

Lesson 2: Parts of Speech and Rhymes in Poetry

☐ Getting Started

Today you are going to examine the ways poets use parts of speech in their poems. The collection of poetry you will read today focuses on the different regions of the United States. A variety of poets contributed to the collection.

Stuff You Need

- *Handy Guide to Writing* by Beyond the Page
- *My America: A Poetry Atlas of the United States* by Lee Bennett Hopkins
- *R is for Rhyme: A Poetry Alphabet* by Judy Young
- colored pencils or watercolor paints and paintbrush
- journal

Ideas to Think About

- What relationships and patterns can be found within the words of a poem?
- Why is it important to understand the relationships and patterns found within a poem?
- How do figurative language and word patterns affect a poem and the reader/listener?

Things to Know

- Strong verbs and interesting adjectives make a poem stronger and more effective.
- A **noun** is a person, place, or thing.
- An **action verb** is a word that shows action.
- An **adjective** is a word that describes a noun.

☐ Reading and Questions

Read poems about the Northeastern U.S. and the Capital in the book *My America: A Poetry Atlas of the United States*.

1. What was your favorite poem? What did you like about it?

2. Why do you think many poets choose to use rhyming words in their poems?

3. The poet who wrote "Washington D.C." writes:

"...Washington D.C.
the capital of our Nation
which stands for liberty."
What does this mean?

4. After reading the poems in this section, what words come to mind that describe the Northeast?

Activities

☐ Activity 1: Strong Verbs

You know that action verbs are words that show action. The author of the poem, "Gulls and Buoys," chose interesting action verbs for her poem. The action verbs are the most important words in the poem. They help the reader visualize the movement of the gulls.

In your journal, record the action verbs the author uses in the poem. On the page, "Strong Verbs," select an animal to illustrate, and then brainstorm a list of as many action verbs as you can think of related to the animal's movements.

☐ Activity 2: Nouns and Interesting Adjectives

Review the definitions of "noun" and "adjective." A *noun* is a person, place, or thing. An *adjective* is a word that describes a noun.

The author of the poem, "Watercolor Maine," uses many adjectives and nouns. These simple words create concrete pictures in the mind of the reader, or visual imagery, which we defined in Lesson 1. On the page, "Nouns and Interesting Adjectives," record five nouns the author uses along with the adjectives that make them come to life. Illustrate each noun according to the adjectives that describe them. For fun, you might want to try to do your illustrations in watercolors.

☐ Activity 3: End Rhyme

Reread "Islands in Boston Harbor" from *My America: A Poetry Atlas of the United States* and "E for End Rhyme" in *R is Rhyme*. Identify the end rhyme words (hint: they come in groups of three) and record them in your journal.

Write an end rhyme poem in your journal. The poem can be about any subject, but the last word on one line must rhyme with the last word on another line. The rhyming lines can follow each other or can skip lines. Many poets believe it is important to write poems about ideas and events that have happened in their own lives.

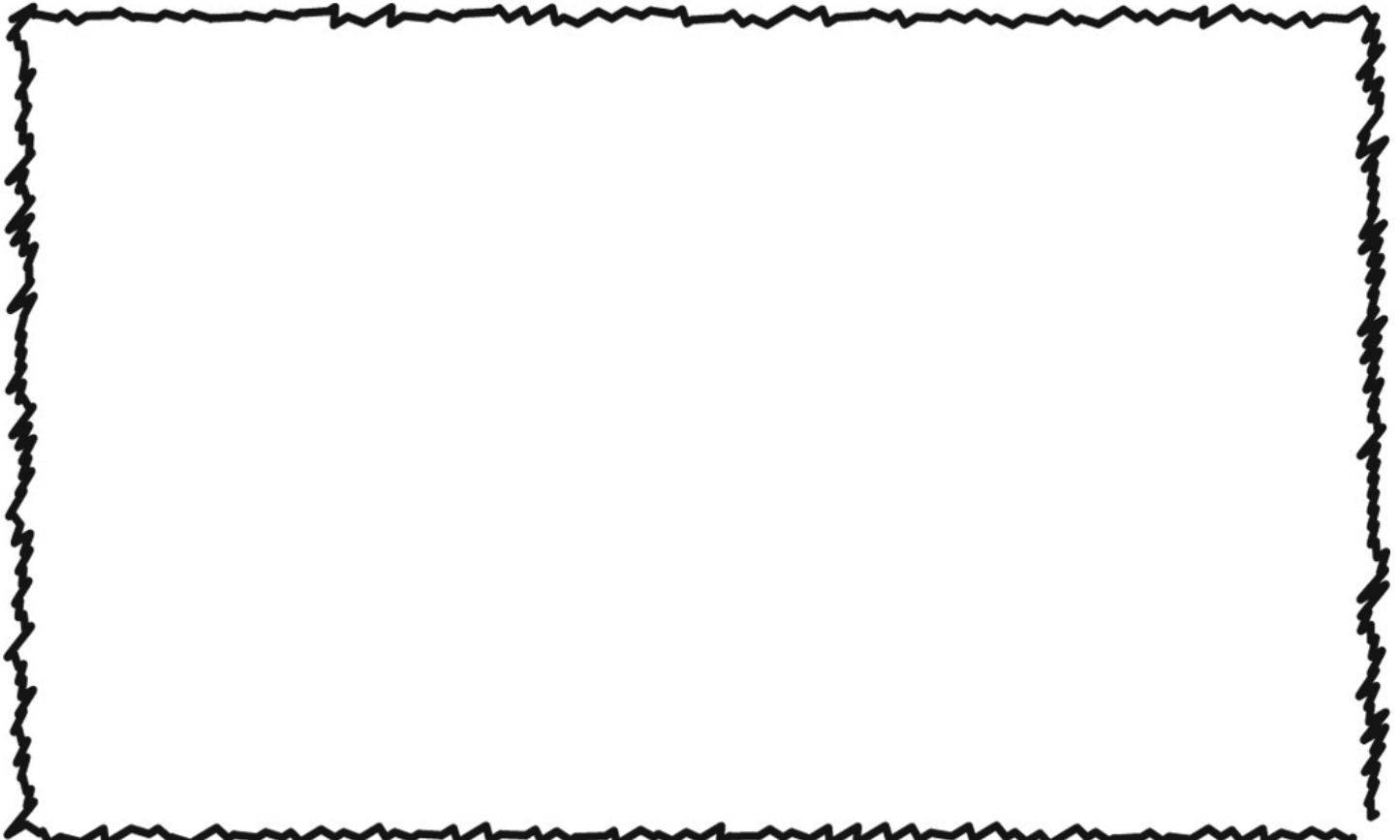
Wrapping Up

The poems you read today provided insight into the geography and culture of the Northeast. Think about what you learned about the Northeast from reading these poems.

Review the parts of speech definitions: noun, action verb, and adjective. You can find these in the "Things to Know" section at the beginning of the lesson. You can also learn more about these and the other parts of speech in the *Handy Guide to Writing*.

STRONG VERBS

Directions: Select one of your favorite animals and illustrate it in the box. Brainstorm a list of action verbs related to the animal.




NOUNS AND INTERESTING ADJECTIVES

Directions: Record five nouns from the poem, "Watercolor Maine," and the adjectives used to describe the nouns. Illustrate each noun, taking into account the adjective(s) used to describe them. Use watercolors if available.

ADJECTIVE



NOUN



ILLUSTRATION



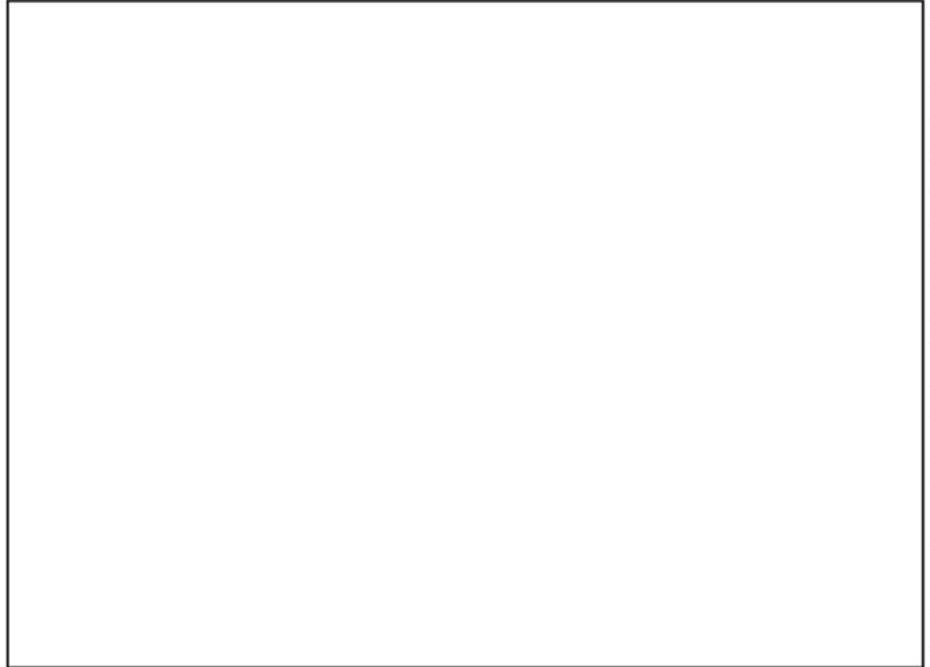
ADJECTIVE

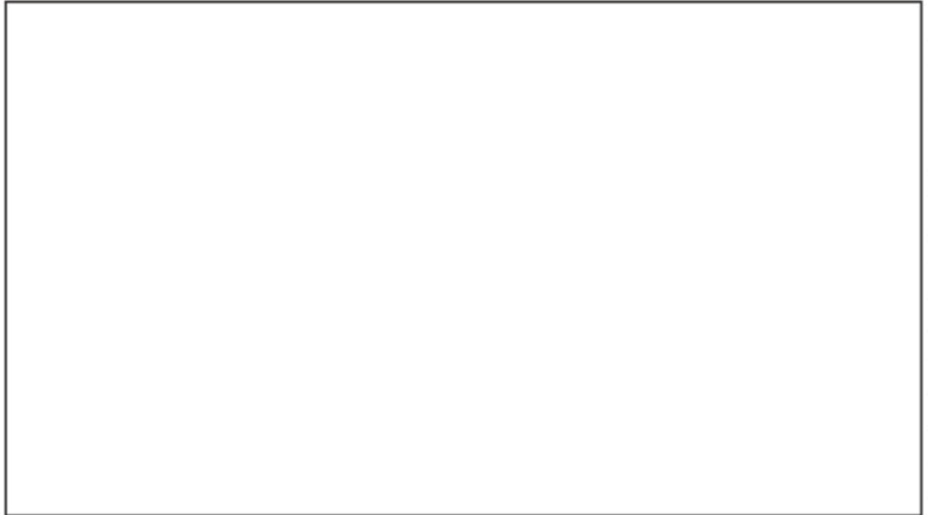


NOUN



ILLUSTRATION



ADJECTIVE**NOUN****ILLUSTRATION****ADJECTIVE****NOUN****ILLUSTRATION****ADJECTIVE****NOUN****ILLUSTRATION**

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⦿ Skills

- Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by analyzing the authors' word choice and context. (LA)
- Compose poetry using self-selected and assigned topics. (LA)
- Compose work that follows the conventions of a particular genre. (LA)
- Identify structural patterns found in text. (LA)

Introducing the Lesson

Tell your child that today she will explore poems that have subjects related to the northeast region of the United States. Ask your child what she knows about the states in the Northeast.

Reading and Questions

1. What was your favorite poem? What did you like about it?

Answers will vary.

2. Why do you think many poets choose to use rhyming words in their poems?

Answers will vary.

3. The poet who wrote "Washington D.C." writes:

"...Washington D.C.

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which stands for liberty."

What does this mean?

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4. After reading the poems in this section, what words come to mind that describe the Northeast?

Answers will vary.

Activities**Activity 1: Strong Verbs**

Answer Key: (for journal activity)

Possible answers include *swoop, soar, flock, fly, wheel, wing, sing, squawk, screech, gather*

Activity 2: Nouns and Interesting Adjectives

Possible Answers:

- buoy bell
- great quartz rocks
- mail boat
- red lobster boats
- barnacled anchors
- black coffee
- morning light

Activity 3: End Rhyme

Read your child's end rhyme poem. Check to be sure that some of the final words rhyme. Not every line has to rhyme with another line.

Wrapping Up**Questions to Discuss**

- Ask your child what she learned about the importance of word choice in poetry.

Things to Review

Ask your child to give you examples of three nouns, three action verbs, and three adjectives.