
2. The poems "Dewdrops" and "Who Has Seen the Wind?" are both about nature. Can you describe the tone of each poem?  
**Follow up:** Would you prefer to be in a quiet place to observe dewdrops, or outside on a windy day?
3. What memory does the speaker describe in "In a Neighborhood in Los Angeles"? What activities are described in the poem? Did you hear any new words in the poem?  
**Follow up:** How does "In a Neighborhood in Los Angeles" describe a memory? How do you think the speaker feels about that time spent with his grandma?
4. The poem "Resolute" talks about a time that poetry helped people deal with difficult situations. What does it mean to be resolute?  
**Follow up:** How does the speaker describe being resolute? What does that make you think about?

5. Could you imagine the night sky described in “Summer Stars”? Did you recall information you had learned previously about stars and planets?

**Follow up:** This poem contains hyperbole. Can you tell me what that is and give me an example?

6. The haiku you studied were about nature. Which image do you recall best from these poems?

**Follow up:** Is it challenging to write a haiku? How did you approach that task?

7. In “Purple,” the speaker describes offering to share the scent of a flower with his daughter. What is her reaction?

**Follow up:** Why do you think the father would want to share the smell of a flower with his daughter?

8. The poem “Wish” talks about how reading a poem is only the start of getting to know it. What do you think that means?

**Follow up:** Which poem in the unit was your favorite?