

## 5<sup>th</sup> Grade STA Reading: April 20-24, 2020

Hi 5<sup>th</sup> grade students! I miss you and pray for you! Remember to read every day!!

This week we will learn about the **tone** or **mood** of a poem. Tone can be defined as the feeling the author wants the reader to have when reading the poem. The tone influences the reader's emotional response (how the reader feels).

To identify the tone/mood of a poem, look at the words and phrases the poet uses. Do these words and phrases bring out happy, sad, hopeful, angry, longing, remorseful, or loving feelings?

Using the steps below, read and analyze "Velvet Shoes" for the main idea and tone

### How to read a poem

#### ***Velvet Shoes*** by Elinor Wylie

Let us walk in the white snow  
In a soundless space  
With footsteps quiet and slow,  
At a tranquil pace,  
Under veils of white lace.

I shall go shod in silk,  
And you in wool,  
White as a white cow's milk,  
More beautiful  
Than the breast of a gull.

We shall walk through the still town  
In a windless peace;  
We shall step upon white down,  
Upon silver fleece,  
Upon softer than these.

We shall walk in velvet shoes;  
Wherever we go  
Silence will fall like dews  
On white silence below.  
We shall walk in the snow.

1. Read the title of the poem.
2. Read the poem aloud 3 times.
3. Visualize the images.
4. Clarify words and phrases.
5. What is the main idea?
6. What words bring out strong emotions/feeling?
7. What is the tone/mood of the poem?

**What clue does the title give?** *This might be about someone's velvet shoes.*

**What is the main idea?** (One-sentence summary) *Two people dressed in white are walking in the snow.*

**What words bring out strong emotions?** *Soundless space, tranquil pace, more beautiful than the breast of a gull, windless peace, silver fleece...*

**What is the tone of the poem?** *I think the author wants us to feel peaceful and happy.*



**Homework:** Analyze the following two poems for main idea, rhyme, figurative language and tone. Use the same set of questions for both poems. Write your answers on lined paper. Send your completed work to [mmyler@gtacs.org](mailto:mmyler@gtacs.org) on or before **Friday, April 24**.

***The American Flag*** by Louise Adney

There's a flag that floats above us,  
Wrought in red and white and blue—  
A spangled flag of stars and stripes  
Protecting me and you.

Sacrifices helped to make it  
As men fought the long months through,  
Nights of marching— days of fighting—  
For the red and white and blue.

There is beauty in that emblem,  
There is courage in it, too;  
There is loyalty— there's valor—  
In the red and white and blue.

In that flag which floats, unconquered  
Over land and sea,  
There's equality and freedom—  
There is true democracy.

There is glory in that emblem,  
Wrought in red and white and blue.  
It's the stars and stripes forever  
Guarding me and guarding you!

***Nothing Gold Can Stay*** by Robert Frost

Nature's first green is gold,  
Her hardest hue to hold.  
Her early leaf's a flower;  
But only so an hour.  
Then leaf subsides to leaf.  
So Eden sank to grief,  
So dawn goes down to day.  
Nothing gold can stay.



Use lined paper to answer these questions for **both poems**. Label each set of questions with the **title of the poem**.

1. How many stanzas are in the poem?
2. What clue does the title give you?
3. What is the rhyme scheme?
4. Write any figurative language and identify the type.
5. What is the main idea? (One-sentence summary)
6. What words bring out strong emotions?
7. What is the tone of the poem?