

Winter Poems

including Figurative Language



Created by Gay Miller

Teacher Instructions

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These activities vary greatly in difficulty. I recommend looking through each activity to determine if it is level-appropriate for your students.

Activity 1 ~ Winter Idiom Illustration

Instructions:

1. Print the snowman.
2. Students will select idioms which contains winter related words such as ice, cold, or snow.
3. On the middle snowball, students write their selected idioms. Under the idioms, students write the meanings of the idioms.
4. On the bottom snowball, students will draw literal pictures of the idioms. These are meant to be funny. Check out some examples in the answer key section.

Activity 5 ~ Suzy Snowflake

Suzy Snowflake was made famous by Rosemary Clooney (starred in the popular movie *White Christmas* and aunt to George Clooney) in 1951. The song personifies a snowflake named Suzy.

Since this song is not in the Public Domain, I have only included the first verse on the handout.

This activity would appeal to younger students. You can find the song on YouTube.

https://www.youtube.com/watch?v=viNVb_onRwg

<https://www.youtube.com/watch?v=8t610sQdxT4>

Student Pages



Winter Idioms



break into a cold sweat	to suddenly become very scared about something
to be snowed in	trapped somewhere because of too much snow
white as the driven snow	[of someone] extremely pale, as if frightened
snow bunny	someone learning to ski
snow job	a deceptive story that tries to hide the truth
snowed under	overworked; exceptionally busy
break into a cold sweat	to suddenly become very scared about something
give someone the cold shoulder	to behave in an unfriendly way to someone
to get cold feet	to suddenly become too scared to do something
on thin ice	at risk of annoying someone
in the cold light of day	to think about something clearly and often feel shame afterwards
put something on ice	to delay something
to pour cold water on something	to try and stop an idea
to break the ice	to make people feel less nervous in a social situation
make your blood run cold	to make you very scared about something
to go cold turkey	to stop a habit all in at once, not slowly bit-by-bit
pure as the driven snow	to be completely innocent
leave someone out in the cold	to not involve someone in something, like a group
to run hot and cold	to be unable to make up one's mind
the snowball effect	when something small keeps growing in importance
out cold	unconscious or sound asleep
stop cold	to halt someone immediately
break into a cold sweat	to suddenly become very scared about something
to be snowed in	trapped somewhere because of too much snow
white as the driven snow	[of someone] extremely pale, as if frightened
snow job	a deceptive story that tries to hide the truth
snowed under	overworked; exceptionally busy

Activity 2 ~ Jack Frost

Jack Frost by Helen Leah Reed

Oh! it is little Margery who has a garden-bed,
Wherein grow purple pansies and geraniums white and red,
With feverfew and dahlias, and delicate pink phlox,
And grandmother's fair favorites, old-fashioned hollyhocks.

One night we feared Jack Frost might come to blight the tender flowers -
We almost felt his cruel breath in the early evening hours;
So Margery took coverings and spread them, thick and warm,
To shield the flowers, as blankets wrap a sleeping baby's form.

Then in the morning, when we looked across the dewy grass,
And saw the traces Jack Frost leaves where he is wont to pass -
For each spreading tree and slender bush had felt his chill caress,
And some had drooped, and some had blushed in crimson loveliness -

We hastened to the garden-bed, and there, in bright array,
The little flowers looked blithely up to greet the smiling day.
Safe hid from Jack Frost's piercing breath, he never saw them there,
And the flowers still bloom for Margery, to thank her for her care.

Write the rhyming scheme for the poem. _____

Highlight alliterations in yellow.

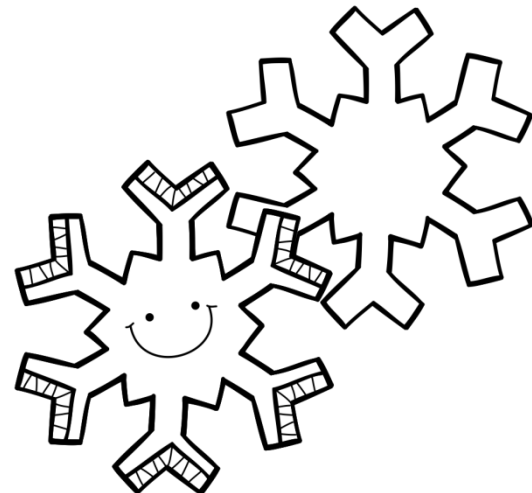
Highlight similes in green.

Highlight personifications in blue.

Why is Margery worried? _____

What does Margery do to protect against Jack Frost? _____

Explain how Margery's efforts worked. _____



Activity 3 ~ Jack Frost

Jack Frost

by Helen Bayley Davis

Someone painted pictures on my
Windowpane last night —
Willow trees with trailing boughs
And flowers, frosty white,

And lovely crystal butterflies;
But when the morning sun
Touched them with its golden beams,
They vanished one by one!



Write the rhyming scheme for the poem. _____

Use the Venn diagram to compare and contrast the two Jack Frost poems.

Jack Frost by
Helen Leah Reed

Both

Jack Frost by
Helen Bayley Davis

Activity 4 ~ North Wind Rhyme

The North wind doth blow and we shall have snow,
And what will poor robin do then, poor thing?
He'll sit in a barn and keep himself warm
and hide his head under his wing, poor thing.

Create a second verse for the North Wind rhyme by filling in the blanks.

The North wind doth blow and we shall have snow,

adjective animal

And what will _____ do then, poor thing?

What will this animal do to keep warm?

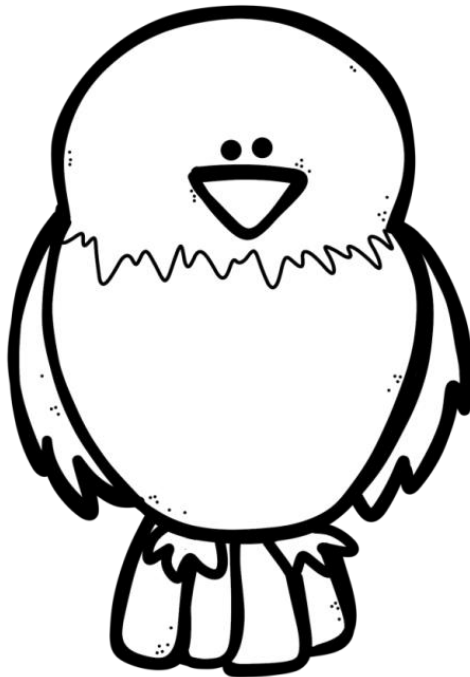
Where will this animal go to keep warm?

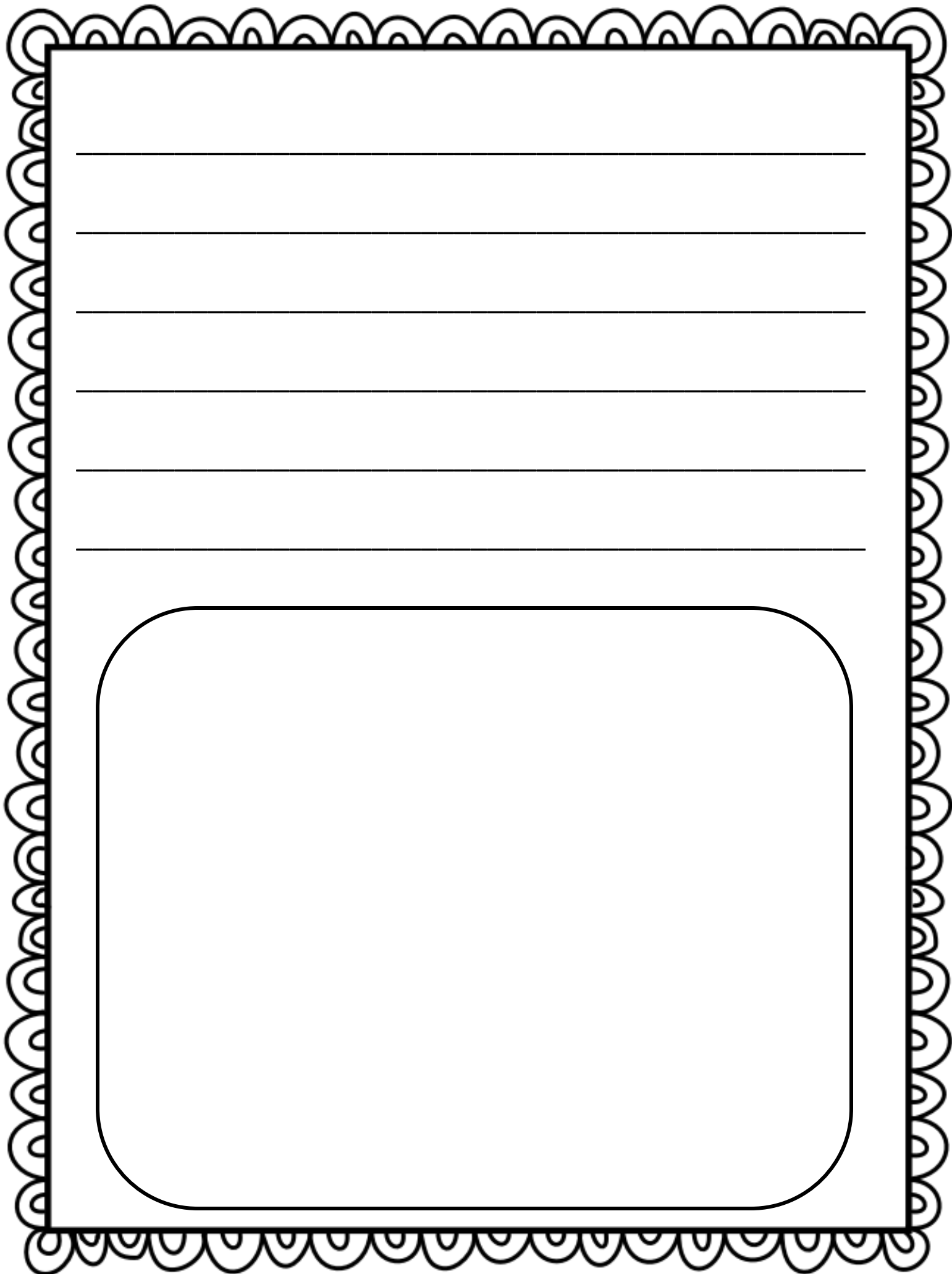
He'll _____ and _____

What will this animal do all winter long?

and _____, poor thing.

Now write your poem on the next page along with an illustration.





Activity 5 ~ Suzy Snowflake

Here comes Suzy Snowflake
Dressed in a snow-white gown
Tap, tap, tappin' at your windowpane
To tell you she's in town.

What is the rhyming scheme? _____

Which sound devices are used with the line "Tap, tap, tappin'" _____ and _____

Describe the things that Suzy Snowflake wants boys and girls to do.



List proof of personification in the lyrics.

What is the mood of the song?

What is the author's purpose in writing this song?

Why is this song often considered a Christmas song?

Activity 6~ London Snow

By Robert Bridges

When men were all asleep the snow came flying,
In large white flakes falling on the city brown,
Stealthily and perpetually settling and loosely lying,

Hushing the latest traffic of the drowsy town;
Deadening, muffling, stifling its murmurs failing;
Lazily and incessantly floating down and down:

Silently sifting and veiling road, roof and railing;
Hiding difference, making unevenness even,
Into angles and crevices softly drifting and sailing.

All night it fell, and when full inches seven
It lay in the depth of its uncompacted lightness,
The clouds blew off from a high and frosty heaven;

And all woke earlier for the unaccustomed brightness
Of the winter dawning, the strange unheavenly glare:
The eye marveled—marveled at the dazzling whiteness;
The ear hearkened to the stillness of the solemn air;
No sound of wheel rumbling nor of foot falling,
And the busy morning cries came thin and spare.

Then boys I heard, as they went to school, calling,
They gathered up the crystal manna to freeze
Their tongues with tasting, their hands with snowballing;
Or rioted in a drift, plunging up to the knees;
Or peering up from under the white-mossed wonder,
'O look at the trees!' they cried, 'O look at the trees!'

With lessened load a few carts creak and blunder,
Following along the white deserted way,
A country company long dispersed asunder:

When now already the sun, in pale display
Standing by Paul's high dome, spread forth below
His sparkling beams, and awoke the stir of the day.

For now doors open, and war is waged with the snow;
And trains of somber men, past tale of number,
Tread long brown paths, as toward their toil they go:

But even for them awhile no cares encumber
Their minds diverted; the daily word is unspoken,
The daily thoughts of labor and sorrow slumber
At the sight of the beauty that greets them, for the charm they have broken.

Activity 6 ~ London Snow

Use different colors of colored pencils to highlight the rhyming scheme. You will most likely need to erase, so colored pencils work better than highlighters. What is the rhyming scheme of this poem? HINT: Only use the letters ABCD.

What is the setting of the poem?

Based on the poem, does it frequently snow in London? Show proof from text of your answer.

How does the mood change from the beginning of the poem to the end of the poem?

How does the point of view change in the poem?

Who is Paul? Why is Paul important in the poem.

Activity 7 ~ Robert Frost

Dust of Snow

By Robert Frost

The way a crow
Shook down on me
The dust of snow
From a hemlock tree
Has given my heart
A change of mood
And saved some part
Of a day I had rued.

Stopping by Woods on a Snowy Evening

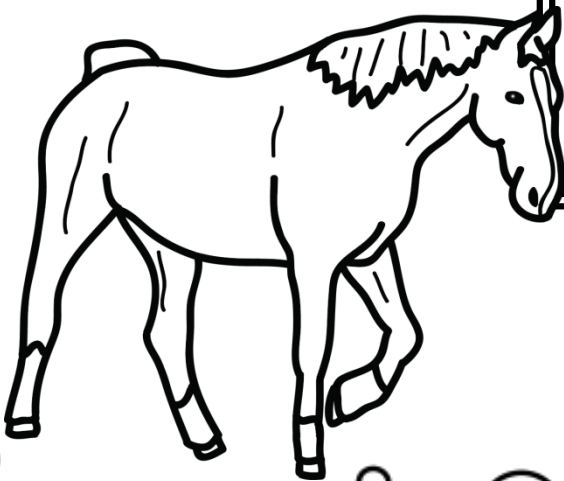
By Robert Frost

Whose woods these are I think I know.
His house is in the village though;
He will not see me stopping here
To watch his woods fill up with snow.

My little horse must think it queer
To stop without a farmhouse near
Between the woods and frozen lake
The darkest evening of the year.

He gives his harness bells a shake
To ask if there is some mistake.
The only other sound's the sweep
Of easy wind and downy flake.

The woods are lovely, dark and deep,
But I have promises to keep,
And miles to go before I sleep,
And miles to go before I sleep.





Activity 7 ~ Robert Frost

What is the rhyming scheme for each poem?

Dust of Snow _____

Stopping by Woods on a Snowy Evening _____

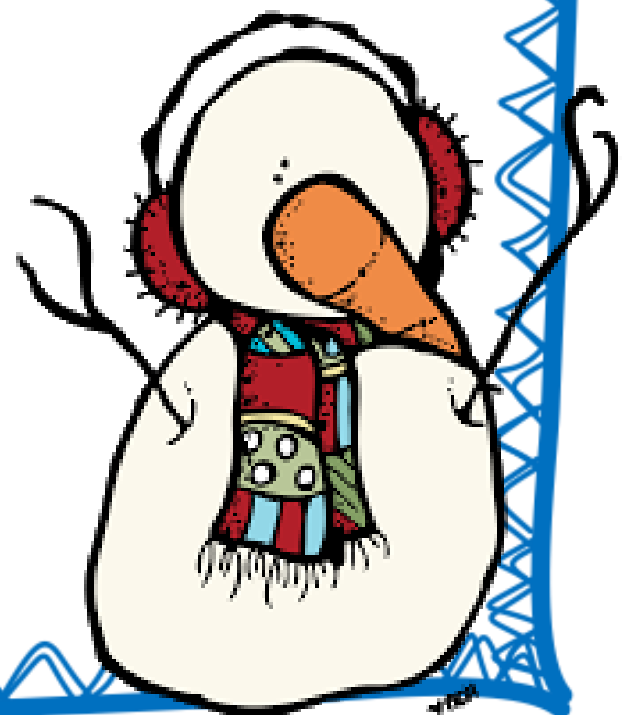
What sound devices are found in *Stopping by Woods on a Snowy Evening* ?

How do the narrators feel about nature?

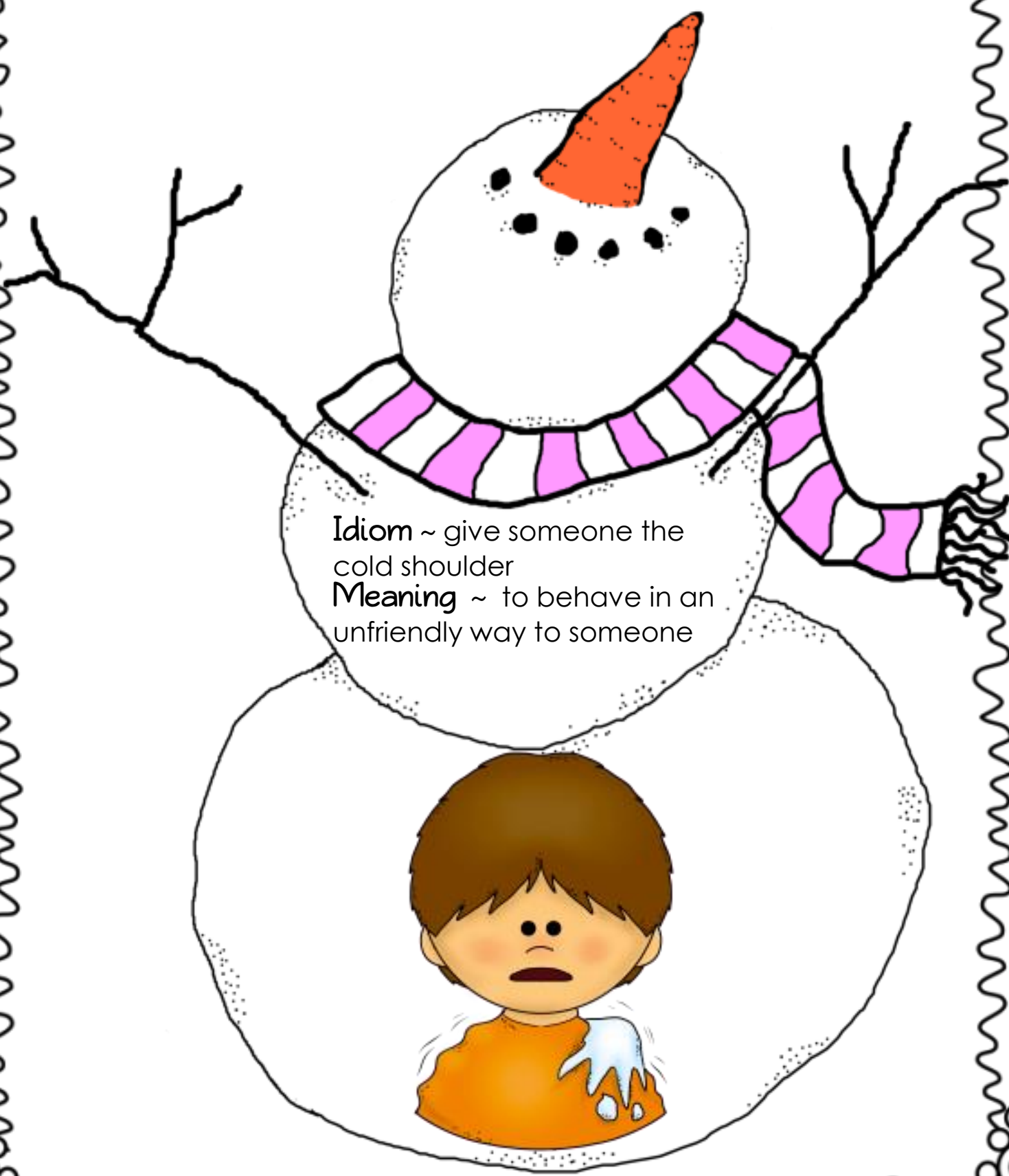
Describe the setting of the two poems.

Why does the narrator repeat the last two lines in *Stopping by Woods on a Snowy Evening* ?

Answer Keys



Winter Idioms



Idiom ~ give someone the cold shoulder

Meaning ~ to behave in an unfriendly way to someone

Winter Idioms

Idiom ~ cold feet

Meaning ~ to be too fearful to undertake or complete an action



Activity 2 ~ Jack Frost – Answer Key

Jack Frost by Helen Leah Reed

Oh! it is little Margery who has a garden-bed,
Wherein grow purple pansies and geraniums white and red,
With feverfew and dahlias, and delicate pink phlox,
And grandmother's fair favorites, old-fashioned hollyhocks.

One night we feared Jack Frost might come to blight the tender flowers -
We almost felt his cruel breath in the early evening hours;
So Margery took coverings and spread them, thick and warm,
To shield the flowers, as blankets wrap a sleeping baby's form.

Then in the morning, when we looked across the dewy grass,
And saw the traces Jack Frost leaves where he is wont to pass -
For each spreading tree and slender bush had felt his chill caress,
And some had drooped, and some had blushed in crimson loveliness -

We hastened to the garden-bed, and there, in bright array,
The little flowers looked blithely up to greet the smiling day.
Safe hid from Jack Frost's piercing breath, he never saw them there,
And the flowers still bloom for Margery, to thank her for her care.

Write the rhyming scheme for the poem. AABB

Highlight alliterations in yellow.

Highlight similes in green.

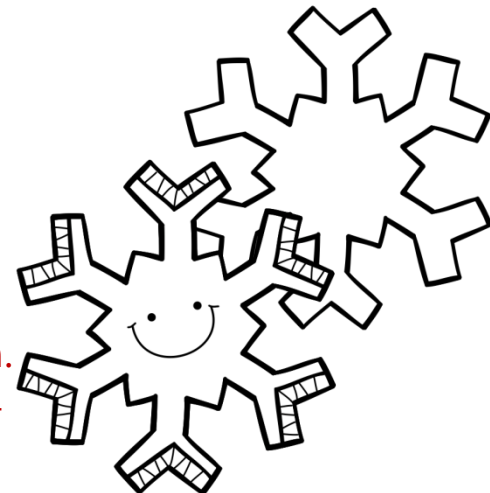
Highlight personifications in blue.

Why is Margery worried? A killing frost is predicted.

What does Margery do to protect against Jack Frost?

Margery covered the flower bed to keep the flowers warm.

Explain how Margery's efforts worked. The flowers were not harmed by the cold.



Activity 3 ~ Jack Frost – Answer Key

Jack Frost

by Helen Bayley Davis

Someone painted pictures on my
Windowpane last night —
Willow trees with trailing boughs
And flowers, frosty white,

And lovely crystal butterflies;
But when the morning sun
Touched them with its golden beams,
They vanished one by one!



Write the rhyming scheme for the poem. ABCB

Use the Venn diagram to compare and contrast the two Jack Frost poems.

Jack Frost by
Helen Leah Reed

Jack Frost is portrayed as someone bad, the villain, who will cause harm. Some examples include cruel breath and chill caress.

Both

Jack Frost is personified as a person.

Jack Frost leaves traces behind.

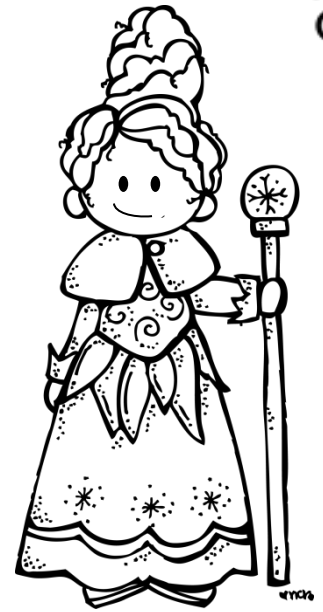
The sun comes out and Jack Frost goes away.

Jack Frost by
Helen Bayley Davis

Jack Frost is playful and leaves behind beautiful artwork on the window. Some examples of this include trailing boughs, crystal butterflies, and frosty flowers.

Activity 5 ~ Suzy Snowflake

Here comes Suzy Snowflake
Dressed in a snow-white gown
Tap, tap, tappin' at your windowpane
To tell you she's in town.



What is the rhyming scheme? ABAB

Which sound devices are used with the line "Tap, tap, tappin'" repetition and onomatopoeia

Describe the things that Suzy Snowflake wants boys and girls to do.

- come outside and play in the snow
- build a snowman
- take a sleigh ride

List proof of personification in the lyrics.

A snowflake does the following things:

- taps on the windowpane
- talks/sings
- dresses in a gown
- helps people make a snowman and will take you on a sleigh ride

What is the mood of the song?

cheery and happy – "Suzy" is something the children look forward to seeing "coming to town."

What is the author's purpose in writing this song?

to entertain

Why is this song often considered a Christmas song?

Many people think of *Suzy Snowflake* as a Christmas song because of the snowy weather. Just like *Frosty the Snowman*, there is no mention the holiday.

Activity 6~ London Snow

ABABCBCDCD(New Pattern A)D

By Robert Bridges

When men were all asleep the snow came flying, A
In large white flakes falling on the city brown, B
Stealthily and perpetually settling and loosely lying, A

Hushing the latest traffic of the drowsy town; B
Deadening, muffling, stifling its murmurs failing; C
Lazily and incessantly floating down and down: B

Silently sifting and veiling road, roof and railing; C
Hiding difference, making unevenness even, D
Into angles and crevices softly drifting and sailing. C

All night it fell, and when full inches seven D
It lay in the depth of its uncompacted lightness, A
The clouds blew off from a high and frosty heaven; D

And all woke earlier for the unaccustomed brightness A
Of the winter dawning, the strange unheavenly glare: B
The eye marveled—marveled at the dazzling whiteness; A

The ear hearkened to the stillness of the solemn air; B
No sound of wheel rumbling nor of foot falling, C
And the busy morning cries came thin and spare. B

Then boys I heard, as they went to school, calling, C
They gathered up the crystal manna to freeze D
Their tongues with tasting, their hands with snowballing; C

Or rioted in a drift, plunging up to the knees; D
Or peering up from under the white-mossed wonder, A
'O look at the trees!' they cried, 'O look at the trees!' D

With lessened load a few carts creak and blunder, A
Following along the white deserted way, B
A country company long dispersed asunder: A

When now already the sun, in pale display B
Standing by Paul's high dome, spread forth below C
His sparkling beams, and awoke the stir of the day. B

For now doors open, and war is waged with the snow; C
And trains of somber men, past tale of number, D
Tread long brown paths, as toward their toil they go: C

But even for them awhile no cares encumber D
Their minds diverted; the daily word is unspoken, A
The daily thoughts of labor and sorrow slumber D

At the sight of the beauty that greets them, for the charm they have broken. A

Activity 6~ London Snow

Use different colors of colored pencils to highlight the rhyming scheme in the poem. You will most likely need to erase, so colored pencils work better than highlighters. What is the rhyming scheme of this poem? HINT: Only use the letters ABCD.

The poem follows a very specific rhyming scheme

ABABCBCDCD(Repeat of the Pattern Begins A)D

with the repeat beginning one line before the last line of the pattern.

What is the setting of the poem?

The poem begins on a very early snowy morning in the city of London and ends as the workers head off to their jobs.

Based on the poem, does it frequently snow in London? Show proof from text of your answer.

No, if snow was a common occurrence, the people of the town would not be behave differently on a snowy morning. This poem describes many differences such as waking early due to the brightness, the boys playing in the snow as they head off to school, and the snow lifting the spirits of the workers as they head to their jobs.

How does the mood change from the beginning of the poem to the end of the poem?

At the beginning of the poem the city is very quiet. The snow is beautiful causing the reader to feel peaceful and in awe of nature's beauty. By the end of the poem, the snow has turned brown as the workers trudge through it on their way to work. The use of the word brown makes the mood feel depressing. Note: The final lines of the poem changes the mood once again as the snow lifts the spirits of workers as they head off to their workplaces.

How does the point of view change in the poem?

At first the narrator is talking in third person describing the snowy city. The point of view changes to first person as the narrator becomes a person walking through the city telling what he sees.

Who is Paul? Why is Paul important in the poem.

St. Paul is a cathedral in London. The sun is shining on the cathedral causing great beauty; however, this brightness is also a sign that the snow will soon melt.



Activity 7 ~ Robert Frost

What is the rhyming scheme for each poem?

Dust of Snow _____ ABAB _____

Stopping by Woods on a Snowy Evening _____ AABA _____

What sound devices are found in *Stopping by Woods on a Snowy Evening* ?

Alliteration – dark and deep

Repetition – last two lines

How do the narrators feel about nature?

Both narrators love nature. The first changes from glum to cheerful by have snow fall down on him. The second narrator loves nature so much that he must stop and enjoy the beautiful night even though he has a long way to travel to reach home.

Describe the setting of the two poems.

winter snowy countryside in the woods

In *Stopping by Woods on a Snowy Evening* the setting is more defined as a dark evening (possibly the winter solstice since this is the darkest evening of the year). The setting is isolated with woods on one side and a frozen lake on the other. No houses are in sight. The night is very quiet.

Why does the narrator repeat the last two lines in *Stopping by Woods on a Snowy Evening* ?

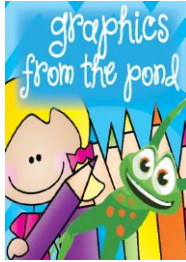
to emphasize he has a long journey ahead

What connection does the second narrator have with his horse?

a close relationship – The narrator talks about what his horse is probably thinking about his unusual behavior of stopping in the middle of nowhere.

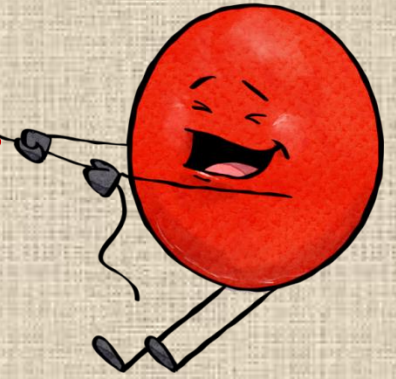


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