

**POETRY TOOLBOX**

*~and~*

**HOW TO READ A POEM**

# alliteration

**Repetition of the same sound at the beginning of neighboring words.**

- **Prior planning prevents poor performance.**
- **Dunkin' Donuts, Chuck E. Cheese (others?)**
- **“From forth the fatal loins of these two foes, a pair of star-cross'd lovers take their life.” -Shakespeare**



# parallelism

**Repetition of words or grammar structures in neighboring sentences or clauses.**

- **Like father, like son; easy come, easy go.**
- **We are giving away our furniture, selling our house and moving to Spain.**
- **“My fellow Americans, ask not what your country can do for you, ask what you can do for your country.” - John F. Kennedy**



# metaphor

Direct comparison of two unlike things **WITHOUT** using “like” or “as”.

- They were on a rollercoaster of emotions.
- Time is money.
- “All the world’s a stage, and all the men and women merely players.”  
Shakespeare



# simile

**Indirect comparison of two things using “like” or “as”.**

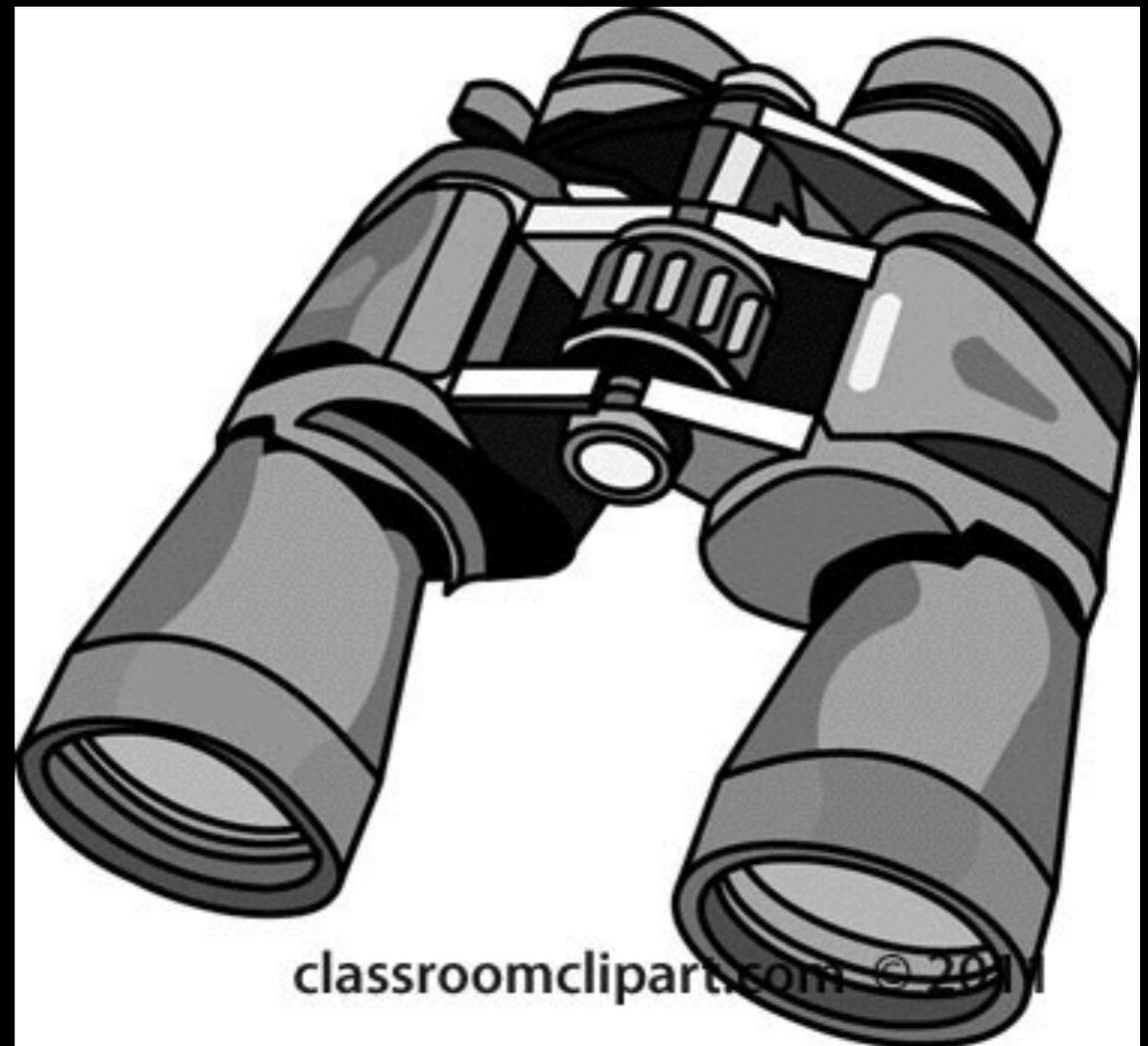
- **We’re like two peas in a pod.**
- **She was as busy as a bee.**
- **They fought like cats and dogs.**
- **“My love’s like a red, red rose.” -Robert Burns**



# hyperbole

**Exaggeration used to make a point.**

- **I'm so hungry I could eat a horse.**
- **I've told you a million times.**
- **If you post that horrible picture of me, I will literally die.**



# personification

**Giving human characteristics to something non-human.**

- **Time and tide waits for no man.**
- **The fire swallowed the entire forest.**
- **The flowers danced in the gentle breeze.**



- **Pre-read**: Skim through the poem and look up any unfamiliar words. How is it organized?
- **Out loud**: Reading the poem aloud helps you feel the rhythm of it. Listen to a recording.
- **Examine**: What literary devices from the poetry toolbox can you find? Special words?
- **Tell why**: Why were those literary devices chosen? Why is the poem shaped like it is?
- **Re-read**: Now that you understand more about the poem, read it through one more time.
- **Your take**: What do you think the author is trying to communicate? What's the main idea or theme?