

# Teach the Elements of Poetry

Prelutsky, J. (1983). *The Random House book of poetry for children: A treasury of 572 poems for today's child*. New York: Random House.

<p><b>Rhythm</b> Poets involve us with a particular beat. (p. 212, <i>The Creature in the classroom</i>) (p. 150, <i>I Eat My Peas with Honey</i>) (p. 203, <i>Witches Menu</i>) (p. 212, <i>The Creature in the Classroom</i>)</p>	<p><b>Sound Devices</b> onomatopoeia (p. 121, <i>Sulk</i>; p. 28, <i>Water's Edge</i>), alliteration (p. 101, <i>Children, Children</i>), assonance (p. 205, <i>Three Ghostesses</i>)</p>	<p><b>Arrangements of Words on a Page</b> Poets use word arrangement to create poems. (p. 62, <i>Seal</i>)</p>
<p><b>Rhyme</b> Poets use sounds that match. (p. 192, <i>The Puffin</i>)(p. 133, <i>Mother Doesn't Want a Dog</i>)</p>	<p><b>Appeal to the Senses</b> Poets choose words that make us use all of our senses. hearing (p. 121, <i>Sulk</i>), sight (p. 76, <i>Caterpillar</i>), smell (p. 39, <i>Smells</i>), taste (p. 40, <i>Maple Feast</i>), touch (p. 28, <i>Mud</i>)</p>	<p><b>Figurative Language</b> Poets use language in unusual ways. simile (p. 94, <i>Concrete Mixers</i>), metaphor (p. 217, <i>The Toaster</i>) (p. 225, <i>Dreams</i>), personification (p. 27, <i>Windy Nights</i>), hyperbole (p. 187, <i>Jimmy Jet...</i>),...</p>
<p><b>Type I: Lyric Poems</b> Poets capture a feeling, scene, or give a description of a particular moment. (p. 26, <i>Mountain Wind</i>) (p. 148, <i>Taste of Purple</i>) (p. 226, <i>To Dark Eyes Dreaming</i>)</p>	<p><b>Type II: Narrative Poems</b> Poets tell us stories. (p. 164, <i>Poor Old Lady[Who Swallowed a Fly]</i>) (p. 179, <i>The Adventures of Isabel</i>) (p. 204, <i>Colonel Fazackerley</i>)</p>	<p><b>Type III: Structure</b> Poets use different structures. Couplets, (p.56, <i>The Bat</i>), Tercets (p. 56, <i>The Sloth</i>), Limericks (p.56, <i>The Hedgehog</i>); Haikus...)</p>