

# Annotating Poetry Made Easy

CCSS Aligned  
Printable Teaching Resources  
Editable PowerPoint



# The Daring English Teacher

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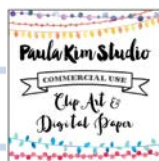
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The Daring English Teacher

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# Annotation Guide for Poetry

Symbol	Guide	Action
<b>Identify</b>	The rhyme scheme of the poem	Write capital letters (A, B, C, etc.) next to each line
<b>Count</b>	The number of stanzas in the entire poem and the number of syllables in each line	Write the number and circle it next to each stanza/line
<b>Underline</b>	Words or phrases you do not know or understand	Look up the meaning of the word or phrase and write it in the margin
<b>Squiggle Line</b>	All sound devices (alliteration, assonance, consonance)	Write which type of sound device the poet used. Add notes to the margin about how it enhances the meter of the poem
<b>Star</b>	Place a star next to figurative language	Write which kind of figurative language it is that you identified. Add a note in the margin explaining its meaning and significance
<b>Box</b>	Draw a box around words that depict a setting	Really try to picture the scene
<b>Highlight</b>	Repeated words or phrases	Write a note in the margin about the significance of repetition of the word or phrase
<b>Circle</b>	Emotionally charged words	These are words that will help reveal the poem's tone. Write a note about why that word is emotionally charged in the margin
<b>WRITE</b>	Write important thoughts and connection in the margins	Write any thoughts or ideas you have while reading
<b>WRITE</b>	Write questions you have about the reading in the margins	Write any questions you have while reading. Go back and answer the questions

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# Bookmarks

Print out these bookmarks and distribute them to your students. There is a black and white and color option included in this resource.

## Annotation Bookmark

### Label

The poem's rhyme scheme.

### Count

Stanzas and syllables.  
Determine poem type.

### Underline

Words or phrases you do not know. Look up their meaning.

### Squiggle Line

Sound devices like alliteration and consonance

### Star

Figurative language. Identify and explain the figurative language in the margin.

### Box

Words that depict setting or that paint a vivid picture.

### Highlight

Repeated words and phrases.

### Circle

Emotionally charged words.

### Write

Any connections you make in the margins.

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*Poetry* **Annotation Activity**  
"I Wandered Lonely as a Cloud"  
By William Wordsworth

**Directions:** Annotate the poem using the annotation guide

---

I wandered lonely as a cloud  
That floats on high o'er vales and hills,  
When all at once I saw a crowd,  
A host, of golden daffodils;  
Beside the lake, beneath the trees,  
Fluttering and dancing in the breeze.

Continuous as the stars that shine  
And twinkle on the milky way,  
They stretched in never-ending line  
Along the margin of a bay:  
Ten thousand saw I at a glance,  
Tossing their heads in sprightly dance.

The waves beside them danced; but they  
Out-did the sparkling waves in glee:  
A poet could not but be gay,  
In such a jocund company:  
I gazed—and gazed—but little thought  
What wealth the show to me had brought:

For oft, when on my couch I lie  
In vacant or in pensive mood,  
They flash upon that inward eye  
Which is the bliss of solitude;  
And then my heart with pleasure fills,  
And dances with the daffodils.

# Poetry Annotation Activity

"I Wandered Lonely as a Cloud"

By William Wordsworth

**Directions:** Annotate the poem using the annotation guide

1

I wandered lonely as a cloud **A**

Emotionally charged word with a negative connotation

That floats on high o'er vales and hills, **B**

**Simile:** Comparing the speaker's solitude to a cloud.

When all at once I saw a crowd, **A**

**Metaphor:** Referring to the daffodils as a crowd.

A host, of golden daffodils; **B**

Beside the lake, beneath the trees, **C**

Fluttering and dancing in the breeze. **C**

Alliteration

Couplet

**Personification:** Daffodils are dancing, a human trait.

2

Continuous as the stars that shine **D**

**Simile:** Comparing the daffodils to the stars and Milky Way

And twinkle on the milky way, **E**

They stretched in never-ending line **D**

**Hyperbole:** Exaggeration of quantity

Along the margin of a bay: **E**

★ Ten thousand saw I at a glance, **F**

**Personification:** Giving human characteristics to the daffodils. Humans toss their heads and dance merrily when they are happy and cheerful

Tossing their heads in sprightly dance. **F**

Couplet

3

The waves beside them danced; but they **E** **Personification:** Waves cannot dance.

Out-did the sparkling waves in glee: **G**

A poet could not but be gay **E**

Emotionally charged word meaning happy

In such a jocund company: **G** **Def:** Cheerful and lighthearted

I gazed—and gazed—but little thought **H**

**Anastrophe:** Inversion of the words

What wealth the show to me had brought: **H**

Couplet

4

For oft, when on my couch I lie **I** **Anastrophe:** Inversion of the words

In vacant or in pensive mood, **J**

**Def:** Engaged in deep thought

They flash upon that inward eye **I**

Which is the bliss of solitude; **J**

And then my heart with pleasure fills, **B**

**Anastrophe:** Inversion of the words

And dances with the daffodils. **B**

Couplet

Every single line has eight syllables.

This poem is written in iambic tetrameter

**Hyperbole:** Exaggeration of the line's length

At the present time, he did not realize what joy the daffodils brought him

For oft = often

When he is at home alone, he sometimes thinks back to the sight of the daffodils, and that simple sight brings him joy.



## Annotating Poetry Notes

## What is annotating?

## What is **NOT** annotating?

## Why do we annotate?

## What will I need?

## What is an annotation guide?



Summary: \_\_\_\_\_

# Annotating *Poetry* Notes Continued

What are the steps to  
annotating poetry?

Step 1:

Step 2:

Step 3:

Step 4:

Step 5:

Step 6:

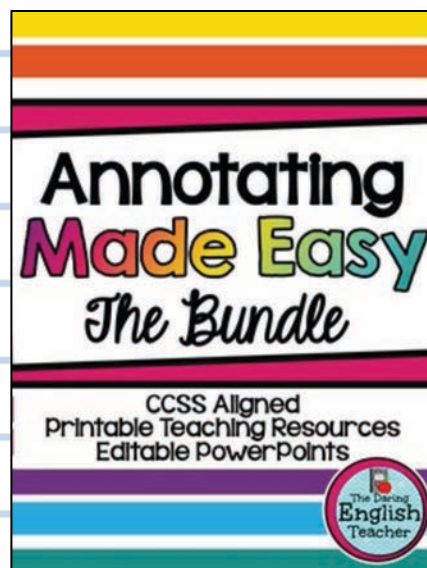
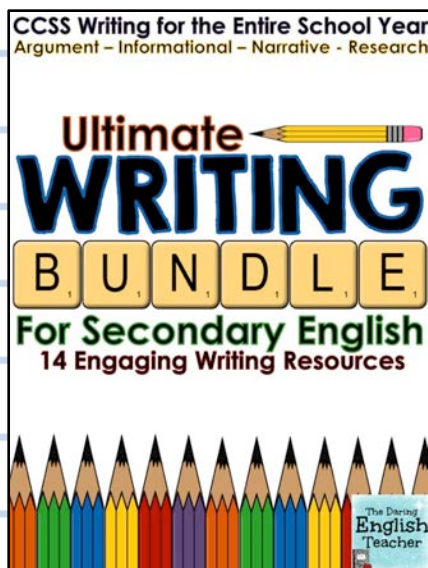
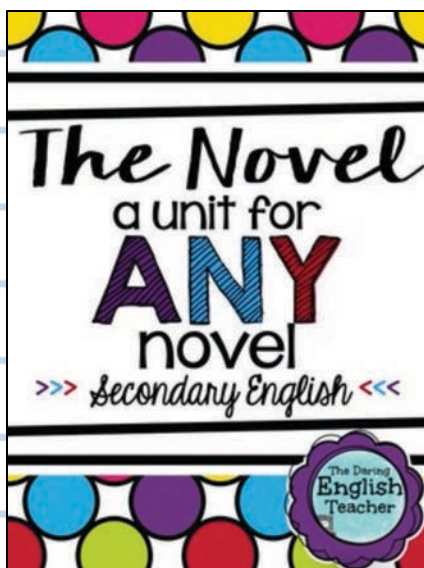
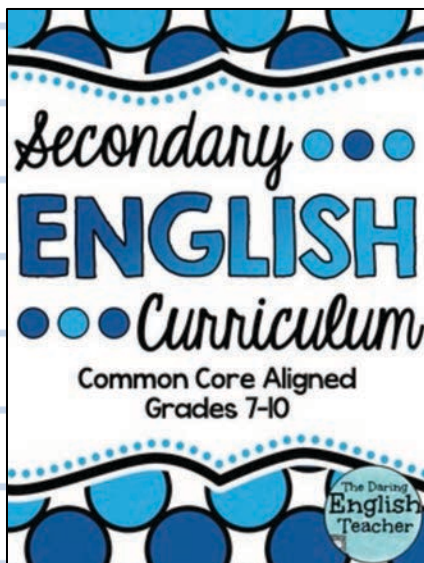
Summary: \_\_\_\_\_

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