



# Understanding Poetry

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# What is poetry?

- In poetry the sound and meaning of words are combined to express feelings, thoughts, and ideas.
- The poet chooses words carefully.
- Poetry is usually written in lines.



# Poetry Elements

Writers use many elements to create their poems. These elements include:

- Rhythm
- Sound
- Imagery
- Form



# Rhythm

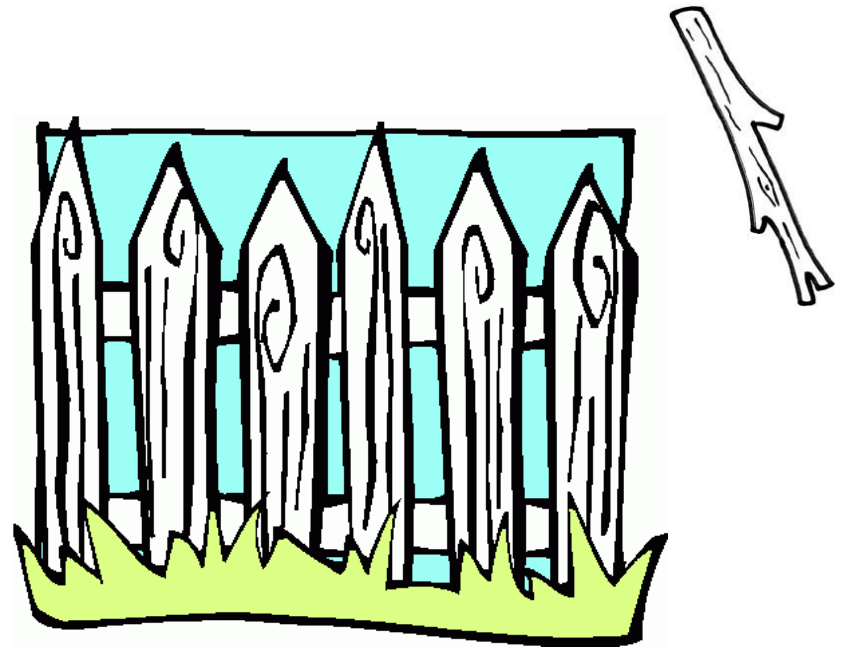
- Rhythm is the flow of the beat in a poem.
- Gives poetry a musical feel.
- Can be fast or slow, depending on mood and subject of poem.
- You can measure rhythm in *meter*, by counting the beats in each line.
- (See next two slides for examples.)



# Rhythm Example

## **The Pickety Fence** *by David McCord*

The pickety fence  
The pickety fence  
Give it a lick it's  
The pickety fence  
Give it a lick it's  
A clickety fence  
Give it a lick it's a lickety fence  
Give it a lick  
Give it a lick  
Give it a lick  
With a rickety stick  
pickety  
pickety  
pickety  
pick.



**The rhythm in this poem is fast –  
to match the speed of the stick  
striking the fence.**

# Rhythm Example

## Where Are You Now?

When the night begins to fall  
And the sky begins to glow  
You look up and see the tall  
City of lights begin to grow –  
In rows and little golden squares  
The lights come out. First here, then there  
Behind the windowpanes as though  
A million billion bees had built  
Their golden hives and honeycombs  
Above you in the air.

*By Mary Britton Miller*



*The rhythm in this poem is slow – to match the night gently falling and the lights slowly coming on.*

# Sound

Writers love to use interesting sounds in their poems. After all, poems are meant to be heard. These sound devices include:

- Rhyme
- Repetition
- Alliteration
- Onomatopoeia



# Rhyme

- Rhymes are words that end with the same sound. (***Hat***, ***cat*** and ***bat*** rhyme.)
- Rhyming sounds don't have to be spelled the same way. (***Cloud*** and ***allowed*** rhyme.)
- Rhyme is the most common sound device in poetry.





# Rhyming Patterns

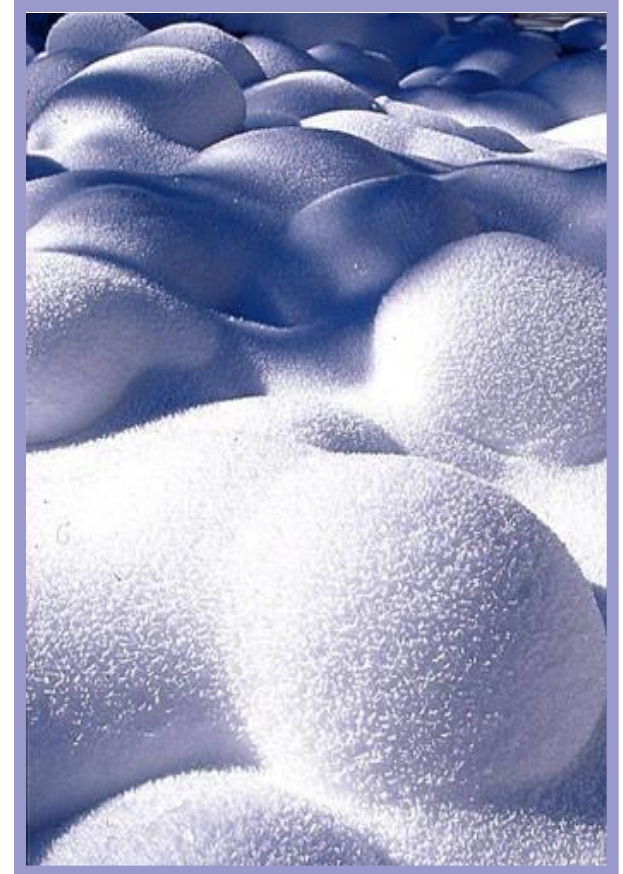
- Poets can choose from a variety of different rhyming patterns.
- (See next four slides for examples.)
- **AABB** – lines **1 & 2** rhyme and lines **3 & 4** rhyme
- **ABAB** – lines **1 & 3** rhyme and lines **2 & 4** rhyme
- **ABBA** – lines **1 & 4** rhyme and lines **2 & 3** rhyme
- **ABCB** – lines **2 & 4** rhyme and lines **1 & 3** do not rhyme

# AABB Rhyming Pattern

## First Snow

Snow makes whiteness where it **falls**.  
The bushes look like popcorn **balls**.  
And places where I always **play**,  
Look like somewhere else **today**.

*By Marie Louise Allen*

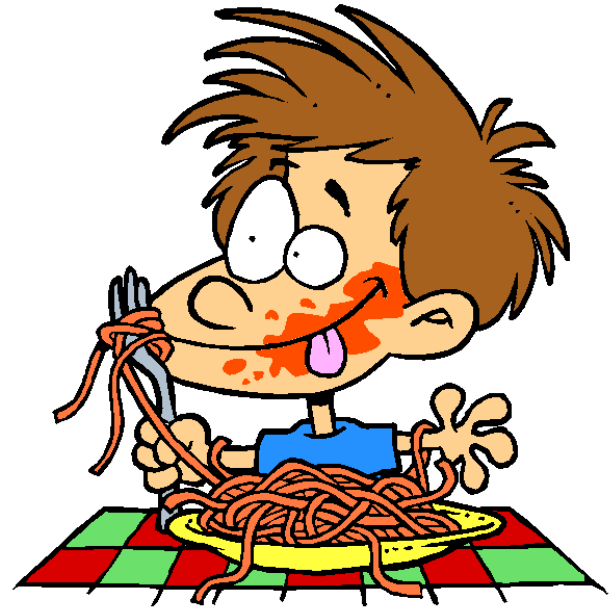


# ABAB Rhyming Pattern

## Oodles of Noodles

I love noodles. Give me **oodles**.  
Make a mound up to the **sun**.  
Noodles are my favorite **foodles**.  
I eat noodles by the **ton**.

*By Lucia and James L. Hymes, Jr.*

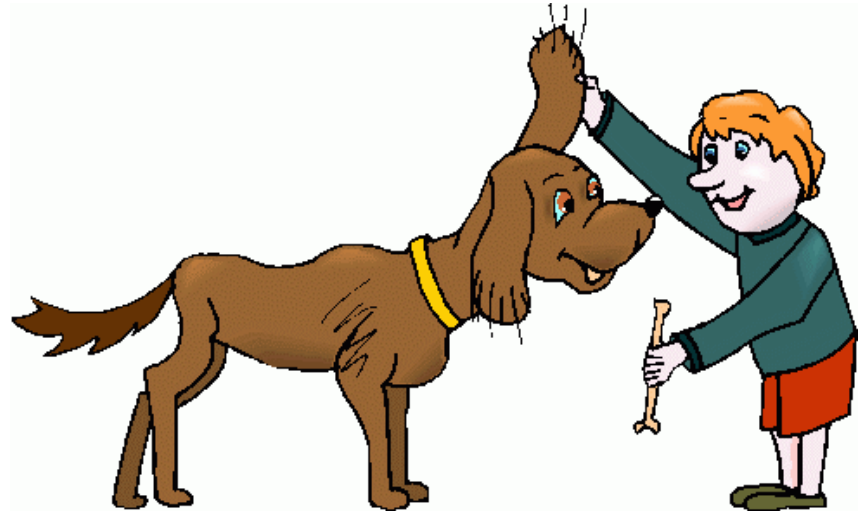


# ABBA Rhyming Pattern

*From “Bliss”*

Let me fetch **sticks**,  
Let me fetch **stones**,  
Throw me your **bones**,  
Teach me your **tricks**.

*By Eleanor Farjeon*

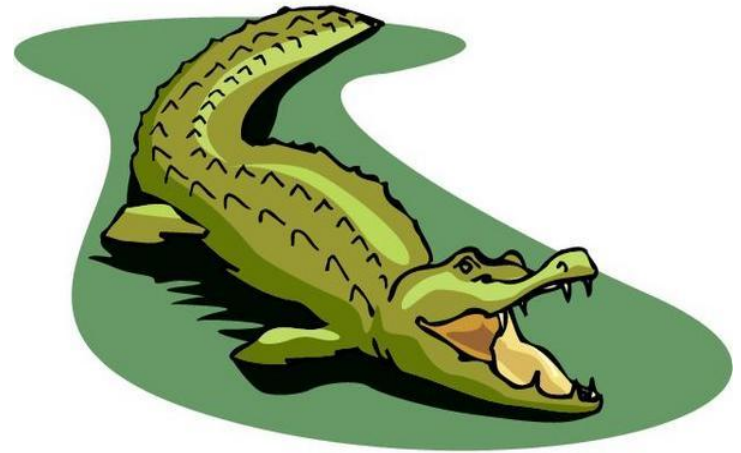


# ABCB Rhyming Pattern

## The Alligator

The alligator chased his **tail**  
Which hit him in the **snout**;  
He nibbled, gobbled, swallowed **it**,  
And turned right **inside-out**.

*by Mary Macdonald*



# Repetition

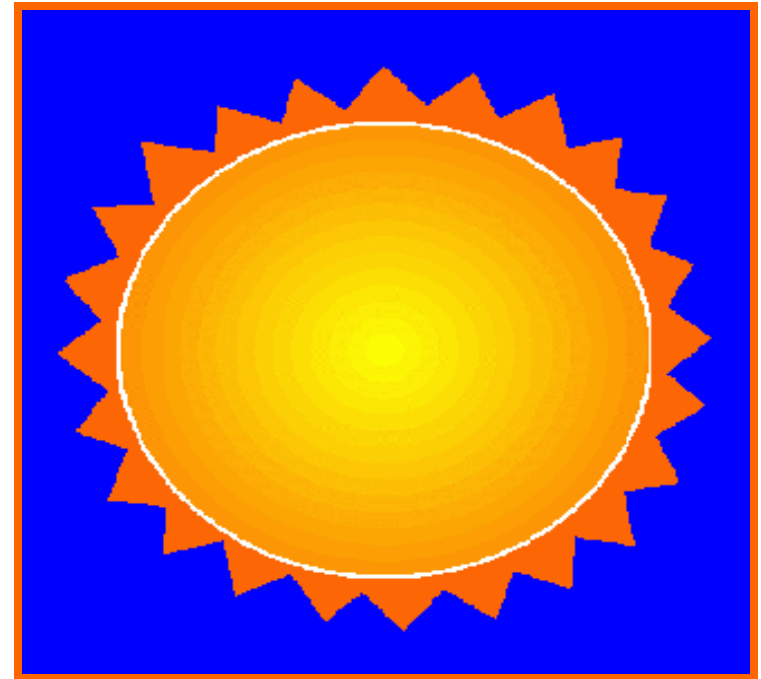
- Repetition occurs when poets repeat words, phrases, or lines in a poem.
- Creates a pattern.
- Increases rhythm.
- Strengthens feelings, ideas and mood in a poem.
- (See next slide for example.)



# Repetition Example

## The Sun

Some one tossed a pancake,  
A buttery, buttery, pancake.  
Someone tossed a pancake  
And flipped it up so high,  
That now I see the pancake,  
The buttery, buttery pancake,  
Now I see that pancake  
Stuck against the sky.



*by Sandra Liatsos*

# Alliteration

- Alliteration is the repetition of the first consonant sound in words, as in the nursery rhyme “**P**eter **P**iper **p**icked a **p**eck of **p**ickled **p**eppers.”
- (See next slide for example.)



The snake slithered silently  
along the sunny sidewalk.



# Alliteration Example

## This Tooth

I jiggled it  
jaggled it  
jerked it.

I pushed  
and pulled  
and poked it.

But –

As soon as I stopped,  
And left it alone  
This tooth came out  
On its very own!

*by Lee Bennett Hopkins*



# Onomatopoeia

- Words that represent the actual sound of something are words of onomatopoeia. Dogs “*bark*,” cats “*purr*,” thunder “*booms*,” rain “*drips*,” and the clock “*ticks*.”
- Appeals to the sense of sound.
- (See next slide for example.)



# Onomatopoeia Example

## Listen

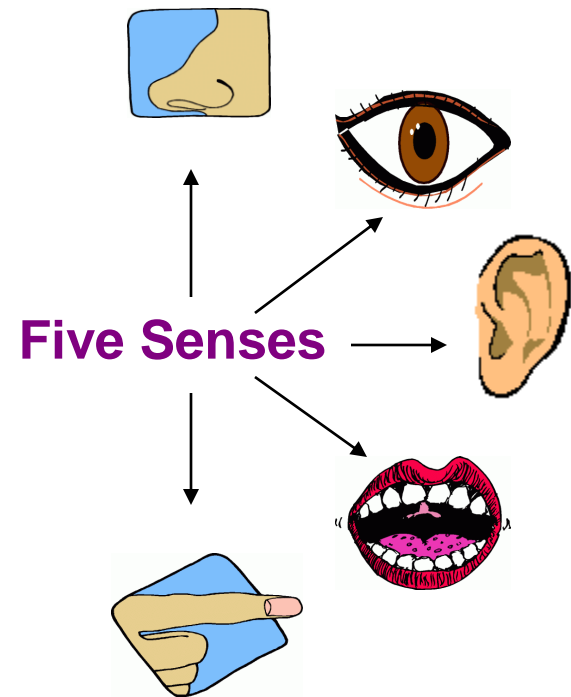
Scrunch, scrunch, scrunch.  
Crunch, crunch, crunch.  
Frozen snow and brittle ice  
Make a winter sound that's nice  
Underneath my stamping feet  
And the cars along the street.  
Scrunch, scrunch, scrunch.  
Crunch, crunch, crunch.

*by Margaret Hillert*



# Imagery

- Imagery is the use of words to create pictures, or images, in your mind.
- Appeals to the five senses: smell, sight, hearing, taste and touch.
- Details about smells, sounds, colors, and taste create strong images.
- To create vivid images writers use **figures of speech**.



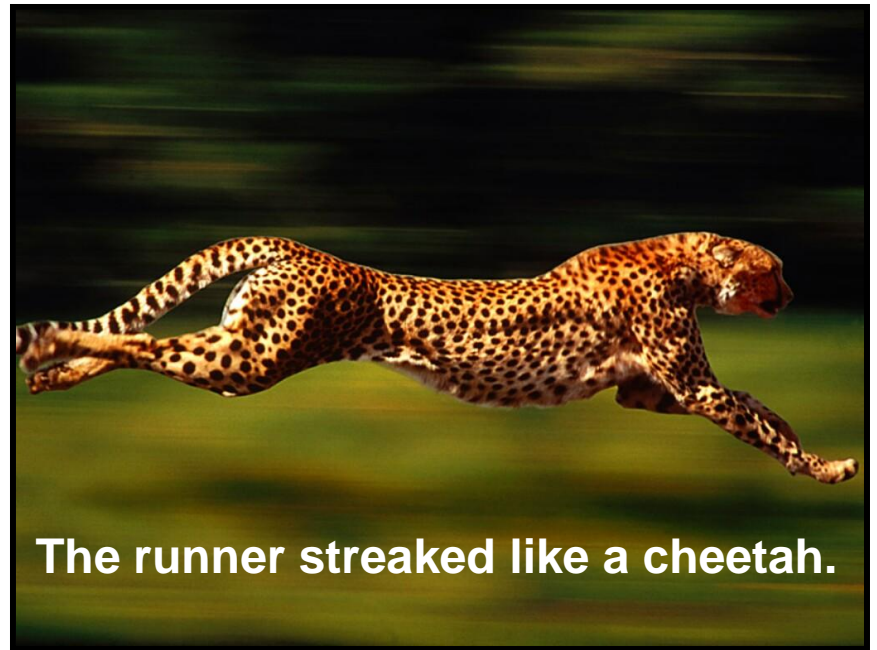
# Figures of Speech

- Figures of speech are tools that writers use to create images, or “paint pictures,” in your mind.
- **Similes**, **metaphors**, and **personification** are three figures of speech that create imagery.



# Simile

- A simile compares two things using the words “like” or “as.”
- Comparing one thing to another creates a vivid image.
- (See next slide for example.)



# Simile Example

## Flint

An emerald is as green as grass,  
A ruby red as blood;  
A sapphire shines as blue as heaven;  
A flint lies in the mud.

A diamond is a brilliant stone,  
To catch the world's desire;  
An opal holds a fiery spark;  
But a flint holds fire.

*By Christina Rossetti*



# Metaphor

- A metaphor compares two things without using the words “like” or “as.”
- Gives the qualities of one thing to something that is quite different.
- (See next slide for example.)



The winter wind is a wolf  
howling at the door.



# Metaphor Example

## **The Night is a Big Black Cat**

The Night is a big black cat

The moon is her topaz eye,

The stars are the mice she hunts at night,

In the field of the sultry sky.



***By G. Orr Clark***

# Personification

- Personification gives human traits and feelings to things that are not human – like animals or objects.
- (See next slide for example.)



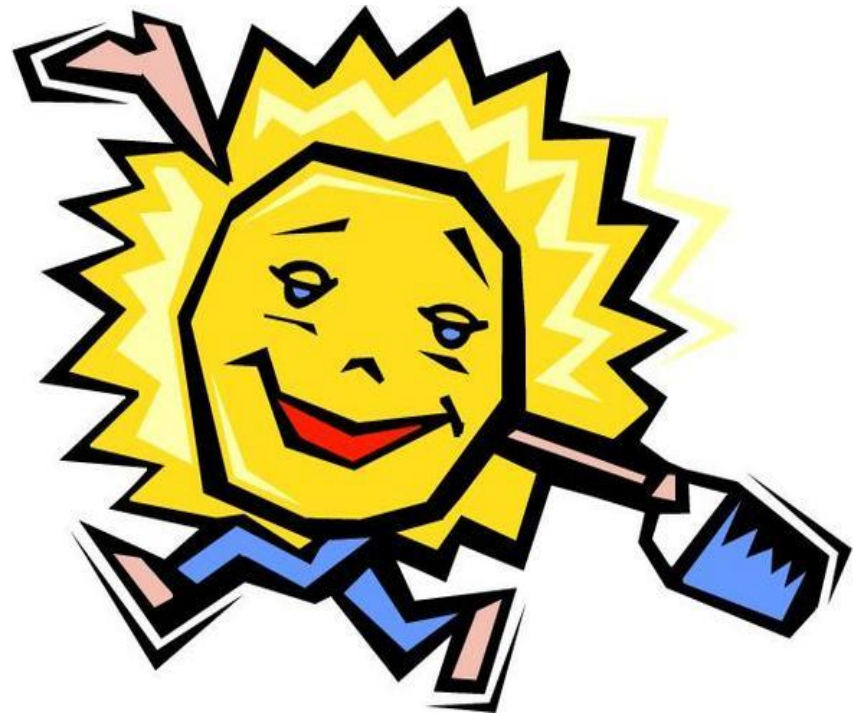
# Personification Example

## *From “Mister Sun”*

Mister Sun

Wakes up at dawn,  
Puts his golden  
Slippers on,  
Climbs the summer  
Sky at noon,  
Trading places  
With the moon.

*by J. Patrick Lewis*



# Forms of Poetry

There are many forms of poetry including the:

- Couplet
- Tercet
- Acrostic
- Cinquain
- Haiku
- Senryu
- Concrete Poem
- Free Verse
- Limerick



# Lines and Stanzas

- Most poems are written in lines. →
- A group of lines in a poem is called a stanza. →
- Stanzas separate ideas in a poem. They act like paragraphs.
- This poem has two stanzas.

## ***March***

*A blue day*

*A blue jay*

*And a good beginning.*

*One crow,*

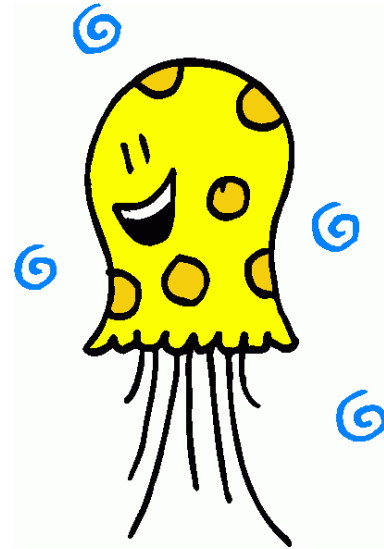
*Melting snow –*

*Spring's winning!*

**By Eleanor Farjeon**

# Couplet

- A couplet is a poem, or stanza in a poem, written in two lines.
- Usually rhymes.



## *The Jellyfish*

Who wants my jellyfish?

I'm not sellyfish!

*By Ogden Nash*

# Tercet

- A tercet is a poem, or stanza, written in three lines.
- Usually rhymes.
- Lines 1 and 2 can rhyme; lines 1 and 3 can rhyme; sometimes all 3 lines rhyme.



## Winter Moon

**How thin and sharp is the moon tonight!**

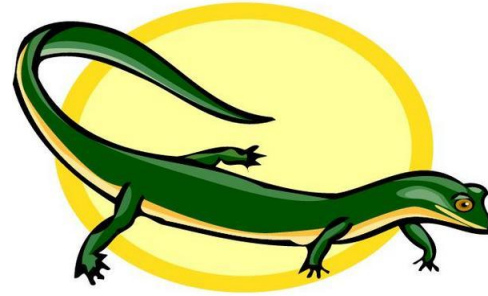
**How thin and sharp and ghostly white**

**Is the slim curved crook of the moon tonight!**

***By Langston Hughes***

# Quatrain

- A quatrain is a poem, or stanza, written in four lines.
- The quatrain is the most common form of stanza used in poetry.
- Usually rhymes.
- Can be written in variety of rhyming patterns.
- (See slide 9 entitled “Rhyming Patterns.”)



## The Lizard

**The lizard is a timid thing  
That cannot dance or fly or sing;  
He hunts for bugs beneath the floor  
And longs to be a dinosaur.**

***By John Gardner***



# Traditional Cinquain

- A cinquain is a poem written in five lines that do not rhyme.
- Traditional cinquain has five lines containing 22 syllables in the following pattern:

Line 1 – 2 syllables

Line 2 – 4 syllables

Line 3 – 6 syllables

Line 4 – 8 syllables

Line 5 – 2 syllables



Oh, cat  
are you grinning  
curled in the window seat  
as sun warms you this December  
morning?

*By Paul B. Janezco*

# Word-Count Cinquain

- Word-count cinquain for younger students uses the following pattern:

**Line 1:** One word (title)

**Line 2:** Two words (describe the title)

**Line 3:** Three words (describe an action)

**Line 4:** Four words (describe a feeling)

**Line 5:** One word (another word for title)



**Owl**

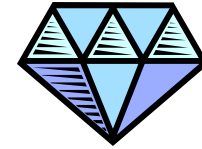
**Swift, ferocious**

**Watches for food**

**Soaring through the night**

**Hunter**

# Diamante



- A diamante is a seven-line poem written in the shape of a diamond.
- Does not rhyme.
- Follows pattern.
- Can use synonyms or antonyms.
- (See next two slides for examples.)

## Diamante Pattern

Line 1 – Your topic (noun)

Line 2 – Two adjectives about

Line 3 – Three “ing” words about

Line 4 – Four nouns or short phrase linking topic (or topics)

Line 5 – Three “ing” words about

Line 6 – Two adjectives about

Line 7 – Your ending topic (noun)

# Synonym Diamante

## Monsters

Creepy, sinister,

Hiding, lurking, stalking,

Vampires, mummies, werewolves and more –

Chasing, pouncing eating,

Hungry, scary,

Creatures



# Antonym Diamante

## Day

Bright, sunny,  
Laughing, playing, doing,  
Up in the east, down in the west –  
Talking, resting, sleeping,  
Quiet, dark,  
Night



# Haiku

- A haiku is a Japanese poem with 3 lines of 5, 7, and 5 syllables. (Total of 17 syllables.)
- Does not rhyme.
- Is about an aspect of nature or the seasons.
- Captures a moment in time.



**Little frog among  
rain-shaken leaves, are you, too,  
splashed with fresh, green paint?**

*by Gaki*

# Senryu

- A senryu follows same pattern as haiku.
- Written in 3 unrhymed lines of 5, 7, and 5 syllables, with total of 17 syllables.
- Is about human nature, rather than natural world.



**First day, new school year,  
backpack harbors a fossil...  
last June's cheese sandwich.**

*By Cristine O'Connell George*

# Concrete Poem

- A concrete poem (also called shape poem) is written in the shape of its subject.
- The way the words are arranged is as important as what they mean.
- Does not have to rhyme.



*By Brad Burg*



# Free Verse

- Usually does not rhyme.
- When it does rhyme, there is no rhyming pattern.
- Does not have a regular rhythm.
- Can vary freely in length of lines, stanzas, and subject.

## *Revenge*

When I find out  
who took  
the last cooky

out of the jar  
and left  
me a bunch of

stale old messy  
crumbs, I'm  
going to take

me a handful  
and crumb  
up *someone's* bed.



*By Myra Cohn Livingston*

# Acrostic

- In an acrostic poem the first letter of each line, read down the page, spells the subject of the poem.
- Type of free verse poem.
- Does not usually rhyme.



Loose brown parachute

Escaping

And

Floating on puffs of air.

*by Paul Paolilli*

# Limerick

- A limerick is a funny poem of 5 lines.
- Lines 1, 2 & 5 rhyme.
- Lines 3 & 4 are shorter and rhyme.
- Line 5 refers to line 1.
- Limericks are a kind of nonsense poem.



## **There Seems to Be a Problem**

**I really don't know about Jim.**

**When he comes to our farm for a swim,**

**The fish as a rule,**

**jump out of the pool.**

**Is there something the matter with him?**

***By John Ciardi***

# Nonsense Poems

- A nonsense poem is a humorous poem with silly characters and actions. It is meant to be fun.
- Can be written as a limerick or as another form of poetry.



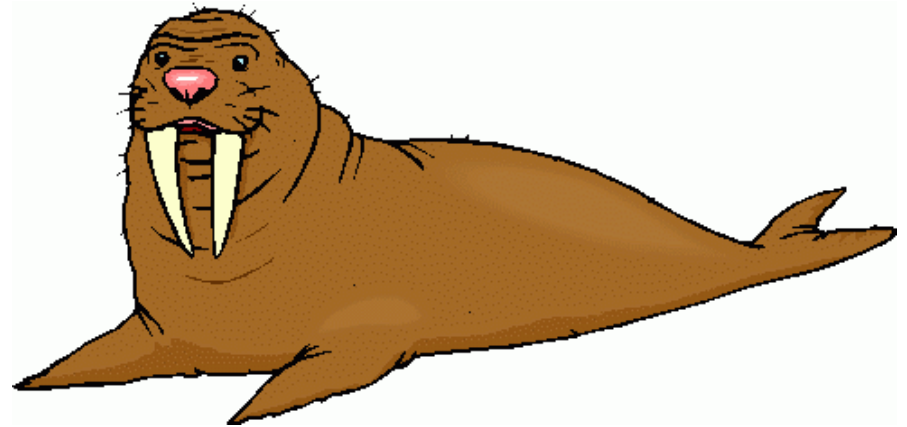
## **A Princess Laments**

**I kissed a frog because I'd heard  
That it would turn into a prince.  
That's not exactly what occurred,  
And I've been croaking ever since.**

*by Jack Prelutsky*

# Word Play

- Some poets use a special kind of word play by making up words or misspelling them on purpose.



## **The Walrus**

**The pounding spatter  
Of salty sea  
Makes the walrus  
Walrusty.**

***By Douglas Florian***

# Voice



*Hello!*



*Hi!*

“Voice” is the speaker in a poem. The speaker can be the poet himself or a character he created in the poem. There can be one speaker or many speakers.

- Poet as speaker (slides 47-49)
- Human character in poem as speaker (slide 50)
- Object or animal as speaker (slides 51-52)
- More than one speaker (slides 53-54)

# Voice: Poet as Speaker

## The Wind

Who has seen the wind?  
Neither I nor you:  
But when the leaves hang trembling  
The wind is passing thro'.

Who has seen the wind?  
Neither you nor I:  
But when the trees bow down their heads,  
The wind is passing by.

*by Christina Rossetti*



*In this poem, the poet speaks of her feelings about the power of the wind.*

# Voice: Poet as Speaker

## The Sugar Lady

There is an old lady who lives down the hall,  
Wrinkled and gray and toothless and small.  
At seven already she's up,  
Going from door to door with a cup.  
“Do you have any sugar?” she asks,  
Although she's got more than you.  
“Do you have any sugar?” she asks,  
Hoping you'll talk for a minute or two.

*by Frank Asch*



*In this poem, the poet tells a story about a lonely old woman hoping to talk.*

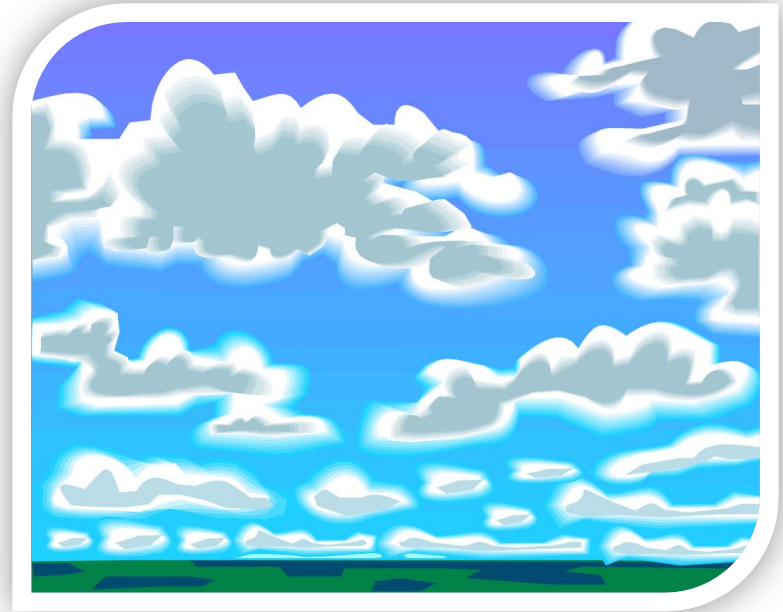


# Voice: Poet as Speaker

## Clouds

White sheep, white sheep,  
On a blue hill,  
When the wind stops  
You all stand still.  
When the wind blows  
You walk away slow.  
White sheet, white sheep,  
Where do you go?

*by Christina Rossetti*



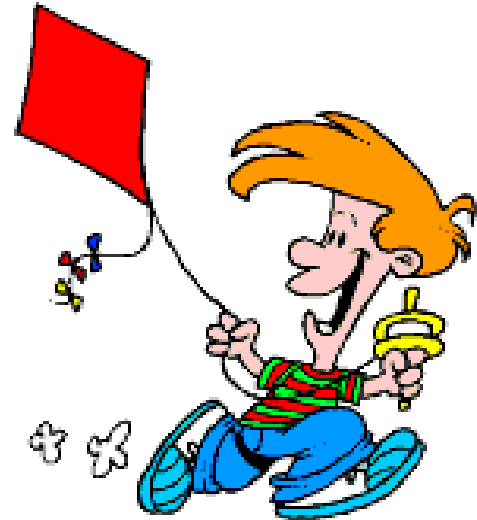
*In this poem, the poet speaks to clouds - something that cannot answer back. She uses a metaphor when she calls the clouds “white sheep.”*

# Voice: Human Character as Speaker

## For Keeps

We had a tug of war today  
Old March Wind and I.  
He tried to steal my new red kite  
That Daddy helped me fly.  
He huffed and puffed.  
I pulled so hard  
And held that string so tight  
Old March Wind gave up at last  
And let me keep my kite.

*by Jean Conder Soule*



*In this poem, the voice is that of a child flying a kite on a windy day. The child is the character in the poem.*

# Voice: Object as Speaker



## Crayon Dance

The cardboard ceiling lifts  
*Pickmepickmepickme*, I pray  
The fingers do! They choose *me*,  
Sky Blue!  
Hurrah! Hooray!

*by April Halprin Wayland*



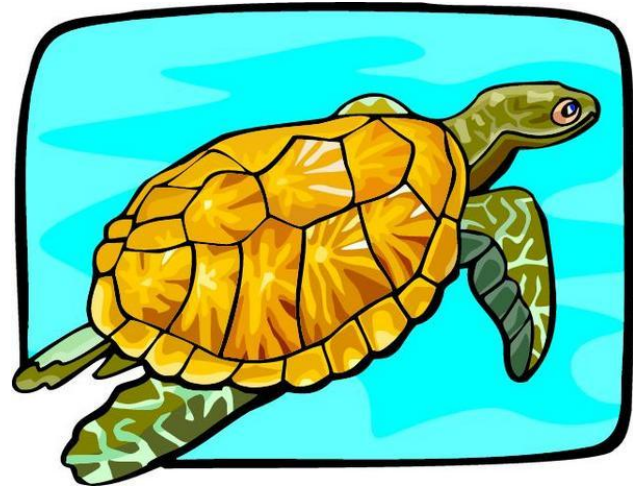
*In this poem, the voice is that of a blue crayon, happy to be picked by the artist. The crayon is the character in the poem.*

# Voice: Animal as Speaker

## Turtle in July

Heavy  
Heavy hot  
Heavy hot hangs  
Thick sticky  
Icky  
But I lie  
Nose high  
Cool pool  
No fool  
A turtle in July

*by Marilyn Singer*



*In this poem, the voice is that of a turtle keeping cool on a hot July day. The turtle is the character in the poem.*

# Voice: Two Speakers

## I Talk With the Moon

I talk with the moon, said the owl  
While she lingers over my tree  
I talk with the moon, said the owl  
And the night belongs to me.

I talk with the sun said the wren  
As soon as he starts to shine  
I talk with the sun, said the wren  
And the day is mine.

*By Beverly McLoughland*



*There are two voices in this poem. In the first stanza the voice is that of the night-time owl. In the second stanza the voice is that of the day-time wren.*

# Voice: Multiple Speakers

## Monster Mothers

*By Florence Parry Heide*

When monster mothers get together  
They brag about their babies.  
The other day I heard one say,  
“He’s got his very first fang today!”

“Mine is ugly.”

“Mine is mean.”

“Mine is turning  
nice and green.”

“Mine’s as scaly  
as a fish.”

“Mine is sort of  
yellowish.”

“Mine breathes fire  
and smoke and such.”

“Mine has skin  
you’d hate to touch.”

***In this poem, there are many voices. The speakers are the monster mothers describing their babies.***



# Author's Purpose



The poet has an “author’s purpose” when he writes a poem.  
The purpose can be to:

- **Share feelings** (joy, sadness, anger, fear, loneliness)
- **Tell a story**
- **Send a message** (theme - something to think about)
- **Be humorous**
- **Provide description\*** (e.g., person, object, concept)

*\*Although description is important in all poems, the focus of some poems is the description itself rather than feelings, story-telling, message, or humor.*

# Author's Purpose: Share Feelings

## When I Was Lost

Underneath my belt  
My stomach was a stone.  
Sinking was the way I felt.  
And hollow.  
And alone.

*By Dorothy Aldis*



*The author's purpose is to share her feelings about being lost and scared.*



# Author's Purpose: Tell Story

## ***Jimmy Jet*** By Shel Silverstein

I'll tell you the story of Jimmy Jet –  
And you know what I tell you is true.  
He loved to watch his TV set  
Almost as much as you.

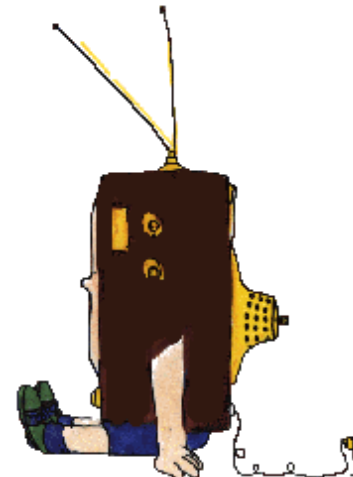
He watched all day, he watched all night  
Till he grew pale and lean,  
From "The Early Show" to "The Late Late Show"  
And all the shows between.

He watched till his eyes were frozen wide,  
And his bottom grew into his chair.  
And his chin turned into a tuning dial,  
And antennae grew out of his hair.

*The author's purpose is to tell the story of a boy who watched too much television.*

And his brains turned into TV tubes,  
And his face to a TV screen.  
And two knobs saying "VERT." and "HORIZ."  
Grew where his ears had been.

And he grew a plug that looked like a tail  
So we plugged in little Jim.  
And now instead of him watching TV  
We all sit around and watch him.



# Author's Purpose: Send Message

## Share the Adventure

Pages and pages  
A seesaw of ideas –  
Share the adventure

Fiction, nonfiction:  
Door to our past and future  
Swinging back and forth

WHAM! The book slams shut,  
But we read it together  
With our minds open

*by Patricia and Frederick McKissack*



*The author's purpose is to send a serious message.*

*The message, or theme, is that reading is an adventure that can be shared.*

# Author's Purpose: Be Humorous

## Insides

I'm very grateful to my skin  
For keeping all my insides in –  
I do so hate to think about  
What I would look like inside-out.

***By Colin West***

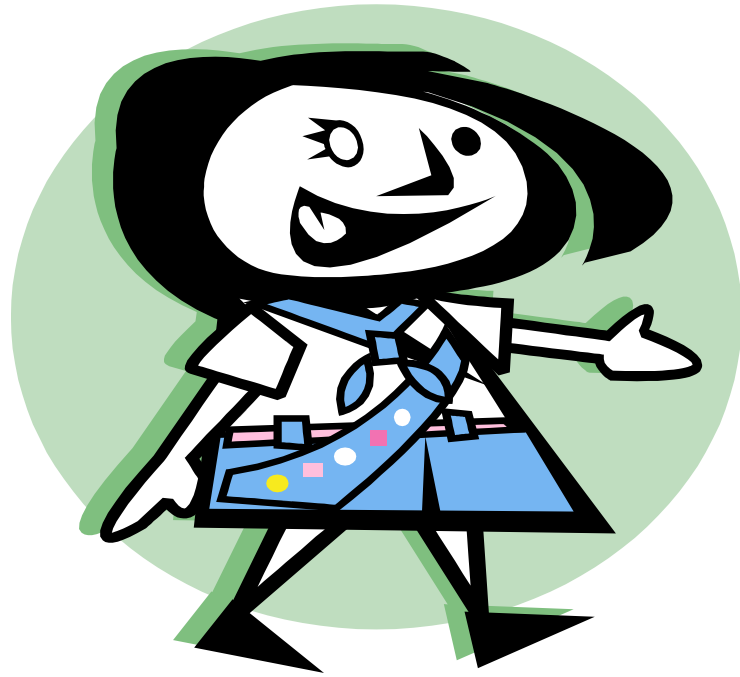


***The author's purpose is to write a humorous poem about the purpose of skin.***

# Author's Purpose: Be Descriptive

**Me** by *Karla Kuskin*

“My nose is blue,  
My teeth are green,  
My face is like a soup tureen.  
I look just like a lima bean.  
I’m very, very lovely.  
My feet are far too short  
And long.  
My hands are left and right  
And wrong.  
My voice is like the hippo’s song.  
I’m very, very,  
Very, very,  
Very, very  
Lovely?”



***The author's purpose is to describe a strange-looking person.***

# Author's Purpose: Be Descriptive

## Vacuum Cleaner

Roars over carpet  
*zig-zag-zips*  
sucking up fuzz  
through metal lips.

*By Dee Lillegard*



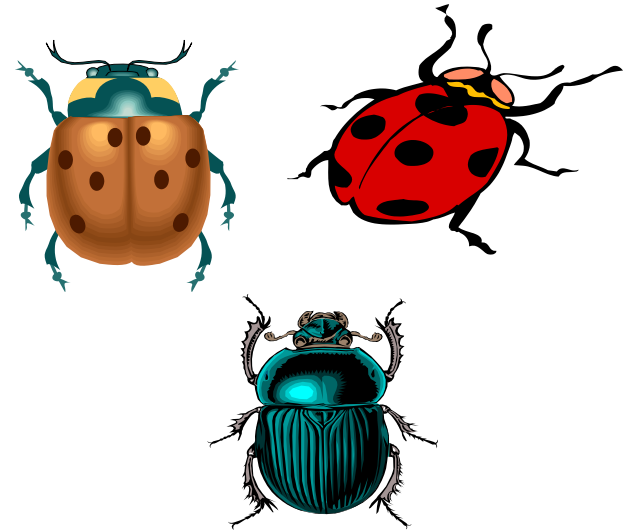
*The author's purpose is to describe an object – a vacuum cleaner.*

# Author's Purpose: Be Descriptive

## Beetles

Emerald, ruby, turquoise blue,  
Beetles come in every hue:  
Beetles that pinch or sting or bite,  
Tiger beetles that claw and fight,  
Beetles whose burnished armor gleams,  
Whirligig beetles that dance on streams,  
Antlered beetles in staglike poses,  
Beetles that smell – and not like roses,  
Others that click like castanets,  
That dig or swim or zoom like jets,  
Hard as coffee beans, brown as leather,  
Or shimmering bright as a peacock feather!

***By Ethel Jacobson***



***The author's purpose is to describe a variety of beetles.***

# Author's Purpose: Be Descriptive

## Understanding

Sun

And rain

And wind

And storms

And thunder go together.

There has to be a bit of each

To make the weather.

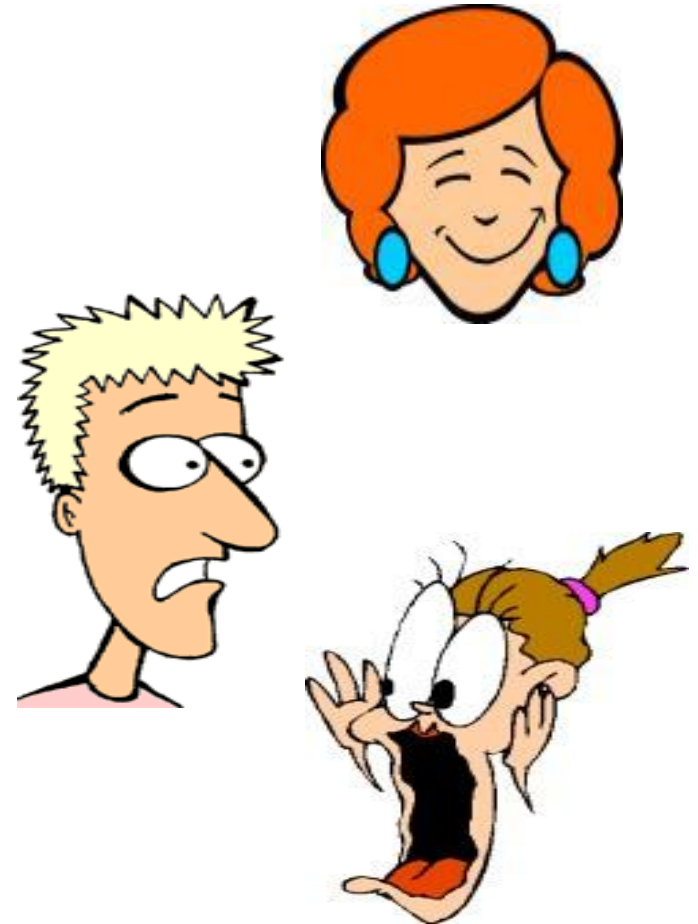
*By Myra Cohn Livingston*



*The author's purpose is to describe a concept – weather.*

# Mood

- Mood is the atmosphere, or emotion, in the poem created by the poet.
- Can be happy, angry, silly, sad, excited, fearful or thoughtful.
- Poet uses words and images to create mood.
- Author's purpose helps determine mood.
- (See slides 65-72 for examples.)





# Mood - *Barefoot Days*

## **Barefoot Days** *by Rachel Field*

In the morning, very early,  
That's the time I love to go  
Barefoot where the fern grows curly  
And grass is cool between each toe,  
On a summer morning-O!  
On a summer morning!

That is when the birds go by  
Up the sunny slopes of air,  
And each rose has a butterfly  
Or a golden bee to wear;  
And I am glad in every toe –  
Such a summer morning-O!  
Such a summer morning!



***The mood in this poem is happy. What clues in the poem can you use to determine the mood?***

# Mood - *Mad Song*

## Mad Song

I shut my door  
To keep you out  
Won't do no good  
To stand and shout  
Won't listen to  
A thing you say  
Just time you took  
Yourself away  
I lock my door  
To keep me here  
Until I'm sure  
You disappear.

***By Myra Cohn Livingston***



***The mood in this poem is angry. What clues in the poem can you use to determine the mood?***

# Mood - *Poem*

## Poem

I loved my friend.  
He went away from me.  
There's nothing more to say.  
The poem ends,  
Soft as it began –  
I loved my friend:

*By Langston Hughes*



*The mood in this poem is sad. What clues in the poem can you use to determine the mood?*

# Mood - *Something is There*

## Something is There

Something is there  
there on the stair  
coming down  
coming down  
stepping with care.  
Coming down  
coming down  
slinkety-sly.

Something is coming and wants to get by.

***By Lilian Moore***



***The mood in this poem is fearful. What clues in the poem can you use to determine the mood?***

# Mood - *Joyful*

## Joyful

A summer day is full of ease,  
a bank is full of money,  
our lilac bush is full of bees,  
And I am full of honey.

*By Rose Burgunder*



*The mood in this poem is happy. What clues in the poem can you use to determine the mood?*

# Mood - *Foghorns*

## Foghorns

The foghorns moaned  
in the bay last night  
so sad  
so deep  
I thought I heard the city  
crying in its sleep.

*By Lilian Moore*



*The mood in this poem is sad.  
What clues in the poem can you  
use to determine the mood?*

# Mood - *Magic Landscape*

## Magic Landscape

Shall I draw a magic landscape?  
In the genius of my fingers  
I hold the seeds.  
Can I grow a painting like a flower?  
Can I sculpture a future without weeds?

***By Joyce Carol Thomas***



***The mood in this poem is thoughtful. What clues in the poem can you use to determine the mood?***

# Mood - *Higglety, Pigglety, Pop*

## Higglety, Pigglety, Pop!

Higglety, Pigglety, Pop!  
The dog has eaten the mop;  
The pig's in a hurry,  
The cat's in a flurry,  
Higglety, Pigglety, Pop!

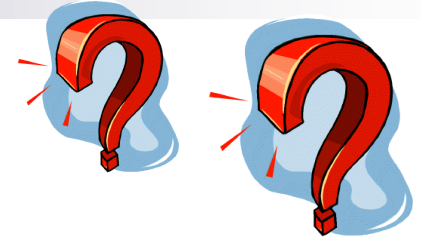
*By Samuel Goodrich*



*The mood in this poem is silly. What clues in the poem can you use to determine the mood?*



# Reading for Meaning



- To find meaning in a poem, readers ask questions as they read. There are many things to pay attention to when reading a poem:

**Title** – Provides clues about – topic, mood, speaker, author's purpose?

**Rhythm** – Fast or slow? Why?

**Sound Devices** – What effects do they have?

**Imagery** – What pictures do we make in our minds?

**Figures of Speech** – What do they tell us about the subject?

**Voice** – Who is speaking - poet or character; one voice or more?

**Author's Purpose** – Sending message, sharing feelings, telling story, being funny, being descriptive?

**Mood** – Happy, sad, angry, thoughtful, silly, excited, frightened?

**Plot** – What is happening in the poem?

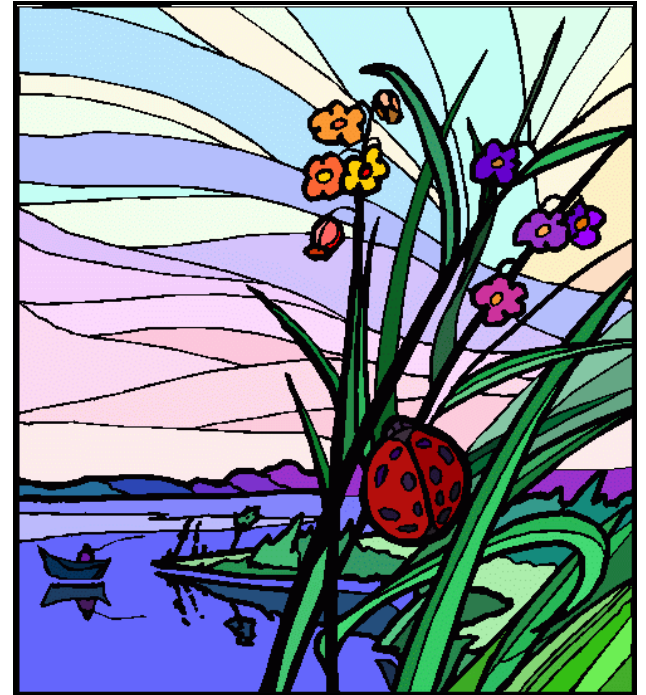
Remember, to make meaning, readers must **make connections** and tap into their **background knowledge** and **prior experiences** as they read.

# Conclusion

## ***Poetry***

What is poetry? Who knows?  
Not a rose, but the scent of a rose;  
Not the sky, but the light in the sky;  
Not the fly, but the gleam of the fly;  
Not the sea, but the sound of the sea;  
Not myself, but what makes me  
See, hear, and feel something that prose  
Cannot: and what it is, who knows?

***By Eleanor Farjeon***



# Acknowledgements

## Books:

- Cobwebs, Chatters, and Chills: A Collection of Scary Poems.** Compiled and annotated by Patricia M. Stockland. Minneapolis, MS: Compass Point Books, 2004.
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# Acknowledgements

## Clip Art and Images Resources:

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