

# Read and Understand Poetry

Grades 5–6



Evan-Moor's *Read and Understand Poetry* series has been developed to provide students and their teachers with a structured approach for working with poetry.

**For each poem in this book, you will find:**

- a teacher page featuring a simple lesson plan for guiding students through reading and understanding the poem
- a poem page featuring the text of the poem enhanced with a simple illustration
- two follow-up activity pages designed to help students consolidate their understanding of the poem and extend their thinking and creativity

**Additional student resources include:**

- a Glossary of Poetry Terms featuring kid-friendly definitions and pronunciation guidelines for terms ranging from *alliteration* to *simile*
- an About the Poets feature that presents brief, high-interest information on each of the poets included in this anthology
- an index of the literary terms used in this book
- illustrated classroom Poetry Teaching Posters identifying key elements and forms of poetry
- a cover page for students to use in creating their individual *Read and Understand Poetry Anthology*

**Correlated  
to State Standards**

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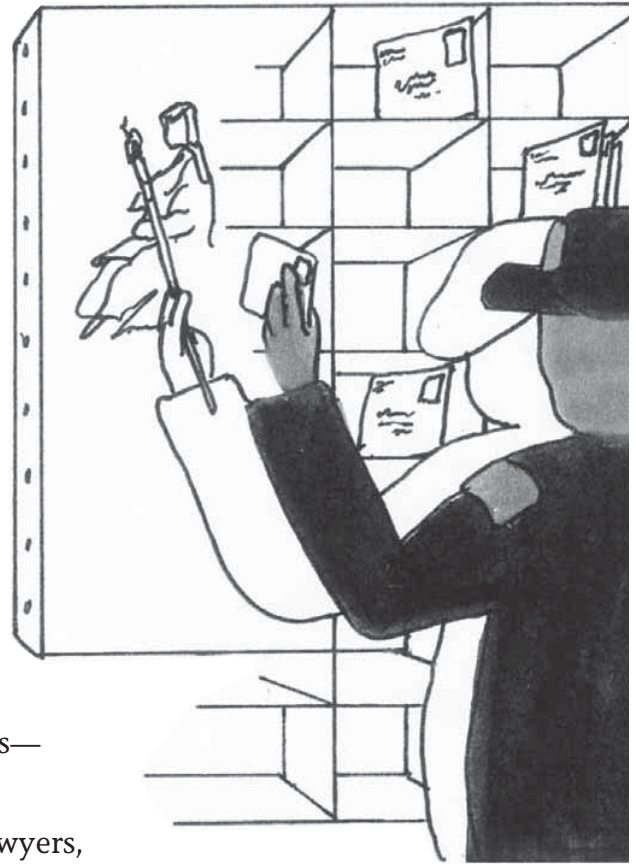
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# Artist to Artist

I write books, now, because my father wanted to be an artist when he grew up & he was good at it, too. Drew people with meat on their bones in flesh-colored tones from my 64-colors box of crayons. But every night—& sometimes even weekends & holidays—he dressed in the blue uniform & black shoes of many other fathers who also weren't doctors or lawyers, teachers or preachers, & rode the 10:00 p.m. bus to the downtown post office. Sorted mail by zip code—60620, 60621, 60622. He sorted mail all night & into the day because we had bills to pay. For 30 years my father rode the bus feeling black and blue. He never drew & his degrees in art and education sat hardening on a shelf along with his oils & acrylics. But along with his gapped teeth, his bow legs & his first name with an A at the end, he gave me the urge to create characters with meat on their bones, in flesh-colored tones written in words as vivid as a 64-colors box of crayons. I write, he drew. Daddy, thank you! & now that you're retired...

...what do you want to be?

—*David Adedjouma*



## Understanding the Poem

Read each question and choose the best answer. You may wish to reread "Artist to Artist" as you work.

1. What did the poet's father do for a living?
  - (A) worked as a writer
  - (B) worked as a musician
  - (C) worked as a visual artist
  - (D) worked for the post office
2. Which of these is mentioned first in the poem?
  - (A) the father's job
  - (B) the father's paints
  - (C) the box of crayons
  - (D) the poet's profession
3. "Acrylics" are probably \_\_\_\_\_.
  - (A) false teeth
  - (B) lost letters
  - (C) paints for artists
  - (D) academic degrees
4. This poem is mainly about \_\_\_\_\_.
  - (A) writing
  - (B) painting
  - (C) thankfulness
  - (D) the post office
5. What has the poet inherited from her father?
  - (A) a talent for painting
  - (B) the urge to create
  - (C) money for college
  - (D) a job at the post office
6. What was the poet's father's first name?
  - (A) David
  - (B) Steven
  - (C) Michael
  - (D) Jackson

Name \_\_\_\_\_

# Artist to Artist

## Understanding the Poem

1. The poet and the speaker are the same in this poem. How do we know?

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2. How does Davida feel about her father's years working in the post office? Explain your answer.

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3. Was Davida's father still living when she wrote this poem? Explain your answer.

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4. Find a word in the poem that rhymes with each of these words, and then add some more words to each rhyming family.

**bones**

**grew**

**day**

**teachers**

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

5. List some jobs that aren't "doctors or lawyers, teachers or preachers."

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6. On the back of this paper, write a short poem about an adult you know who dreamed of doing something special.