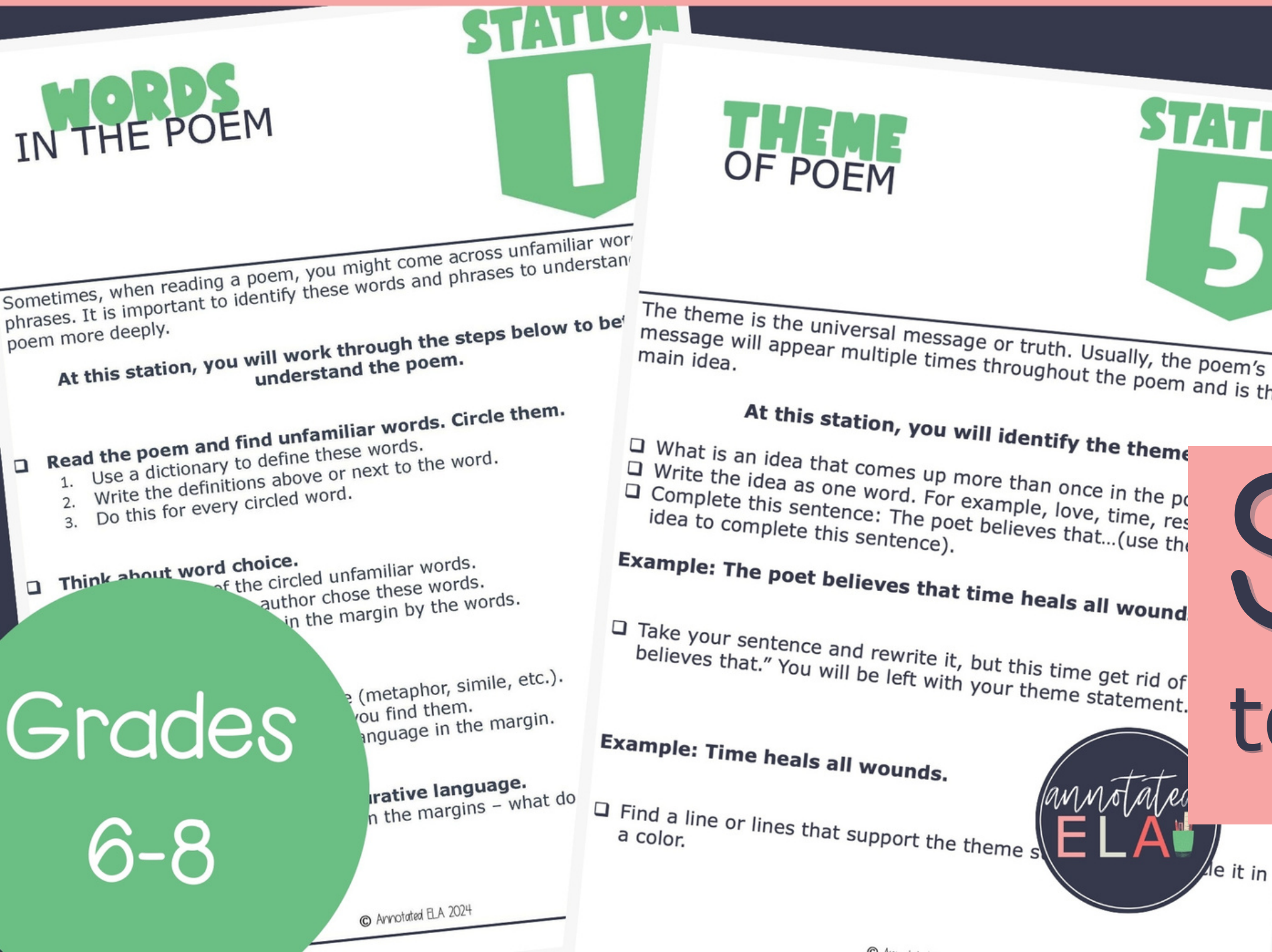


POETRY ANALYSIS STATIONS

Overview of your
product at the
top-level



SCROLL
to take a look inside!

HELP YOUR STUDENTS ANALYZE POETRY

➤ Students will work through one or multiple poems, element by element.

➤ From figurative language to theme, students are asked to identify it and analyze it.

STATION 3
SPEAKER/TONE
OF THE POEM

It is important to notice the speaker of the poem and the tone of the speaker. Understanding who the speaker is will impact your interpretation of the poem and help you gain a better understanding. The tone is the speaker's attitude toward the topic or the audience. Tone can also be as simple as the overall feeling of the poem.

At this station, you will use the questions below to help you

To help you gain a deeper understanding of a poem, you will retell it line-by-line or stanza-by-stanza.

At this station, you will follow the directions below to retell the poem and gain a better understanding.

- ☐ **Read the Poem:** Begin by reading the entire poem without writing anything down. Take your time to fully absorb the words and ideas presented in the poem.
- ☐ **Reread the Poem:** Once you have read the poem, reread it line by line or stanza by stanza. As you go through each line or stanza, try to retell it in your own words. This means expressing the meaning and message of the line or stanza using your own language and understanding.
- ☐ **Write in the Margins:** As you retell each line or stanza, write your retelling in the margins next to the original text. This will allow you to directly connect your interpretation with the original words of the poem.

STATION 4
TITLE
OF THE POEM

A poem's title can provide clues and a deeper understanding of the poem.

At this station, you will use the questions below to help you take a closer look at the poem's title.

What does the poem's title tell you about the poem?

What does the poem's title tell you about the theme or message of the poem?

How does the poem's title relate to the poem? Explain.

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- 6 Stations
- Checklist activity instead of stations
- Print and Digital
- Editable questions
- Suggested use

Poetry Analysis Stations Includes

DISCOVER THE POEM

Name: _____
Date: _____

Unfamiliar Words

- ☐ Read the poem and find unfamiliar words. Circle them.
- ☐ Use a dictionary or thesaurus to define the words.
- ☐ Reread the poem and identify figurative language. Highlight them and note the type of figurative language in the margin.

Retell the Poem

- ☐ Begin by reading the entire poem without writing anything down. Take your time to fully absorb the words and ideas presented in the poem.
- ☐ Once you have read the poem, reread it line by line or stanza by stanza. As you go through each line or stanza, retell each line or stanza in your own words. Write your retelling in the margins next to the original text. This will allow you to directly connect your interpretation with the original words of the poem.

Speaker/Tone

- ☐ Who is "telling" the poem?
- ☐ Does the poem provide clues about who is "telling" the poem?
- ☐ How does the speaker feel about the topic of the poem? Are they interested in the subject? Excited? Sad?
- ☐ What one word would you use to describe the feeling of the poem?
- ☐ Why did you pick that word? Explain how the word you picked represents the feeling of the poem.

Explore the Title

- ☐ How does the title give any clues about the poem?

QUESTION THE POEM

STATION 6

Asking questions about what we read is a chance to dig deeper and find exciting things in the poem we may not have noticed.

At this station, you will use the list below to develop your own questions about the poem.

- ☐ Is the poem just about what the words say?
- ☐ Is the poet trying to send a 'bigger' message?
- ☐ Why did the poet write the poem? What influenced the poet?

Now it's your turn!

- ☐ Write two to three questions about the poem.
- ☐ Write the questions at the bottom or the back of the poem.
- ☐ Answer one of the questions and use text evidence to support your answer.

Stations



Vocabulary



Speaker & Tone



Title Analysis



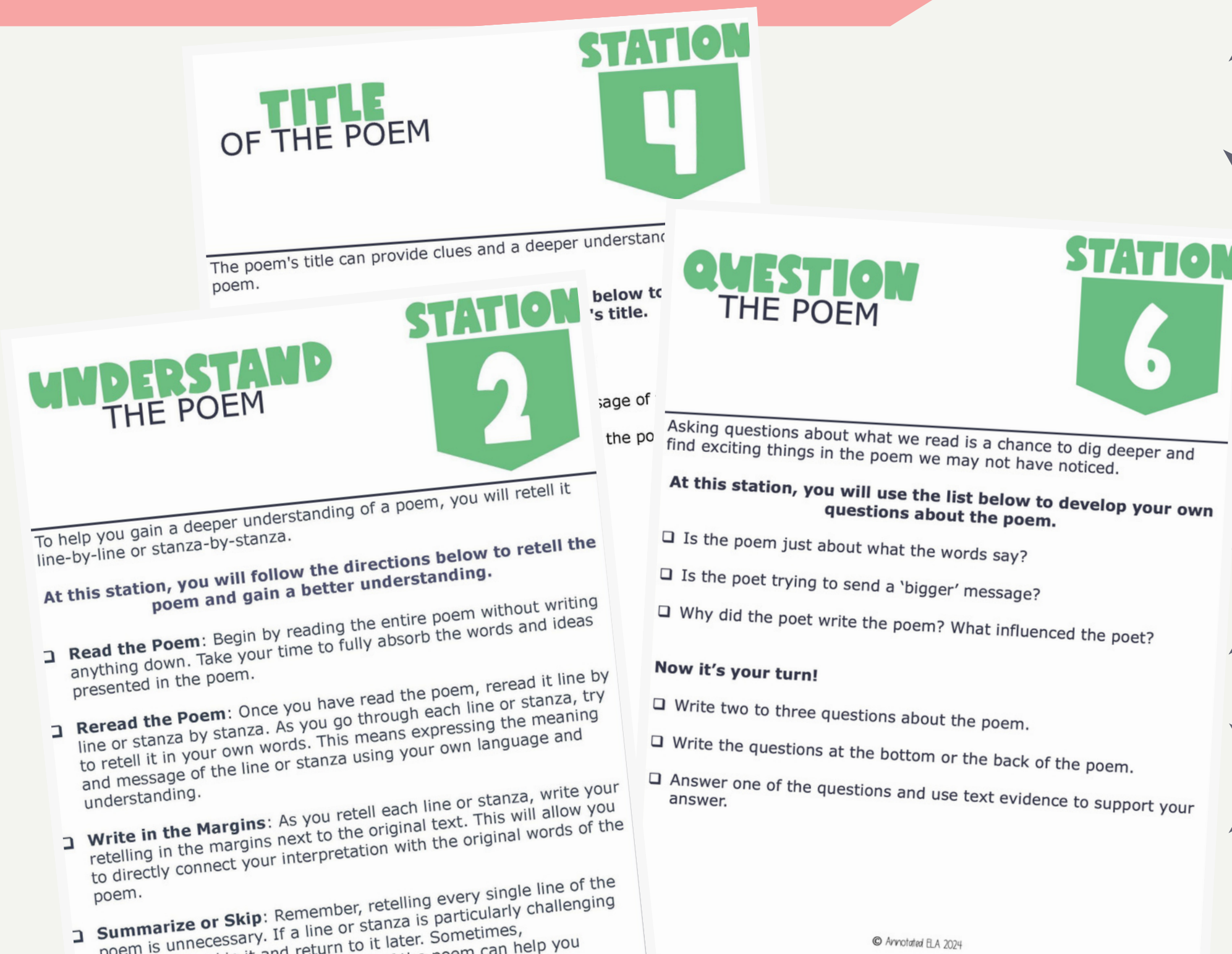
Theme



Crafting Questions



Summarize



Stations & Checklist

Stations have
step-by-step
directions

Checklist version
includes ALL
station activities

WORDS
IN THE POEM

STATION
1

Sometimes, when reading a poem, you might come across unfamiliar words or phrases. It is important to identify these words and phrases to understand the poem more deeply.

At this station, you will work through the steps below to better understand the poem.

- ☐ **Read the poem and find unfamiliar words. Circle them.**
 - Use a dictionary to define these words.
 - Write the definitions above or next to the word.
 - Do this for every circled word.
- ☐ **Think about word choice.**
 - Select three of the circled unfamiliar words.
 - Consider why the author chose these words.
 - Write your thoughts in the margin by the words.
- ☐ **Reread the poem.**
 - Identify figurative language (metaphor, simile, etc.).
 - Highlight each example as you find them.
 - Note the type of figurative language in the margin.
- ☐ **Choose three examples of figurative language.**
 - Explain your interpretation in the margins – what do you think the author meant?

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DISCOVER
THE POEM

Name: _____
Date: _____

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Unfamiliar Words

- ☐ Read the poem and find unfamiliar words. Circle them.
- ☐ Use a dictionary or thesaurus to define the words.
- ☐ Reread the poem and identify figurative language. Highlight them and note the type of figurative language in the margin.

Retell the Poem

- ☐ Begin by reading the entire poem without writing anything down. Take your time to fully absorb the words and ideas presented in the poem.
- ☐ Once you have read the poem, reread it line by line or stanza by stanza. As you go through each line or stanza, retell each line or stanza in your own words. Write your retelling in the margins next to the original text. This will allow you to directly connect your interpretation with the original words of the poem.

Speaker/Tone

- ☐ Who is "telling" the poem?
- ☐ Does the poem provide clues about who is "telling" the poem?
- ☐ How does the speaker feel about the topic of the poem? Are they interested in the subject? Excited? Sad?
- ☐ What one word would you use to describe the feeling of the poem?
- ☐ Why did you pick that word? Explain how the word you picked represents the feeling of the poem.

Explore the Title

- ☐ Does the title give any clues about the poem?
- ☐ How does the title relate to the theme or message of the poem?
- ☐ Does the title change the way you think about the poem? Explain.

Print & Digital

WORDS
IN THE POEM

STATION
1

SPEAKER/TONE
OF THE POEM

STATION
3

Sometimes, when reading a poem, you might come across unfamiliar words or phrases. It is important to identify these words and phrases to understand the poem more deeply.

At this station, you will work through the steps below to better understand the poem.

- Read the poem and find unfamiliar words. Circle them.
 - Use a dictionary to define these words.
 - Write the definitions above or next to the word.
 - Do this for every circled word.
- Think about word choice.
 - Select three of the circled unfamiliar words.
 - Consider why the author chose these words.
 - Write your thoughts in the margin by the words.
- Reread the poem.
 - Identify figurative language (metaphor, simile, etc.).
 - Highlight each example as you find them.
 - Note the type of figurative language in the margin.
- Choose three examples of figurative language.
 - Explain your interpretation in the margins – what do you think the author meant?

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important to notice the speaker of the poem and the tone of the poem. Understanding who the speaker is will impact your interpretation of the poem and help you gain a better understanding. The speaker's attitude toward the topic or the audience can also be as simple as the overall feeling of the poem.

At this station, you will use the questions below to help you determine the speaker of the poem and their tone.

Who is "telling" the poem?

What clues in the poem provide clues about who is "telling" the poem?

How do the speaker feel about the topic of the poem? Are they excited in the subject? Excited? Sad?

What word would you use to describe the feeling of the poem?

Which word did you pick that word? Explain how the word you picked describes the feeling of the poem.

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through these stations as a class or provide only these two stations before rotating through the other stations.

The first two stations help students lay the foundation for understanding the poem on a basic level and will help them as they work through the other stations.

Suggested use for the checklist:
The checklist is perfect if you want students to work through something other than stations. The checklist can be used individually, in small groups, or as a whole class.

Sometimes, when reading a poem, you might come across unfamiliar words or phrases. It is important to identify these words and phrases to understand the poem more deeply.

At this station, you will work through the steps below to better understand the poem.

- Read the poem and find unfamiliar words. Circle them.
 - Use a dictionary to define these words.
 - Write the definitions above or next to the word.
 - Do this for every circled word.
- Think about word choice.
 - Select three of the circled unfamiliar words.
 - Consider why the author chose these words.
 - Write your thoughts in the margin by the words.
- Reread the poem.
 - Identify figurative language (metaphor, simile, etc.).
 - Highlight each example as you find them.
 - Note the type of figurative language in the margin.

Print & Digital
Color & B/W

Suggested Use for
stations and
checklist

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Suggested Uses

● Small groups

● Individual Work

● Whole class

● Formative Assessment

WORDS IN THE POEM

Sometimes, when reading a poem, you might come across unfamiliar phrases. It is important to identify these words and phrases to understand the poem more deeply.

At this station, you will work through the steps below to understand the poem.

- ☐ **Read the poem and find unfamiliar words. Circle them.**
 1. Use a dictionary to define these words.
 2. Write the definitions above or next to the word.
 3. Do this for every circled word.
- ☐ **Think about word choice.**
 1. Select three of the circled unfamiliar words.
 2. Consider why the author chose these words.
 3. Write your thoughts in the margin by the words.
- ☐ **Reread the poem.**
 1. Identify figurative language (metaphor, simile, etc.).
 2. Highlight each example as you find them.
 3. Note the type of figurative language in the margin.
- ☐ **Choose three examples of figurative language.**
 1. Explain your interpretation in the margins – what the author meant?

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STATION 1 UNDERSTAND THE POEM

To help you gain a deeper understanding of a poem, you will reread line-by-line or stanza-by-stanza.

At this station, you will follow the directions below to reread the poem and gain a better understanding.

- ☐ **Read the Poem:** Begin by reading the entire poem without writing anything down. Take your time to fully absorb the words and ideas presented in the poem.
- ☐ **Reread the Poem:** Once you have read the poem, reread it line by line or stanza by stanza. As you go through each line or stanza, try to retell it in your own words. This means expressing the meaning and message of the line or stanza using your own language and understanding.
- ☐ **Write in the Margins:** As you retell each line or stanza, write your retelling in the margins next to the original text. This will allow you to directly connect your interpretation with the original words of the poem.
- ☐ **Summarize or Skip:** Remember, retelling every single line of the poem is unnecessary. If a line or stanza is particularly challenging or confusing, skip it and return to it later. Sometimes, understanding the broader context of the poem can help you comprehend a difficult section.

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STATION 2 SPEAKER/TONE OF THE POEM

It is important to notice the speaker of the poem and the tone of the speaker. Understanding who the speaker is will impact your interpretation of the poem and help you gain a better understanding. The tone is the speaker's attitude toward the topic or the audience. Tone can also be as simple as the overall feeling of the poem.

At this station, you will use the questions below to help you determine the speaker of the poem and their tone.

- ☐ Who is "telling" the poem?
- ☐ Does the poem provide clues about who is "telling" the poem?
- ☐ How does the speaker feel about the topic of the poem? Are they interested in the subject? Excited? Sad?
- ☐ What one word would you use to describe the feeling of the poem?
- ☐ Why did you pick that word? Explain how the word you picked represents the feeling of the poem.

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STATION 3 TITLE OF THE POEM

The poem's title can provide clues and a deeper understanding of the poem.

At this station, you will use the questions below to help you take a closer look at the poem's title.

- ☐ Does the title give any clues about the poem?
- ☐ How does the title relate to the theme or message of the poem?
- ☐ Does the title change the way you think about the poem? Explain.

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STATION 4 THEME OF POEM

The theme is the universal message or truth. Usually, the poem's message will appear multiple times throughout the poem and is the main idea.

At this station, you will identify the theme.

- ☐ What is an idea that comes up more than once in the poem?
- ☐ Write the idea as one word. For example, love, time, respect, etc.
- ☐ Complete this sentence: The poet believes that...(use the one-word idea to complete this sentence).

Example: The poet believes that time heals all wounds.

- ☐ Take your sentence and rewrite it, but this time get rid of "The poet believes that." You will be left with your theme statement.

Example: Time heals all wounds.

- ☐ Find a line or lines that support the theme statement and circle it in a color.

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STATION 5