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1. **Monday’s Bell-Ringer: How is poetry different from fiction and nonfiction?**

My answer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Guided Notes: How to Read Poetry**

Step #1: Show no \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Will I understand everything on the first reading? NO.

* Is that okay? Yes!!

Step #2: Read the \_\_\_\_\_\_\_\_\_\_\_\_, then \_\_\_\_\_\_\_\_\_\_\_\_\_\_.

* Why? I need to pause and anticipate what this poem will be about.

Step #3: Read the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Step #4: Annotate

* What does this mean?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Step #5: Use a dictionary to look up the meaning of important words.

* Why? Sometimes important words can have double meanings and they help create the tone of the poem.

Step #6: Identify the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

* Why? The speaker’s tone will impact the reader’s mood and overall theme of the poem.

Step #7: Notice figurative language and shifts and changes in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Key words that signal a shift in tone could include; *but, however, yet, despite, contrary*
* Shifts in tone can also be created by the speaker’s figurative language.

Step #8: Figure out the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

* This includes rhyme scheme, meter (beat), and the physical layout of the text (any white space or shapes?)

Step #9: Last step?

* Read the poem again (out loud). Determine how each stanza’s image illuminates the topic. What is the overall \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. **Diction of Poetry: Define the following terms**

* Topic:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Speaker:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Stanza:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Meter:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Rhyme scheme:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Repetition:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Tone:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Mood:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Figurative Language:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Theme:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **With the steps of “How to Read Poetry,” interpret the Poem “Eating Poetry”**

”Eating Poetry,” by Mark Strand

Ink runs from the corners of my mouth.

There is no happiness like mine.

I have been eating poetry.

The librarian does not believe what she sees.

Her eyes are sad

and she walks with her hands in her dress.

The poems are gone.

The light is dim.

The dogs are on the basement stairs and coming up.

Their eyeballs roll,

their blond legs burn like brush.

The poor librarian begins to stamp her feet and weep.

She does not understand.

When I get on my knees and lick her hand,

she screams.

I am a new man.

I snarl at her and bark.

I romp with joy in the bookish dark.

**Step #1:** Show no FEAR. Will I understand everything on the first reading? NO.

* Is that okay? Yes!!

**Step #2**: Read the TITLE, then STOP.

* Why? I need to pause and anticipate what this poem will be about.
* What do I think the subject/topic of this poem is?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Step #3:** Read the poem all the way through.

**Step #4**: Annotate:

* First, you are going to circle important words and phrases
* Second, you are going to draw a picture next to each stanza (or summarize in your own words).

**Step #5:** Use a dictionary to look up the meaning of important words.

* Why? Sometimes important words can have double meanings and they help create the tone of the poem.
* List words and their definitions below:

**Step #6**: Identify the speaker? Who is this person\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

* Why? The speaker’s tone will impact the reader’s mood and overall theme of the poem.

**Step #7**: Notice figurative language and shifts and changes in tone

* Figurative language can be found in lines \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* What is the tone toward the topic?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* Does the tone change?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Step #8:** Figure out the structure.

* Is there a rhyme scheme?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* How would you describe the meter (beat)? Does it sound happy? Does it sound slow/sad?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* How many stanzas? Do they make any shapes?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Step #9:** Last step? Read the poem again (out loud). Determine how each stanza’s image illuminates the topic. What is the overall \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. **Tuesday’s Bell Ringer: What happened in Strand’s “Eating Poetry”? Draw a picture or list what you remember happening**

My Answer:

1. **For the 2nd reading of “Eating Poetry,” create a t-chart to compare the Librarian and that guy who turns into a dog. You can either draw each character’s sequence of actions or list them.**

|  |  |
| --- | --- |
| **The Man/Dog** | **The Librarian** |
|  |  |

1. Reflection:
   1. What is going on with the speaker? Answer in RACE format.

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* 1. What motivates the speaker’s behavior?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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* 1. Why does the Librarian respond the way she does?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. **Wednesday’s Bell Ringer: What is a stanza and how is it different from a paragraph?**

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1. **Read “Eating Poetry” again, and, as a class, we will move through each section of the poetry interpretation.**

”Eating Poetry,” by Mark Strand

Ink runs from the corners of my mouth.

There is no happiness like mine.

I have been eating poetry.

The librarian does not believe what she sees.

Her eyes are sad

and she walks with her hands in her dress.

The poems are gone.

The light is dim.

The dogs are on the basement stairs and coming up.

Their eyeballs roll,

their blond legs burn like brush.

The poor librarian begins to stamp her feet and weep.

She does not understand.

When I get on my knees and lick her hand,

she screams.

I am a new man.

I snarl at her and bark.

I romp with joy in the bookish dark.

|  |  |
| --- | --- |
| **Topic**  What is the topic? |  |
| **Key** **words or images**  What are the important words? What are their connotations (positive, neutral, or negative) |  |
| **Speaker**  What do you know about who is speaking in the poem? |  |
| **Repetition**  What word, phrase, or idea is repeated? |  |
| **Figurative** **language**  What is the meaning of the figurative language? |  |
| **Tone**  What is the author’s tone? |  |
| **Mood**  What mood does the poem create in the reader? |  |
| **Theme**  What is the author’s central message? |  |

1. Turn & Talk: Discuss any “novel ideas” and write your group’s best idea on your post-it. One representative must take it to the board “parking lot.”