

HARTLEY ROAD PRIMARY SCHOOL

DEPARTMENT OF ENGLISH

GRADE 4

LESSON TWO: READING A POEM

DATES: 20/07/2020

Guidelines for educator/parent before analysing a poem

1. Briefly discuss the following points with the learner before reading the poem. This is important because learners must learn about the technical aspects of a poem before attempting to analyse or write one independently.

A Poem:

- Can be about anything (reality, fiction or fable)
- Can use few words.
- May or may not rhyme.
- Has a title.
- May use invented spelling.
- Is about the feelings and emotions of the poet.
- Is easy to create.
- May be serious or humorous.

2. The visual below illustrates some important elements of poetry. These elements make up a poem and must be understood prior to analysing a poem.



3. Poems contain literal or/and figurative language. The video attached to this lesson will help the learner understand the key differences between something with a literal and figurative meaning.

Use the graphic below to understand some types of figurative language.

Figurative Language

Alliteration

Repeating the same beginning sound in more than two words.

Seven snakes slithered silently.
Crazy kangaroos kissed quietly.

Your own example:

Hyperbole

An obvious exaggeration.

The books were stacked to the sky.
 I have told you a million times.

Your own example:

Metaphor

A comparison between two unlike things *without* using "like", "as" or "than".

Laughter is music of the soul.
 His face was stone as she said she loved him.

Your own example:

Onomatopoeia

Words that sound like the object or actions they refer to.

The bells clanged and jingled.
 Whoosh... the wind blew in and slammed the door.

Your own example:

Personification

Giving non-human objects human qualities.

The sun smiled on the angry clouds.
 The t.v. talked all night.

Your own example:

Simile

A comparison of two unlike things using "like", "as" or "than".

The water was as smooth as glass.
 Tim and his brother fought like cats and dogs.

Your own example:

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4. Read the poem aloud. Discuss the main idea of the poem with the learner and try to gauge the learner's understanding and first impressions of the poem.

At Bedtime...

Every evening,

Dinner time,

A bath to wash away the grime;

Story read,

Cover raised,

5

Curtain parted, eyes starglazed;

Eyelids heavy,

Fighting sleep,

Soon give in to slumber deep

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Answer the following questions based on the poem above.

1.1 Who do you think the poem is about? Provide a reason for your answer.

_____ (1)

1.2 Does the speaker (narrator) in the poem want to go to sleep? Write the line or lines from the poem that support your answer.

_____ (1)

1.3 What does the word 'grime' tell the reader about the subject of the poem?

_____ (1)

1.4 Why do you think the subject (who the poem is about) of the poem does not want to go to sleep?

_____ (1)

1.5 How many stanzas does this poem have?

_____ (1)

1.6 Briefly explain what the poem is about.

_____ (2)

1.7 Identify one metaphor in the poem.

_____ (1)

1.8 Who do you think is the narrator/speaker in the poem? Give a reason for your answer.

_____ (1)

1.9 Is the subject of the poem literally fighting his sleep? Explain what is meant in this line.

_____ (1)

Question Two

Fill in the table below. Find nouns, verbs and adjectives from the poem above.

- Naming words (Noun, a word or a combination of words by which a person, place, or thing, a body or class, or any object of thought is designated, called, or known)
- Action words (Verbs, Action words, or action verbs simply express an action. The action is something the subject of the sentence or clause is doing and includes sleeping, sitting, and napping-so even though there is no movement, there is still an action.)
- Describing words (Adjective, a word naming an attribute of a noun, such as *sweet*, *red*, or *technical*.)

3.1. Naming words (nouns)	3.2. Action words(verbs)	3.3. Describing words(adjectives)

(6)

Question 4

4. Express your feelings about the poem in +/- 20 words_

(4)

Total marks: 20

Suggested Answers:

- 1.1 The poem is about a child who is getting ready to sleep/ getting ready for bed.
 - 1.2 No. The speaker says he is 'fighting sleep'.
 - 1.3 The grime tells the reader that the child is very dirty.
 - 1.4 He probably wants to play further or perhaps listen to another story. Usually children do not want to go to bed when told to by their parents.
 - 1.5 It has one stanza.
 - 1.6 The poem is about a child's night-time routine. He is extremely tired but does not want to sleep right away, eventually, he falls into a deep sleep.
 - 1.7 'eyes starglazed'
 - 1.8 The narrator or speaker is probably the child's mother who gets him ready for bed; reads him a story; gives him dinner and gives him a bath.
 - 1.9 It is meant to have a figurative meaning. It means that the boy does not want to sleep and is trying to stay awake even though he is actually very tired.
- 3.

Naming words(Nouns)	Action words(Verbs)	Describing words(Adjectives)
Bath	Read	Starglazed
Curtain	Sleep	Deep

4. Learner's own view. The learner should express feelings such as: this was an enjoyable poem because it was short and it had a rhyming scheme. The boy was getting ready for bed and the poet/speaker described the evening using words which makes the ready feel relaxed and peaceful. Words used were simple to understand. It had a literal meaning which made it easy to understand.