A Poetry Primer: Scranford the Scarecrow

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Original poems by the author and classic poems by well-known poets make poetry come alive. In this "poetry primer," teaching poetry styles is made easy! These FUN poems provide enjoyment and encourage young readers to love poetry and to create their own! Each chapter provides the basic elements of a particular style, including narrative, descriptive, lyric, nonsense, limericks, sonnets, and haiku. Parents and teachers love seeing young readers become excited about reading and writing poetry!

Guide created by Debbie Gonzales, MFA

Guides by deb

The projects and activities in this workbook have been designed to compliment the lessons presented in A POETRY PRIMER: SCRANFORD THE SCARECROW. Students are encouraged to engage in the quizzes found at the end of each chapter, as well as those available in this workbook. Upon completion of the quizzes in the book and the projects and activities offered in this workbook, students should possess a well-rounded foundation to become prolific poets of their own!

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Common Core State Anchor Standards Alignment:

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A Poetry Primer Vertical Puzzle

Solve the puzzle by using the clues listed below. Page references are listed, if needed. Answers for the puzzle can be found on the following page.

1. __ __ __ __ __ __ P __ __ __ __
2. __ __ __ __ O __ __
3. __ E __ __
4. __ __ __ __ __ __ __ T __ __ __
5. __ __ __ __ __ R __ __
6. __ Y __ __ __ __ __ __
7. __ __ __ P __ __ __
8. __ __ __ R __ __ __ __ __
9. __ __ I __ __
10. __ __ M __ __ __ __ __
11. __ E __ __ __
12. __ __ __ __ R __ __ __ __

1. Famous poet who wrote 154 sonnets (pg. 43)
2. Name of Presbyterian minister who was also the author's father (pg. 59)
3. Poet who was known for writing humorous poems for children (pg. 52)
4. The type of poetry that describes the world that poet sees (pg. 32)
5. The name of the poet who wrote the words to the Battle Hymn of the Republic (pg. 68)
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10. Poet who disregarded capitalization rules (pg. 47)
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12. Five-lined poems that that have a silly topic and an unexpected ending (pg. 50)

A Poetry Primer Vertical Puzzle

Verify your answers for the puzzle clues. Page references are listed, if needed. Answers for the puzzle can be found below.

1. S h a k e s P e a r e
2. W a l r O n d
3. L E a r
4. d e s c r i p T i o n
5. R i c h a R d s
6. s Y l l a b l e

7. c o u P l e t
8. q u a R t r a i n
9. h a I k u
10. C u M m i n g s
11. m E t e r
12. l i m e R i c k s

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Understanding Rhyme Scheme

A "rhyme scheme" is a way of describing the pattern of end rhymes in a poem. Each new sound at the end of a line is given a letter, starting with "A," then "B," and so on. If an end sound repeats the end sound of an earlier line, it gets the same letter as the earlier line.

~ Kenn Nesbitt, Former Children's Poet Laureate

Instructions: Gather 4 colored pencils or markers, one for each rhyme scheme (A, B, C or D). Use colors to highlight the schemes in the poems featured in A POETRY PRIMER: SCRANFORD THE SCARECROW. Share your work with the class.

SAMPLE

Rhyme Scheme Color Code:
- A - red
- B - blue
- C - green
- D - orange

Scranford the Scarecrow

Scranford is a scarecrow
Who stands inside our garden
He has no toe or elbow,
But this you'll have to pardon

Whether it's shine or rain
Scranford's working hard
And those old crows remain
Just outside our yard.

He always stares at me
Through bright and shining eyes.
I'm sure that he can see
I think he's very wise.

I tell all my worries;
He seems to understand.
And he never, ever hurries.
I think he's, oh, so grand.

Grownups start to listen
Then have to rush away.
But Scranford's eyes just glisten
At anything I say.

When I look out my window.
And Scranford's in his place,
I feel safe because I know
There's a friend in that old face.

Understanding Meter

Some syllables in English are "stressed" – pronounced louder or with more emphasis than others – while other syllables are "unstressed," meaning they are not emphasized. Knowing this, you can create patterns of stressed and unstressed syllables in your writing to create a rhythm in the words. Having rhythms in your poems make them more fun to recite and easier to remember..

~ Kenn Nesbitt, Former Children's Poet Laureate

Instructions: Use a technique called "scanning" to illustrate the meter of a poem from A POETRY PRIMER: SCRANFORD THE SCARECROW by rewriting it by printing the stressed syllables in upper case letters and the unstressed in lower case letters.

SAMPLE

Scranford the Scarecrow

SCRANford IS a SCAREcrow
Who STANDS inSIDE our GARden
He HAS no TOE or ELbow,
But THIS you'll HAVE to PARdon

WHETHer it's SHINE or RAIN
SCRANford's WORKing HARD
And THOSE old CROWS reMAIN
JUST outSIDE our YARD.

He ALways STARES at ME
Through BRIGHT and SHINING eyes.
I'm SURE that HE can SEE
I THINK he's VERy wise.

I tell ALL my WORries;
He SEEMS to UNDerSTAND.
And he NEVer, EVer HURries.
I THINK he's, OH, so GRAND.

GROWNups START to LISten
Then HAVE to RUSH awAY.
But SCRANford's EYES just GLISten
AT anyTHING I SAY.

WHEN I look OUT my WINdow.
And SCRANford's IN his PLACE,
I feel SAFE beCAUSE I KNOW
There's a FRIEND in THAT old FACE.

Word Sorting

Search through the pages of A POETRY PRIMER: SCRANFORD THE SCARECROW to discover and categorize listing them according to parts of speech in the sections provided in the form below. Students might like to consider the following selections when working thought this lesson: "A Snowy Visitor" (p. 22), "Riff Raff the Giraffe" (p. 25), and "I Wandered Slowly as a Cloud" (p. 37).

nouns	verbs	adjectives	adverbs

Syllable Analysis

Search through the pages of A POETRY PRIMER: SCRANFORD THE SCARECROW to discover and categorize the syllabic count of words in the corresponding spaces below. Use the list as a resource when crafting examples of the poetry presented in this workbook.

2	3	4	5

6	7	8	9

My Narrative Poem

A narrative poem tells a story. Choose your...

- Topic _____

- Meter _____

- Rhyme Scheme _____

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My Lyric Poem

A lyric poem expresses the thoughts and emotions of the poet. It takes descriptive words to tell what the poet sees, hears, smells, tastes or feels. Choose your...

- Topic —————————————————————————

- Meter —————————————————————————

- Rhyme Scheme ———————————————————————

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My Limerick

A Limerick is a poem with five lines. The frist, second, and fifth lines have three beats and rhyme with each other. (A) The third and fourth lines have two beats and rhyme. (B) It usually has a funny ending. Choose your topic, count the beats, and follow the rhyme scheme.

Meter   Rhyme

(3 beats) _____ A

(3 beats) _____ A

       (2 beats) _____ B

       (2 beats) _____ B

(3 beats) _____ A

My Sonnet

A sonnet has 14 lines with 10 syllables and five beats in each line. It is often written about nature or love. There are three verses with four lines and one verse with two lines. Choose your...

- Topic ——————————————————————————

- Rhyme Scheme ————————————————————————

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My Nonsense Poem

Nonsense Poems are just for fun. Make up something crazy or funny. They don't need to make sense. Choose your...

- Topic _____

- Meter _____

- Rhyme Scheme _____

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My Haiku

Haiku have three lines. The first line has five syllables, the second line has seven syllables, and the third line has five syllables. They do not rhyme. They are often about Nature. Choose your...

- Topic _____
- Count the syllables in each line
- There is room to write three haiku poems on the page.

(5 syllables) _____

(7 syllables) _____

(5 syllables) _____

(5 syllables) _____

(7 syllables) _____

(5 syllables) _____

(5 syllables) _____

(7 syllables) _____

(5 syllables) _____

My Free Verse Poem

A Free Verse poem has no rules. It does not need to have a meter or a rhyme scheme. The poet is free to write it any way he or she wishes.

- Choose a topic _____

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Common Core State Anchor Standards

		Vertical Puzzle	Understanding Rhyme	Understanding Meter	Syllable Analysis	Word Sorting	Poetry Templates
English Language Arts Standards» College and Career Readiness Anchor Standards for Reading							
CCSS.ELA-LITERACY.CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		•	•			•
CCSS.ELA-LITERACY.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	•	•	•	•	•	•
CCSS.ELA-LITERACY.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	•	•	•	•	•	•
CCSS.ELA-LITERACY.CCRA.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.		•	•	•		•
CCSS.ELA-LITERACY.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.	•	•	•	•	•	•
English Language Arts Standards» College and Career Readiness Anchor Standards for Writing							
CCSS.ELA-LITERACY.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.					•	•
CCSS.ELA-LITERACY.CCRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.					•	•
CCSS.ELA-LITERACY.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.					•	•
CCSS.ELA-LITERACY.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.					•	•
CCSS.ELA-LITERACY.CCRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	•	•	•	•	•	•
English Language Arts Standards» College and Career Readiness Anchor Standards for Speaking and Listening							
CCSS.ELA-LITERACY.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	•	•	•	•	•	•
CCSS.ELA-LITERACY.CCRA.SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.		•	•	•	•	•
CCSS.ELA-LITERACY.CCRA.SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	•	•	•	•	•	•

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