

Grades  
4-8

# WE



# POETRY

## A POETRY ANALYSIS BUNDLE

# FREEBIE



# INSPIRATION, MATERIALS, DIRECTIONS

## **Inspiration...**

As an upper elementary to middle school teacher I have a variety of learners; enthusiastic and engaged, easily inspired, indifferent, and those that require a bit more encouragement to enhance their joy of learning. Can you relate? While I touch on poetry throughout the school year, I really wanted an age-appropriate resource that would enhance student understanding and enthusiasm for poetry, and so I created this resource. Poetry can feel overwhelming to teach and even more frustrating for students. Use this resource how you see most fit for your crew, but here are some tips and tricks for how I have found it most useful. Share the poetic devices, how to analyze poems, and make it as engaging as possible helping students develop their poetry notebooks. You can use the poetry lesson plans, go page by page from beginning to end, or hop around.

## **Materials...**

- a binder, notebook, or folder for each student
- a writing utensil
- colored pencils, pens, or markers to make note-taking and analyzing poems more colorful

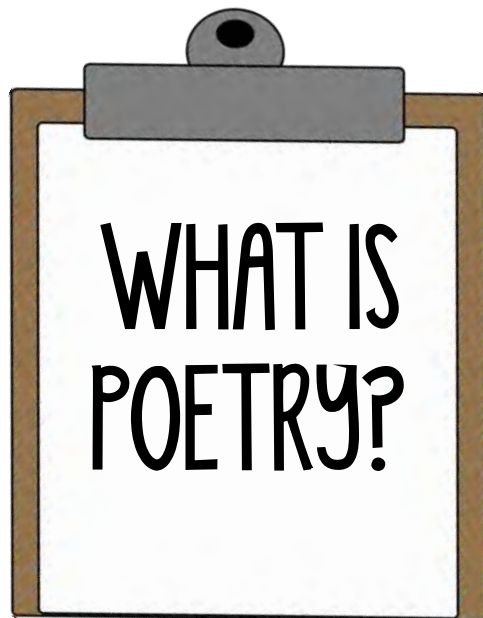
## **Directions...**

- Use the Lesson Planning Pages
- Give students copies to make their We HEART Poetry Notebook
- Use the poetic device pages for student notes
- Have students analyze the poems using the "How to Analyze a Poem" Notes and "Questions I Can Answer" Notes.
- Students should write directly on the poems to become more thoughtful analyzers of poetry.
- Navigate each of the poems with students to enhance understanding of poetry or allow students work independently, with partners, small groups to read and analyze each of the poems and then go over their analysis together in order to gauge their progress with understanding poetry.

# LESSON PLANNING PAGE

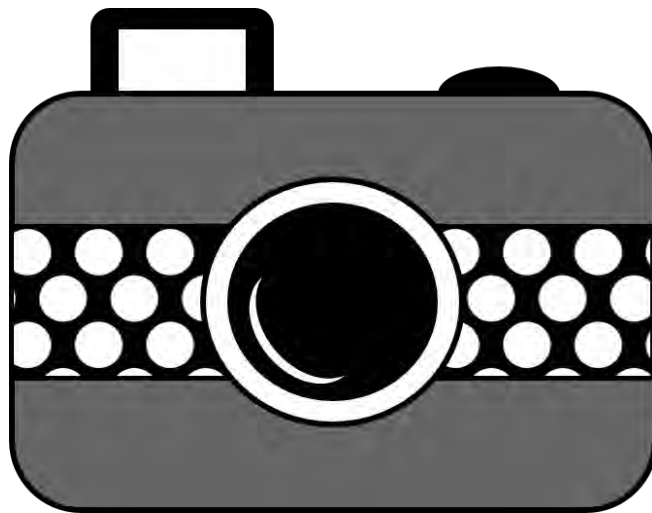
Poetry Focus	Poetic Devices	Poem to Utilize
<p><b>Lesson #:</b> What is a Poetry? Metaphors Tone Imagery</p> <ul style="list-style-type: none"> <li>Whole class student brainstorm</li> <li>Students share what they know about poetry and record it on this What is Poetry? Brainstorm page.</li> <li>Share true idea of poetry and have students record this definition at the bottom of their brainstorm.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss Poetic Device page and the devices students are familiar with.</li> <li>Discuss "How to Analyze a Poem" page and explain that this is what students will do with each poem they will read in order to make sense of it.</li> <li>What does "Hold Fast" mean?</li> <li>How do dreams die?</li> <li>Can students find two metaphors?</li> <li>What is a metaphor?</li> <li>Record about metaphors on Poetic Devices page</li> <li>How does this poem make the reader feel?--TONE</li> <li>Record about TONE on the Poetic Devices page.</li> <li>Students will share what they "picture" when reading this poem.</li> <li>Students can draw a picture of one of the metaphors shared on the back of their poem.</li> <li>Students can add the meaning of imagery to their Poetic Devices page.</li> <li>Students will discuss why this is a poem to connect the lesson back to the opening.</li> </ul>	<ul style="list-style-type: none"> <li>Read Dreams.</li> <li>Have students read it aloud and discuss what ideas come to mind.</li> <li>Multiple reads are always encouraged with poems.</li> </ul> <p><b>Students can revisit this poem at any time to identify other poetic devices.</b></p>

# POETRY BRAINSTORM



# IMAGERY

Imagery is the mental picture the reader is able to develop based on what is being shared through the words of the poet.



# HOW TO ANALYZE A POEM

1. Observe the poem. Is it short, long, does it have pictures that go along with it? What stands out to you as you look it over?
2. Using a post-it or if your teacher allows you, write all of your thoughts down on the poem as you navigate through.
3. Make connections to the title. Text-to-self, text-to-text, or text-to-world.
4. Read the poem.
5. What jumps out at you during and after this read?
6. Going line by line, think about what the poet, speaker, or narrator of the poem is trying to communicate. Determine the main idea.
7. Identify any poetic devices.
8. Re-read as many times as you need in order to make sense of the poem.



# Dreams

by Langston Hughes

Hold fast to dreams  
For if dreams die  
Life is a broken-winged bird  
That cannot fly.  
Hold fast to dreams  
For when dreams go  
Life is a barren field  
Frozen with snow.

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

# POETRY RESPONSE QUESTIONS

**Directions:** Complete these questions as you read through the poem.

1. What connections did you make to the title?

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2. How is the poem organized? Stanzas, lines, other?

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3. What is the tone of the poem? Cite evidence to support your response.

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4. List and explain what poetic devices you identified in the poem.

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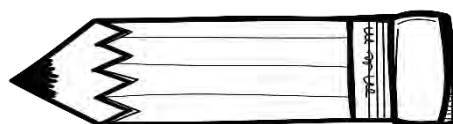
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5. What is the meaning of this poem? What does the poet want the reader to think about?

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# THANK YOU!



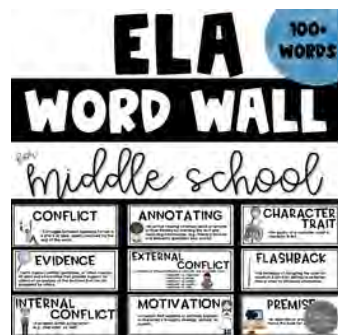
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CLIPART CREDITS

