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Poetry - Year 4

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POETRY:

PURPOSES AND FORMS



EXPRESS FEELINGS

Free verse or ode



TELL A STORY

Narrative poem or ballad



DESCRIBE A SUBJECT

Haiku, cinquain or shape poem



REFLECT ON LIFE

Free verse or ode



ENTERTAIN

Limerick or nonsense poem

Purpose shapes structure, language and form.

POETRY: STRUCTURE AND SOUND



LINE

one row of
words in a poem



STANZA

a group of
lines



RHyme

repeated
ending sounds



RHyme SCHEME

a letter pattern
such as ABAB



RHYTHM

the beat
or flow



SYLLABLE

one beat
in a word



Alliteration:

Silver streams
slide.



Assonance:

Slow boats
float home.



Onomatopoeia:

crash, patter,
whoosh.



Repetition:

Run, river,
run.

ABAB EXAMPLE

Clouds gather low (A)

Soft river runs bright (B)

Cool breezes blow (A)

Owls wake at night (B)



SOUND TOOLS

PLAYFUL WORDPLAY

1



PUN

more than one meaning

The baker kneaded a break.

2



NEOLOGISM

a newly made word

giggle + hiccup = giccup

3



SPOONERISM

swap beginning sounds

pack of lies → lack of pies

4



NONSENSE WORD

an invented word

flibberwump



WORDPLAY CAN CREATE

humour • surprise • rhythm • fresh images



Choose wordplay that supports meaning.



WORDPLAY DETECTIVES



Cut out the cards. Sort each one as a pun, neologism, spoonerism or nonsense word.



A

The baker
kneaded
a break.



B

The pencil
felt sharp
today.



C

The bee's
report was
buzzing.



D

The
calendar's
days are
numbered.



E

giccup =
giggle +
hiccup



F

glowmorrow =
glow +
tomorrow



G

snackcident =
snack +
accident



H

whreeze =
whisper +
breeze



I

pack o'
lies →
lack of pies



J

crushing blow →
blushing crow



K

jelly beans →
belly jeans



L

tea and
biscuits →
bee and tiskits



M

flibberwump



N

snuzzlepop



O

zoodlefizz



P

clinkledoo



WORDPLAY DETECTIVES

SORT AND EXPLAIN



Place each card in the best category. Be ready to justify your choice.

**PUN**
more than one meaning

**NEOLOGISM**
a newly made word

**SPOONERISM**
swapped beginning sounds

**NONSENSE WORD**
an invented word



EVIDENCE TALK



I sorted card _____
as _____ because _____.



Choose one card.
What effect does
it create?



Transform one
card into a new
example.



Challenge: Can one
example fit more than
one category? Explain.



POETRY SOUND SPINNER

Spin with a pencil and paper clip. Complete one prompt.



PREVIEW



FIND

Locate an example
in a poem.



PERFORM

Read it aloud to
show the effect.



EXPLAIN

Describe how it
shapes meaning.



CREATE

Write one
new line.



COMPARE

How would the line
change without it?



TRANSFORM

Change a line
using this tool.

POETRY SOUND SPINNER: RECORDING SHEET

Name: _____

Complete one row after each spin.

ROUND	SPUN TOOL	EXAMPLE OR QUOTE	EFFECT OR CHOICE
1			
2			
3			
4			
5			
6			
7			
8			

REFLECTION

Which tool changed meaning most? Explain with evidence.

BUILD-A-POEM CHALLENGE

How to play: Roll a die and follow the instruction. Add or revise one line using the instruction. First to FINISH with a complete poem wins.

START

1 Choose a purpose.

2 Name your audience.

3 Pick a form.

4 Add a sensory image.

5 Add a simile.

6 Add a metaphor.

12 Improve the rhythm.

11 Create a rhyming pair.

10 Repeat a key word.

9 Use anaphora.

8 Use alliteration.

7 Add personification.

13 Invent a neologism.

14 Add a pun.

15 Add a nonsense word.

16 Try a spondee.

17 Break a line for emphasis.

18 Start a new stanza.

19 Replace a weak verb.

20 Add a precise adjective.

21 Read your poem aloud.

22 Explain one effect.

23 Revise one line.

24 Share your strongest line.

FINISH

BUILD-A-POEM CHALLENGE CARDS

Draw a card when you land on a challenge space.



1

PURPOSE

Make the reader laugh.



2

PURPOSE

Describe a place.



3

PURPOSE

Express excitement.



4

FORM

Use a four-line stanza.

1	_____
2	_____
3	_____
4	_____

5

SOUND

Include alliteration.



6

SOUND

Include onomatopoeia.



7

IMAGE

Add a simile.



8

IMAGE

Add personification.



9

WORDPLAY

Invent a neologism.



10

WORDPLAY

Add a pun.



11

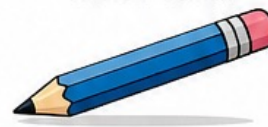
STRUCTURE

Break a line for emphasis.

12

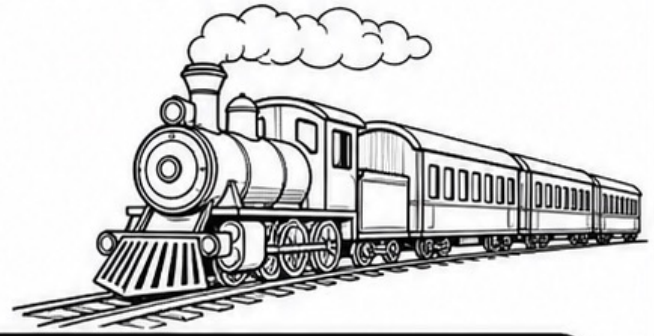
REVISION

Replace one weak verb.



STRUCTURE AND RHYME: CORE PRACTICE

Name: _____



MORNING TRAIN

Morning train hums down the track,
Windows catch the rising light.
Silver wheels sing click-clack,
Sparrows lift into the bright.

Lunchbox drums beside my knee,
Schoolbags sway in steady time.
Fields roll past as green as tea,
Every turn becomes a rhyme.



1. How many lines and stanzas are in the poem?

Lines: _____ Stanzas: _____

2. Write the rhyme scheme.

3. Write two rhyming pairs from the poem.

_____ and _____

_____ and _____

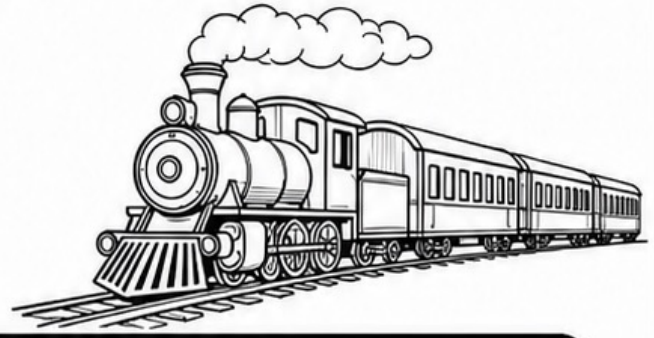
4. Underline the simile in the poem.

5. Explain how the structure and rhyme help the poem move like a train.



STRUCTURE AND RHYME: CORE PRACTICE

ANSWERS



MORNING TRAIN

Morning train hums down the track,
Windows catch the rising light.
Silver wheels sing click-clack,
Sparrows lift into the bright.

Lunchbox drums beside my knee,
Schoolbags sway in steady time.
Fields roll past as green as tea,
Every turn becomes a rhyme.



1. How many lines and stanzas are in the poem?

Lines: 8 Stanzas: 2

2. Write the rhyme scheme.

ABAB CDCD

3. Write two rhyming pairs from the poem.

track and click-clack
light and bright



4. Underline the simile in the poem.

5. Explain how the structure and rhyme help the poem move like a train.

The even four-line stanzas and regular rhyme create a steady beat.
This rhythm echoes a train moving along the track.

STRUCTURE AND RHYME: EXTENSION

Name: _____

WIND ON THE OVAL

Wind whistles past the goalposts,
then stops.

A leaf cartwheels,
skips,
spins,
and sleeps beside my shoe.



1. How many lines and stanzas are in the poem?

Lines: _____ Stanzas: _____

2. How do the changing line lengths affect the pace?

3. Underline two examples of personification.

4. Does the poem have a regular rhyme scheme? Explain.

5. Rewrite the poem as two stanzas. Keep its meaning but change the pacing.

STRUCTURE AND RHYME: EXTENSION

ANSWERS

WIND ON THE OVAL

Wind whistles past the goalposts,
then stops.

A leaf cartwheels,
skips,
spins,
and sleeps beside my shoe.



1. How many lines and stanzas are in the poem?

Lines: 6 Stanzas: 1

2. How do the changing line lengths affect the pace?

The long opening slows the reader. The very short lines speed up and mimic the leaf's quick movement.

3. Underline two examples of personification.

4. Does the poem have a regular rhyme scheme? Explain.

No. The ending words do not form a repeating rhyme pattern.

5. Rewrite the poem as two stanzas. Keep its meaning but change the pacing.

Wind whistles past the goalposts,

then stops.

A leaf cartwheels,

skips,

spins,

and sleeps beside my shoe.

SOUND DEVICES: CORE PRACTICE

Name: _____

STORM ON THE ROOF

Tap, tap, tap on the tin,
Wild winds whistle, rushing in.
Boom! The thunder shakes the night,
Flash! The windows blink with light.

Patter, patter, faster rain,
Run, river, run down every drain.
Hush now, storm, your song is through,
Dawn hums softly, clear and blue.



1. Circle three examples of onomatopoeia.
2. Underline the strongest example of alliteration.
3. Box one repeated word or phrase.
4. Choose the mood and give one piece of evidence.

calm

energetic

lonely

5. Explain how the sound devices make the storm vivid.

SOUND DEVICES: CORE PRACTICE

Name: ANSWERS

STORM ON THE ROOF

Tap, tap, tap on the tin,
Wild winds whistle, rushing in.
Boom! The thunder shakes the night,
Flash! The windows blink with light.

Patter, patter, faster rain,
Run, river, run down every drain.
Hush now, storm, your song is through
Dawn hums softly, clear and blue.



1. Circle three examples of onomatopoeia.
2. Underline the strongest example of alliteration.
3. Box one repeated word or phrase.
4. Choose the mood and give one piece of evidence.

calm

energetic

lonely

Words such as "Boom!" and "Patter, patter" create quick, powerful movement.

5. Explain how the sound devices make the storm vivid.

The sound words let readers hear the storm. Alliteration and repetition build rhythm and make the rain feel active and close.



SOUND DEVICES: EXTENSION



Name: _____

1. Identify the strongest sound device in each line.

LINE	DEVICE	REPEATED SOUND OR WORDS
1. Slow boats float home.		
2. Bright kites rise high.		
3. Green leaves sleep in the breeze.		
4. Crash! Clatter! Clang!		
5. Busy bees buzz beside bluebells.		
6. Go, river, go.		

2. Choose two lines. Mark the syllables with a clap (/) symbol.

3. Write one new line using a sound device.

4. Explain the effect you wanted to create.



SOUND DEVICES: EXTENSION



Name: ANSWERS

1. Identify the strongest sound device in each line.

LINE	DEVICE	REPEATED SOUND OR WORDS
1. Slow boats float home.	assonance	long o
2. Bright kites rise high.	assonance	long i
3. Green leaves sleep in the breeze.	assonance	long e
4. Crash! Clatter! Clang!	onomatopoeia	Crash! Clatter! Clang!
5. Busy bees buzz beside bluebells.	alliteration	b
6. Go, river, go.	repetition	go

2. Choose two lines. Mark the syllables with a clap (/) symbol.

Slow / boats / float / home

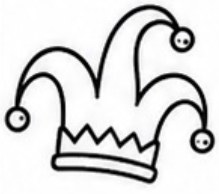
Crash / Clat-ter / Clang

3. Write one new line using a sound device.

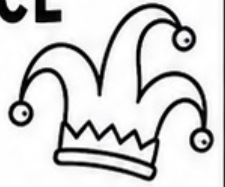
Silver streams slide softly.

4. Explain the effect you wanted to create.

The repeated s sound creates a quiet, flowing mood.



PLAYFUL WORDPLAY: CORE PRACTICE



Name: _____

PUN

a word or phrase
with more than
one meaning

NEOLOGISM

a newly made
word

SPOONERISM

swapped
beginning
sounds

NONSENSE WORD

an invented
word

Instruction: Write the wordplay type beside each example.

1.	The baker kneaded a break.	_____
2.	sunsparkle = sun + sparkle	_____
3.	pack of lies → lack of pi	_____
4.	flibberwump	_____
5.	The pencil felt sharp today.	_____
6.	giggicup = giggle + hiccup	_____
7.	crusning blow → blushing crow	_____
8.	zoodlefizz	_____

9. Choose one example. Explain how it creates humour, surprise or a fresh image.



PLAYFUL WORDPLAY: CORE PRACTICE



Name: ANSWERS

PUN

a word or phrase
with more than
one meaning

NEOLOGISM

a newly made
word

SPOONERISM

swapped
beginning
sounds

NONSENSE WORD

an invented
word

Instruction: Write the wordplay type beside each example.

1.	The baker kneaded a break.	<u>pun</u>
2.	sunsparkle = sun + sparkle	<u>neologism</u>
3.	pack of lies → lack of pies	<u>spoonerism</u>
4.	flibberwump	<u>nonsense word</u>
5.	The pencil felt sharp today.	<u>pun</u>
6.	giggicup = giggle + hiccup	<u>neologism</u>
7.	crushing blow → blushing crow	<u>spoonerism</u>
8.	zoodlefizz	<u>nonsense word</u>

9. Choose one example. Explain how it creates humour, surprise or a fresh image.

"Lack of pies" surprises the reader because it swaps
the beginning sounds in "pack of lies". The new phrase
creates a funny food image while echoing the original expression.

PLAYFUL WORDPLAY: EXTENSION

Name: _____

1. Blend each pair to invent a neologism.

a. sparkle + rain = _____

b. whisper + breeze = _____

c. giggle + hiccup = _____



2. Swap the beginning sounds to make a spoonerism.

a. jelly beans → _____

b. pack of lies → _____



3. Invent two nonsense words for a cheerful creature.



4. Write an original sentence using a word with more than one meaning.



5. Explain the effect of your strongest example.



Make your wordplay easy to notice, fun to say and connected to your meaning.

PLAYFUL WORDPLAY: EXTENSION

Name: ANSWERS

1. Blend each pair to invent a neologism.

- a. sparkle + rain = rainkle
- b. whisper + breeze = whreeze
- c. giggle + hiccup = giccup



2. Swap the beginning sounds to make a spoonerism.

- a. jelly beans → belly jeans
- b. pack of lies → lack of pies



3. Invent two nonsense words for a cheerful creature.

gigglefluff snuzzipop



4. Write an original sentence using a word with more than one meaning.

Sample: The lightbulb had a bright idea.



5. Explain the effect of your strongest example.

Sample: The pun uses "bright" to mean both
clever and full of light, creating a surprising joke.



Make your wordplay easy to notice, fun to say and connected to your meaning.

FIGURATIVE LANGUAGE: CORE PRACTICE

Name: _____

MOON LANTERN

The moon is a lantern over the town,
Clouds are soft blankets floating down.
The river curls like a silver thread,
While sleepy rooftops nod their head.
Streetlights wink along the lane,
The night wears a cloak after rain.
Cool air brushes my cheek like a feather,
And stars stitch darkness together.



1. Underline two metaphors.
2. Circle two similes.
3. Box two examples of personification.
4. Choose one image. Describe what the reader sees or feels.

5. Explain how the figurative language creates a mood.

FIGURATIVE LANGUAGE: CORE PRACTICE

Name: ANSWERS

MOON LANTERN

The moon is a lantern over the town,
Clouds are soft blankets floating down.

The river curls like a silver thread,
While sleepy rooftops nod their head.

Streetlights wink along the lane,

The night wears a cloak after rain.

Cool air brushes my cheek like a feather.

And stars stitch darkness together.



1. Underline two metaphors.
2. Circle two similes.
3. Box two examples of personification.
4. Choose one image. Describe what the reader sees or feels.

The silver-thread image helps the reader see a narrow river shining in the moonlight.

5. Explain how the figurative language creates a mood.

The gentle comparisons and human actions make the night feel

calm, magical and quietly alive.

IMAGERY AND EMOTION: EXTENSION

Name: _____



PLAIN VERSION

It rained.
I walked home.
The street was wet.

VIVID VERSION

Cold rain drummed on my hood.
Silver puddles shivered under
streetlights as I hurried home.

1. Underline the sensory words in the vivid version.
2. Circle the precise verbs in the vivid version.
3. Choose the mood and give one piece of evidence.

calm

uneasy

joyful

4. Replace the weak verb in this sentence:
The wind went through the trees.

Rewrite: _____

5. Rewrite the plain version to create a hopeful mood.

IMAGERY AND EMOTION: EXTENSION

Name: ANSWERS



PLAIN VERSION

It rained.
I walked home.
The street was wet.

VIVID VERSION

Cold rain drummed on my hood.
Silver puddles shivered under
streetlights as I hurried home.

1. Underline the sensory words in the vivid version.
2. Circle the precise verbs in the vivid version.
3. Choose the mood and give one piece of evidence.

calm

uneasy

joyful

The words "cold", "shivered" and "hurried" suggest discomfort and tension.

4. Replace the weak verb in this sentence:

The wind went through the trees.

Rewrite: The wind whispered through the trees.

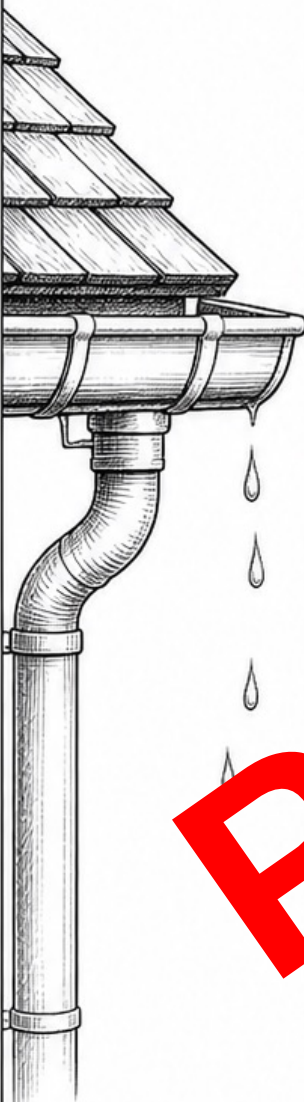
5. Rewrite the plain version to create a hopeful mood.

Warm rain danced on my hood as I skipped home. Golden puddles
caught the streetlights, and the shining road seemed to promise
a bright morning.



WEATHER ORCHESTRA

An original poem for this unit

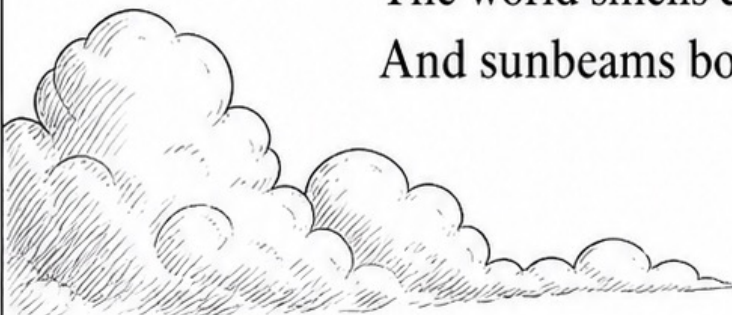


Clouds raise curtains, grey and slow,
The breeze tunes leaves in rows.
First drops tap a steady show,
Then thunder stomps its toes.

Pitter-patter, rooftop drum,
Silver gutters start to sing.
Wind calls, "Come, come, come!"
And puddles clap at everything.

Lightning ribbon splits the sky,
The rain invents a splashy tune.
Streetlights blink their amber eye,
While day turns dark too soon.

At last the quiet takes its seat,
One final drop slides from the eave.
The world smells cool, the air tastes sweet,
And sunbeams bow before they leave.





WEATHER ORCHESTRA: QUESTIONS A



Name: _____

Instruction: Use the poem "Weather Orchestra".

1. What is the poem's main purpose?

Tick one: ☐ entertain ☐ describe ☐ reflect

Explain your choice.

2. How many lines and stanzas are in the poem?

Lines: _____ Stanzas: _____

3. Write the rhyme scheme of the first stanza.

4. Identify two sound devices. Quote an example of each.

DEVICE	QUOTED EXAMPLE

5. Choose the main mood and give one piece of evidence.

Tick one: ☐ energetic ☐ calm ☐ mysterious

Give one piece of evidence from the poem to support your choice.





WEATHER ORCHESTRA: QUESTIONS A



Name: ANSWERS

Instruction: Use the poem "Weather Orchestra".

1. What is the poem's main purpose?

Tick one: ☐ entertain ☒ describe ☐ reflect

Explain your choice.

The poem uses vivid sound and movement to describe a storm from its beginning to the calm that follows.

2. How many lines and stanzas are in the poem?

Lines: 16 Stanzas:

3. Write the rhyme scheme of the first stanza.

ABAB

4. Identify two sound devices. Quote an example of each.

DEVICE	QUOTED EXAMPLE
onomatopoeia	"Pitter-patter"
repetition	"Come, come, come!"

5. Choose the main mood and give one piece of evidence.

Tick one: ☒ energetic ☐ calm ☐ mysterious

Give one piece of evidence from the poem to support your choice.

"Pitter-patter", thunder and clapping puddles make the storm sound busy and lively.





WEATHER ORCHESTRA: QUESTIONS B



Name: _____

Instruction: Use the poem "Weather Orchestra".

1. Find two examples of personification. Quote each one and explain its effect.

QUOTED EXAMPLE	EFFECT

2. Why does the poet repeat "Come, come, come!"?

3. State the poem's central theme. Support it with two pieces of evidence.

4. How does the sensory imagery change from the storm to the final stanza?

5. Add a four-line stanza. Continue the weather theme and use personification and a sound device.

PREVIEW



WEATHER ORCHESTRA: QUESTIONS B



Name: _____ **ANSWERS**

Instruction: Use the poem "Weather Orchestra".

1. Find two examples of personification. Quote each one and explain its effect.

QUOTED EXAMPLE	EFFECT
"The breeze tunes leaves"	The breeze becomes a musician.
"puddles clap"	The storm feels lively like an audience.

2. Why does the poet repeat "Come, come, come!"?

The repetition sounds like the wind calling out, building rhythm and urgency.

3. State the poem's central theme. Support it with two pieces of evidence.

The storm becomes an orchestra that grows loud, then settles. "Silver gutters start to sing" develops the music idea, while "sunbeams bow" shows the performance ending.

4. How does the sensory imagery change from the storm to the final stanza?

The storm uses loud sounds and sharp light. The final stanza becomes quiet, cool and sweet, creating a calm ending.

5. Add a four-line stanza. Continue the weather theme and use personification and a sound device.

Soft breezes sweep the clouds away,

Drip-drop drums grow still and slow.

The sun smiles on the shining day,

While bright streams hum and flow.



POETRY CREATION STUDIO: PLAN



Name: _____

1. PURPOSE

Tick one or more:

- ☐ express feelings ☐ tell a story ☐ describe ☐ reflect ☐ entertain

2. AUDIENCE

Who will read or hear your poem?

3. FORM

Tick one:

- ☐ free verse ☐ haiku ☐ cinquain ☐ acrostic ☐ limerick ☐ narrative ☐ other _____

4. TOPIC AND MOOD

Topic: _____

Mood: _____

5. SENSORY WORD BANK

SEE	HEAR	FEEL	SMELL	TASTE

6. DEVICE PLAN

Sound device I will use: _____

Figurative language I will use: _____

Optional wordplay: _____

7. STANZA AND LINE MAP

STANZA 1	
STANZA 2	
STANZA 3	
STANZA 4	

POETRY CREATION STUDIO: DRAFT AND REVISE

Name: _____

Poem title: _____



PREVIEW

REVISION CHECKLIST

- ☐ My purpose and audience are clear.
- ☐ My form suits my purpose.
- ☐ My lines and stanzas are organised deliberately.
- ☐ I used at least one sound device.
- ☐ I used figurative language or deliberate wordplay.
- ☐ I chose precise verbs and descriptive words.
- ☐ I read the poem aloud and revised the rhythm.
- ☐ I checked spelling and punctuation.

One revision I am proud of: _____

POETIC TEXT REVIEW



Name: _____

Poem title: _____

Author: _____

1. PURPOSE AND AUDIENCE

What is the poet trying to do, and who is the likely audience?

2. SUMMARY

What happens or what idea is explored?

3. FORM AND STRUCTURE

Form: _____

Lines: _____ Stanzas: _____ Rhyme scheme & rhythm: _____

4. POETIC DEVICES

- ☐ rhyme ☐ rhythm ☐ alliteration ☐ assonance ☐ onomatopoeia ☐ repetition
☐ simile ☐ metaphor ☐ personification ☐ pun ☐ neologism ☐ spoonerism ☐ nonsense

5. EVIDENCE AND EFFECT

Quote one strong example and explain its effect.

6. IMAGERY AND EMOTION

What does the poem help you imagine or feel?

7. STRONGEST LINE

Copy the strongest line and explain why it is effective.

CITY AFTER RAIN

Poetry Assessment — Stimulus

An original poem for this unit

Rain has polished every street,
Lanterns glow in puddled glass.
Tyres whisper, quick feet meet,
Silver buses rumble past.

Market awnings drip and gleam,
Vendors laugh and huddle near.
Steam curls up like a dream,
Night wears rain on everything.

Wet pavements blink and shine,
Umbrellas bloom in red and blue.
The city keeps a steady time,
Drip-drop rhythms guide us through.

Soon the clouds unveil the moon,
Cool wind brushes rooftops blue.
Silence follows thunder's tune,
Wet streets mirror midnight hue.



CITY AFTER RAIN ASSESSMENT: ANALYSE



Name: _____

Instruction: Use the poem "City After Rain". Support your ideas with evidence.

1. State the poem's purpose and central idea.

2. Record the structure.

Lines: _____ Stanzas: _____

Rhyme scheme of stanza 1: _____

3. Identify three poetic devices. Quote an example of each.

DEVICE	QUOTED EXAMPLE

4. Explain the effect of this line:

"Night wears rain on everything."

5. Describe the poem's mood. Support your answer with two words or phrases from the poem.

CITY AFTER RAIN ASSESSMENT: ANALYSE



Name: _____ **ANSWERS**

Instruction: Use the poem "City After Rain". Support your ideas with evidence.

1. State the poem's purpose and central idea.

The poem describes and reflects on a city becoming bright and lively after rain.
Its central idea is that familiar streets can feel renewed and beautiful.

2. Record the structure.

Lines: 16 Stanzas: 4

Rhyme scheme of stanza 1: ABAB

3. Identify three poetic devices. Quote an example of each.

DEVICE	QUOTED EXAMPLE
personification	"Tyres whisper"
simile	"Steam curls up like a dream"
onomatopoeia	"Drip-drop"

4. Explain the effect of this line:

"Night wears rain on everything."

Personification makes night seem dressed in a coat of rain. It shows that wetness covers the whole city and creates a strong visual image.

5. Describe the poem's mood. Support your answer with two words or phrases from the poem.

The mood is lively and hopeful. "Vendors laugh" creates energy, while
"clouds unveil the moon" suggests the storm is clearing and the city is becoming calm.

CITY AFTER RAIN ASSESSMENT: CREATE AND EXPLAIN



Name: _____



Task: Write a 12–16 line poem about a familiar place changing after weather.

Your poem must include:

- ☐ a clear purpose and audience
- ☐ at least three stanzas
- ☐ a sound device
- ☐ figurative language or deliberate wordplay
- ☐ intentional line breaks, rhyme or rhythm

Poem title: _____

PREVIEW

EXPLAIN YOUR CHOICES

In three sentences, explain your purpose and two language choices.

CITY AFTER RAIN ASSESSMENT: CREATE AND EXPLAIN



Name: ANSWERS



Task: Write a 12–16 line poem about a familiar place changing after weather.

Your poem must include:

- ☒ a clear purpose and audience
- ☒ at least three stanzas
- ☒ a sound device
- ☒ figurative language or deliberate wordplay
- ☒ intentional line breaks, rhyme or rhythm

Poem title: SCHOOLYARD AFTER RAIN

After rain, the schoolyard gleams,
Puddles hold the waking sky.
Magpies stitch the air with dreams.
Wet red leaves go sailing by.

Drip-drop drums on metal rails,
Cool wind whistles through the gate.
Sunlight lifts its golden sails,
Morning will not choose to wait.

Shoes go splash across the ground,
Laughter skips from wall to wall.
Bright clouds carry every sound,
Clean and shining over all.

EXPLAIN YOUR CHOICES

In three sentences, explain your purpose and two language choices.

-My purpose is to describe a familiar schoolyard becoming lively after rain.
"Drip-drop drums" creates sound and rhythm. "Sunlight lifts its golden sails"
is a metaphor that makes the new light feel hopeful.

POETRY - YEAR 4 RUBRIC

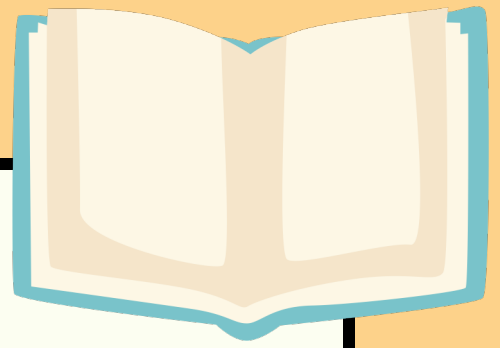
Name: _____ Poem title: _____

CRITERIA	BEGINNING	DEVELOPING	ACHIEVING	CONFIDENT	EXCEEDING
PURPOSE, AUDIENCE & FORM	Purpose or audience unclear; form not controlled.	Some purpose and audience; form partially controlled.	Clear purpose and audience; suitable form.	Purpose and audience guide deliberate form.	Compelling purpose and audience; form used with insight.
STRUCTURE	Lines and stanzas are confusing.	Some organised lines and stanzas.	Organised lines and stanzas support meaning.	Deliberate structure and effective rhythm.	Sophisticated structure strengthens impact.
LANGUAGE & IMAGERY	Mostly general words; little imagery.	Some precise words and imagery.	Precise language creates clear imagery.	Vivid choices shape mood and meaning.	Original imagery creates memorable impact.
SOUND & WORDPLAY	Few devices or unclear effect.	A device is used with some effect.	Some devices support meaning.	Devices are controlled and purposeful.	Inventive devices enrich voice and meaning.
INTERPRETATION & EVIDENCE	Limited idea; little evidence.	Basic idea with some evidence.	Clear interpretation with relevant evidence.	Thoughtful explanation of device effects.	Perceptive interpretation integrates evidence.
REVISION & CONVENTIONS	Limited revision; errors distract.	Some revision; several errors remain.	Revised and mostly accurate.	Careful revision improves clarity and rhythm.	Polished, accurate and ready to publish.

Poetry: Purpose, Structure and Wordplay



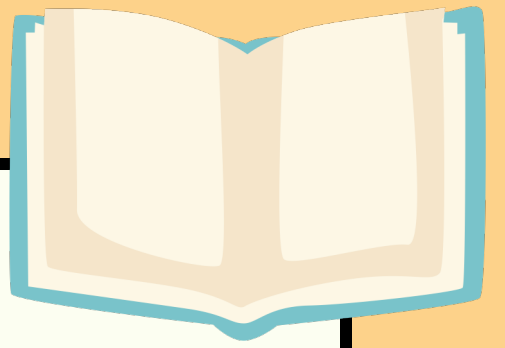
Activate Your Poetry Knowledge



- What makes a text feel like a poem?
- Name a poem, song lyric or chant you remember.
- Which sound patterns do you notice?
- How can a poem make a reader feel?



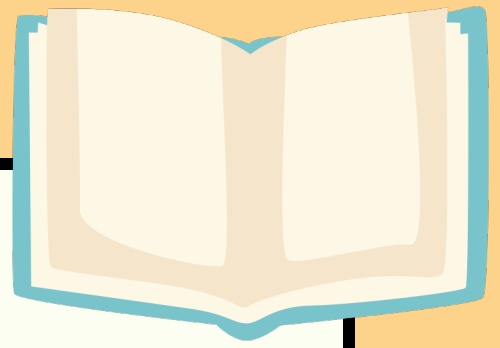
Learning Intentions



- Identify purposes, forms, lines, stanzas, rhyme and rhythm.
- Explain how sound, imagery and wordplay shape meaning.
- Interpret a poem using quoted evidence.
- Plan, draft and revise an original poem.



What Is Poetry?

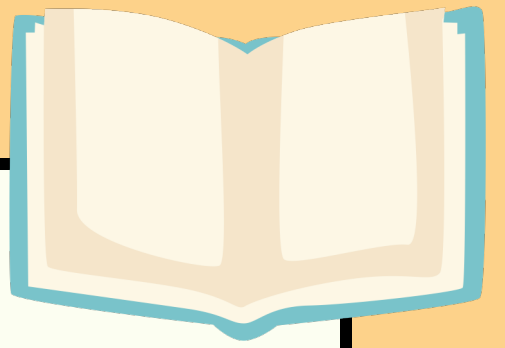


Poetry is a carefully shaped text that uses deliberate words, sounds, images and line breaks.

A poem may tell, describe, reflect, express or entertain. Its form should support its purpose and audience.



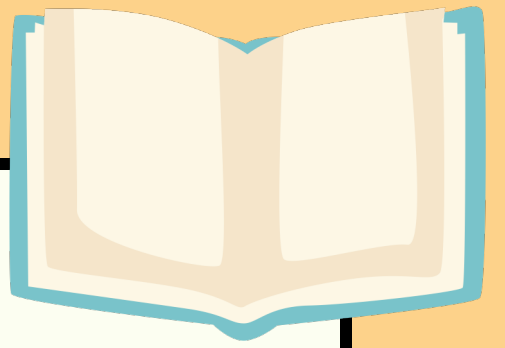
Why Do Poets Write?



- Express feelings or ideas
- Tell a story or capture a moment
- Describe a person, place or experience
- Reflect on an event or viewpoint
- Entertain with social surprise and humour



Poetry Forms



- Free verse — flexible lines and patterns
- Haiku — three short lines, often about nature
- Cinquain — a five-line shape
- Acrostic — first letters spell a word
- Limerick — humorous poetry — strong pattern or story





Lines and Stanzas

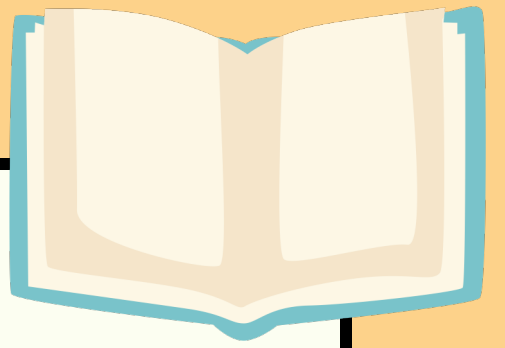
A line is one row of words in a poem.

A stanza is a group of lines separated by a space.

Poets choose line breaks and stanza breaks to control pace, emphasis and meaning.



Rhyme and Rhyme Scheme



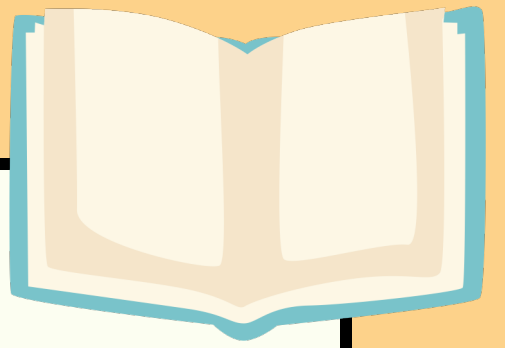
Rhyme repeats similar ending sounds: light, right.

A rhyme scheme labels each end sound with a letter.

Example: sky (A), rain (A), again (B) = ABAB.



Rhythm and Syllables



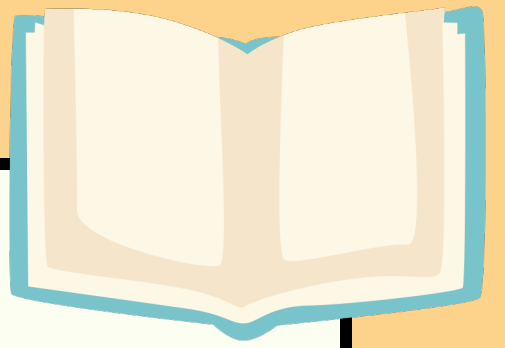
Rhythm is the beat or flow of spoken words.

Syllables are word beats. Can-der-hat.

Read aloud, clap syllables and notice where the poem speeds up, slows down or pauses.



Sound Devices

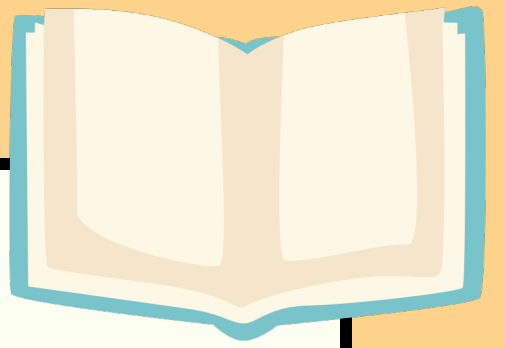


Poets shape the way a poem sounds through

- rhyme and rhythm
- alliteration and assonance
- onomatopoeia
- repetition



Alliteration and Assonance



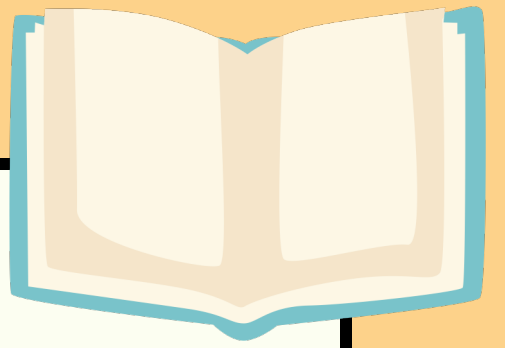
Alliteration repeats beginning consonant sounds: Busy bees buzz.

Assonance repeats vowel sounds: Slowly sits at home.

Both devices can build mood, emphasis and musical rhythm.



Onomatopoeia and Repetition



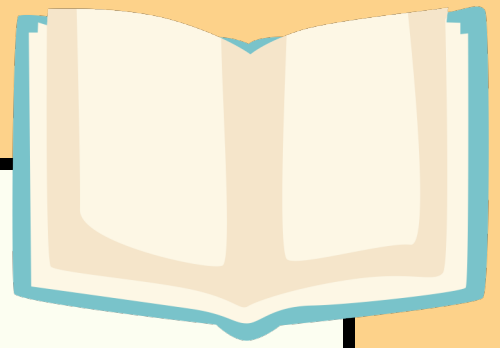
Onomatopoeia imitates a sound. Crash, fizz, pop-drop.

Repetition deliberately repeats a word, phrase or sound.

Ask: What does the rhythm hear, and what effect does the pattern create?



Imagery and Emotive Language

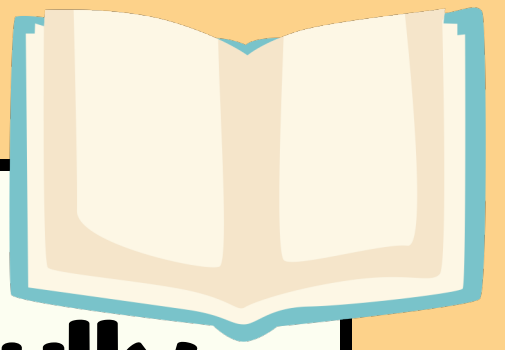


Imagery helps readers see, hear, smell, taste and experience.

Emotive language suggests feelings and attitudes.

Precise nouns, vivid verbs and sensory details make an image memorable.





Reading First Nations Australian Poetry Respectfully

- Use authentic, school-approved poems and acknowledge the poet.
- Notice links to Country, place, community and voice when the poet shares them.
- Listen to the poet's own perspective and context.
- Never treat First Nations cultures as interchangeable.





Simile and Metaphor

A simile compares using like or as. The river flows like smooth thread.

A metaphor says one thing is another. My room is a lantern.

Explain the image and mood each comparison creates.





Personification

Personification gives human actions or qualities to non-human things.

Examples: Streetlights wink. Puddles clap. The breeze tunes leaves.

It can make a scene more lively, playful or emotional.





Deliberate Wordplay

Wordplay draws attention to how words sound or mean.

Poets may use puns, neologisms, spoonerisms and nonsense words to create humour, surprise, rhythm or a certain image.





Puns

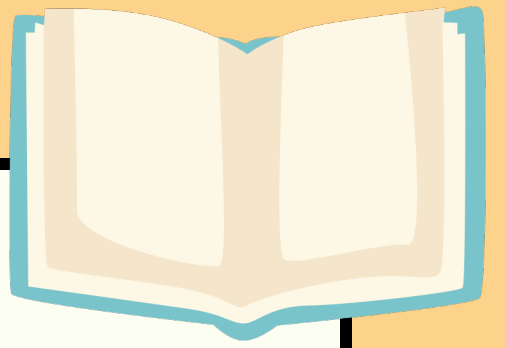
A pun plays with more than one meaning or with similar sounds.

Example: The baker needed a break.

The joke connects knowledge with needed and links the idea to baking.



Neologisms



A neologism is a newly made word.
Poets can blend words: e.g. giggle + hiccup = giggiccup.

A successful new word should be easy to say and give readers a useful clue to its meaning.





Spoonerisms

A spoonerism swaps beginning sounds.

pack of lies → lack of pick

crushing blow → howling crow

The unexpected change creates humour and surprise.





Nonsense Words

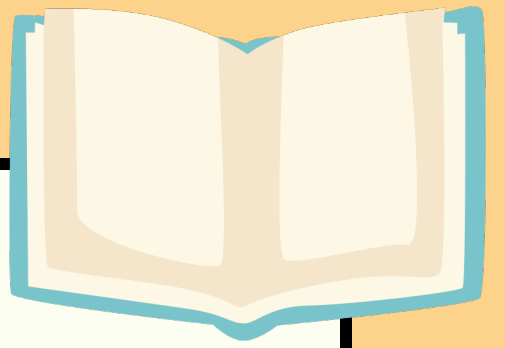
Nonsense words are invented words such as bberwut or zoodlefizz.

They do not need a dictionary meaning.

Sound, rhythm and context can suggest a creature, action, mood or texture.



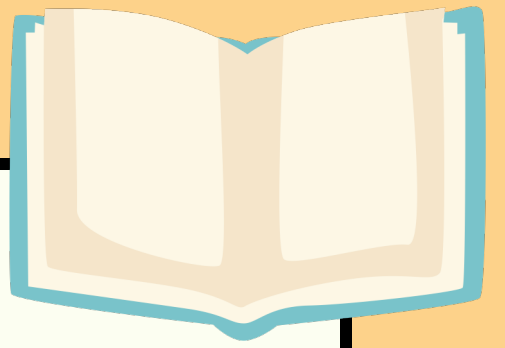
Close Reading Routine



1. Read once for the overall idea.
2. Read aloud for sound and rhythm.
3. Mark form, lines, stanzas and patterns.
4. Quote devices and explain their effects.
5. Connect the text to purpose, mood and meaning.



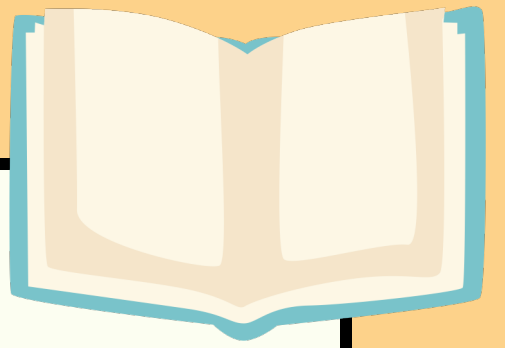
Compose With Purpose



Choose a clear purpose, audience and form.
Collect sensory words and precise verbs.
Plan a sound device and figurative image.
Then map the ideas and deliberate lines and stanzas.



Revise for Impact

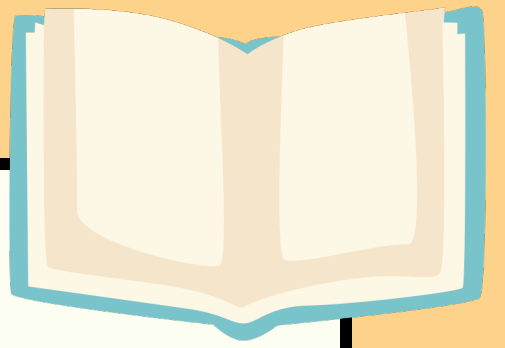


Read the draft aloud.

- Strengthen weak verbs and vague words.
- Check that line breaks and stanzas guide the reader.
- Refine sound, imagery or wordplay.
- Correct grammar and punctuation without losing voice.



Review and Reflect



- Can you identify purpose, audience and form?
- Can you explain how a choice shapes meaning?
- Can you quote evidence accurately?
- Can you name one revision that improved your own poem?





Well Done!



PREVIEW

Poetry Quiz





Question 1

Which form and purpose best match a poem that tells a sequence of events?

- A. Haiku — list facts
- B. Narrative poem — tell a story
- C. Limerick — report a joke
- D. Cinquain — give instructions





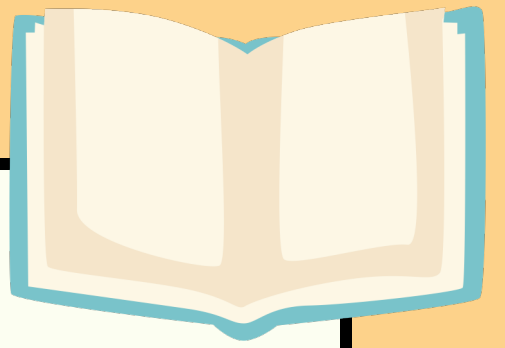
Answer 1

B. Narrative poem — tell a story

A narrative poem uses characters, events or a sequence to tell a story.



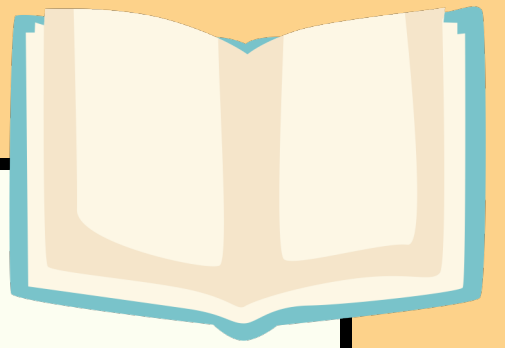
Question 2



True or False?

A stanza is a group of lines in a poem.





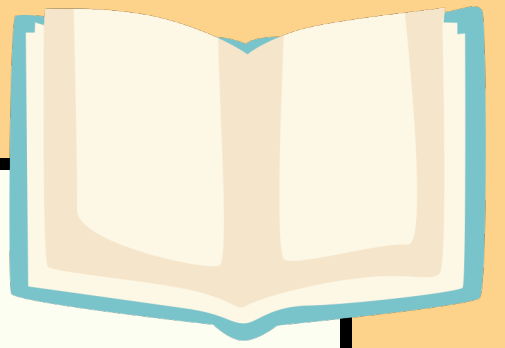
Answer 2

TRUE

A stanza groups lines together and can organise ideas, pace or changes in a poem.



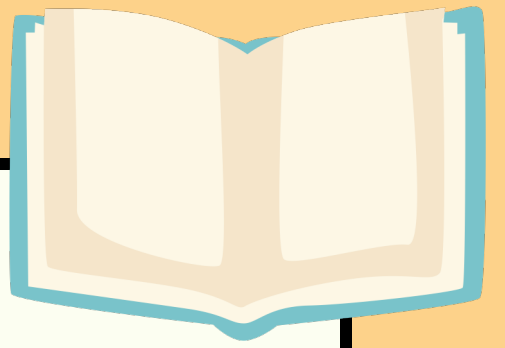
Question 3



Write the rhyme scheme.

Silver bells ring all night
Soft stars answer with their light
Morning wakes the queen.
Golden ribbons tumble down.





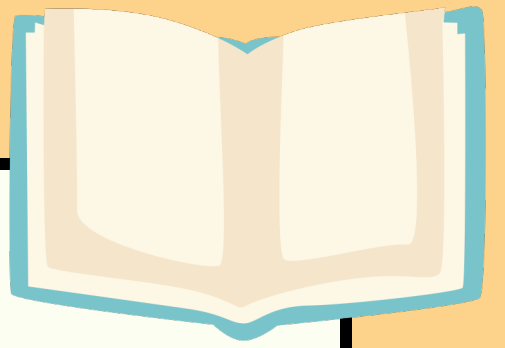
Answer 3

AABB

night / light share the A rhyme and town / down share the B rhyme.



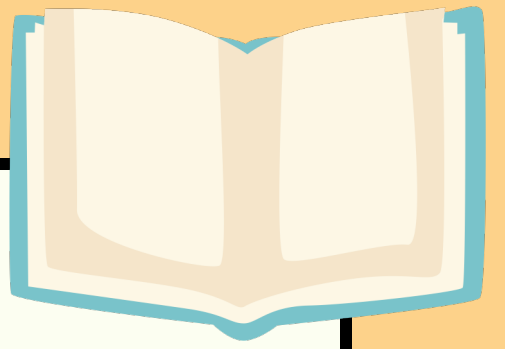
Question 4



Which line uses alliteration?

- A. Moon is a lantern.
- B. Busy bees buzz beside blueberries.
- C. Crash! went the lion.
- D. The cat ran quickly.





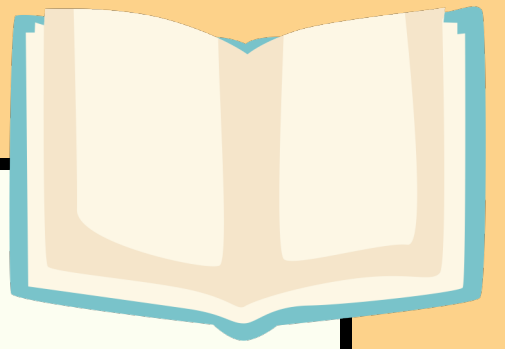
Answer 4

B. Busy bees buzz beside blue bells.

The repeated beginning b sound is alliteration.



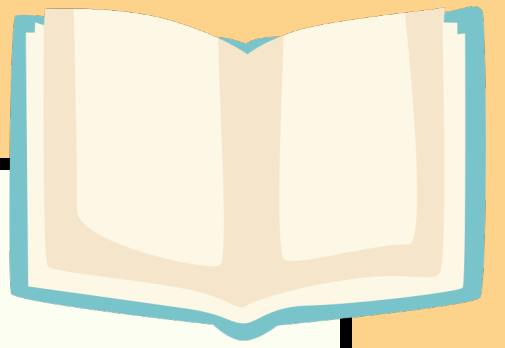
Question 5



True or False?

The word “Splash!” be an example of onomatopoeia.





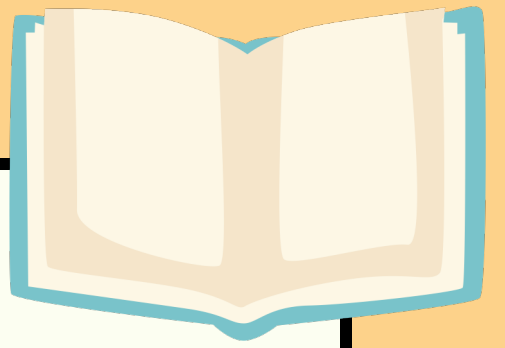
Answer 5

TRUE

“Splash!” imitates the sound made when something hits water.



Question 6



Identify the metaphor and explain its meaning.

The moon is a lantern over the town.





Answer 6

Metaphor: "The moon is a lantern."

It compares the moon to a lantern, creating an image of gentle light shining over the town.



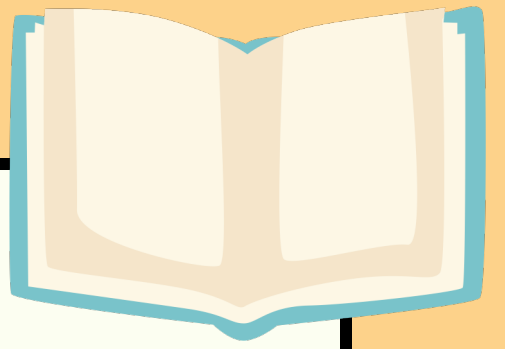


Question 7

Which sentence contains a pun?

- A. The baker kneaded a loaf of bread.
- B. The baker mixed the dough.
- C. The baker opened the oven.
- D. The baker baked the bread.





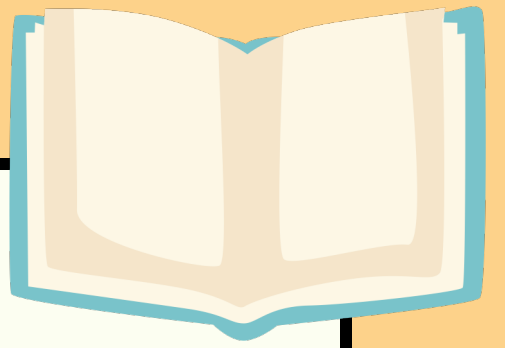
Answer 7

A. The baker kneaded a bread.

Kneaded sounds like kneaded and connects the joke to baking.



Question 8



Blend giggle + hiccup to invent a new word.

Write the new word and explain how its parts help the reader.



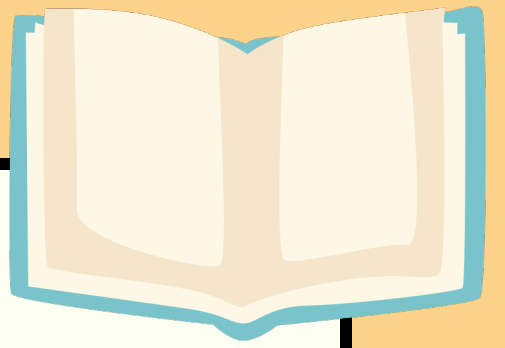


Answer 8

Sample answer: giccup

The beginning of giccup blends with the end of a hiccup, suggesting a hiccup that interrupts a laugh.



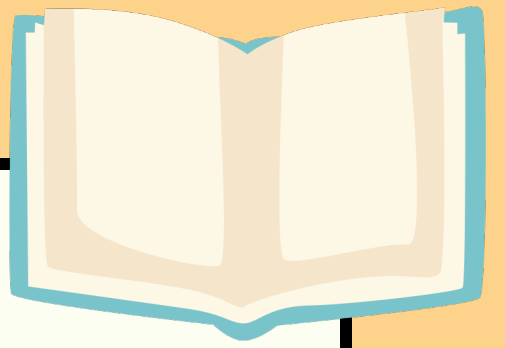


Question 9

Which pair is a spoonerism?

- A. pack of lies → lack of lies
- B. bright light → shining light
- C. soft rain → gentle rain
- D. fast feet → quick feet





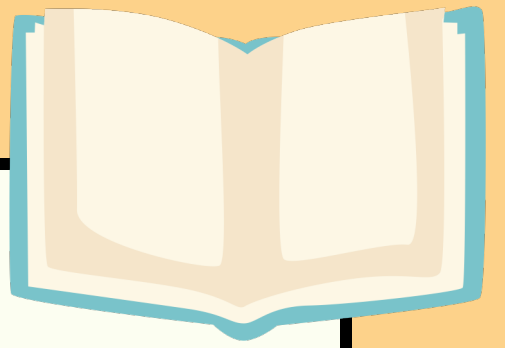
Answer 9

A. pack of lies → lack of pie

The beginning sound of pack and lies are swapped.



Question 10

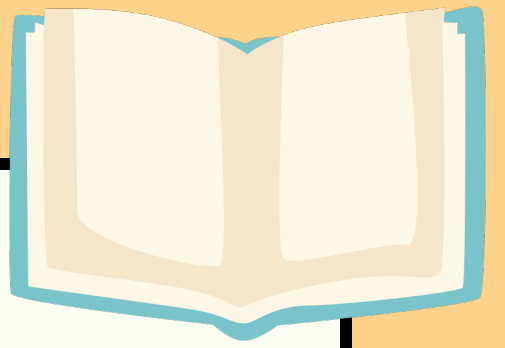


True or False?

Invented nonsense words can help shape a poem's rhythm and mood.



Answer 10



TRUE

The sound and rhythm of an invented word suggest feeling, movement, humour or character.





Well Done!



PREVIEW