



LANGUAGE ARTS

STUDENT BOOK

▶ **6th Grade | Unit 6**

LANGUAGE ARTS 606

Poetry

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Poetry

Introduction

This LIFE PAC® includes various poetic forms such as free verse, pen pictures, Ezra Pound couplets, limericks, ballads, lullabies, and mood poems. It also will cover similes, metaphors, alliteration, palindromes, riddles, and other word puzzles. All these poetic forms and techniques help color our language and make it more fascinating to read and listen to.

As you progress through the LIFE PAC, notice how the different poetic forms use rhythm, rhyme, and spacing. Noticing these forms will help you when you start writing poems of your own. The exercises and puzzles will help you test your power with words and your writing skills.

Objectives

Read these objectives. The objectives tell you what you should be able to do when you have successfully completed this LIFE PAC. Each section will list according to the numbers below what objectives will be met in that section. When you have finished this LIFE PAC, you should be able to:

1. Identify certain poetic styles.
2. Write poems of your own, using some of the poetic forms studied in this LIFE PAC.
3. List some of the major characteristics of poetry.
4. Identify effective rhyme and word choice.
5. Demonstrate economy of words in writing poetry.
6. Identify alliteration, similes, and metaphors.
7. Write palindromes and acronyms.
8. Select and apply word inflections.
9. Spell and use some new homonyms.
10. Identify patterns in words.
11. Write the definitions of some vocabulary words.
12. Identify sounds and their various spellings.
13. Use a basic vocabulary of literary terms.
14. Make an attractive book of your own poetry.

1. SECTION ONE

This section will introduce to you the wonderful world of words. You will learn some of the major characteristics of poetry and the necessity of an expanded vocabulary. You will increase your understanding of free verse and narrative poems. You will also learn about word inflections and review the use of similes. You will learn to spell some general pattern words and some homonyms, and you will practice handwriting.

Section Objectives

Review these objectives. When you have completed this section, you should be able to:

3. List some of the major characteristics of poetry.
4. Identify effective rhyme and word choice.
6. Identify alliteration, similes, and metaphors.
8. Select and apply word inflections.
9. Spell and use some new homonyms.
10. Identify patterns in words.
11. Write the definitions of some vocabulary words.

Vocabulary

Study these words to enhance your learning success in this section.

chant (chant). To sing a short, simple song without melody.

constrain (kun strān'). To restrict something.

drowsily (drou' zu lē). In a sleepy way.

economy (i kon' u mē). Making the most of what one has; freedom from waste in the use of anything.

emphasis (em' fu sīs). Stress; special force of voice put on particular words or syllables.

epic (ep' ik). A long poem that tells of the adventures of one or more great heroes.

ford (fôrd). To cross a river, stream, or other body of water.

formal (fôr' mul). According to set customs or rules.

knots (nots). A measure of speed used on ships; one nautical mile per hour.

legendary (lej' un der' ē). Fabulous, like a legend.

monotonous (mu not' u nus). Not varying; without change; boring because it is always the same.

pliant (plī' unt). Bending easily; yielding.

repetition (rep' u tish' un). Doing again; saying again.

sated (sā' tud). Satisfied; complete; full

Note: All vocabulary words in this LIFEPAAC appear in **boldface** print the first time they are used. If you are unsure of the meaning when you are reading, study the definitions given.

Pronunciation Key: hat, āge, cāre, fār; let, ēqual, term; it, ĩce; hot, ōpen, ôrder; oil; out; cup, pūt, rŭle; child; long; thin; /TH/ for then; /zh/ for measure; /u/ represents /a/ in about, /e/ in taken, /i/ in pencil, /o/ in lemon, and /u/ in circus.

POETIC CHARACTERISTICS

Poetry is not a new word or form to you. When you listen to songs or records, when you hear commercials or jingles, when children **chant** rhymes as they jump rope, you are hearing poetry.

Rhythm. Whenever you hear rhythm, you are hearing a little poetry. Nature is full of rhythm. We talk, walk, and work in rhythm. For example, when you listen to a person, you may describe him as a monotonous or boring speaker or you may say he is entertaining or interesting to listen to. This difference is due to rhythm. A monotonous speaker uses poor rhythm. (Don't confuse rhythm with rhyme. We will talk about this difference later in the LIFEPAC.)

Rhythm is one characteristic of poetry. It is a natural, positive movement of sound, in this case, in words. You could describe rhythm as the beat stress or emotional **emphasis** of a word or a group of words.

Pattern. Another characteristic of poetry is pattern (**repetition** of something for effect). This characteristic can involve page pattern, line pattern, stanza pattern, word pattern, rhythm pattern, and sound pattern. Some of these patterns are explained in other sections of the LIFEPAC.

Central idea. Poetry usually has a central idea, expressed as simply and vividly as possible. In poetry, you need imagination. By being creative and thinking imaginatively, you make thoughts and words sound new and fresh.

Economy of words. Because poems are usually short when compared to a short story or a novel, the poet must be extra careful in his choice of words and the way he places them. Unnecessary words use up important space, so the poet throws them out. He wants to express as much as he can in the fewest words possible.

Economy of words, therefore, is another characteristic of poetry. Long poems that tell stories are called narrative poems. A ballad is a form of a narrative poem. An **epic** poem also tells a story, but usually it involves a **legendary** hero and tells about his heroic deeds. Even narrative poems, however, must be written with economy of words.

The following poem demonstrates many of the basic characteristics of poetry. The poem has rhythm, as you can tell by the beat. The poem has patterns—a four-line stanza pattern in which alternate lines rhyme. The poem has a central idea—the beautiful swift movement of a fish is like beautiful, swift thoughts of a person. The poem has economy of word—each phrase stands for a larger thought.

Fish

Pliant blades of silver light
 Cut their way through **knots** of sea
 They are thoughts of sheer delight
 A fish-man, what joy to be!
 - Annis Mather



Write what you think are the four main characteristics of poetry. Write these in the order they are given.

- 1.1 _____
- 1.2 _____
- 1.3 _____
- 1.4 _____

Write *E* in front of the sentences that have good economy of words.

- 1.5 _____ It was a very special, wonderful day for Joe and the person who was with him, his best friend Marc.
- 1.6 _____ This little pig went to market.
- 1.7 _____ The wind is tearing the tree tops to shreds.
- 1.8 _____ What my friend said when she was speaking was just too full of humor to make it possible for me to believe her.

FREE VERSE

Free verse may be called poetic painting. The following two short poems are written in free verse. That is, they are not **constrained** by any **formal** pattern such as rhyme or a specific number of words or a certain number of lines. The poet is able to express his thoughts freely, which is why it is called “free verse.” See

if you can pick out the rhythm of each. Does the rhythm repeat itself or is it different for each line? Does each poem deal with a central idea or topic? Do the poets select words whose sounds fit the mood of the poem? These characteristics will help you when you write your own poems. Learn to identify them.

Best of Two Worlds

Birds on a telephone wire
make the best of two worlds.

Sated with food from nature’s feast
they rest after dinner.

And, unaware of the human talk
flowing silently beneath their feet,

They **drowsily** discuss where
they will dine tomorrow.

- Elizabeth Loeks Bouman



Read the poem “Best of Two Worlds,” and explain how the birds enjoy the best of two worlds. (Discuss the poem with a friend.)

1.9

TEACHER CHECK

initials

date

Lost Youth

He thinks he's old at thirty. So he is!
No graying hair, nor stooping back,
As yet proclaim him so. But for him
There are no hills to climb, no streams to **ford**,
No depths to reach. He only sees his shadow
On the path. And no birds sing!

- Annis Mather

Complete the following activities.

- 1.10** Write a short paragraph explaining what you think the poet means in "Lost Youth," by *There are no hills to climb, no streams to ford, no depths to reach.*

- 1.11** Read the poem "Lost Youth," and explain two meanings for the line: And no birds sing!
(Discuss the poem with your teacher or a friend.)

Interview a person who is over sixty years old, and write down your observations.

1.12 Observe his or her personality, interests, and attitude toward life. Why can a person seem young at seventy or eighty?

TEACHER CHECK

_____ initials

_____ date

Write out the meanings of the following vocabulary words. You will be tested on the definitions.

1.13 emphasis _____

1.14 knots _____

1.15 drowsily _____

1.16 sated _____

1.17 legendary _____

1.18 repetition _____

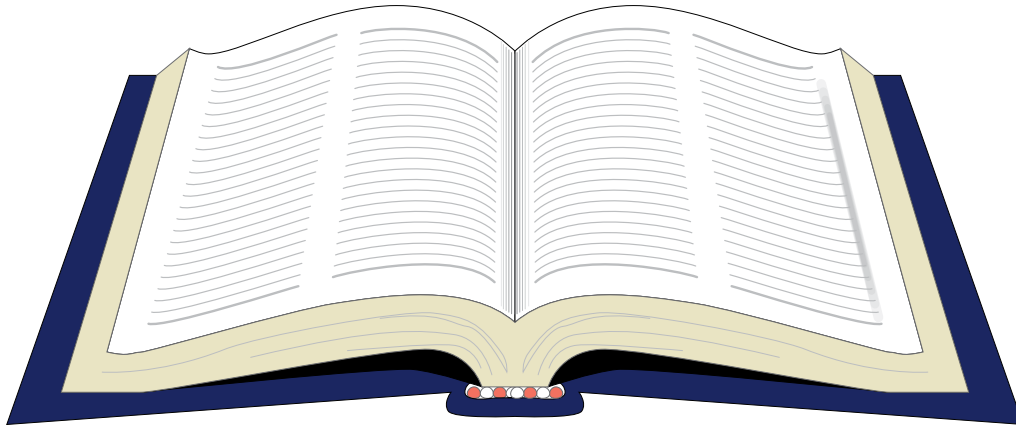
1.19 economy _____

Select the vocabulary words that will correctly answer the following statements.

1.20 _____ After a gigantic meal, you feel this way.

1.21 _____ Never wasteful.

1.22 _____ Beowulf is this type of hero.



WORD INFLECTIONS

Many new words are formed from familiar words by just adding a syllable or changing a letter in the known word. These changes are called *inflectional changes*. You will find it easier to remember the meaning and spelling of certain words by knowing the base word it comes

from – for example, an inflectional form of the word *habit* would be *habitual*. (Note: *habit* is a noun, *habitual* is an adjective). When you add a prefix or a suffix, you are making an inflectional change.



Look in the dictionary and find an inflectional form of each of the following words.

Note: Most related words are placed together in alphabetical order.

- | | |
|---------------|-------|
| 1.23 a. break | _____ |
| b. elephant | _____ |
| c. error | _____ |
| d. escape | _____ |
| e. flirt | _____ |
| f. globe | _____ |
| g. herb | _____ |

SELF TEST 1

Match these items by writing the correct letter in the blank (each answer, 2 points).

- | | | |
|------|--|-------------------------------------|
| 1.01 | _____ pattern | a. involves a legendary hero |
| 1.02 | _____ a story poem | b. inflectional change |
| 1.03 | _____ a poem that does not follow any strict pattern | c. beat |
| 1.04 | _____ an addition or change made to a word | d. rhyme |
| 1.05 | _____ stanza | e. repetition planned for an effect |
| 1.06 | _____ rhythm | f. narrative poem |
| 1.07 | _____ an epic poem | g. a verse |
| | | h. free verse |

Write the words to match the definition (each answer, 3 points).

- 1.08 A long poem of adventures. _____
- 1.09 Bending easily. _____
- 1.010 A measurement used to tell how far a ship has traveled. _____
- 1.011 Boring because it is always the same. _____
- 1.012 Another word for sleepy. _____

Complete these sentences (each answer, 3 points).

- 1.013 Another name for a couch is a _____ .
- 1.014 Yet another name for a couch is a _____ .
- 1.015 Your legs and arms are called _____ .
- 1.016 Fingers and toes are called _____ .
- 1.017 The skin of an animal is also called _____ .

Write the correct word in each blank to complete the following sentences (each answer, 3 points).

admit	emit	permit	remote
commit	mote	promote	submit
demote	omit	remit	

- 1.018 The teacher _____ ted telling me that I had failed the test.
- 1.019 I _____ I did not try very hard.

- 1.020 I had to _____ two book reports in order to pass.
- 1.021 The teacher did not _____ me to go on the field trip.
- 1.022 I live in a _____ area, very far from town.
- 1.023 Smoke and flames started to _____ from the dragon's nose.
- 1.024 It is unfair to _____ the colonel in the army to the rank of private.
- 1.025 The pirate was put in prison for _____ ting a crime.

What are the four major characteristics of poetry (each answer, 3 points)?

- 1.026 _____
- 1.027 _____
- 1.028 _____
- 1.029 _____

Answer these questions about the poems in Section One (each answer, 4 points).

- 1.030 Were the lines in the poem, "Fish," rhymed or unrhymed?

- 1.031 Did all of the three poems in Section One have rhythm? _____
- 1.032 What two worlds did the birds on the telephone wire make the best of?

- 1.033 Why did the man in the poem, "Lost Youth," seem old at thirty?

- 1.034 Why is the use of synonyms helpful in creative writing?

	SCORE _____	TEACHER _____	initials _____	date _____
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