**Purpose of Sound Repetition**

1. **What tone is the author creating? (Use the title, the genre (poem), and the author’s name.)**
2. **What kind of sound repetition is used? (Alliteration, assonance, or consonance)? Highlight it.**
3. **What line do you think is the MOST important line that contains sound repetition? Underline and highlight it.**
4. **Why do you think this is the most important line in the poem?**
5. **What is the author trying to say to the reader?**

**Cloony the Clown by Shel Silverstein**

I'll tell you the story of Cloony the Clown
Who worked in a circus that came through town.
His shoes were too big and his hat was too small,
But he just wasn't, just wasn't funny at all.
He had a trombone to play loud silly tunes,
He had a green dog and a thousand balloons.
He was floppy and sloppy and skinny and tall,
But he just wasn't, just wasn't funny at all.
And every time he did a trick,
Everyone felt a little sick.
And every time he told a joke,
Folks sighed as if their hearts were broke.
And every time he lost a shoe,
Everyone looked awfully blue.
And every time he stood on his head,
Everyone screamed, "Go back to bed!"
And every time he made a leap,
Everybody fell asleep.
And every time he ate his tie,
Everyone began to cry.
And Cloony could not make any money
Simply because he was not funny.
One day he said, "I'll tell this town
How it feels to be an unfunny clown."
And he told them all why he looked so sad,
And he told them all why he felt so bad.
He told of Pain and Rain and Cold,
He told of Darkness in his soul,
And after he finished his tale of woe,
Did everyone cry? Oh no, no, no,
They laughed until they shook the trees
With "Hah-Hah-Hahs" and "Hee-Hee-Hees."
They laughed with howls and yowls and shrieks,
They laughed all day, they laughed all week,
They laughed until they had a fit,
They laughed until their jackets split.
The laughter spread for miles around
To every city, every town,
Over mountains, 'cross the sea,
From Saint Tropez to Mun San Nee.
And soon the whole world rang with laughter,
Lasting till forever after,
While Cloony stood in the circus tent,
With his head drooped low and his shoulders bent.
And he said,"THAT IS NOT WHAT I MEANT -
I'M FUNNY JUST BY ACCIDENT."
And while the world laughed outside.
Cloony the Clown sat down and cried.

**Books**

**1. What tone is the author creating? (Use the title, the genre (poem), and the author’s name.)**

**2. What kind of sound repetition is used? (Alliteration, assonance, or consonance)? Highlight it.**

**3. What line do you think is the MOST important line that contains sound repetition? Underline and highlight it.**

**4. Why do you think this is the most important line in the poem?**

**5. What is the author trying to say to the reader?**

Pages full of enigmas
Which only my parents could decipher
They could choose to open a book, activate their
Magical powers, and stories emerged—
Intricately encoded icons.

But the secrets are passed on from generation to generation
And the wonder of words was passed suddenly to my sister from that
Sinister place called school

Suddenly the lap which had always had room for me
Was filled with my sister’s books, my sister’s words,
My sister’s achievements,
But my father’s time.

To watch the two of them together
Telling terrifying tales
Cuddled on the comfy couch
As they pored over ponderous pages—

This was too much!

Curiosity and determination are always good teachers,
But combined with jealousy and a little pride
They are unstoppable
And better tutors than my sister’s first-grade teacher.

Staring at these symbols, I struggled to find meaning.
Book after book, I begged my parents to read,
Hoping to find the Rosetta Stone buried somewhere in its depths.

And then the connection clicked.

The meanings inside the words emerged,
And slowly,
Slowly,
The book filled with my sister’s accomplishments was accompanied by mine.

The poem, “Books”, by Mrs. Falconer is creating a jealous, strong tone. She often uses alliteration, particularly hard sounds like c, p, and t to create this tone. For example, when she wrote, “telling terrifying tales,” “cuddled on the comfy couch,” and “pored over ponderous pages”, she was trying to draw attention to the specific situation that bothered her and prompted her to want to read, so she emphasized hard consonants to demonstrate frustration and gritty determination to read. This use of alliteration clearly communicates the appropriate tone, but it is a little overused and draws the attention to the alliteration instead of the content of the poem.

The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (**genre),** “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” (**title**), by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (**author**) tries to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (**description of the purpose of alliteration in this instance**). For example, the text says, “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” (**text evidence**), which shows that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (**connection between the purpose and text evidence**). Concluding sentence (**evaluation**).

**Clashing Between Classes**

tumultuous teens

traveling through time

connecting, cajoling

clashing between classes

obviously oblivious

mindlessly mindful  of

forgotten friends

once familiar, now foes

once inseparable, now isolated

harboring hidden hurt

sharing their silent song

as they too travel through time

awkwardly aware

clashing between classes

abandoning, absolving

accepting

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