



Under the Home

Poetry Pages for Fourth Grade

Literary Devices

Learn from the Masters

FOURTH GRADE POETRY PAGES – LITERARY DEVICES

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Literary Device: Rhyming

Lesson 1: "Remember" by Christina Rossetti

NARRATE THE POEM (Students write a summary of the poem in their own words.)

COPY THE EXCERPT (Students copy the provided poem excerpt.)

*Remember me when I am gone away,
Gone far away into the silent land;*

FOURTH GRADE POETRY PAGES – LITERARY DEVICES

DICTATE THE EXCERPT (Instructors recite the excerpt and students write the words.)

DEVICE IDENTIFICATION

Study the poem and assign letters to the rhyming words to reveal the rhyming scheme.

- Remember me when I am gone away, ()
- Gone far away into the silent land; ()
- When you can no more hold me by the hand, ()
- Nor I half turn to go yet turning stay. ()
- Remember me when no more day by day ()
- You tell me of our future that you plann'd: ()
- Only remember me; you understand ()
- It will be late to counsel then or pray. ()
- Yet if you should forget me for a while ()
- And afterwards remember, do not grieve: ()
- For if the darkness and corruption leave ()
- A vestige of the thoughts that once I had, ()
- Better by far you should forget and smile ()
- Than that you should remember and be sad. ()

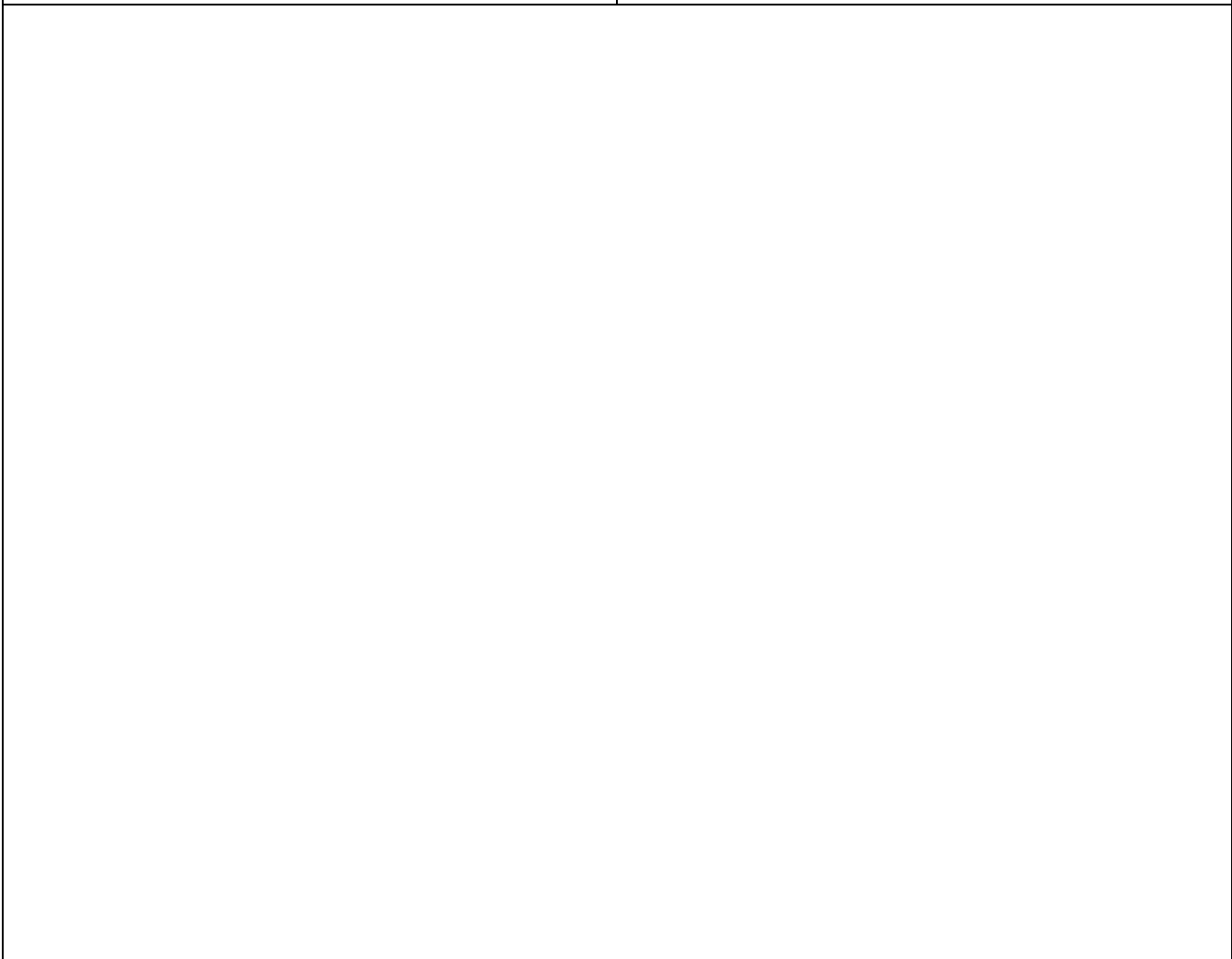
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DEVICE EMPLOYMENT

Write a short poem of four lines, employing the traditional rhyming scheme, A-B-A-B.

- 1. _____ (A)
- 2. _____ (B)
- 3. _____ (A)
- 4. _____ (B)

DRAW THE POEM (Students create a visual representation of the poem.)

| | |
|--|---------------------|
| Poem Title: | Poem Author: |
|  | |

Literary Device: Rhyming

Lesson 2: "All Things Bright and Beautiful" by Cecil Frances Alexander

NARRATE THE POEM (Students write a summary of the poem in their own words.)

COPY THE EXCERPT (Students copy the provided poem excerpt.)

*The purple-beaded mountain,
The river running by,
The morning and the sunset,
That lighted up the sky;*

FOURTH GRADE POETRY PAGES – LITERARY DEVICES

DICTATE THE EXCERPT (Instructors recite the excerpt and students write the words.)

DEVICE IDENTIFICATION

Study the poem excerpt and assign letters to the rhyming words to reveal the rhyming scheme.

Each little flower that opens, ()

Each little bird that sings, ()

He made their glowing colors, ()

He made their tiny wings. ()

The rich man in his castle, ()

The poor man at his gate, ()

God made them, high or lowly, ()

And ordered their estate. ()


FOURTH GRADE POETRY PAGES – LITERARY DEVICES

DEVICE EMPLOYMENT

Write a short poem of four lines, employing the couplet rhyming scheme, A-A-B-B.

- 1. _____ (A)
- 2. _____ (A)
- 3. _____ (B)
- 4. _____ (B)

DRAW THE POEM (Students create a visual representation of the poem.)

| | |
|--|---------------------|
| Poem Title: | Poem Author: |
|  | |

Literary Device: Rhyming
Lesson 3: "Christmas Carol" by Paul Laurence Dunbar

NARRATE THE POEM (Students write a summary of the poem in their own words.)

COPY THE EXCERPT (Students copy the provided poem excerpt.)

Ring out, ye bells!
All Nature swells
With gladness at the wondrous story,—
To change our sadness into glory.

FOURTH GRADE POETRY PAGES – LITERARY DEVICES

DICTATE THE EXCERPT (Instructors recite the excerpt and students write the words.)

DEVICE IDENTIFICATION

Study the poem excerpt and assign letters to the rhyming words to reveal the rhyming scheme.

- | | |
|--|-----|
| Ring out, ye bells! | () |
| All Nature swells | () |
| With gladness at the wondrous story,— | () |
| The world was lorn, | () |
| But Christ is born | () |
| To change our sadness into glory. | () |
| | |
| The darkness breaks. | () |
| And Dawn awakes, | () |
| Her cheeks suffused with youthful blushes. | () |
| The rocks and stones. | () |
| In holy tones. | () |
| Are singing sweeter than the thrushes. | () |

Literary Device: Rhyming

Lesson 4: "Merry Autumn" by Paul Laurence Dunbar

NARRATE THE POEM (Students write a summary of the poem in their own words.)

COPY THE EXCERPT (Students copy the provided poem excerpt.)

*Why, it's the climax of the year,—
The highest time of living!—
Till naturally its bursting cheer
Just melts into thanksgiving.*

FOURTH GRADE POETRY PAGES – LITERARY DEVICES

DICTATE THE EXCERPT (Instructors recite the excerpt and students write the words.)

DEVICE IDENTIFICATION

Study the poem excerpt and assign letters to the rhyming words to reveal the rhyming scheme.

| | |
|------------------------------------|-----|
| The earth is just so full of fun | () |
| It really can't contain it; | () |
| And streams of mirth so freely run | () |
| The heavens seem to rain it. | () |
| | |
| Don't talk to me of solemn days | () |
| In autumn's time of splendor, | () |
| Because the sun shows fewer rays, | () |
| And these grow slant and slender. | () |
| | |
| Why, it's the climax of the year,— | () |
| The highest time of living!— | () |
| Till naturally its bursting cheer | () |
| Just melts into thanksgiving. | () |

Literary Device: Alliteration

Lesson 5: "The Butter Betty Bought" by Carolyn Wells

NARRATE THE POEM (Students write a summary of the poem in their own words.)

COPY THE EXCERPT (Students copy the provided poem excerpt.)

*Betty Botter bought some butter;
"But," said she, "this butter's bitter!
If I put it in my batter
It will make my batter bitter.*

FOURTH GRADE POETRY PAGES – LITERARY DEVICES

DICTATE THE EXCERPT (Instructors recite the excerpt and students write the words.)

DEVICE IDENTIFICATION

Circle the words starting with a "B" sound to reveal the poem's extensive alliteration.

Betty Botter bought some butter;
"But," said she, "this butter's bitter!
If I put it in my batter
It will make my batter bitter.
But a bit o' better butter
Will but make my batter better."
Then she bought a bit o' butter
Better than the bitter butter,
Made her bitter batter better.
So 'twas better Betty Botter
Bought a bit o' better butter.

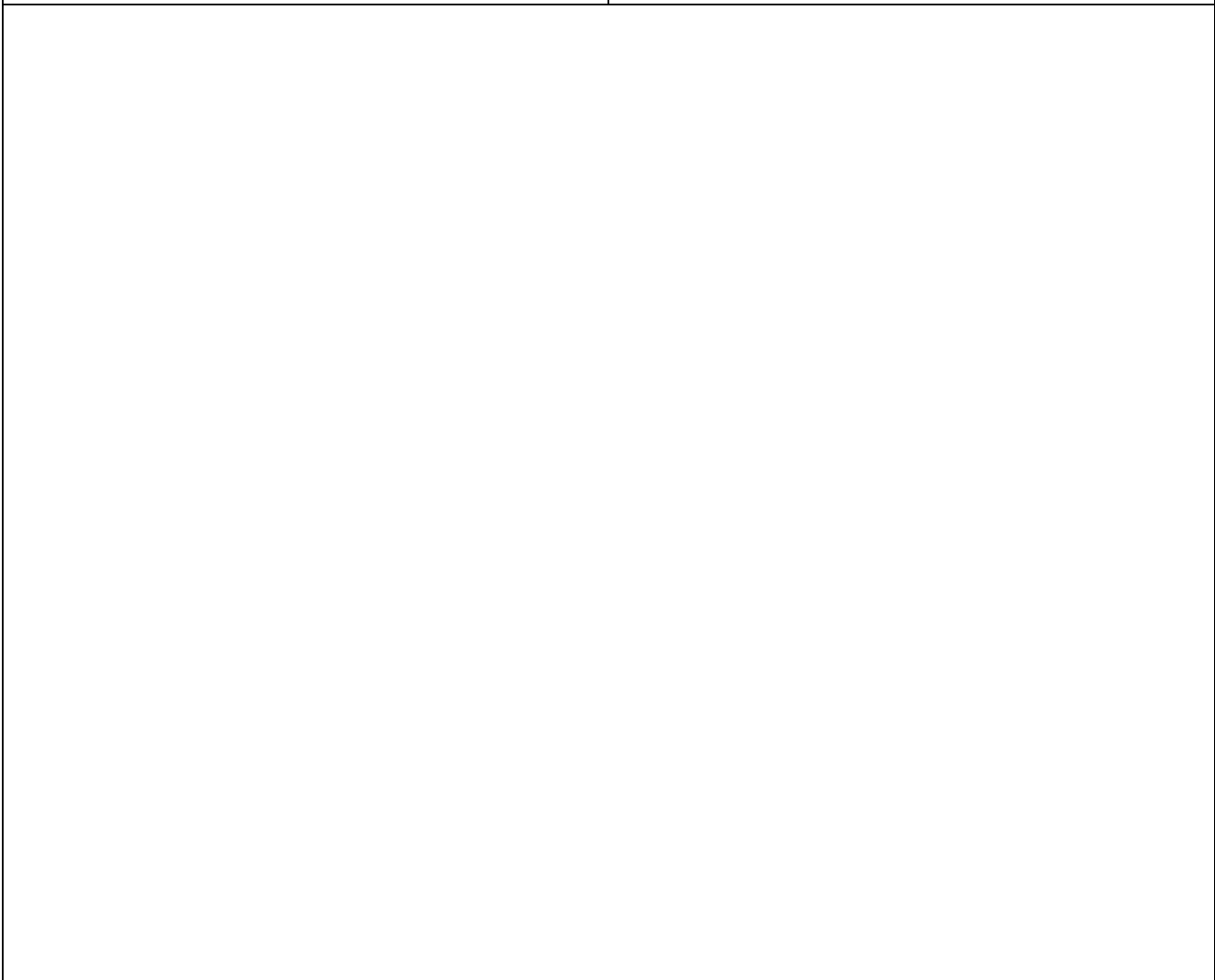
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DEVICE EMPLOYMENT

Write a short poem of four lines, employing alliteration using the letter "B."

- 1. _____ (B)
- 2. _____ (B)
- 3. _____ (B)
- 4. _____ (B)

DRAW THE POEM (Students create a visual representation of the poem.)

| | |
|--|---------------------|
| Poem Title: | Poem Author: |
|  | |

Literary Device: Alliteration

Lesson 6: "The Siege of Belgrade" by Alaric Alexander Watts

NARRATE THE POEM (Students write a summary of the poem in their own words.)

COPY THE EXCERPT (Students copy the provided poem excerpt.)

*An Austrian army, awfully arrayed,
Boldly by battery besieged Belgrade.
Cossack commanders cannonading come,
Dealing destruction's devastating doom.*

FOURTH GRADE POETRY PAGES – LITERARY DEVICES

DICTATE THE EXCERPT (Instructors recite the excerpt and students write the words.)

DEVICE IDENTIFICATION

Circle the words starting with the designated alliteration sounds to reveal the poem's alliteration. Assign letters to the rhyming words to reveal the rhyming scheme.

Alliteration Letter (Circle words starting with sound)

Rhyming Scheme (e.g. A-A-B-B)

- | | | |
|------------|---|-----|
| (A) | An Austrian army, awfully arrayed, | () |
| (B) | Boldly by battery besieged Belgrade. | () |
| (C) | Cossack commanders cannonading come, | () |
| (D) | Dealing destruction's devastating doom. | () |
| (E) | Every endeavor engineers essay, | () |
| (F) | For fame, for fortune fighting - furious fray! | () |
| (G) | Generals 'gainst generals grapple - gracious God! | () |
| (H) | How honors Heaven heroic hardihood! | () |

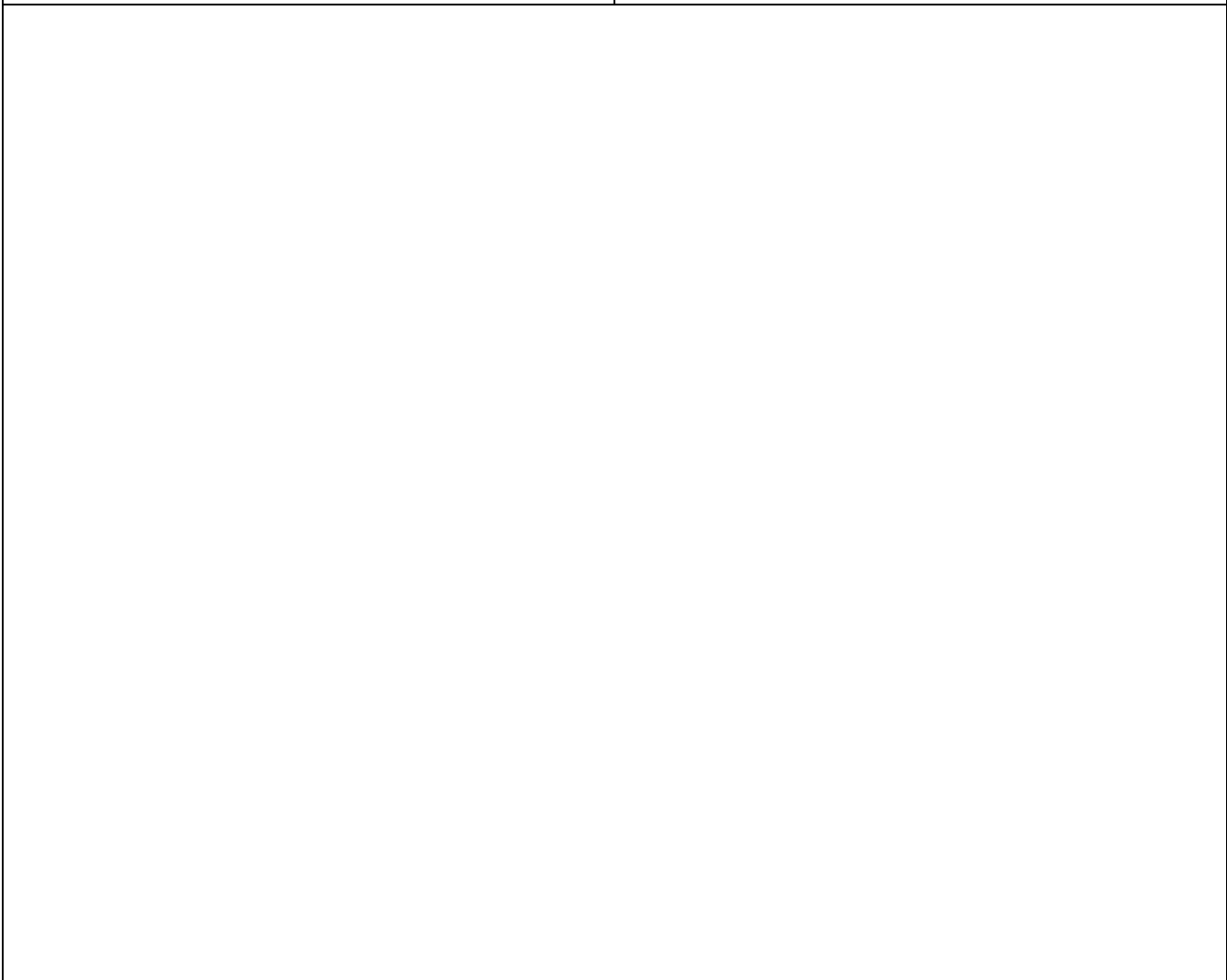
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DEVICE EMPLOYMENT

Write a short poem of four lines, employing alliteration of the letters "A, B, C, and D."

- 1. _____ (A)
- 2. _____ (B)
- 3. _____ (C)
- 4. _____ (D)

DRAW THE POEM (Students create a visual representation of the poem.)

| | |
|--|---------------------|
| Poem Title: | Poem Author: |
|  | |

Literary Device: Alliteration

Lesson 7: "The Eagle" by Lord Alfred Tennyson

NARRATE THE POEM (Students write a summary of the poem in their own words.)

COPY THE EXCERPT (Students copy the provided poem excerpt.)

*He clasps the crag with crooked hands;
Close to the sun in lonely lands,
Ring'd with the azure world, he stands.*

FOURTH GRADE POETRY PAGES – LITERARY DEVICES

DICTATE THE EXCERPT (Instructors recite the excerpt and students write the words.)

DEVICE IDENTIFICATION

Circle the words starting with the designated alliteration sounds to reveal the poem's alliteration. Assign letters to the rhyming words to reveal the rhyming scheme.

Alliteration Letter (Circle words starting with sound)

Rhyming Scheme (e.g. A-A-B-B)

- | | | |
|------------|--|------------|
| (C) | He clasps the crag with crooked hands; | () |
| (L) | Close to the sun in lonely lands, Ring'd with the azure world, he stands. | () () |
| | The wrinkled sea beneath him crawls; | () |
| (W) | He watches from his mountain walls, And like a thunderbolt he falls. | () () |

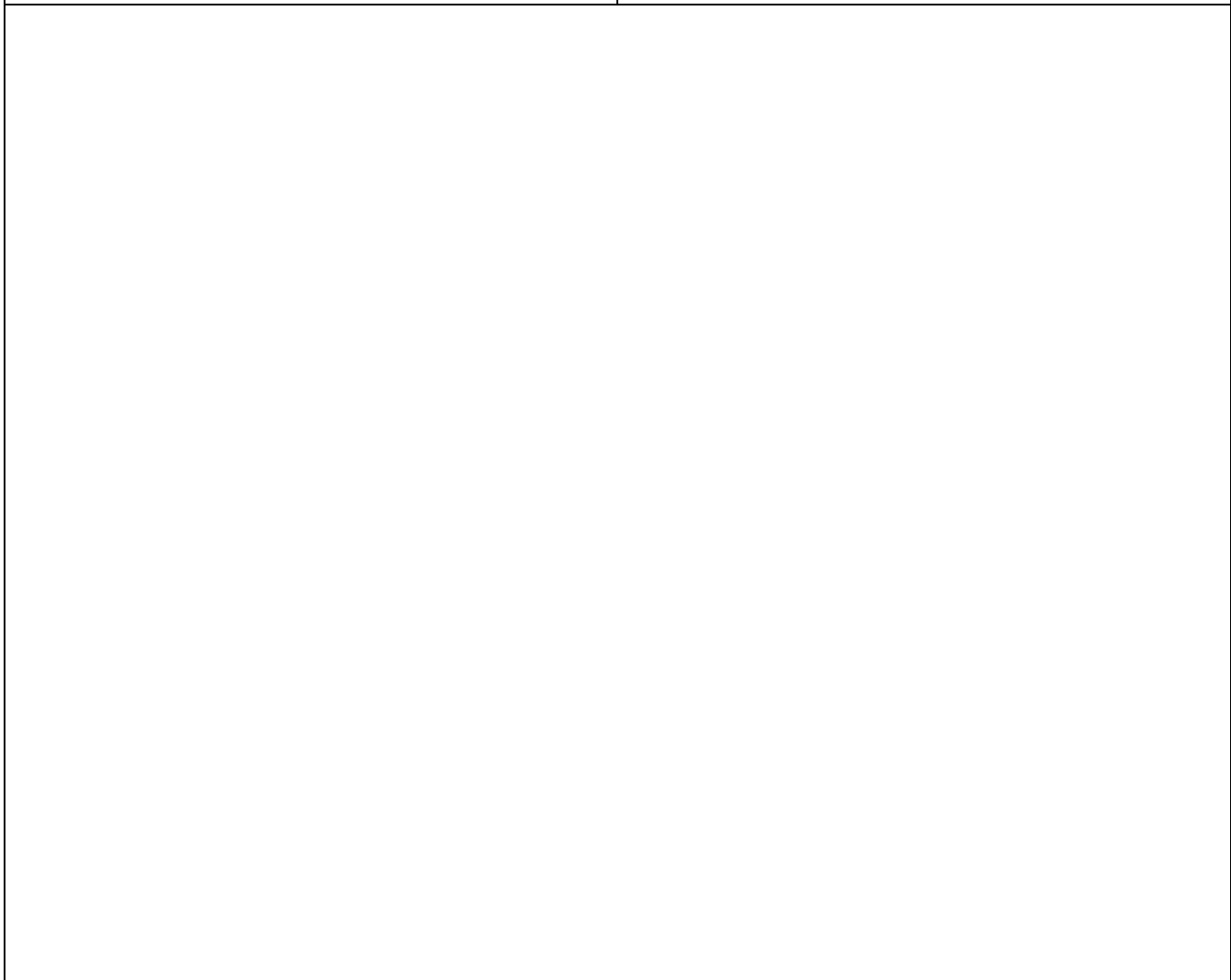
FOURTH GRADE POETRY PAGES – LITERARY DEVICES

DEVICE EMPLOYMENT

Write a short poem of four lines, employing alliteration as you wish. Write the alliterative letter after each line.

- 1. _____ ()
- 2. _____ ()
- 3. _____ ()
- 4. _____ ()

DRAW THE POEM (Students create a visual representation of the poem.)

| | |
|--|---------------------|
| Poem Title: | Poem Author: |
|  | |

Literary Device: Alliteration
Lesson 8: "Pied Beauty" by Gerard Manley Hopkins

NARRATE THE POEM (Students write a summary of the poem in their own words.)

COPY THE EXCERPT (Students copy the provided poem excerpt.)

*Glory be to God for dappled things –
For skies of couple-color as a brinded cow;
For rose-moles all in stipple upon trout that swim;
Fresh-firecoal chestnut-falls; finches' wings;*

FOURTH GRADE POETRY PAGES – LITERARY DEVICES

DICTATE THE EXCERPT (Instructors recite the excerpt and students write the words.)

DEVICE IDENTIFICATION

Circle the words starting with the designated alliteration sounds to reveal the poem's alliteration. Assign letters to the rhyming words to reveal the rhyming scheme.

Alliteration Letter (Circle words starting with sound)

Rhyming Scheme (e.g. A-A-B-B)

- | | | |
|--------------|--|-----|
| (G) | Glory be to God for dappled things – | () |
| (C) | For skies of couple-color as a brindled cow; | () |
| | For rose-moles all in stipple upon trout that swim; | () |
| (F) | Fresh-firecoal chestnut-falls; finches' wings; | () |
| (P/F) | Landscape plotted and pieced – fold, fallow, and plough; | () |
| | And all trades, their gear and tackle and trim. | () |
| (S) | All things counter, original, spare, strange; | () |
| (F) | Whatever is fickle, freckled (who knows how?) | () |
| (S/D) | With swift, slow; sweet, sour; adazzle, dim; | () |
| (F) | He fathers-forth whose beauty is past change: | () |
| | Praise him. | () |

FOURTH GRADE POETRY PAGES – LITERARY DEVICES

DEVICE EMPLOYMENT

Write a short poem of six lines, employing alliteration as you wish. Write the alliterative letter after each line.

- 1. _____ ()
- 2. _____ ()
- 3. _____ ()
- 4. _____ ()
- 5. _____ ()
- 6. _____ ()

DRAW THE POEM (Students create a visual representation of the poem.)

| | |
|--------------------|---------------------|
| Poem Title: | Poem Author: |
| | |

Literary Device: Simile

Lesson 9: "A Visit from St Nicholas" by Clement Clarke Moore

NARRATE THE POEM (Students write a summary of the poem in their own words.)

COPY THE EXCERPT (Students copy the provided poem excerpt.)

*'Twas the night before Christmas, when all through the house
Not a creature was stirring, not even a mouse;*

FOURTH GRADE POETRY PAGES – LITERARY DEVICES

DICTATE THE EXCERPT (Instructors recite the excerpt and students write the words.)

DEVICE IDENTIFICATION

1. **Circle the similes** in the poem excerpt.
2. **Assign letters to the rhyming words** to reveal the rhyming scheme.

Rhyming Scheme (e.g. A-A-B-B)

| | |
|--|-----|
| A bundle of Toys he had flung on his back, | () |
| And he looked like a peddler just opening his pack. | () |
| His eyes—how they twinkled! his dimples how merry! | () |
| His cheeks were like roses, his nose like a cherry! | () |
| His droll little mouth was drawn up like a bow | () |
| And the beard of his chin was as white as the snow; | () |
| The stump of a pipe he held tight in his teeth, | () |
| And the smoke it encircled his head like a wreath; | () |
| He had a broad face and a little round belly, | () |
| That shook when he laughed, like a bowlful of jelly. | () |

FOURTH GRADE POETRY PAGES – LITERARY DEVICES

DEVICE EMPLOYMENT

Complete the similes.

1. The man was as enormous as a _____.
2. The girl sang like a _____.
3. The wolf revealed teeth as sharp as _____.
4. The baby's cheeks were soft like a _____.

DRAW THE POEM (Students create a visual representation of the poem.)

| | |
|--------------------|---------------------|
| Poem Title: | Poem Author: |
| | |

Literary Device: Simile
Lesson 10: "A Lady" by Amy Lowell

NARRATE THE POEM (Students write a summary of the poem in their own words.)

COPY THE EXCERPT (Students copy the provided poem excerpt.)

*You are beautiful and faded,
Like an old opera tune
Played upon a harpsichord;*

FOURTH GRADE POETRY PAGES – LITERARY DEVICES

DICTATE THE EXCERPT (Instructors recite the excerpt and students write the words.)

DEVICE IDENTIFICATION

Study the poem excerpt and circle the similes.

You are beautiful and faded,
Like an old opera tune
Played upon a harpsichord;
Or like the sun-flooded silks
Of an eighteenth-century boudoir.

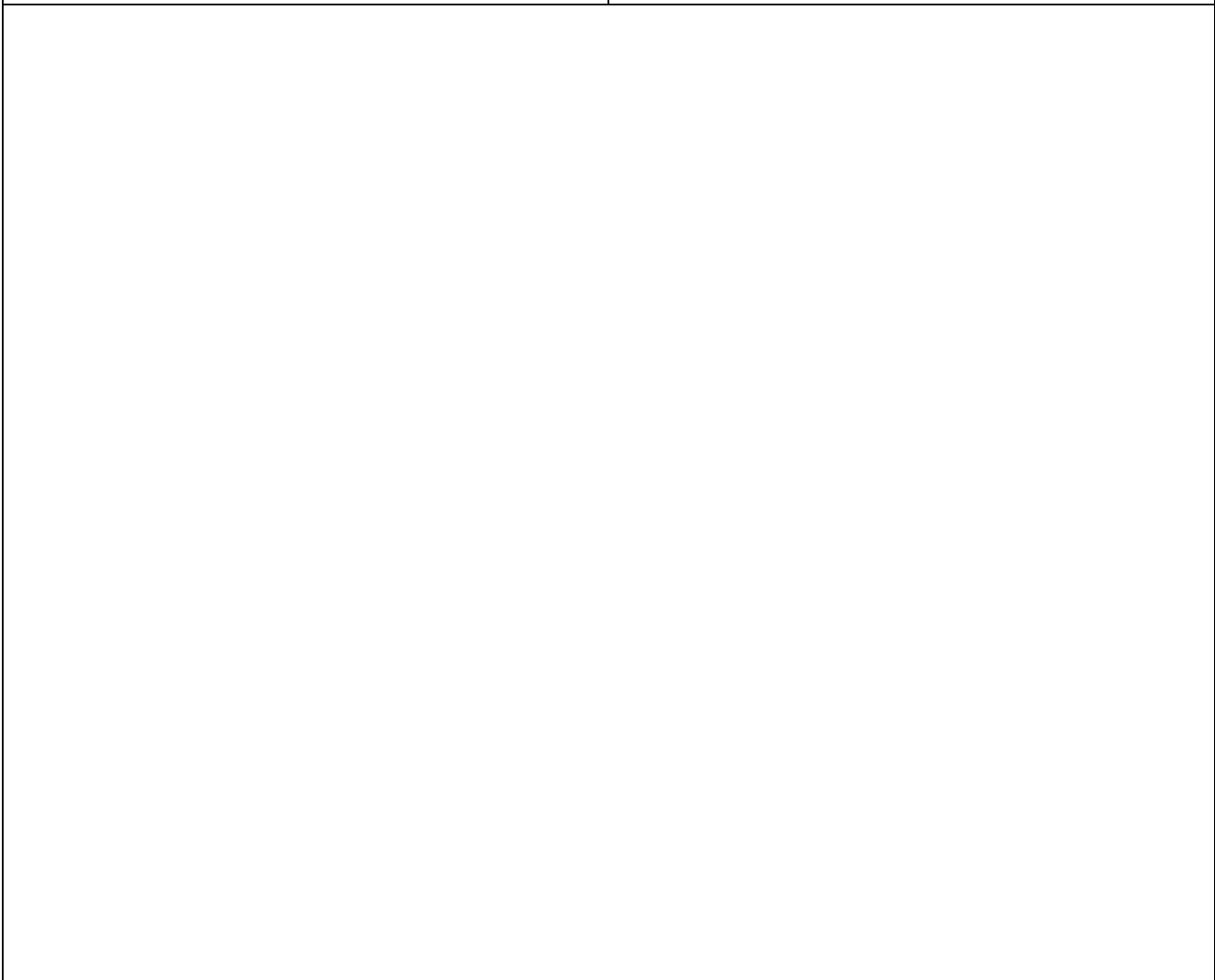
FOURTH GRADE POETRY PAGES – LITERARY DEVICES

DEVICE EMPLOYMENT

Fill in the blanks to create similes.

1. The _____ was like a _____.
2. The _____ was like a _____.
3. The _____ was as _____ as a _____.
4. The _____ was as _____ as a _____.

DRAW THE POEM (Students create a visual representation of the poem.)

| | |
|--|---------------------|
| Poem Title: | Poem Author: |
|  | |

Literary Device: Simile

Lesson 11: "I Wandered Lonely as a Cloud" by William Wordsworth

NARRATE THE POEM (Students write a summary of the poem in their own words.)

COPY THE EXCERPT (Students copy the provided poem excerpt.)

*I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils;*

FOURTH GRADE POETRY PAGES – LITERARY DEVICES

DICTATE THE EXCERPT (Instructors recite the excerpt and students write the words.)

DEVICE IDENTIFICATION

1. **Circle the similes** in the poem excerpt.
2. **Assign letters to the rhyming words** to reveal the rhyming scheme.

Rhyming Scheme (e.g. A-A-B-B)

I wandered lonely as a cloud ()

That floats on high o'er vales and hills, ()

When all at once I saw a crowd, ()

A host, of golden daffodils; ()

Beside the lake, beneath the trees, ()

Fluttering and dancing in the breeze. ()

Continuous as the stars that shine ()

And twinkle on the milky way, ()

They stretched in never-ending line ()

Along the margin of a bay: ()

Ten thousand saw I at a glance, ()

Tossing their heads in sprightly dance. ()

Literary Device: Simile
Lesson 12: "Birches" by Robert Frost

NARRATE THE POEM (Students write a summary of the poem in their own words.)

COPY THE EXCERPT (Students copy the provided poem excerpt.)

*When I see birches bend to left and right
Across the lines of straighter darker trees,
I like to think some boy's been swinging them.*

FOURTH GRADE POETRY PAGES – LITERARY DEVICES

DICTATE THE EXCERPT (Instructors recite the excerpt and students write the words.)

DEVICE IDENTIFICATION

Study the poem excerpt and circle the similes.

You may see their trunks arching in the woods
Years afterwards, trailing their leaves on the ground
Like girls on hands and knees that throw their hair
Before them over their heads to dry in the sun.

And life is too much like a pathless wood
Where your face burns and tickles with the cobwebs
Broken across it, and one eye is weeping
From a twig's having lashed across it open.

FOURTH GRADE POETRY PAGES – LITERARY DEVICES

DEVICE EMPLOYMENT

Write a short poem of six lines, employing at least one simile (like, as) and the designated rhyming scheme.

- 1. _____ (A)
- 2. _____ (A)
- 3. _____ (A)
- 4. _____ (B)
- 5. _____ (B)
- 6. _____ (B)

DRAW THE POEM (Students create a visual representation of the poem.)

| | |
|--------------------|---------------------|
| Poem Title: | Poem Author: |
| | |

Literary Device: Metaphor

Lesson 13: "The Sun Rising" by John Donne

NARRATE THE POEM (Students write a summary of the poem in their own words.)

COPY THE EXCERPT (Students copy the provided poem excerpt.)

*Busy old fool, unruly sun,
Why dost thou thus,
Through windows, and through curtains call on us?*

FOURTH GRADE POETRY PAGES – LITERARY DEVICES

DICTATE THE EXCERPT (Instructors recite the excerpt and students write the words.)

DEVICE IDENTIFICATION

1. **Circle the metaphors** in the poem excerpt.
2. **Assign letters to the rhyming words** to reveal the rhyming scheme.

Rhyming Scheme (e.g. A-A-B-B)

| | |
|--|-----|
| She's all states, and all princes, I, | () |
| Nothing else is. | () |
| Princes do but play us; compared to this, | () |
| All honor's mimic, all wealth alchemy. | () |
| Thou, sun, art half as happy as we, | () |
| In that the world's contracted thus. | () |
| Thine age asks ease, and since thy duties be | () |
| To warm the world, that's done in warming us. | () |
| Shine here to us, and thou art everywhere; | () |
| This bed thy center is, these walls, thy sphere. | () |

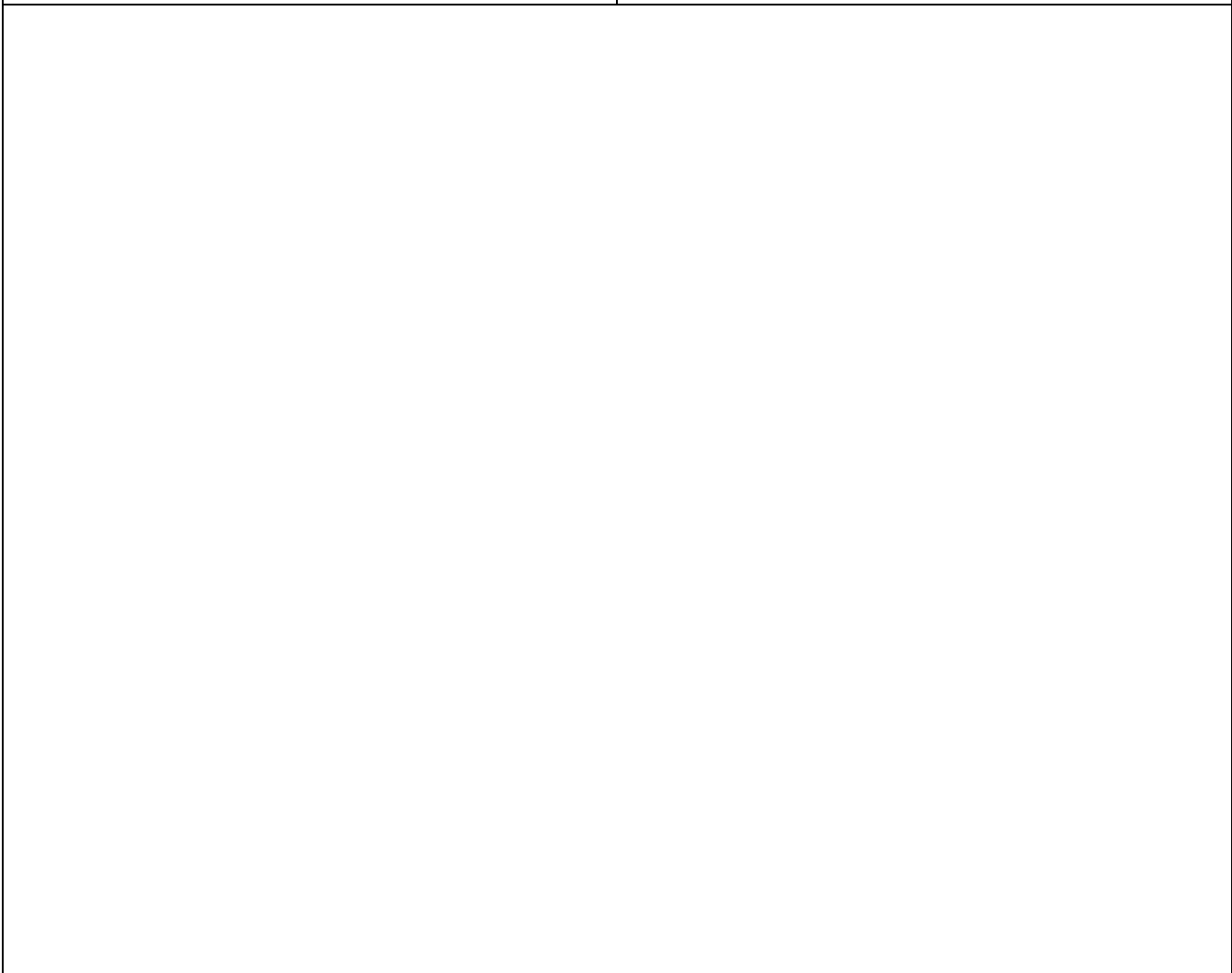
FOURTH GRADE POETRY PAGES – LITERARY DEVICES

DEVICE EMPLOYMENT

Complete the metaphors.

1. The man was a _____.
2. The girl is a _____.
3. The wolf is a _____.
4. The baby's cheeks were a _____.

DRAW THE POEM (Students create a visual representation of the poem.)

| | |
|--|---------------------|
| Poem Title: | Poem Author: |
|  | |

Literary Device: Metaphor

Lesson 14: "Shall I Compare Thee to a Summer's Day" by William Shakespeare

NARRATE THE POEM (Students write a summary of the poem in their own words.)

COPY THE EXCERPT (Students copy the provided poem excerpt.)

*Shall I compare thee to a summer's day?
Thou art more lovely and more temperate.
Rough winds do shake the darling buds of May,*

FOURTH GRADE POETRY PAGES – LITERARY DEVICES

DICTATE THE EXCERPT (Instructors recite the excerpt and students write the words.)

DEVICE IDENTIFICATION

1. **Circle the metaphors** in the poem excerpt.
2. **Assign letters to the rhyming words** to reveal the rhyming scheme.

Rhyming Scheme (e.g. A-A-B-B)

| | |
|--|-----|
| Sometime too hot the eye of heaven shines, | () |
| And often is his gold complexion dimmed; | () |
| And every fair from fair sometime declines, | () |
| By chance, or nature's changing course, untrimmed; | () |
| But thy eternal summer shall not fade, | () |
| Nor lose possession of that fair thou ow'st, | () |
| Nor shall death brag thou wand'rest in his shade, | () |
| When in eternal lines to Time thou grow'st. | () |


FOURTH GRADE POETRY PAGES – LITERARY DEVICES

DEVICE EMPLOYMENT

Fill in the blanks to create metaphors.

1. The _____ was a _____.
2. The _____ was a _____.
3. The _____ is a _____.
4. The _____ is a _____.

DRAW THE POEM (Students create a visual representation of the poem.)

| | |
|--|---------------------|
| Poem Title: | Poem Author: |
|  | |

Literary Device: Metaphor

Lesson 15: "When I have Fears That I May Cease to Be" by John Keats

NARRATE THE POEM (Students write a summary of the poem in their own words.)

COPY THE EXCERPT (Students copy the provided poem excerpt.)

*When I have fears that I may cease to be
Before my pen has gleaned my teeming brain,
Before high-piled books, in charactery,
Hold like rich garners the full ripened grain;*

FOURTH GRADE POETRY PAGES – LITERARY DEVICES

DICTATE THE EXCERPT (Instructors recite the excerpt and students write the words.)

DEVICE IDENTIFICATION

Study the poem and assign letters to the rhyming words to reveal the rhyming scheme.

1. **Circle the metaphors** in the poem excerpt.
2. **Assign letters to the rhyming words** to reveal the rhyming scheme.

Rhyming Scheme (e.g. A-A-B-B)

| | |
|--|-----|
| When I have fears that I may cease to be | () |
| Before my pen has gleaned my teeming brain, | () |
| Before high-pilèd books, in characterly, | () |
| Hold like rich garners the full ripened grain; | () |
| When I behold, upon the night's starred face, | () |
| Huge cloudy symbols of a high romance, | () |
| And think that I may never live to trace | () |
| Their shadows with the magic hand of chance; | () |

Literary Device: Metaphor
Lesson 16: "Sympathy" by Paul Laurence Dunbar

NARRATE THE POEM (Students write a summary of the poem in their own words.)

COPY THE EXCERPT (Students copy the provided poem excerpt.)

*I know why the caged bird sings, ah me,
When his wing is bruised and his bosom sore,—
When he beats his bars and he would be free;*

FOURTH GRADE POETRY PAGES – LITERARY DEVICES

DICTATE THE EXCERPT (Instructors recite the excerpt and students write the words.)

DEVICE IDENTIFICATION

1. **Circle the metaphors** in the poem excerpt.
2. **Assign letters to the rhyming words** to reveal the rhyming scheme.

Rhyming Scheme (e.g. A-A-B-B)

| | |
|---|-----|
| I know why the caged bird beats his wing | () |
| Till its blood is red on the cruel bars; | () |
| For he must fly back to his perch and cling | () |
| When he fain would be on the bough a-swing; | () |
| And a pain still throbs in the old, old scars | () |
| And they pulse again with a keener sting— | () |
| I know why he beats his wing! | () |

Literary Device: Personification

Lesson 17: "Stopping by Woods on a Snowy Evening" by Robert Frost

NARRATE THE POEM (Students write a summary of the poem in their own words.)

COPY THE EXCERPT (Students copy the provided poem excerpt.)

*My little horse must think it queer
To stop without a farmhouse near
Between the woods and frozen lake
The darkest evening of the year.*

FOURTH GRADE POETRY PAGES – LITERARY DEVICES

DICTATE THE EXCERPT (Instructors recite the excerpt and students write the words.)

DEVICE IDENTIFICATION

1. **Circle the instances of personification** in the poem excerpt.
2. **Assign letters to the rhyming words** to reveal the rhyming scheme.

Rhyming Scheme (e.g. A-A-B-B)

My little horse must think it queer ()

To stop without a farmhouse near ()

Between the woods and frozen lake ()

The darkest evening of the year. ()

He gives his harness bells a shake ()

To ask if there is some mistake. ()

The only other sound's the sweep ()

Of easy wind and downy flake. ()

Literary Device: Personification

Lesson 18: "She Sweeps with Many-Colored Brooms" by Emily Dickinson

NARRATE THE POEM (Students write a summary of the poem in their own words.)

COPY THE EXCERPT (Students copy the provided poem excerpt.)

*She sweeps with many-colored brooms,
And leaves the shreds behind;
Oh, housewife in the evening west,
Come back, and dust the pond!*

FOURTH GRADE POETRY PAGES – LITERARY DEVICES

DICTATE THE EXCERPT (Instructors recite the excerpt and students write the words.)

DEVICE IDENTIFICATION

Study the poem and circle any instances of personification.

She sweeps with many-colored brooms,
And leaves the shreds behind;
Oh, housewife in the evening west,
Come back, and dust the pond!

You dropped a purple raveling in,
You dropped an amber thread;
And now you've littered all the East
With duds of emerald!

And still she plies her spotted brooms,
And still the aprons fly,
Till brooms fade softly into stars—
And then I come away.

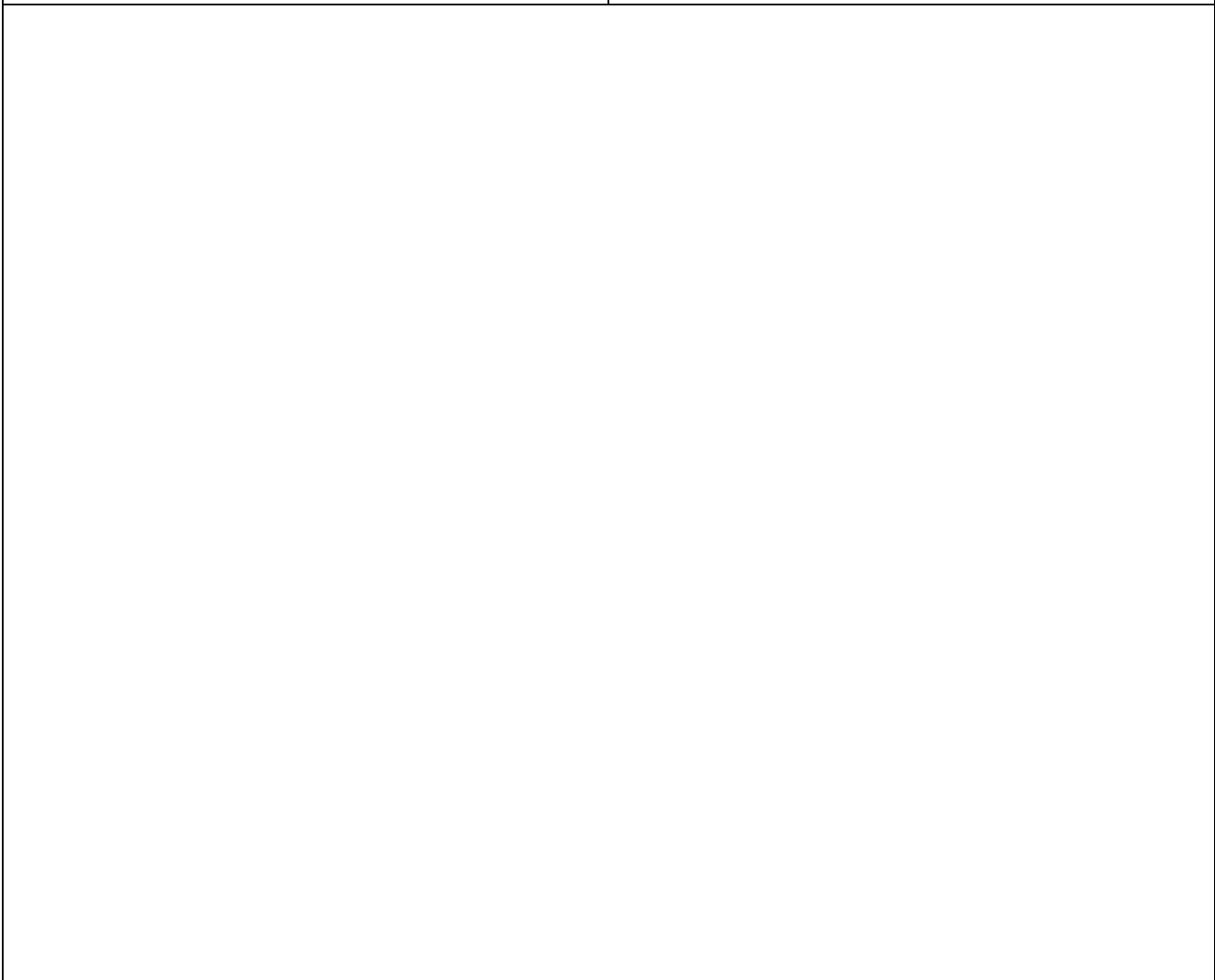
FOURTH GRADE POETRY PAGES – LITERARY DEVICES

DEVICE EMPLOYMENT

Complete the sentences to personify each subject.

1. The broom _____.
2. The dress _____.
3. The old groundhog _____.
4. The star _____.

DRAW THE POEM (Students create a visual representation of the poem.)

| | |
|--|---------------------|
| Poem Title: | Poem Author: |
|  | |

Literary Device: Personification
Lesson 19: "Mowing" by Robert Frost

NARRATE THE POEM (Students write a summary of the poem in their own words.)

COPY THE EXCERPT (Students copy the provided poem excerpt.)

*There was never a sound beside the wood but one,
And that was my long scythe whispering to the ground.
What was it it whispered? I knew not well myself;*

FOURTH GRADE POETRY PAGES – LITERARY DEVICES

DICTATE THE EXCERPT (Instructors recite the excerpt and students write the words.)

DEVICE IDENTIFICATION

1. **Circle the instances of personification** in the poem excerpt.
2. **Assign letters to the rhyming words** to reveal the rhyming scheme.

Rhyming Scheme (e.g. A-A-B-B)

| | |
|---|-----|
| There was never a sound beside the wood but one, | () |
| And that was my long scythe whispering to the ground. | () |
| What was it it whispered? I know not well myself; | () |
| Perhaps it was something about the heat of the sun, | () |
| Something perhaps, about the lack of sound— | () |
| And that was why it whispered and did not speak. | () |
| It was not dream of the gift of idle hours, | () |
| Or easy gold at the hand of fay or elf: | () |
| Anything more than the truth would have seemed too weak | () |
| To the earnest love that laid the swale in rows, | () |
| Not without feeble-pointed spikes of flowers | () |
| (Pale orchises), and scared a bright green snake. | () |
| The fact is the sweetest dream that labor knows. | () |
| My long scythe whispered and left the hay to make. | () |

Literary Device: Personification
Lesson 20: "The Railway Train" by Emily Dickinson

NARRATE THE POEM (Students write a summary of the poem in their own words.)

COPY THE EXCERPT (Students copy the provided poem excerpt.)

*I like to see it lap the miles,
And lick the valleys up,
And stop to feed itself at tanks;
And then, prodigious, step*

FOURTH GRADE POETRY PAGES – LITERARY DEVICES

DICTATE THE EXCERPT (Instructors recite the excerpt and students write the words.)

DEVICE IDENTIFICATION

Study the poem and circle any instances of personification.

I like to see it lap the miles,
And lick the valleys up,
And stop to feed itself at tanks;
And then, prodigious, step

Around a pile of mountains,
And, supercilious, peer
In shanties, by the sides of roads;
And then a quarry pare

To fit its sides, and crawl between,
Complaining all the while
In horrid, hooting stanza;
Then chase itself down hill

Literary Device: Foreshadowing
Lesson 21: "Spring Rain" by Sara Teasdale

NARRATE THE POEM (Students write a summary of the poem in their own words.)

COPY THE EXCERPT (Students copy the provided poem excerpt.)

*I thought I had forgotten,
But it all came back again
To-night with the first spring thunder
In a rush of rain.*

FOURTH GRADE POETRY PAGES – LITERARY DEVICES

DICTATE THE EXCERPT (Instructors recite the excerpt and students write the words.)

DEVICE IDENTIFICATION

1. **Circle the instances of foreshadowing** in the poem excerpt.
2. **Assign letters to the rhyming words** to reveal the rhyming scheme.

Rhyming Scheme (e.g. A-A-B-B)

| | |
|--|-----|
| With the wild spring rain and thunder | () |
| My heart was wild and gay; | () |
| Your eyes said more to me that night | () |
| Than your lips would ever say... | () |
| | |
| I thought I had forgotten, | () |
| But it all came back again | () |
| To-night with the first spring thunder | () |
| In a rush of rain. | () |

Literary Device: Foreshadowing

Lesson 22: "I Have a Rendezvous With Death" by Alan Seeger

NARRATE THE POEM (Students write a summary of the poem in their own words.)

COPY THE EXCERPT (Students copy the provided poem excerpt.)

*When Spring comes back with rustling shade
And apple-blossoms fill the air—
I have a rendezvous with Death*

FOURTH GRADE POETRY PAGES – LITERARY DEVICES

DICTATE THE EXCERPT (Instructors recite the excerpt and students write the words.)

DEVICE IDENTIFICATION

1. **Circle the instances of foreshadowing** in the poem excerpt.
2. **Assign letters to the rhyming words** to reveal the rhyming scheme.

Rhyming Scheme (e.g. A-A-B-B)

| | |
|---|-----|
| It may be he shall take my hand | () |
| And lead me into his dark land | () |
| And close my eyes and quench my breath— | () |
| It may be I shall pass him still. | () |
| I have a rendezvous with Death | () |
| On some scarred slope of battered hill, | () |
| When Spring comes round again this year | () |
| And the first meadow-flowers appear. | () |

Literary Device: Foreshadowing
Lesson 23: "The Twins" by Henry Sambrooke Leigh

NARRATE THE POEM (Students write a summary of the poem in their own words.)

COPY THE EXCERPT (Students copy the provided poem excerpt.)

*In form and feature, face and limb,
I grew so like my brother,
That folks got taking me for him,
And each for one another.*

FOURTH GRADE POETRY PAGES – LITERARY DEVICES

DICTATE THE EXCERPT (Instructors recite the excerpt and students write the words.)

DEVICE IDENTIFICATION

1. **Circle the instances of foreshadowing** in the poem excerpt.
2. **Assign letters to the rhyming words** to reveal the rhyming scheme.

Rhyming Scheme (e.g. A-A-B-B)

| | |
|-------------------------------------|-----|
| In form and feature, face and limb, | () |
| I grew so like my brother, | () |
| That folks got taking me for him, | () |
| And each for one another. | () |
| It puzzled all our kith and kin, | () |
| It reached a fearful pitch; | () |
| For one of us was born a twin, | () |
| Yet not a soul knew which. | () |

FOURTH GRADE POETRY PAGES – LITERARY DEVICES

DEVICE EMPLOYMENT

Write a short poem of six lines, employing foreshadowing at least once and the designated rhyming scheme.

- 1. _____ (A)
- 2. _____ (B)
- 3. _____ (C)
- 4. _____ (C)
- 5. _____ (B)
- 6. _____ (A)

DRAW THE POEM (Students create a visual representation of the poem.)

| | |
|--------------------|---------------------|
| Poem Title: | Poem Author: |
| | |

Literary Device: Foreshadowing
Lesson 24: "Jabberwocky" by Lewis Carroll

NARRATE THE POEM (Students write a summary of the poem in their own words.)

COPY THE EXCERPT (Students copy the provided poem excerpt.)

*"Beware the Jabberwock, my son
The jaws that bite, the claws that catch!*

FOURTH GRADE POETRY PAGES – LITERARY DEVICES

DICTATE THE EXCERPT (Instructors recite the excerpt and students write the words.)

DEVICE IDENTIFICATION

1. **Circle the instances of foreshadowing** in the poem excerpt.
2. **Assign letters to the rhyming words** to reveal the rhyming scheme.

Rhyming Scheme (e.g. A-A-B-B)

| | |
|---|-----|
| "Twas brillig, and the slithy toves | () |
| Did gyre and gimble in the wabe; | () |
| All mimsy were the borogoves, | () |
| And the mome raths outgrabe. | () |
| | |
| "Beware the Jabberwock, my son | () |
| The jaws that bite, the claws that catch! | () |
| Beware the Jubjub bird, and shun | () |
| The frumious Bandersnatch!" | () |

Literary Device: Allusion

Lesson 25: "Fire and Ice" by Robert Frost

NARRATE THE POEM (Students write a summary of the poem in their own words.)

COPY THE EXCERPT (Students copy the provided poem excerpt.)

*Some say the world will end in fire,
Some say in ice.
From what I've tasted of desire
I hold with those who favor fire.*

FOURTH GRADE POETRY PAGES – LITERARY DEVICES

DICTATE THE EXCERPT (Instructors recite the excerpt and students write the words.)

DEVICE IDENTIFICATION

1. **Circle the instances of allusion** in the poem excerpt.
2. **Assign letters to the rhyming words** to reveal the rhyming scheme.

Rhyming Scheme (e.g. A-A-B-B)

| | |
|--------------------------------------|-----|
| Some say the world will end in fire, | () |
| Some say in ice. | () |
| From what I've tasted of desire | () |
| I hold with those who favor fire. | () |
| But if it had to perish twice, | () |
| I think I know enough of hate | () |
| To know that for destruction ice | () |
| Is also great | () |
| And would suffice. | () |

Explain the poem's allusion(s). _____

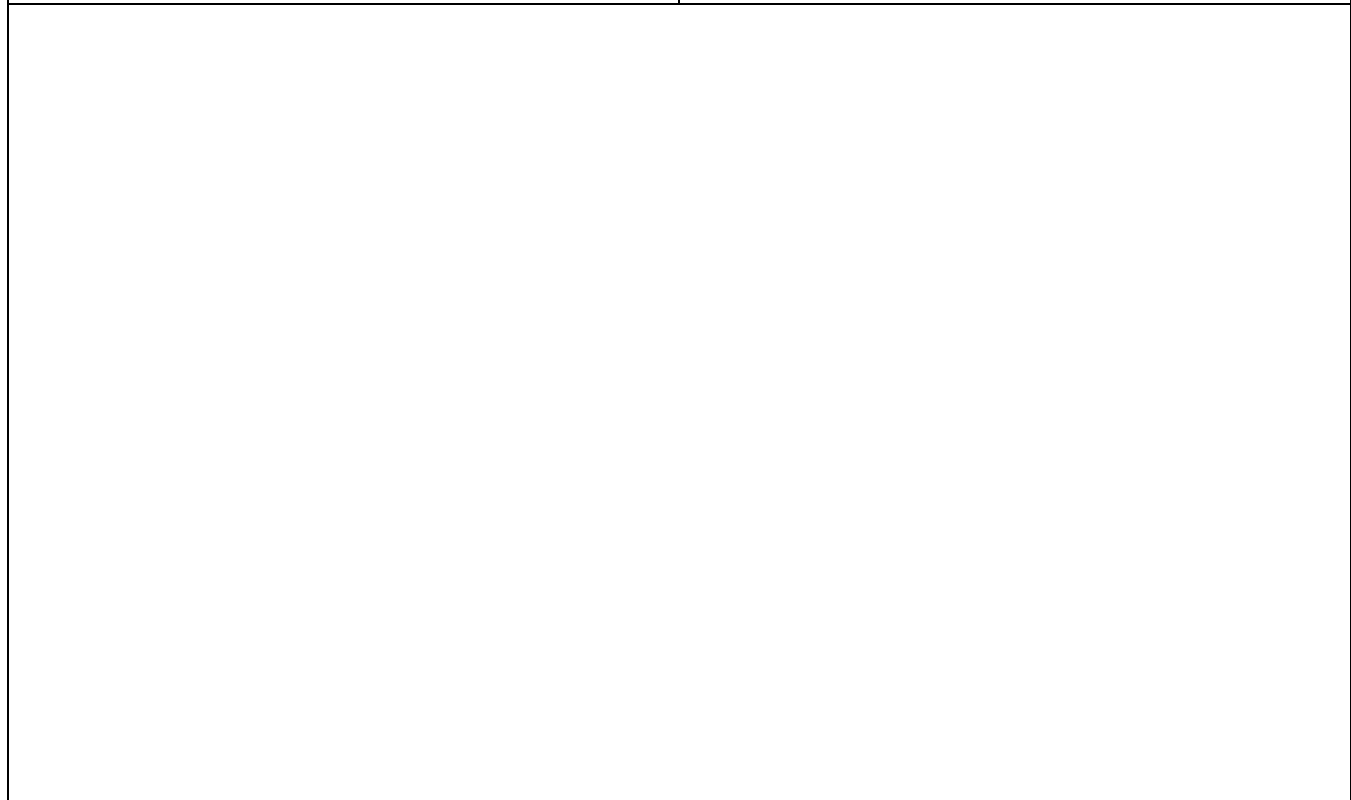
FOURTH GRADE POETRY PAGES – LITERARY DEVICES

DEVICE EMPLOYMENT

Complete the following sentences containing allusions to works of literature.

1. Sarah felt just like Alice in Wonderland when _____
_____.
2. I swear I practically saw his nose grow like Pinocchio's when he _____
_____.
3. The girl _____, just
like Dorothy in the Wizard of Oz.
4. Like the Star of Bethlehem, _____
_____.

DRAW THE POEM (Students create a visual representation of the poem.)

| | |
|---|---------------------|
| Poem Title: | Poem Author: |
|  | |

Literary Device: Allusion

Lesson 26: "The World Is Too Much With Us" by William Wordsworth

NARRATE THE POEM (Students write a summary of the poem in their own words.)

COPY THE EXCERPT (Students copy the provided poem excerpt.)

*The world is too much with us; late and soon,
Getting and spending, we lay waste our powers;—
Little we see in Nature that is ours;*

FOURTH GRADE POETRY PAGES – LITERARY DEVICES

DICTATE THE EXCERPT (Instructors recite the excerpt and students write the words.)

DEVICE IDENTIFICATION

1. **Circle the instances of allusion** in the poem excerpt.
2. **Assign letters to the rhyming words** to reveal the rhyming scheme.

Rhyming Scheme (e.g. A-A-B-B)

| | |
|--|-----|
| It moves us not. Great God! I'd rather be | () |
| A Pagan suckled in a creed outworn; | () |
| So might I, standing on this pleasant lea, | () |
| Have glimpses that would make me less forlorn; | () |
| Have sight of Proteus rising from the sea; | () |
| Or hear old Triton blow his wreathèd horn. | () |

Explain the poem's allusion(s). _____

FOURTH GRADE POETRY PAGES – LITERARY DEVICES

DEVICE EMPLOYMENT

Complete the following sentences containing allusions to well-known movies.

1. When I _____
the little boy stared at me and said, "You're a wizard! Just like Harry Potter!"
2. The boy looked worried because _____
so I tossed him my phone and said, "Why don't you phone home, like E.T.?"
3. Just like Cinderella, she ran _____
_____.
4. I called the little girl Tarzan because _____
_____.

DRAW THE POEM (Students create a visual representation of the poem.)

| | |
|--------------------|---------------------|
| Poem Title: | Poem Author: |
| | |

Literary Device: Allusion

Lesson 27: "Christmas Day" by Christina Rossetti

NARRATE THE POEM (Students write a summary of the poem in their own words.)

COPY THE EXCERPT (Students copy the provided poem excerpt.)

*Only spotless He
Upon His Mother's knee;
White and ruddy, soon to be
Sacrificed for you and me.*

FOURTH GRADE POETRY PAGES – LITERARY DEVICES

DICTATE THE EXCERPT (Instructors recite the excerpt and students write the words.)

DEVICE IDENTIFICATION

1. **Circle the instances of allusion** in the poem excerpt.
2. **Assign letters to the rhyming words** to reveal the rhyming scheme.

Rhyming Scheme (e.g. A-A-B-B)

| | |
|---------------------------------------|-----|
| And wins our hearts with one accord, | () |
| And Flower of Babies was their King, | () |
| Jesus Christ our Lord: | () |
| Lily of lilies He | () |
| Upon His Mother's knee; | () |
| Rose of roses, soon to be | () |
| Crowned with thorns on leafless tree. | () |

Explain the poem's allusion(s). _____

FOURTH GRADE POETRY PAGES – LITERARY DEVICES

DEVICE EMPLOYMENT

Write a short poem of six lines, incorporating at least one allusion and the designated rhyming scheme.

- 1. _____ (A)
- 2. _____ (A)
- 3. _____ (B)
- 4. _____ (B)
- 5. _____ (C)
- 6. _____ (C)

DRAW THE POEM (Students create a visual representation of the poem.)

| | |
|--------------------|---------------------|
| Poem Title: | Poem Author: |
| | |

Literary Device: Allusion

Lesson 28: "The Lady of Shalott" by Lord Alfred Tennyson

NARRATE THE POEM (Students write a summary of the poem in their own words.)

COPY THE EXCERPT (Students copy the provided poem excerpt.)

*But Lancelot mused a little space;
He said, "She has a lovely face;
God in his mercy lend her grace,
The Lady of Shalott."*

FOURTH GRADE POETRY PAGES – LITERARY DEVICES

DICTATE THE EXCERPT (Instructors recite the excerpt and students write the words.)

DEVICE IDENTIFICATION

1. **Circle the instances of allusion** in the poem excerpt.
2. **Assign letters to the rhyming words** to reveal the rhyming scheme.

Rhyming Scheme (e.g. A-A-B-B)

| | |
|---------------------------------------|-----|
| Who is this? and what is here? | () |
| And in the lighted palace near | () |
| Died the sound of royal cheer; | () |
| And they cross'd themselves for fear, | () |
| All the knights at Camelot: | () |
| But Lancelot mused a little space; | () |
| He said, "She has a lovely face; | () |
| God in his mercy lend her grace, | () |
| The Lady of Shalott." | () |

Explain the poem's allusion(s). _____

FOURTH GRADE POETRY PAGES – LITERARY DEVICES

DEVICE EMPLOYMENT

Write a short poem of six lines, incorporating at least one allusion and the designated rhyming scheme.

- 1. _____ (A)
- 2. _____ (A)
- 3. _____ (A)
- 4. _____ (B)
- 5. _____ (B)
- 6. _____ (B)

DRAW THE POEM (Students create a visual representation of the poem.)

| | |
|--------------------|---------------------|
| Poem Title: | Poem Author: |
| | |

Literary Device: Hyperbole

Lesson 29: "Concord Hymn" by Ralph Waldo Emerson

NARRATE THE POEM (Students write a summary of the poem in their own words.)

COPY THE EXCERPT (Students copy the provided poem excerpt.)

*Here once the embattled farmers stood
And fired the shot heard round the world.*

FOURTH GRADE POETRY PAGES – LITERARY DEVICES

DICTATE THE EXCERPT (Instructors recite the excerpt and students write the words.)

DEVICE IDENTIFICATION

1. **Circle the instances of hyperbole** in the poem excerpt.
2. **Assign letters to the rhyming words** to reveal the rhyming scheme.

Rhyming Scheme (e.g. A-A-B-B)

| | |
|--|-----|
| By the rude bridge that arched the flood, | () |
| Their flag to April's breeze unfurled, | () |
| Here once the embattled farmers stood | () |
| And fired the shot heard round the world. | () |
| | |
| The foe long since in silence slept; | () |
| Alike the conqueror silent sleeps; | () |
| And Time the ruined bridge has swept | () |
| Down the dark stream which seaward creeps. | () |

Literary Device: Hyperbole
Lesson 30: "A Red, Red Rose" by Robert Burns

NARRATE THE POEM (Students write a summary of the poem in their own words.)

COPY THE EXCERPT (Students copy the provided poem excerpt.)

*O my Love is like a red, red rose
That's newly sprung in June;
O my Love is like the melody
That's sweetly played in tune.*

FOURTH GRADE POETRY PAGES – LITERARY DEVICES

DICTATE THE EXCERPT (Instructors recite the excerpt and students write the words.)

DEVICE IDENTIFICATION

1. **Circle the instances of hyperbole** in the poem excerpt.
2. **Assign letters to the rhyming words** to reveal the rhyming scheme.

Rhyming Scheme (e.g. A-A-B-B)

| | |
|--------------------------------------|-----|
| As fair art thou, my bonnie lass, | () |
| So deep in love am I; | () |
| And I will love thee still, my dear, | () |
| Till a' the seas gang dry. | () |
| | |
| Till a' the seas gang dry, my dear, | () |
| And the rocks melt wi' the sun; | () |
| I will love thee still, my dear, | () |
| While the sands o' life shall run. | () |

FOURTH GRADE POETRY PAGES – LITERARY DEVICES

DEVICE EMPLOYMENT

Complete the following sentences to incorporate hyperbole.

1. I ate as much as _____.
2. He walked so slow _____.
3. The ice skater spun as fast as a _____.
4. The bag was as heavy as _____.
5. It snowed so much, _____.

DRAW THE POEM (Students create a visual representation of the poem.)

| | |
|--------------------|---------------------|
| Poem Title: | Poem Author: |
| | |

Literary Device: Hyperbole

Lesson 31: "Casey at the Bat" by Ernest Lawrence Thayer

NARRATE THE POEM (Students write a summary of the poem in their own words.)

COPY THE EXCERPT (Students copy the provided poem excerpt.)

*And somewhere men are laughing, and somewhere children shout;
But there is no joy in Mudville—mighty Casey has struck out.*

FOURTH GRADE POETRY PAGES – LITERARY DEVICES

DICTATE THE EXCERPT (Instructors recite the excerpt and students write the words.)

DEVICE IDENTIFICATION

1. **Circle the instances of hyperbole** in the poem excerpt.
2. **Assign letters to the rhyming words** to reveal the rhyming scheme.

Rhyming Scheme (e.g. A-A-B-B)

From the benches, black with people, there went up a muffled roar, ()

Like the beating of the storm-waves on a stern and distant shore; ()

"Kill him! Kill the umpire!" shouted someone in the stand. ()

And it's likely they'd have killed him had not Casey raised his hand. ()

The sneer is gone from Casey's lip, his teeth are clenched with hate; ()

He pounds with cruel violence his bat upon the plate; ()

And now the pitcher holds the ball, and now he lets it go, ()

And now the air is shattered by the force of Casey's blow. ()

FOURTH GRADE POETRY PAGES – LITERARY DEVICES

DEVICE EMPLOYMENT

Write a short poem of six lines, incorporating at least one instance of hyperbole and the denoted rhyming scheme.

- 1. _____ (A)
- 2. _____ (A)
- 3. _____ (B)
- 4. _____ (B)
- 5. _____ (A)
- 6. _____ (A)

DRAW THE POEM (Students create a visual representation of the poem.)

| | |
|--------------------|---------------------|
| Poem Title: | Poem Author: |
| | |

Literary Device: Hyperbole

Lesson 32: "For Each Ecstatic Instant" by Emily Dickinson

NARRATE THE POEM (Students write a summary of the poem in their own words.)

COPY THE EXCERPT (Students copy the provided poem excerpt.)

*For each ecstatic instant
We must an anguish pay
In keen and quivering ratio
To the ecstasy.*

FOURTH GRADE POETRY PAGES – LITERARY DEVICES

DICTATE THE EXCERPT (Instructors recite the excerpt and students write the words.)

DEVICE IDENTIFICATION

1. **Circle the instances of hyperbole** in the poem.
2. **Assign letters to the rhyming words** to reveal the rhyming scheme.

Rhyming Scheme (e.g. A-A-B-B)

| | |
|--------------------------------|-----|
| For each ecstatic instant | () |
| We must an anguish pay | () |
| In keen and quivering ratio | () |
| To the ecstasy. | () |
| | |
| For each beloved hour | () |
| Sharp pittances of years — | () |
| Bitter contested farthings — | () |
| And Coffers heaped with Tears! | () |

FOURTH GRADE POETRY PAGES – LITERARY DEVICES

DEVICE EMPLOYMENT

Write a short poem of six lines, incorporating at least one instance of hyperbole and the denoted rhyming scheme.

- 1. _____ (A)
- 2. _____ (B)
- 3. _____ (A)
- 4. _____ (B)
- 5. _____ (A)
- 6. _____ (B)

DRAW THE POEM (Students create a visual representation of the poem.)

| | |
|--------------------|---------------------|
| Poem Title: | Poem Author: |
| | |

Literary Device: Onomatopoeia
Lesson 33: "The Bells" by Edgar Allan Poe

NARRATE THE POEM (Students write a summary of the poem in their own words.)

COPY THE EXCERPT (Students copy the provided poem excerpt.)

*Hear the sledges with the bells—
Silver bells!
What a world of merriment their melody foretells!*

FOURTH GRADE POETRY PAGES – LITERARY DEVICES

DICTATE THE EXCERPT (Instructors recite the excerpt and students write the words.)

DEVICE IDENTIFICATION

1. **Circle the instances of onomatopoeia** in the poem excerpt.
2. **Assign letters to the rhyming words** to reveal the rhyming scheme.

Rhyming Scheme (e.g. A-A-B-B)

| | |
|---|-----|
| The earth is just so full of fun | () |
| Hear the sledges with the bells— | () |
| Silver bells! | () |
| What a world of merriment their melody foretells! | () |
| How they tinkle, tinkle, tinkle, | () |
| In the icy air of night! | () |
| While the stars that oversprinkle | () |
| All the heavens, seem to twinkle | () |
| With a crystalline delight; | () |
| Keeping time, time, time, | () |
| In a sort of Runic rhyme, | () |
| To the tintinabulation that so musically wells | () |
| From the jingling and the tinkling of the bells. | () |

Literary Device: Onomatopoeia
Lesson 34: "Meeting at Night" by Robert Browning

NARRATE THE POEM (Students write a summary of the poem in their own words.)

COPY THE EXCERPT (Students copy the provided poem excerpt.)

Then a mile of warm sea-scented beach;
Three fields to cross till a farm appears;
A tap at the pane, the quick sharp scratch
And blue spurt of a lighted match,

FOURTH GRADE POETRY PAGES – LITERARY DEVICES

DICTATE THE EXCERPT (Instructors recite the excerpt and students write the words.)

DEVICE IDENTIFICATION

1. **Circle the instances of onomatopoeia** in the poem excerpt.
2. **Assign letters to the rhyming words** to reveal the rhyming scheme.

Rhyming Scheme (e.g. A-A-B-B)

The grey sea and the long black land; ()

And the yellow half-moon large and low; ()

And the startled little waves that leap ()

In fiery ringlets from their sleep, ()

As I gain the cove with pushing prow, ()

And quench its speed i' the slushy sand. ()

Then a mile of warm sea-scented beach; ()

Three fields to cross till a farm appears; ()

A tap at the pane, the quick sharp scratch ()

And blue spurt of a lighted match, ()

And a voice less loud, thro' its joys and fears, ()

Than the two hearts beating each to each! ()

FOURTH GRADE POETRY PAGES – LITERARY DEVICES

DEVICE EMPLOYMENT

Write a short poem of six lines, using at least one instance of onomatopoeia and the denoted rhyming scheme.

- 1. _____ (A)
- 2. _____ (B)
- 3. _____ (A)
- 4. _____ (B)
- 5. _____ (A)
- 6. _____ (B)

DRAW THE POEM (Students create a visual representation of the poem.)

| | |
|--------------------|---------------------|
| Poem Title: | Poem Author: |
| | |

Literary Device: Onomatopoeia
Lesson 35: "Gathering Leaves" by Robert Frost

NARRATE THE POEM (Students write a summary of the poem in their own words.)

COPY THE EXCERPT (Students copy the provided poem excerpt.)

*But the mountains I raise
Elude my embrace,
Flowing over my arms
And into my face.*

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DICTATE THE EXCERPT (Instructors recite the excerpt and students write the words.)

DEVICE IDENTIFICATION

1. **Circle the instances of onomatopoeia** in the poem excerpt.
2. **Assign letters to the rhyming words** to reveal the rhyming scheme.

Rhyming Scheme (e.g. A-A-B-B)

| | |
|---------------------------|-----|
| I make a great noise | () |
| Of rustling all day | () |
| Like rabbit and deer | () |
| Running away. | () |
| | |
| But the mountains I raise | () |
| Elude my embrace, | () |
| Flowing over my arms | () |
| And into my face. | () |

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DEVICE EMPLOYMENT

Write a short poem of six lines, using at least one instance of onomatopoeia and the denoted rhyming scheme.

- 1. _____ (A)
- 2. _____ (B)
- 3. _____ (C)
- 4. _____ (B)
- 5. _____ (C)
- 6. _____ (A)

DRAW THE POEM (Students create a visual representation of the poem.)

| | |
|--------------------|---------------------|
| Poem Title: | Poem Author: |
| | |

Literary Device: Onomatopoeia

Lesson 36: "I heard a Fly buzz – when I died" by Emily Dickinson

NARRATE THE POEM (Students write a summary of the poem in their own words.)

COPY THE EXCERPT (Students copy the provided poem excerpt.)

*I heard a Fly buzz - when I died -
The Stillness Round my Form
Was like the Stillness in the Air -
Between the Heaves of Storm -*

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DICTATE THE EXCERPT (Instructors recite the excerpt and students write the words.)

DEVICE IDENTIFICATION

Circle any instances of onomatopoeia in the poem excerpt.

I heard a Fly buzz - when I died -

The Stillness Round my Form

Was like the Stillness in the Air -

Between the Heaves of Storm -

The Eyes around - had wrung them dry -

And Breaths were gathering firm

For that last Onset - when the King

Be witnessed - in the Room -

With Blue - uncertain - stumbling Buzz -

Between the light - and me -

And then the Windows failed - and then

I could not see to see -

FOURTH GRADE POETRY PAGES – LITERARY DEVICES

DEVICE EMPLOYMENT

Write a short poem of six lines, using at least one instance of onomatopoeia and the denoted rhyming scheme.

- 1. _____ (A)
- 2. _____ (B)
- 3. _____ (C)
- 4. _____ (C)
- 5. _____ (B)
- 6. _____ (A)

DRAW THE POEM (Students create a visual representation of the poem.)

| | |
|--------------------|---------------------|
| Poem Title: | Poem Author: |
| | |