

English

Poetry



For Middle Primary

Contents

Japanese Haiku.....	Page 3
Creating A Japanese Haiku	Page 4
An Epic Poem.....	Page 5-7
Epic Poems 1	Page 8
Epic Poems 2.....	Page 9
Epic Poems 3.....	Page 10
Epic Poems 4.....	Page 11
Answers.....	Page 12

Preview

Title: **Poetry** For Middle Primary
Published by **Ready-Ed Publications** © 2019
Taken from: The English Series - English: Year 2
Author: Lindsay Marsh Illustrator: Alison Mutton

Copyright Notice

The purchasing educational institution and its staff have the right to make copies of the whole or part of this book, beyond their rights under the Australian Copyright Act 1968 (the Act), provided that:

1. *The number of copies does not exceed the number reasonably required by the educational institution to satisfy its teaching purposes;*
2. *Copies are made only by reprographic means (photocopying), not by electronic/digital means, and not stored or transmitted;*
3. *Copies are not sold or lent;*
4. *Every copy made clearly shows the footnote, 'Ready-Ed Publications.'*

Any copying of this book by an educational institution or its staff outside of this blackline master licence may fall within the educational statutory licence under the Act.

The Act allows a maximum of one chapter or 10% of the pages of this book, whichever is the greater, to be reproduced and/or communicated by any educational institution for its educational purposes provided that educational institution (or the body that administers it) has given a remuneration notice to Copyright Agency Limited (CAL) under Act.

For details of the CAL licence for educational institutions contact:

Copyright Agency Limited
Level 19, 157 Liverpool Street
Sydney NSW 2000
Telephone: (02) 9394 7600
Facsimile: (02) 9394 7601
E-mail: info@copyright.com.au

Reproduction and Communication by others

Except as otherwise permitted by this blackline master licence or under the Act (for example, any fair dealing for the purposes of study, research, criticism or review) no part of this book may be reproduced, stored in a retrieval system, communicated or transmitted in any form or by any means without prior written permission. All inquiries should be made to the publisher.

Ready-Ed Publications:
info@readyed.com.au
www.readyed.net



A Haiku is a Japanese poem. Haiku poems usually:

- describe the natural world (animals, birds, plants, trees, rain, floods, etc.);
- focus on a particular season (autumn, winter, spring, summer).

A Haiku poem doesn't usually rhyme and only has three lines:

- the first line has 5 syllables;
- the second line has 7 syllables;
- the third line has 5 syllables.

○ Read the Haiku poem below, then answer the questions.

Honeyeater

The banksia sways (5 syllables)
 as the honeyeater feeds (7 syllables)
 feasting on nectar. (5 syllables)



Preview

1. What do we learn about the honeyeater from this Haiku?

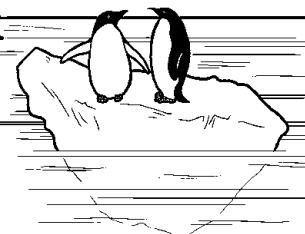
2. Does the poem rhyme?

3. Does the poem follow the Haiku rules about syllables?

4. What part of the natural world does this Haiku describe?



- Draw a picture of a particular season or living thing from the natural world, then write a Haiku about this season or living thing below. Look at the pictures to give you ideas.



_____ (5 syllables)

_____ (7 syllables)

_____ (5 syllables)

Preview

1. What season or living thing did you choose?

2. What do we learn about this season/living thing from your Haiku?

3. Does your Haiku rhyme? _____
4. Does your Haiku poem follow the rules about syllables? _____



Find a Haiku poem that you like. On the back of this sheet, copy it out and draw a picture to match the poem. Recite this Haiku to the class.



An epic poem is a long narrative poem which celebrates the adventures and achievements of heroes. Epic poems deal with the traditions of a particular culture.

- Read this poem. It is based on the Dreaming story that you read earlier, *Tiddalick The Greedy Frog*. As you read the poem, illustrate it with relevant pictures in the boxes provided to help tell the story.
- Number the verses. Highlight the end words that rhyme. (Use two colours.) Write the number of syllables next to each line.

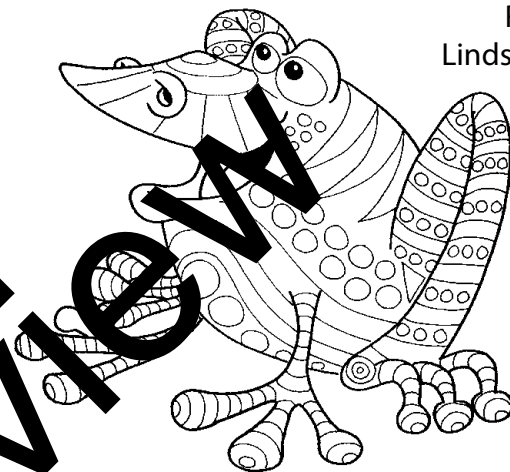
Tiddalick: The Frog Who Caused A Flood

Retold by

Lindsay Marsh

During the time of Dreaming long before the Earth was old, many myths were in the making and legends hadn't been told.

There began a great story about one enormous frog, ever quiet in his glory he drank water from the bog.



Preview

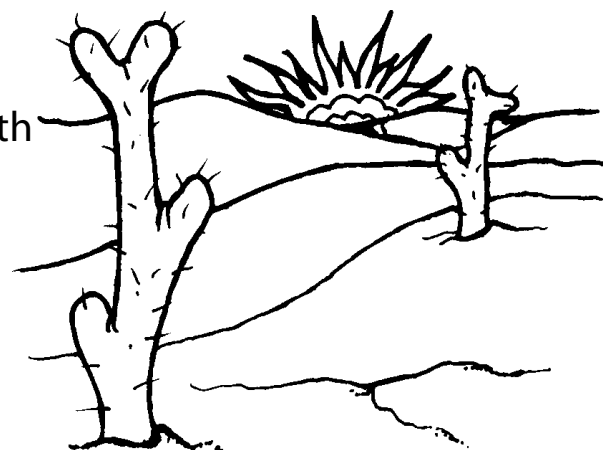
Tiddalick the sneaky one quenched his huge tremendous thirst, by gulping from the waterholes for so long he nearly burst.

He dried up creeks and rivers all the ponds and billabongs, suddenly no water was there this was so extremely wrong.

Draw a picture

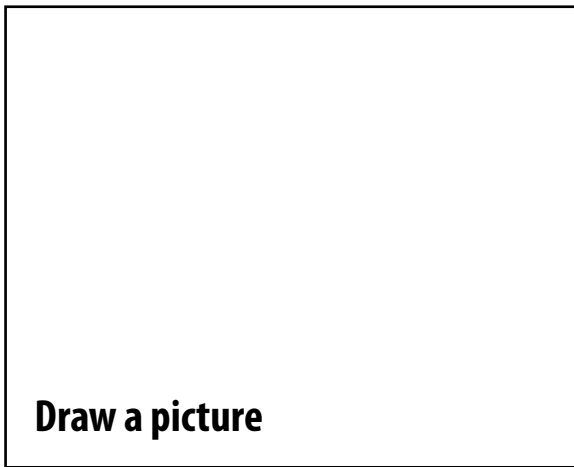
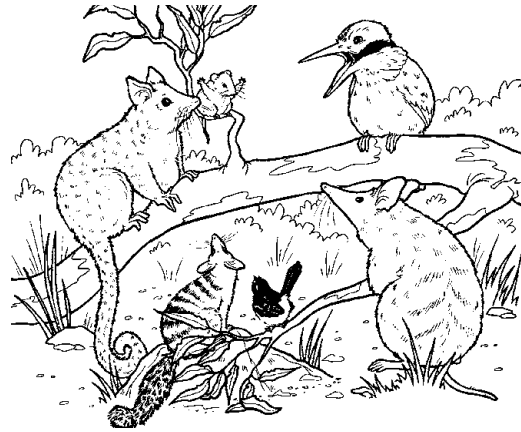
Animals grew so thirsty there was not a sign of rain, hot and sun burnt the red parched Earth no water drip did remain.

Tiddalick's rounded stomach was swollen, squelchy and wide, he was so large he couldn't move all the water swished inside.



Animals called a meeting
and humans attended too,
we must stop this bad behaviour
and figure out what to do.

Boomerangs they were no good
spears rebounded off his side,
stamping our feet didn't do much
everything we tried and tried.



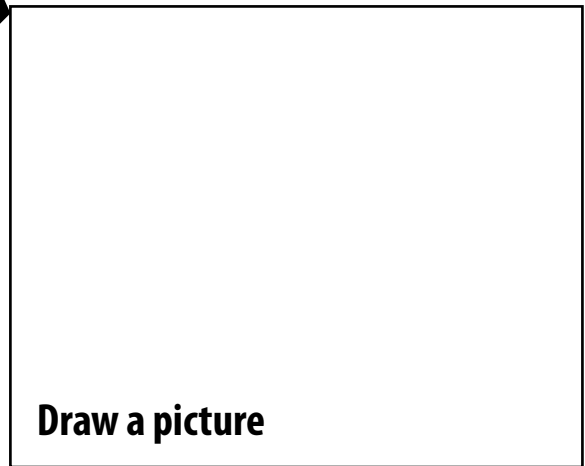
Draw a picture

The kookaburra spoke up,
we must all make this frog laugh,
we must force his mouth open wide
let us think of something naff.

They knew if his mouth opened
the water would come straight out,
they began working together
to cease the terrible drought.

C'mon laugh you big bad frog
you're just like a bursting pot,
if you open that greedy mouth
we just might forgive you (not).

Tiddalick turned his green head
he had but a cheerless face,
he still remained very somber
of smiles there was not a trace.



Draw a picture

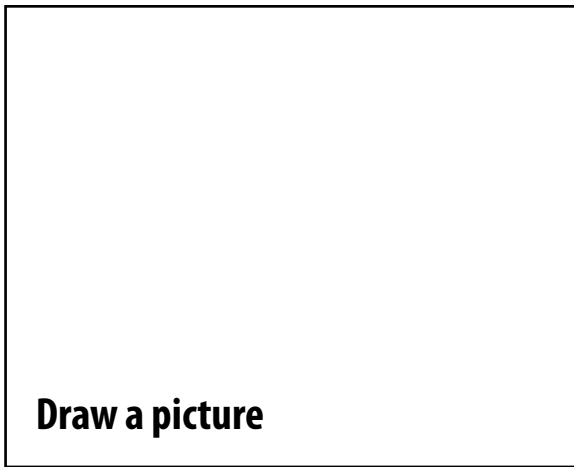
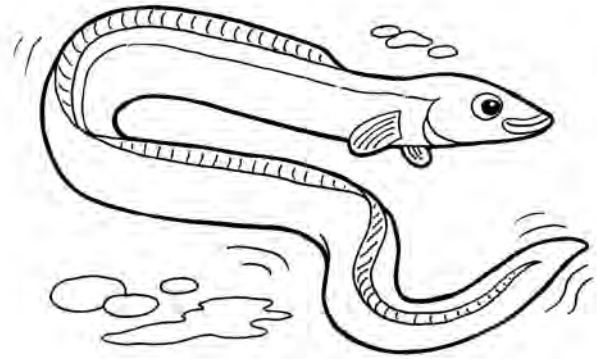


Wombat and the platypus
kangaroo and the emu,
all performed their greatest of tricks
yet Tiddalick remained blue.

The animals jiggled and danced
one even somersaulted,
Tiddalick grew very fatigued
he slept when the show halted.

The final trick was by Eel
Mr. Eel was their last hope,
he changed quickly into a hoop
and he wriggled like a rope.

The rope stood upright and tall
and then it began to spin,
it whirred around like a whirlwind
Tiddalick displayed a grin.



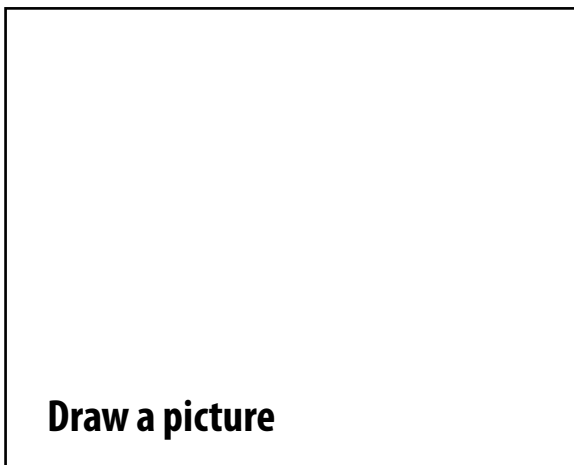
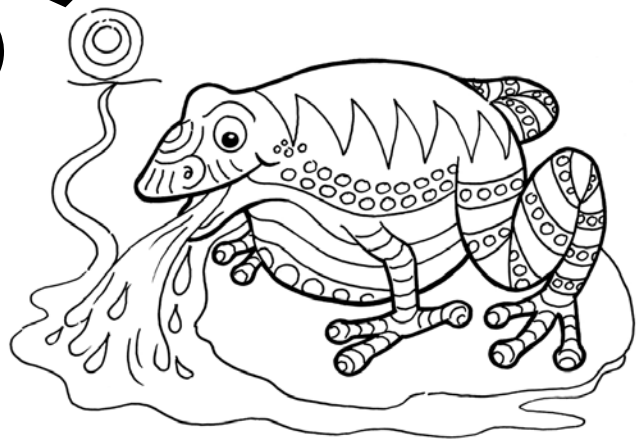
Draw a picture

Out slopped and sloshed the water
but before it reached the sand,
the animals left and caught it
this was as it had been planned.

But Eel continued to spin
until he could not be seen,
Tiddalick shortled even more
this was a delightful scene.

As his tummy did rumble
bad frog let a snigger go,
his hands tried to cover his mouth
but from it a stream did flow.

Tiddalick's mouth gaped so wide
that water came gushing out,
a big surging tidal river
spewed like a large water spout.



Draw a picture

It swept up the animals
and completely drenched the sand,
a glistening lake of water
spread over the arid land.

Tiddalick began to shrink
to the size of a small frog,
today he can often be found
sitting upon a brown log.



○ After reading the epic poem *Tiddalick: The Frog Who Caused A Flood* complete this activity sheet.

1. Epic poems are connected to particular cultures. Which culture does this epic poem belong to?

2. How do you know that it belongs to this culture?

3. Does the epic poem tell us about a belief of this culture? What is this belief?

4. Epic poems are usually about heroes. Who do you think the hero is in this epic poem and why?

Rhythm

The rhythm of a poem is its **beat**. If a poem has a regular number of lines in each verse (stanza), then this can help the poem have rhythm. If a poem has a regular syllabic pattern (similar syllables in each line), then the poem can be said to have a regular rhythmic pattern.



5. Epic poems are long poems. How many verses (stanzas) does *Tiddalick: The Frog Who Caused A Flood* have? Did you number them as you read?

6. How many lines are in each verse (stanza)? _____

7. Look at your answer to the last question. Would you say that the poem has a regular or irregular number of lines? Circle: regular / irregular.

8. Did you note down the number of syllables in each line? Is there a pattern? What is this pattern?

9. Would you say that the poem has a regular or irregular syllabic pattern? Circle: regular / irregular.



○ After reading the epic poem *Tiddalick: The Frog Who Caused A Flood* complete this activity sheet.

1. Does this poem rhyme? Circle: Yes / No

2. Does every verse rhyme or only some verses? Circle: Every / Some

3. Tick which is correct:

a) Every 1st and 2nd line rhyme in each verse.

b) Every 2nd and 4th line rhyme in each verse.

c) Every 1st and 4th line rhyme in each verse.

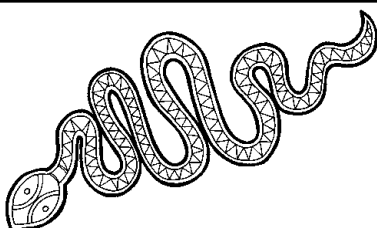
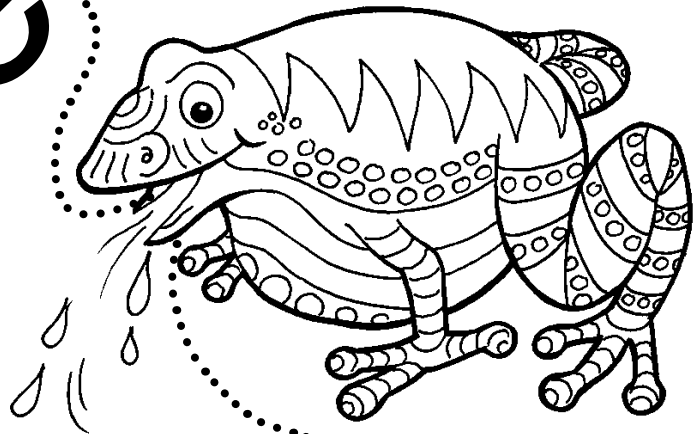
d) Every 1st and 3rd line rhyme in each verse.

4. Do you think the rhyme scheme is regular or irregular? Say how you know.

5. Write down some of the rhyming words below. One has been done for you.

e.g. go → flow

Preview



In pairs, create an epic poem based on another Dreaming story or folk tale that you have read. Share this epic poem by reading it to your classmates.



○ After reading the epic poem *Tiddalick: The Frog Who Caused A Flood* complete this activity sheet.

Similes compare two things using the words “as”, “like” or “than”. The two things are compared so that the reader can imagine what is happening more clearly and gain more enjoyment from a text.

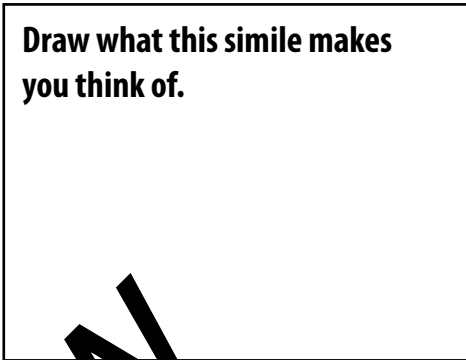
Simile 1

1. There is a simile in the 11th verse.
What is it?

2. What two things are compared?

3. What does this simile mean?

Draw what this simile makes you think of.

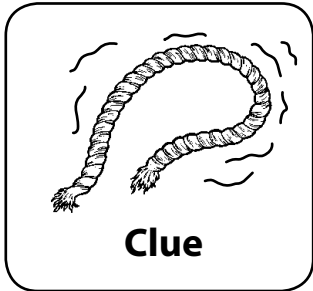


Simile 2

1. There is another simile in verse 15. What is it?

2. What two things are being compared?

3. What does this simile mean?



Clue

Simile 3

1. What is the simile in verse 16?

2. What two things are being compared?

3. What does this simile mean?



Clue



- After reading the epic poem *Tiddalick: The Frog Who Caused A Flood* complete this activity sheet.

Poems use descriptive language to help you to imagine what is happening more clearly and enjoy the poem. Descriptive language usually uses adverbs and adjectives. It can also use verbs. Examples of descriptive language are:



“One enormous frog” “Big bad frog”

1. Find more examples of descriptive language used in the poem. Arrange the language types under the categories below.

verbs	adverbs	adjectives
<div style="font-size: 100px; opacity: 0.5; transform: rotate(-45deg); pointer-events: none;">Preview</div>		

Answers

Page 3

- 1) The honeyeater eats nectar from banksia.
- 2) No it doesn't rhyme.
- 3) Yes it follows the rules.
- 4) It describes animals and plants.

Page 8

- 1) It belongs to Aboriginal culture.
- 2) It is a Dreaming story; it mentions boomerangs and spears. Other answers may be acceptable.
- 3) That Indigenous Australians value water; they believe all animals should share water.
- 4) Eel who makes Tiddalick laugh and puts an end to the drought.
- 5) It has 22 verses.
- 6) There are 4 lines in each verse.
- 7) Regular number of lines.
- 8) 7, 7, 8, 7 in each verse.
- 9) Regular syllabic pattern.

Page 9

- 1) Yes, it rhymes.
- 2) Every verse.
- 3) b
- 4) Regular - because every verse rhymes in the same way, there is no break in the rhyming pattern.
- 5) Rhyming words: old - told; frog - bog; thirst - burst; willabongs - wrong; rain - remain; wide - inside; too - do; side - tried; laugh - naff; out - drought; pot - not; face - trace; emu - blue; somersaulted - halted; hope - rope; spin - grin; sand - planned; seen - scene; go - flow; out - spout; sand - land; frog - log.

Page 10

Simile 1

- 1) "You're like a bursting pot".
- 2) Tiddalick and a bursting pot.
- 3) He has drunk so much water that he has grown in size and looks as if he is going to explode or burst open.

Simile 2

- 1) "he wriggled like a rope".
- 2) Eel and the rope are compared.
- 3) That Eel moves in a flexible and wobbly way.

Simile 3

- 1) "It whirred around like a whirlwind".
- 2) Eel and a whirlwind are being compared.
- 3) That Eel spun around at incredible speed.

Page 11

- 1) "The rope stood upright and tall."
- 2) No, there is no actual rope.
- 3) Eel is the rope.