

The Random House
Book of Poetry
by
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Day One

Poetry Terms

You probably know that poetry is different from other types of writing, but it's hard to say exactly what a poem is.

Some poems **rhyme**—but a poem doesn't have to rhyme. Many poems are short—but some poems fill hundreds of pages. Poems can tell stories, they can describe things, they can express feelings—poems can be about any topic.

But we still know poems are different. And sometimes it can feel like poems are harder to understand than prose (writing that isn't poetry). But with a little knowledge and work, you can learn to understand any poem. First, let's look at some poetry terms that will show us some of the ways that poems are different. For examples, look at the poem "Thanksgiving Day" here or on p. 47 of your poetry book.



Thanksgiving Day

by Lydia Maria Child

1

Over the river and through the wood,
To grandfather's house we go;
The horse knows the way
To carry the sleigh
Through the white and drifted snow.

2

Over the river and through the wood—
Oh, how the wind does blow!
It stings the toes
And bites the nose,
As over the ground we go.

3

Over the river and through the wood,
To have a first-rate play.
Hear the bells ring
"Ting-a-ling-ding!"
Hurrah for Thanksgiving Day!

Line: One line of words in a poem. (The first line of "Thanksgiving Day" is "Over the river and through the wood.") A line can be a sentence, less than a sentence, or more than one sentence.

Stanza: A group of lines together. Stanzas are separated by line breaks. Think of them as the paragraphs of poetry. (There are six stanzas in "Thanksgiving Day.")

Day One

4 Over the river and through the wood,
Trot fast, my dapple *gray*!
Spring over the ground,
Like a hunting-hound,
For this is Thanksgiving *Day*.

5 Over the river and through the wood,
And straight through the barnyard gate.
We seem to go
Extremely slow—
It is so hard to wait!

6 Over the river and through the wood—
Now grandmother's cap I spy!
Hurrah for the fun!
Is the pudding done?
Hurrah for the pumpkin pie!



Rhyme: When two words sound alike because they have the same vowel and ending consonant sound. (In "Thanksgiving Day" *ground* and *hound* rhyme, as do *gray* and *Day*. What else rhymes in this poem?)



Couplet: A rhyme pattern where two lines in a row rhyme. (In "Thanksgiving Day," the lines "Spring over the ground/Like a hunting hound" are a couplet. What others can you find?)

Repetition: To say the same thing more than once. You can repeat a word, a line, a stanza, or an idea. (In "Thanksgiving Day" the first line is repeated at the beginning of each stanza.)

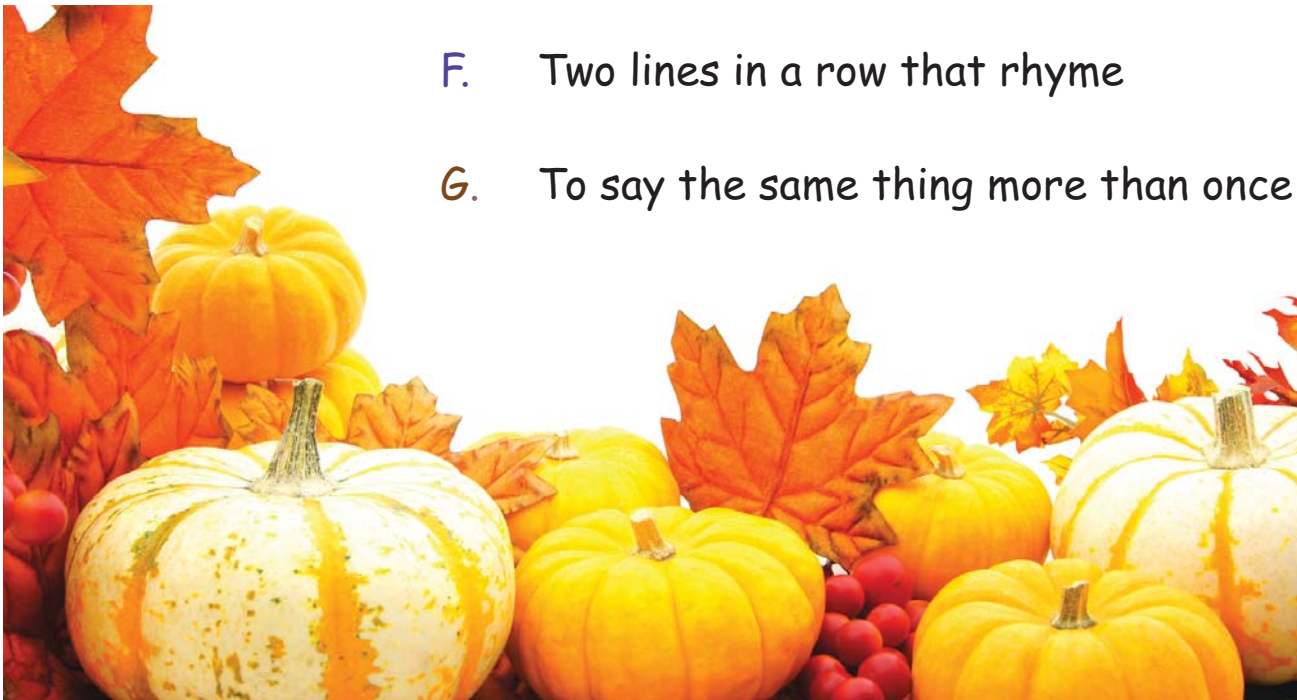
Imagery: Words that describe what we can see, hear, touch, taste, or smell. Often these are nouns and adjectives, but verbs can also provide strong imagery because we can see or feel things happening in the poem. (In "Thanksgiving Day," the last line of the first stanza describes the snow as "white" and "drifted." In the next stanza the verbs tell us that the wind, "stings the toes," and "bites the nose." What other imagery do you see here?)

Speaker: Who (or what) is saying the poem. Sometimes it's clear who the speaker is, but sometimes we don't know much about them. In "Thanksgiving Day," the speaker is someone on the sleigh to grandfather's house.

Vocabulary Review

Write the letter or the correct definition by each word.

- | | |
|--------------------|--|
| _____1. Imagery | A. When two words sound alike because they have the same vowel and ending consonant sound. |
| _____2. Line | |
| _____3. Couplet | B. A group of lines together—a poem's "paragraph" |
| _____4. Repetition | C. One line of words in a poem |
| _____5. Rhyme | D. Words that describe what we can see, hear, touch, taste, or smell. |
| _____6. Stanza | |
| _____7. Speaker | E. Who (or what) is saying the poem |
| | F. Two lines in a row that rhyme |
| | G. To say the same thing more than once |



Day Two

Poetry Terms

Using the same terms from yesterday, write the correct term next to its definition.

1. _____ One line of words in a poem
2. _____ A group of lines together—a poem's "paragraph"
3. _____ When two words sound alike because they have the same vowel and ending consonant sound
4. _____ Two lines in a row that rhyme
5. _____ To say the same thing more than once
6. _____ Who or what is saying the poem
7. _____ Words that describe what we can see, hear, touch, taste, or smell

If you would like to read a poem
about being a young child,
find "The Fury of Overshoes"
by Anne Sexton.

After you have read it, do you think the
speaker wants to grow up?



Day Three

Analyzing a Poem

Read "The Snowflake" by Walter de la Mare on page 32 of your book. Answer these questions:



1. How many stanzas does this poem have? _____

2. How many lines does this poem have? _____

3. What does *filigree* mean here?

4. What does *skyey* mean?

5. What type of rhyme is: Come, look at me!/This lovely icy filigree!

6. In this poem, what rhymes with the word *night*? _____

7. Write at least three words from this poem that provide imagery.

8. Who is the speaker of this poem?



Day Four

Christina Rossetti



Christina Rossetti composed her first line of poetry before she could even write. She dictated to her mother:

Cecilia never went to school

Without her gladiator.

You may be thinking this isn't much of a poem since it doesn't rhyme, but it has the sort of rhythm you would find in a poem. Her brother William said that Christina knew a gladiator could fight for Cecilia



in case of an emergency. Christina's first full poem was "To My Mother on Her Birthday," at age 11. By the time she was 16, she had written over 50 poems.

Christina was born in London in 1830, the youngest of four children. Christina's childhood was very happy. Her mother taught all four children when they were young. When the brothers were older they went to school, but the girls were entirely taught at home. Christina's father was an Italian poet and professor, and the children grew up speaking English and Italian. All four children became writers (one was also a painter), though Christina was the most famous of them.

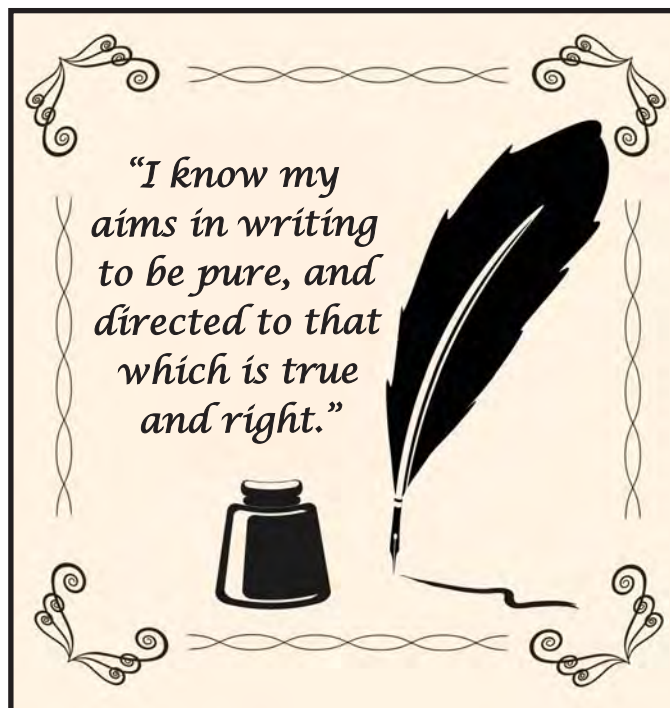
In fact, during her lifetime she was very famous. Some people argued that she was the greatest woman poet of her time. But Christina was never someone who wanted to be famous. She was not only very shy, but very religious and humble.

Day Four

[continued]

Two men proposed to Christina at different times, and one she loved very much, but she turned both of them down because she felt their religious views were not close enough to hers. Not marrying allowed her to be even more devoted to her family. She nearly always lived with some member of her family, most often her brother William. At different times in her life, she nursed her father, her mother, her oldest brother (Gabriel), and two aunts when they were sick and dying.

Her religious beliefs not only guided her decisions in life, but also her writing. Once she wrote in a letter:



Christina wrote poetry to share with others her religious feelings and her love of nature. Even though Miss Rossetti died over one hundred years ago, through her poetry we can still glimpse the world as she saw it.

Day Four

Fill the grid so that each row, column, and section contain all of the words in the sentence, “Hurt no living thing” (see page 72 in the poetry book). This is a kind of a sudoku of words.



Hurt		no	
	no		Hurt
living		thing	
	thing		living



What I Think of

What this poem is about

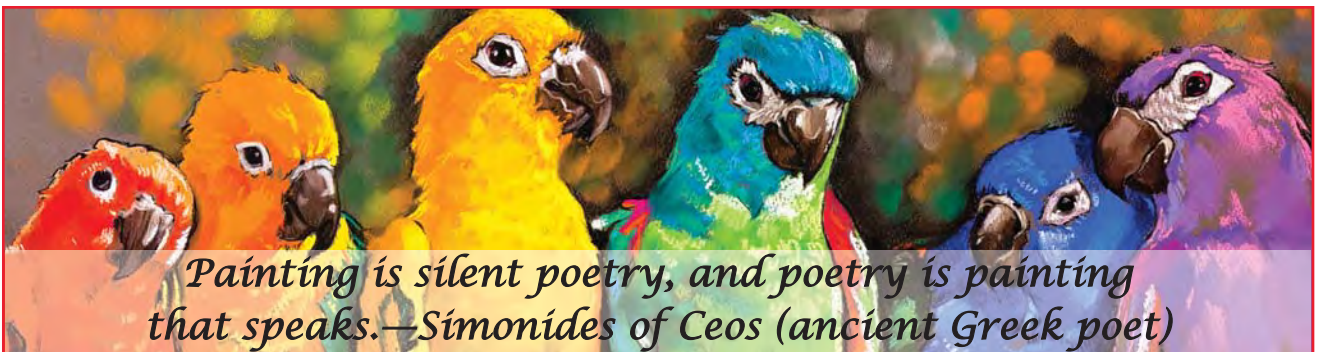


*Poetry is the journal of a sea animal living on land,
wanting to fly in the air.—Carl Sandburg*

What I Think

What I think of this poem

My favorite line is



Painting is silent poetry, and poetry is painting that speaks.—Simonides of Ceos (ancient Greek poet)

Optional

Arrange the Chunks

Number the word groups in the right order to create sentences from the poems you've read this week. Then capitalize the first letter of each sentence. Do you remember which poem each group is from? The first has been done for you.



1. 1 ^S stars and atoms
4 ten times Earth
3 small as zero
2 have a girth

2. _____ is passing by
_____ bow down their heads
_____ the wind
_____ but when the leaves

3. _____ he does not know
_____ the winter snow
_____ he is so small,
_____ the summer sun

4. _____ and there is a river:
_____ and gone for ever!
_____ each a glimpse
_____ and here is a mill

Ramona and Her Father

by

Beverly Cleary



Day One

Subject and Object Pronouns

Pronouns are words that can stand in for a noun. For example, instead of saying, “Ramona walked home with Howie,” we can say, “She walked home with him.”

There are many different types of pronouns. This week you’re going to learn some of those types and their proper grammatical names. If you don’t remember the names, don’t worry about that for now. It’s more important that you can recognize pronouns and learn how to use them correctly.

Subject Pronouns

I	we
you	you
he, she, it	they

These are called **subject pronouns** because they are used when they are the subject of the sentence. The subject of a sentence is who or what is doing the action in the sentence or that the sentence is mainly about. In the sentences you have been diagramming, the subject is the part before the vertical line:

Ramona | likes to draw.

She | likes to draw.

Ramona is the subject of the first sentence, and *she* is the subject of the second sentence.



Day One

Object Pronouns

me	us
you	you
him, her, it	them



These are called **object pronouns** because they are used as the direct object, indirect object, and the object of the preposition. But we have not talked about any of that yet, so you don't have to worry about it. Someday this name will be much more helpful to you.

Write the correct pronoun over every underlined noun in these sentences. Circle all pronouns already in the sentences.

Example: I gave the wrench to Dmitri.
 (I) gave ^{it} the wrench to ^{him} Dmitri.

1. Ramona was writing a Christmas list in September.
2. Mrs. Quimby hopes they can go out to dinner.
3. Ramona and Beezus love getting gummy bears from Mr. Quimby.
4. Mr. Quimby tells Mrs. Quimby he needs to talk to her.

Day Two

Possessive Pronouns

The sentence, “Ramona’s sister is Beezus,” tells us that Ramona has a sister and her name is Beezus. But we can also say, “Her sister is Beezus.” This is a new type of pronoun: the **possessive pronoun**. To possess something means to own it. Ramona doesn’t own her sister the same way she might own her crayons, but we still call it possessive.

Here are the possessive pronouns used before nouns:

Possessive Pronouns

my	our
your	your
his, her, its	their

For example, we would say, “*my* garden,” “*his* scooter,” or “*your* sandwiches.”

Stand-Alone Possessive Pronouns

mine	ours
yours	yours
his, her, its	theirs

For example, we would say, “The hammock is *hers*,” “That house is *ours*,” or “Which backpacks are *theirs*?”

Notice at the beginning I wrote, “Ramona’s sister.” Possessive nouns have apostrophes—that little mark by the s: The cat’s dinner, Jada’s bicycle. But possessive pronouns **NEVER, EVER** have an apostrophe. **NOT EVER.** Remembering that one simple rule will save you from making many mistakes.

Day Two

Write the correct pronoun over every underlined noun in these sentences. Circle all pronouns already in the sentences. Don't forget the pronouns from Monday.

Example: These candies are Diego's, not mine.

1. Their parents needed to talk, so Ramona and Beezus went to their room.
2. The sisters divided Ramona and Beezus's gummy bears fairly.
3. Mrs. Quimby's job is only half time, not full-time like Mr. Quimby's was.
4. Ramona knew her Christmas list was too long.
5. The list's last item now is, "One happy family."



Day Three

Copy-Cat Chunks

We've broken up some sentences from this week's lesson. Rewrite them using similar words, but make them your own sentences. The first is done for you.



1. Eating close together / in a booth / made Ramona feel / snug and cozy.

Sitting side by side / in the pew / made me feel / like a pea in a pod.

2. Ramona studied her crayons / and chose / a pink-red one / because it seemed / the happiest color.

3. "Look, Mommy / the elephants' legs are / wrinkled / just like your panty-hose."

4. Not every father / is lucky enough / to have / a daughter / like that.

Reflexive Pronouns

Our last pronouns for now are reflexive pronouns. These pronouns are easy to spot, because they all end in *self* or *selves*:

Reflexive Pronouns

myself

ourselves

yourself

yourselves

himself, herself, itself

themselves

Underline all the pronouns in these sentences. You'll find all the types of pronouns you learned this week.

Example: We introduced ourselves to him at your party last night.

1. Mr. Quimby asked himself why he was so unlucky as to lose his job.



2. Ramona and Beezus tried to prepare themselves for whatever bad news their parents had.



3. While waiting, they amused themselves by dividing their gummy bears.

[continued]

Day Four

[continued]



4. I cut myself while cooking for us.



5. Don't hurt yourself while moving their furniture.



6. The cat cleaned itself after eating its dinner.