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THE STORY IN A POEM

Grade 5 English | Cambridge Primary Stage 5 | Narrative Poem Homework

Instructions: Do all the tasks in the spaces given. Write neatly in pencil or blue/black pen. When you finish, cut out the sheet and paste it in your English notebook.

Part 1: Poetry words

Fill the gaps using these words: *stanza, rhyme, characters, setting, problem*

1. A group of lines in a poem is called a _____.
2. Words that end with the same sound, such as hill and still, _____.
3. The people or animals in a story are the _____.
4. The place and time where a story happens is the _____.
5. Something that goes wrong in a story is the _____.

Part 2: Read the poem

A narrative poem tells a story in stanzas. Read the poem below twice, once quietly in your head and once aloud.

The Kite at Dusk

*Rafiq found a kite beside the old stone wall,
Its tail was torn, its paper thin and small.
He mended it with string and sticky tape,
And gave it back its bright and sailing shape.*

*The wind came running, wild across the hill,
It tugged the string and would not keep still.
Up went the kite, a red bird in the sky,
While Rafiq's laughter chased it, running high.*

*Then snap! The string broke loose and slipped away,
The kite spun off into the fading grey.
Rafiq stood frozen, hands held empty, wide,
With a heavy stone of sadness deep inside.*

*At dawn he climbed the hill and, near the tree,
The kite hung waiting, swinging wild and free.
He held it close and whispered, "Stay with me,"
And promised he would never let it flee.*

A. Understanding the story

1. Where did Rafiq find the kite, and what was wrong with it?

2. What did Rafiq do to the kite before flying it?

3. What is the problem in the poem? Which stanza does it happen in?

4. How is the problem solved?

5. How do you think Rafiq feels at the end of stanza 3? Copy a line that proves it.

B. Vocabulary

6. The word mended in stanza 1 means (circle one): a) painted b) repaired c) lost d) cleaned

7. Find a word in the poem that means very fast and out of control: _____

8. Write a word that means the opposite of thin: _____

C. The poet's tools

9. Draw a line to join each phrase from the poem to the correct device. One device is used twice.

"a red bird in the sky"		onomatopoeia
"The wind came running"		metaphor
"Then snap!"		metaphor
"a heavy stone of sadness"		personification

10. Write the two pairs of rhyming words at the ends of the lines in stanza 2.

_____ and _____ and

11. Stanza 1 has the rhyme pattern AABB. What is the pattern if line 1 rhymes with line 3 and line 2 rhymes with line 4? _____

12. How many stanzas are in the poem? _____ How many lines in each stanza? _____

Part 3: Poet's toolbox

Tool	What it does	Example
Simile	compares using like or as	The moon was like a silver coin.
Metaphor	says one thing is another	The classroom was a beehive.
Personification	gives human actions to things	The storm shouted at the windows.
Alliteration	repeats a starting sound	Slowly the silver stream slid by.
Onomatopoeia	words that sound like their meaning	crash, buzz, drip, whoosh

Try them. Complete each sentence about a rainy day.

- 1. Simile:** The rain fell like _____
- 2. Metaphor:** The puddle was _____
- 3. Personification:** The wind _____
- 4. Alliteration:** Write a phrase using the sound s or b: _____
- 5. Onomatopoeia:** Write the sound of rain on a tin roof: _____

Rhyme bank. Add two more rhyming words to each group.

light, night, bright,	hill, still, will,	ground, found, sound,	sea, free, tree,

Part 4: Plan your story

Choose an idea: a lost object that is found again / a journey that goes wrong, then right / an animal who learns something new / a day when something magical happened / your own idea.

Title (can change later)	
Main character (name and what he/she/it is like)	
Setting (where? when?)	
Beginning (who, where, what is happening?)	
Middle (what is the problem?)	
Most exciting or saddest moment	
Ending (how is it solved? how does the character feel?)	

My rhyme pattern (tick one): ☐ AABB ☐ ABAB ☐ ABCB

My best words

Strong verbs (5)	Describing words (5)	Senses: see, hear, smell, feel (3)
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Part 5: Write your narrative poem

Use 4 stanzas of 4 lines. Stanza 1 is the beginning, stanzas 2 and 3 are the middle, stanza 4 is the ending. Use at least two devices from the toolbox and keep one rhyme pattern.

Title: _____

Stanza 1 (beginning)

Stanza 2 (the problem begins)

Stanza 3 (most exciting moment)

Stanza 4 (ending)

Part 6: Check and improve your poem

Check	Done ✓
My poem has a title.	
It has a clear beginning, middle and ending.	
My rhyme pattern is the same in every stanza.	
I used at least two poetic devices and underlined them.	
I changed at least two weak words (nice, big, went) into stronger ones.	
Every line starts with a capital letter.	
I checked full stops, commas and exclamation marks.	
I checked my spelling and my handwriting is neat.	

One thing I changed after checking:

Part 7: Read it aloud at home

Read your poem aloud to a family member. Use a clear voice, pause at the end of each stanza and show the feelings with your voice.

My favourite line was	
One way the poem could be even better	
Listener's name, relation and signature	

Part 8: How did I do?

I can...	Not yet	Getting there	Yes!
tell a story with a beginning, middle and end	☐	☐	☐
use rhyme in my poem	☐	☐	☐
use similes, metaphors or other devices	☐	☐	☐
choose strong, interesting words	☐	☐	☐
use capital letters and punctuation correctly	☐	☐	☐
read my poem aloud with expression	☐	☐	☐

For teacher's use (4 = secure, 3 = mostly secure, 2 = developing, 1 = beginning)

Story and structure	/4	Rhyme and rhythm	/4	Total
Language and vocabulary	/4	Grammar, spelling, presentation	/4	/ 16

