



# EduVision

Year 2 English

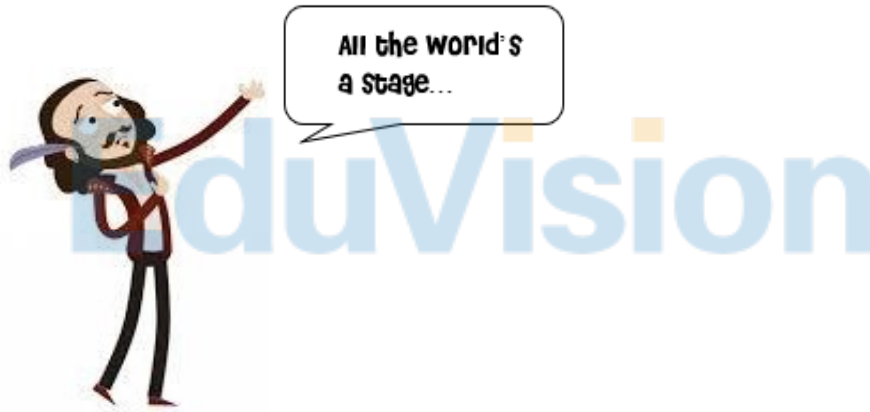
Term 3, Week 7

Student Name: \_\_\_\_\_

## Lesson Focus: Poetry devices and techniques

### Skill Focus: Poetic devices

Poetic devices are the deliberate use of words, phrases and sounds to enhance the meaning of a poem, and impact the way a poem looks or sounds. In short, they make poems more enjoyable and engaging.



**Directions:** Work together with your class to match the device to its definition.

personification	a repeated consonant sound at beginning of words
metaphor	to give human qualities to something not human
simile	words that sound like what they describe
alliteration	a pattern of sounds or beats; usually in syllables
repetition	where something is <i>like</i> or <i>as</i> something else
rhyme	where something <i>is</i> something else
rhythm	repeated sounds, words or phrases
onomatopoeia	words ending with similar sounding syllables
line break	breaking a sentence into different lines for impact

Let's look at each with examples:

Personification	to give human qualities to something not human <i>The stars winked in the night sky.</i>
Metaphor	where something <i>is</i> something else <i>He is a walking encyclopedia.</i>
Simile	where something is <i>like</i> or <i>as</i> something else <i>Ogres are like onions OR She is as pretty as a picture.</i>
Alliteration	a repeated consonant sound at beginning of words <i>While I nodded, nearly napping, suddenly there came a tapping</i>
Repetition	repeated sounds, words or phrases <i>Oh, her smile, her smile lights up my world.</i>
Rhyme	words ending with similar sounding syllables <i>If only he knew / he sat on a shoe.</i>
Rhythm	a pattern of sounds or beats; usually in syllables <i>So long as men can breathe or eyes can see, So long lives this, and this gives life to thee.</i>  <i>On the fifteenth of May, in the jungle of Nool, In the heat of the day, in the cool of the pool</i>
Onomatopoeia	words that sound like what they describe <i>Suddenly, there was a loud thud at the door.</i>
Line break	to create a break or pause in a sentence <i>I think therefore I am.</i>

**Skill Focus:** Auditory devices in poetry

**Directions:** There are two poems. Close your eyes and listen to each poem before answering the questions about them.

**Poem 1.** *Rain Dance Poem* by Victoria Reome

When a poem is born  
What is the chance  
Of words in rain?  
Drip drop dance  
Ping ting sing  
Pitter patter rhyme.  
Rain dance acceleration  
Makes my poem climb.  
Dribble drench drizzle –  
Thinking on the fence  
Sprinkle splish splash –  
Bring balance to my sense.

Were you able to hear the sounds of the rain?

**Let's do this together.** Reread the poem and clap your hands as you read.  
How many beats are there in each line?

**Now answer the questions.**

1. Choose **all** the devices that are in the poem.

Personification

Metaphor

Simile

Alliteration

Onomatopoeia

Repetition

Rhyme

2. Circle all examples of alliteration in the poem.

3. Underline all examples of onomatopoeia in the poem.

4. What do you notice about the similarities between alliteration and onomatopoeia in this poem? Discuss.

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5. Write down all examples of rhyme from the poem.

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**Poem 2. *Beach orchestra*, author unknown**

The waves are racing  
Towards the shore  
Booming crashing ... more more more!  
The sand is crunching beneath my feet  
Boom crash crunch crunch  
I march to the beat –  
Sandcastles toppling  
Umbrellas whisking by.  
Storm clouds brewing  
Land meets sky.  
Booming waves  
Biting wind  
Full grey clouds.  
Let the storm begin.

**Let's do this together.** Reread the poem and clap your hands as you read.  
How many beats are there in each line?

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**Now answer the questions.**

1. Choose **all** the devices that are in the poem.

Personification  
Metaphor  
Simile

Alliteration  
Onomatopoeia  
Repetition  
Rhyme

2. Circle all examples of alliteration in the poem.

3. Underline all examples of onomatopoeia in the poem.

4. List all examples of repetition in the poem.

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5. Write down all examples of rhyme from the poem.

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### **Skill Focus:** Visual devices in poetry

Unlike auditory devices which help to convey meaning through cadence and sound, visual devices in poetry rely on the use of words and line breaks to affect the way a poem is read. The use of literacy devices – such as metaphors, similes and personification – is also a lovely way of creating visual imagery.

**Directions:** There are two poems. Listen to each and answer the questions below.

**Poem 1. *Childhood Home* by Tara Kunesh**

Morning is love, when mom bids me arise,  
 Eggs shaped like hearts, a breakfast surprise.  
 The sun barely risen, looks down with a smile,  
 And says, "Take your time, just sit for a while."  
 Tea time is rest, as the light starts to fade.  
 Homework is done and the table is laid.  
 The kettle whistles, "You know me, you do."  
 The saucepan bubbles, "And I know you, too."  
 Though distance and time have claimed it from me,  
 This home lives within, a memory.  
 My room is a picture which stays in my head –  
 The books in the corner, the cat on the bed.  
 Home is my best friend, my partner, my all,  
 Be it ever so humble, be it ever so small.

1. 'Morning is love, when mom bids me arise'.

What technique is used here?

- a. Metaphor
- b. Simile
- c. Personification

2. "The sun barely risen, looks down with a smile,  
 And says, "Take your time, just sit for a while.""

What technique is used here?

- a. Metaphor
- b. Simile
- c. Personification



3. Find another example of a metaphor in the poem.

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4. Find another example of personification in the poem.

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**Poem 2.** *A family is like a circle* by Nicole M. O'Neil

A family is like a circle.  
The connection never ends,  
and even if at times it breaks,  
in time it always mends.

A family is like the stars.  
Somehow they're always there.  
Families are those who help,  
who support and always care.

A family is like a book.  
The ending's never clear,  
but through the pages of the book,  
their love is always near.

A family is many things.  
With endless words that show  
who they are and what they do  
and how they teach you so you know.

1.1 Which technique is used in this poem?

- a. Metaphor
- b. Simile
- c. Alliteration
- d. Onomatopoeia

1.2 Underline all the examples in the poem.

2. What other poetic devices can you find in this poem? Give some examples.

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**Directions:** The following poem uses a particular technique. Listen to it as it is read. What do you notice about how the way it is written affects the way it is read?

She was grace incarnate,  
and she walked  
with her shoulders back  
and her head high  
and her neck long,  
and she was strong—  
but did so quietly,  
in the way her lips smiled  
and the way she looked with her eyes  
and the way she held her hands.  
And watching her walk  
you understand  
how the ocean  
loved  
the moon  
and why the sea  
let her control  
the tides.

## Skill Focus: Poem comprehension

**Directions:** Listen to and read each poem and then answer the questions.

### *Cynthia in the snow* by Gwendolyn Brooks

It SHUSHES  
 It hushes  
 The loudness in the road.  
 It flutter-twitters,  
 And laughs away from me.  
 It laughs a lovely whiteness,  
 And whitely whirls away,  
 To be some otherwhere,  
 Still white as milk or shirts,  
 So beautiful it hurts.

1. Give examples of the poetic devices that are used in the poem.

Personification \_\_\_\_\_

Simile \_\_\_\_\_

Alliteration \_\_\_\_\_

Onomatopoeia \_\_\_\_\_

Rhyme \_\_\_\_\_

2. Who is the likely speaker of the poem?

- a. A mum
- b. A student
- c. Cynthia
- d. The snow

3. In what season is the poem set?

- a. Winter
- b. Summer
- c. Spring
- d. Autumn

4. The phrase 'It SHUSHES/It hushes' uses a combination of what two poetic devices?

- a. Alliteration and personification
- b. Onomatopoeia and simile
- c. Onomatopoeia and alliteration
- d. Onomatopoeia and personification

5. The phrase 'It laughs a lovely whiteness,/and whitely whirls away' uses a combination of what two poetic devices?

- a. Alliteration and personification
- b. Onomatopoeia and simile
- c. Onomatopoeia and alliteration
- d. Onomatopoeia and personification

6. What is 'it' referring to in the poem?

- a. The weather
- b. The narrator
- c. The snow
- d. The road

***Locket***

My oak tree wears a birdhouse  
like a locket on a limb.  
He loves to hold the birds.  
They always sing to him.

He sways in time to songs of sky  
imagines travels over land.  
But he is rooted to the earth.  
An oak tree must forever stand.

Birds sing worldly melodies  
as round his leaves they dainty-dart.  
Oak will never leave this place.  
He holds his locket near his heart.

1. Give examples of the poetic devices that are used in the poem.

Personification \_\_\_\_\_

Simile \_\_\_\_\_

Alliteration \_\_\_\_\_

Rhyme \_\_\_\_\_

2. Who or what is the subject of the poem?

- a. The birds
- b. An oak tree
- c. A young boy
- d. The birdhouse

3. The use of the word 'he' in the poem is an example of:
- Alliteration
  - Personification
  - Simile
  - Metaphor
4. The phrase 'He sways in time to songs of sky / imagines travels over land' is comparing what two things?
- A locket and a limb
  - Birds and the sky
  - A tree and the sky
  - A tree and birds
5. What is the main contrast between the tree and the birds?
- The birds can fly but the tree cannot move.
  - The tree is imaginative but the birds are not.
  - The birds sing to the tree but the tree doesn't reply.
  - The tree likes the birds but the birds don't like the tree.
6. What is the overall tone of the poem?
- Humorous
  - Hopeful
  - Wistful
  - Nostalgic

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### Skill focus: Writing task

What is your favourite season? Or maybe you have a favourite time of day? Or is there a particular type of weather that you like?

**Directions:** Your task today is to write a **poem** about one of the above. You can either describe the scene or tell a story in your chosen setting.

Use at least two of the poetic devices you have learned.

Remember to include rich descriptive words, correct spelling and punctuation in your writing. Use your checklist of techniques to help your writing.

Writing checklist	
<b>Technique</b> I have included <b>two</b> or more of the following: <ul style="list-style-type: none"> <li>• metaphors</li> <li>• similes</li> <li>• personification</li> <li>• onomatopoeia</li> <li>• alliteration</li> <li>• repetition</li> <li>• rhyme</li> <li>• rhythm.</li> </ul> I have included descriptive words and strong verbs.	
<b>Grammar, spelling and punctuation</b> I have included full stops, commas and capital letters. I have included sentences that make sense. I have checked for spelling errors.	

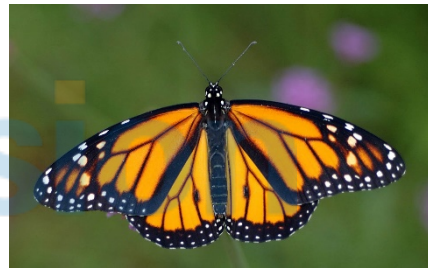
## HOMEWORK

1. Writing task
2. Reading comprehension exercise - Poetry

### 2: Reading comprehension

**Directions:** Read the poem and answer the questions below.

As summer draws its final breath  
to prepare its curtain call  
the monarchs\* begin their epic trek  
to usher in the fall.



The northern wind breathes out its chill  
as songs begin to hush  
and paints the trees upon the hill  
with its artist's brush.

From green to red, orange and brown  
the trees discard their masks  
and lay them gently upon the ground  
for us to begin our tasks.

Autumn makes way for winter's reign  
we bid farewell, old friend,  
till summer's warmth begins to wane  
and fall returns again.

\* refers to monarch butterflies

1. Underline all examples of personification in the poem.



2. Give all examples of alliteration in the poem.

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3. Write down all examples of rhyme in the poem.

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4. When the monarch butterflies 'begin their epic trek', we know that

- a. it is the end of summer.
- b. they are about to die.
- c. they will return next year.
- d. winter has arrived.

5. 'The northern wind breathes out its chill / as songs begin to hush'. What is the meaning of this sentence?

- a. People stop singing because it is too cold.
- b. The strong winter wind becomes weaker over time.
- c. The wind sounds less like a song over time.
- d. The birds are becoming quiet as winter approaches.

6. What changes colour 'From green to red, orange and brown'?

- a. the masks
- b. the hill
- c. the leaves on the trees
- d. the colours that the artist uses

7. 'From green to red, orange and brown'. What season is being described?

- a. Spring
- b. Summer
- c. Autumn
- d. Winter

8. What does the word 'wane' in the last stanza mean? (Use the steps on finding meaning from context clues from lesson 6.)

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| a. grow brighter | b. become weaker |
| c. come closer   | d. slow down     |

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