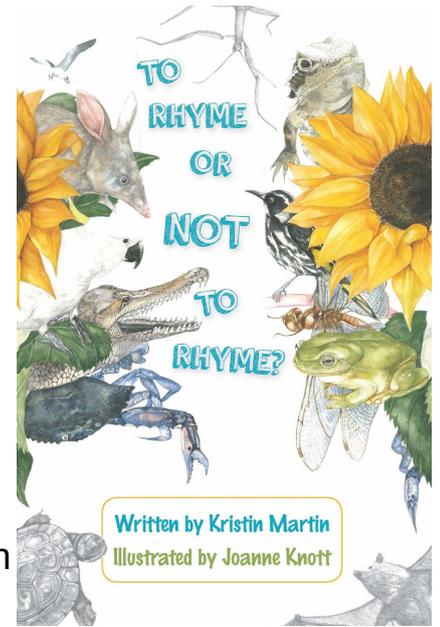


# TO RHYME OR NOT TO RHYME?



Written by Kristin Martin  
Illustrated by Joanne Knott  
Published by Glimmer Press



## Teachers' notes

These notes were prepared by Kristin Martin. They may be downloaded and printed for classroom use.

## Overview

*To Rhyme or Not to Rhyme?* is a collection of 60 nature-based poems for primary school children. The collection is presented in two sections: rhyming and unrhymed.



## Themes

Australian animals  
insects and spiders  
pets  
family life

trees and flowers  
the beach and ocean  
weather  
the water cycle



## About the author

Kristin Martin lives in South Australia in a house near the sea with her husband, two sons, three goldfish, four turtles and a bearded dragon named Ash. Her poems have been published in her collection *Paint the Sky* (Ginninderra Press, 2016); anthologies including *Tadpoles in the Torrens* (Wakefield Press, 2013, 2016); magazines including *Orbit*, *Countdown* and *Blast Off* (The School Magazine) and *The Caterpillar*; on websites and in art exhibitions. Kristin's poetry can also be found on her website, [kristinmartin.net](http://kristinmartin.net), which is an accredited Children's University destination. Kristin works as a primary school teacher. *To Rhyme or Not to Rhyme?* is her first children's book.



## About the illustrator

Joanne Knott grew up in Newcastle NSW where she studied Science at University. Joanne has enjoyed painting and drawing the natural environment since she was a child. Her interest in native flora and fauna and her passion for drawing and painting kick-started her career in Botanical illustration. She now lives in Adelaide with her husband and two children where she is a member of the Friends of the Botanical Art Group. She has successfully exhibited her work in Adelaide and Melbourne and has illustrated the cover of *Plane Tree Drive* by Lynette Washington.



## Links to the Australian Curriculum

Learning Areas	Year Levels	Page
English	Foundation to Year 7	2
Science	Foundation to Year 7	5

# Classroom Ideas with Content Descriptions

## English

### Foundation

**Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences (ACELT1575)**

- Listen to some of the poems. Do the poems remind you of things you have experienced? Share. Draw pictures of the experience a poem reminds you of.

**Recognise some different types of literary texts and identify some characteristic features of literary texts, for example ... rhyme in poetry (ACELT1785)**

- Listen to some of the rhyming poems and identify the pairs of rhyming words. Can you think of other words that rhyme with these words?

### Year 1

**Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences (ACELT1582)**

- Listen to some of the poems. Do the poems remind you of things you have experienced? Share. Write and draw pictures of the experience a poem reminds you of.

**Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme (ACELT1585)**

- Listen to some of the poems in the book. Determine whether the poem is rhyming or unrhymed. For the rhyming poems, identify the rhyming pairs. Where do they occur in the line?
- Choose a poem that you like and recite it to your class.
- Listen to 'Watching Pelicans' and 'After the Rainstorm'. Identify the alliteration (the same letter or sound at the beginning of words). Make up other alliterative phrases on similar subjects.

### Year 2

**Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs (ACELT1592)**

- Read some of the poems in the book. Determine whether the poem is rhyming or unrhymed. For the rhyming poems, identify the rhyming pairs. Where do they occur in the line? Are there rhyming words at the end of each line? On a photocopy of a poem, circle the rhyming pairs in the same colour, with a different colour for each rhyme.
- Count the syllables in each line of a rhyming poem, for example 'The Welcome Swallows' or 'Paint a Picture'. What do you find? Is each line the same?
- Read 'The Bilby'. What patterns do you notice in the poem? Make up a poem using a similar pattern about another animal.

**Discuss different texts on a similar topic, identifying similarities and differences between the texts (ACELY1665)**

- Compare two poems on similar themes, for example, 'If Clouds Were Beds' and 'Cloud Dreaming', or 'Watching Pelicans' and 'Pelicans'. Use a Venn Diagram to record how they are similar and how they are different.

# English

## Year 3

**Draw connections between personal experiences and the worlds of texts, and share responses with others (ACELT1596 )**

- Choose a poem that you relate to and write about how it is similar to your experiences. Share.

**Discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia and alliteration in poetry and prose(ACELT1600)**

- Look at a rhyming poem, for example 'Watching Pelicans' or 'Paint a Picture'. Count the number of syllables in each line. What do you notice? Clap the rhythm of the words. Which are stressed and which are unstressed?
- Many of these poems contain alliteration. Find the alliteration in some of the poems, including: 'In My Sea Kayak', 'Watching Pelicans', 'On the Pond', 'What's Underneath my Hammock?', 'Two Magpies' and 'After the Rainstorm'. How does the alliteration improve the poem? Write some descriptions using alliteration.
- A couple of these poems contain onomatopoeia (when a word imitates its sound). Find the onomatopoeia in 'Two Magpies', 'After the Rainstorm' and 'Crocodile at the Beach'. What does the onomatopoeia add to the poem?
- How does the alliteration in 'After the Rainstorm' add to the effect of the onomatopoeia (splash)?

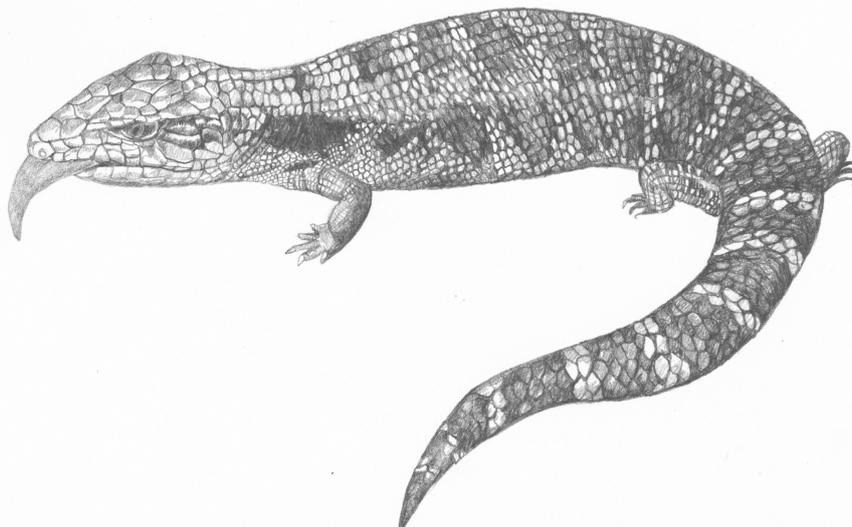
## Year 4

**Understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts, for example nonsense words, spoonerisms, neologisms and puns (ACELT1606)**

- One device poets use is in the placement of the words on a page. Several of these poems are shape poems (the placement of the words is an integral part of the poem). Read the shape poems 'Pelican', 'Crocodile at the Beach' and 'The Leaky Tap Swamp'. How does the word placement add to the meaning?

**Create literary texts that explore students' own experiences and imagining (ACELT1607 )**

- Write a shape poem based on your own experiences.



## Year 5

### **Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry...(ACELT1611)**

- Find the similes (a figure of speech where two unlike things are compared using 'like' or 'as') in 'Stormy Nights', 'Ms Turtle and Ms Crocodile', 'Window Gecko', 'Relief', 'A Stormy Day at School' and 'The Sunset'. How do they help convey meaning in the poem?
- Examine 'A Stormy Day at School'. Which sense is each line about (see, hear, smell, taste, touch)? How do the similes add to each description? Write your own poem about a day at school (sunny, windy etc), describing it from each sense, and including similes.
- Find the metaphors (a figure of speech that involves making a comparison between two things that aren't alike but have something in common) in some of the poems, including 'Stormy Nights', 'Evening Picnic', 'A Visit to the Art Gallery' and 'The Sunset'. Do the metaphors help you see the description more vividly?
- Find the metaphors in 'Her Royal Highness' and 'My Pet Cloud'. Do the metaphors help you understand the characters better?
- Locate the use of personification (giving human characteristics to something that is not human) in the following poems: 'When', 'Cloud Dreaming', 'Morning Moon', 'A Water Drop's Adventure', 'Spring Whether' and 'The Sunset'. Discuss how personification adds to the poems. Does it make the objects in the poem seem alive? Does it add humour? Movement?

## Year 6

### **Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts (ACELT1615)**

- Read some of the poems listed above (in year 5 classroom ideas) that include metaphors, similes or personification. Discuss what effect the figurative language has on your reaction to the poem. Rewrite the examples in your own words.

### **Experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice (ACELT1800)**

- Read 'The Sunset', which describes a sunset by comparing it to a party in the sky. Discuss. What figurative language was used in the poem?
- Look out the window at the trees, buildings, cars, etc. What might they be doing if they were alive? Dancing? Playing soccer? Having a deep and meaningful conversation? Why? Write a free verse poem using personification to describe what could be happening.

## Year 7

### **Understand, interpret and discuss how language is compressed to produce a dramatic effect in film or drama, and to create layers of meaning in poetry, for example haiku, tankas, couplets, free verse and verse novels (ACELT1623)**

- Read 'The Catch of the Evening'. Look at the verbs in the poem. Find the verbs that have been selected because they are to do with cricket ("bowled out of the house", "glanced up"). How do they add to the poem? Think of some more cricket related verbs that could have been used. What personification is used in the poem? Does it help you to see a mental image of the scene?
- Read 'Relief'. The title refers to relief from two things. What are they? What words and phrases show the relief the character feels?

## Foundation

### Daily and seasonal changes in our environment affect everyday life (ACSSU004)

- Listen to the poems 'Spring Whether', 'Window Gecko' and 'A Stormy Day at School'. Identify which season each poem is about.
- Listen to 'Stormy Nights' and 'Fog'. How does the change in the weather effect what the child does in the poem?
- Listen to the poem 'I'm the First!' What daily change is the poem about?

## Year 1

### Living things have a variety of external features (ACSSU017)

- Listen to some of the poems about animals: 'The Welcome Swallows', 'Watching Pelicans', 'Dragonfly' and 'Pelican'. What external features can you identify from each animal just by hearing the poem?

### Living things live in different places where their needs are met (ACSSU21)

- To accompany a science unit on mini beasts, listen to the poems about insects and spiders that may be found at home or school: 'Cloud Dreaming', 'Dragonfly', 'The Stick that Isn't', 'Not a Nursery Rhyme' and 'The Bird Dropping'. Draw or build a model of the habitat that one of these creatures would live in.
- Listen to the poems 'In My Sea Kayak', 'The Shallows', 'What's Underneath My Hammock?', 'Window Gecko', 'A Night of Frogs', 'Two Magpies', 'Rockpool', 'Adoption' and 'The Leaky Tap Swamp' and identify the local habitat of each poem (beach, backyard, bush) and what animals live there.
- Listen to the poem 'A Night of Frogs'. Why do you think the frogs are found in each of those places in the house and garden?

### Observable changes occur in the sky and landscape(ACSSU019)

- Listen to poems about the pattern of events that occur in the sky: 'Morning Moon', 'If Clouds Were Beds'. Discuss the changes mentioned in the poems.
- Listen to poems about the changes in the season: 'Spring Whether', 'Drought', 'Stormy Nights', 'Window Gecko', 'Fog' and 'A Stormy Day at School'. In which season do you think each poem is set?

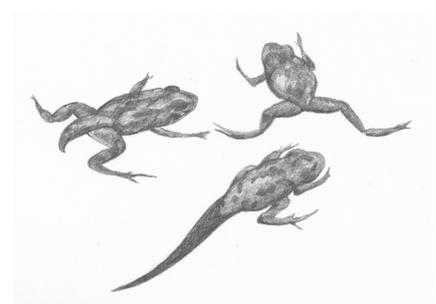
## Year 2

### Living things grow, change and have offspring similar to themselves (ACSSU030)

- Read the poem 'Lucky'. This poem was written about the tadpoles in a year two classroom. What changes do you think the children observed?

### Earth's resources are used in a variety of ways (ACSSU032 )

- Read the poem 'Drought'. What resource is the poem about? What do you think would be some of the effects of not having enough of this resource?



## Year 3

### **Living things can be grouped on the basis of observable features and can be distinguished from non-living things (ACSSU044 )**

- Read some of the animal poems and classify the animal as bird, mammal, reptile, amphibian or fish: 'What's Underneath My Hammock?', 'Pelican', 'Two Magpies', 'Putting on Weight', 'Grandpa's Cockatoo', 'Lucky', 'Jealousy' and 'Adoption'. What information in the poem helps you classify the animal?

### **Earth's rotation on its axis causes regular changes, including night and day (ACSSU048)**

- Read the poems about the sun setting: 'Evening Picnic' and 'The Sunset'. These are figurative descriptions of the sun setting. Describe what is literally happening in the poems (using your knowledge of the Earth's rotation).

## Year 4

### **Living things have life cycles (ACSSU072 )**

- Read the poem 'Lucky'. Which aspects of the lifecycle of the frog are included in the poem? Write a poem that describes the complete lifecycle of a frog (it doesn't have to rhyme!). Draw a diagram or make a model of the lifecycle to accompany your poem.

## Year 5

### **Living things have structural features and adaptations that help them to survive in their environment (ACSSU043)**

- Read the poem 'The Stick that Isn't'. What adaptation does the insect have to help it survive in its environment?
- Read the poem 'Window Gecko'. What are the adaptations that the gecko has that are mentioned in the poem?

## Year 6

### **The growth and survival of living things are affected by physical conditions of their environment (ACSSU094)**

- Read the poem 'Rock Pool'. Discuss the ending of the poem, "I know I would be a disaster to this fragile world."
- Read the poem 'Moss'. What physical condition is mentioned in the poem that the moss needs to survive?

## Year 7

### **Some of Earth's resources are renewable, including water that cycles through the environment, but others are non-renewable (ACSSU116)**

- Read the poem, 'A Water Drop's Adventure'. How accurately does it match the water cycle? Are there any details missing? Draw or make a model of the water cycle to accompany the poem.