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# I Am Autumn

By Victoria Krylova

I creep behind the sunny meadows  
Whirling my flaming gown  
I spin the laces of mist and dew  
Of frost and crystal ice  
I shake hands with the poppies  
They wilt at the sight of my glare  
I sentence death to the fields of green  
Spilling red and yellow on the trees  
I dip my finger in the snoozing lakes  
Freezing their lazy countenance  
I poke the bears into their dens  
And call out the snow owls  
I splatter the scent of cold and rain  
And shower sleet from the clouds  
I twirl my hair and hear the wolves  
Howl their starving cry  
I gaze at the span of winnowing wind  
Who is seeking me?  
Who has seen me?  
Nobody will stop me  
For I will continue to weave  
The blanket of frigid death

*Note.* Originally published in *Creative Kids* magazine, Autumn 2015.  
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# I AM AUTUMN

## Main Idea, Theme or Concept

**C3** Theme: Pretend you are collecting poems that are similar to this one to put in a book of poetry. Create a title for the book of poems and create titles for at least four more poems that would belong in a group with this poem. Explain why you chose the titles.

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## Inference

**C2** Infer means “to draw a conclusion based on evidence”. From the poem, what can you infer about the author’s feelings about autumn? What is the evidence to support your inferences?

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## Literary Elements

**C1** *Personification* is when an author gives human qualities to something that is not human. What are some examples of personification in this poem?

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## Main Idea, Theme or Concept

**C3** Theme/Concept: Using the poem as a model and selecting a season other than autumn, write your own poem called “I Am \_\_\_\_\_ (name of a season)” that begins: “I creep behind the ...” Fill in the blank with the name of an animal, person or other being. Then continue to create a 12-line poem on your own piece of paper.

## Inference

**C2** What can you infer about how autumn treats animals and plants? How do you know this?

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## Literary Elements

**C1** *Imagery* is the use of words or phrases that appeal to any sense or any combination of senses. You can close your eyes and see the image behind the words of the poet. What images do you see from the poem?

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# Sweet Summer

*By Morgan Trail*

Reaching in, brambles and thorns claw my arms;  
birds chirp on nearby bushes and bumblebees hum softly.  
Plucking with sticky red and purple stained hands,  
softly plunking into my almost full bucket.  
The sweet and sour sensation with hairs tickling my tongue.  
The perfect one, just out of reach,  
leaning, stretching out my arm,  
I feel the bumpy, squishy fruit on my fingertips.  
Just then, it drops out of sight in the thick brambles.  
There goes my perfect blackberry.

*Note.* Originally published in *Creative Kids* magazine, Summer 2015.  
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# SWEET SUMMER

## Generalisations

**B3** What can you generalise about the use of descriptive words in a poem or story? How would stories or poems change if authors used too many or too few descriptive words?

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## Classifications

**B2** Sort the descriptive words and phrases from B1 into categories. Give each category a title.

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## Details

**B1** List the characteristics of a blackberry using the words and phrases in the poem. Look up any words that are unfamiliar to you.

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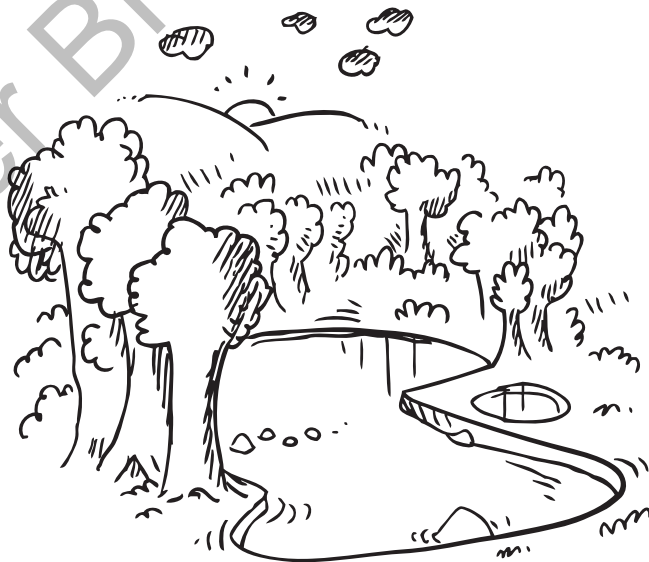
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# After the Winter

*By Claude McKay*

Some day, when trees have shed their leaves  
And against the morning's white  
The shivering birds beneath the eaves  
Have sheltered for the night,  
We'll turn our faces southward, love,  
Toward the summer isle  
Where bamboos spire to shafted grove  
And wide-mouthed orchids smile.  
And we will seek the quiet hill  
Where towers the cotton tree,  
And leaps the laughing crystal rill,  
And works the droning bee.  
And we will build a cottage there  
Beside an open glade,  
With black-ribbed blue-bells blowing near,  
And ferns that never fade.



# AFTER THE WINTER

## Generalisations

**B3** Write one or two generalisations about the time of year that comes after the winter.

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## Classifications

**B2** Create categories using the words and phrases from Activity B1. Every word and phrase must fit into one and only one category. Create a title for each group.

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## Details

**B1** Make a list of words and phrases that are used to describe the time of year that comes after the winter.

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