

5th grade STA Reading: April 15-17, 2020

Hi 5th grade STA students! I miss you and I pray for you! Remember to read every day!

*Please email me the following, if you have not done so already:

Lost Star letter describing Amelia Earhart

Main idea analysis of either “Milking Time”, “Stopping by Woods”, or “Daffodils”

Last week we practiced finding the main idea of a poem. This week let’s look at the rhyme, repetition and figurative language of poetry.

Rhyme- a literary device in which the repetition of the same or similar sounds occurs in two or more words, usually at the end of lines in poems. We label similar end rhymes with the same letter.

“Midstairs” by Virginia Hamilton Adair

And here on this turning of the *stair* **A**
Between passion and doubt, **B**
I pause and say a double *prayer*, **A**
One for you, and one for you; **C**
And so they cancel out. **B**

Rhyme Scheme is A B A C B

Repetition- a literary device that repeats the same words or phrases a few times to make an idea clearer and more memorable.

“Stopping by Woods on a Snowy Evening” by Robert Frost

Whose woods these are I think I know.
His house is in the village though;
He will not see me stopping here
To watch his woods fill up with snow.

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.

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.

The woods are lovely, dark and deep,
But I have promises to keep,
And miles to go before I sleep.
And miles to go before I sleep.

He emphasizes that there is much to do before resting.

Figurative Language- words and expressions used to convey various meanings, often appealing to the reader’s senses.

“Daffodils” by William Wordsworth

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, dancing in the breeze.

Simile: comparing himself to a lonely cloud

Personification: flowers gathering in a crowd

Personification: flowers dancing

Homework: Identify the rhyme, repetition and figurative language in each poem.

If the poem does not contain one of these literary devices, write *None*.

Email to mmyler@gtacs.org on or before Friday, 4/17/2020

“November Day” by Eleanor Averitt

Old haggard wind has
 Plucked the trees
Like pheasants, held
 Between her knees.
In rows she hangs them,
 Bare and neat,
Their brilliant plumage at
 Her feet.

Rhyme scheme (What is the rhyme pattern?): _____

Repetition (Why is the author repeating that phrase?): _____

Figurative language (Circle the fig. lang. and label the type): _____

“Strange Wind” by Shel Silverstein

What a strange wind it was today,
Whistlin’ and whirlin’ and scurlin’ away
Like a worried old woman with so much to say.
What a strange wind it was today.

What a strange wind it was today,
Cool and clear from a sky so grey
And my hat stayed on but my head blew away—
What a strange wind it was today.

Rhyme scheme (What is the rhyme pattern?): _____

Repetition (Why is the author repeating that phrase?): _____

Figurative language (Circle the fig. lang. and label the type): _____