

BEFORE YOU READ

If young people do not act responsibly toward the environment, wild or crazy things might happen—or so this poet claims. What could those wild and crazy things be? Get ready to find out as you read “Sarah Cynthia Sylvia Stout Would Not Take the Garbage Out” and “Turning Off the Faucet.”



Reading Standard 3.4
Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.

Sarah Cynthia Sylvia Stout Would Not Take the Garbage Out

Shel Silverstein

Sarah Cynthia Sylvia Stout
Would not take the garbage out!
She'd scour the pots and scrape the pans,
Candy the yams and spice the hams,
5 And though her daddy would scream and shout,
She simply would not take the garbage out.
And so it piled up to the ceilings:
Coffee grounds, potato peelings,
Brown bananas, rotten peas,
10 Chunks of sour cottage cheese.
It filled the can, it covered the floor,
It cracked the window and blocked the door
With bacon rinds and chicken bones,
Drippy ends of ice cream cones,

WORD KNOWLEDGE

In lines 1–10 circle the **alliteration**—repetition of the same beginning consonant sound. What effect does the use of alliteration have on you, the reader?

“Sarah Cynthia Sylvia Stout Would Not Take the Garbage Out” from *Where the Sidewalk Ends* by Shel Silverstein. Copyright © 1974 by Evil Eye Music, Inc. Reprinted by permission of HarperCollins Publishers, Inc.

OWN THE POEMS

PRACTICING THE STANDARDS

Tone and Meaning Fill in the Tone Cards on the following page to analyze the tone of each poem. Share your completed cards with a partner, noting similarities and differences in your choices.

Tone Prepare one of these poems for reading aloud. The Silverstein poem is longer and more difficult. You might want to present that poem in a group reading. If you select a group reading, you will have to determine which lines will be spoken by which reader. In your reading, focus on pronunciation and fluency, but you will also have to think about tone. What tone do you want to convey in your poem?

KEEPING TRACK

Personal Word List Record the words you learned from the poems in your Personal Word List.

Personal Reading Log Record these poems in your Personal Reading Log. Write a few sentences telling how the poems might be the subject of a poster you find in a hallway or classroom of your school. Give yourself 1 point on the Reading Meter.

Checklist for Standards Mastery Each time you read, you learn more. Check your progress in mastering the standards using the Checklist for Standards Mastery.

Sarah Cynthia Sylvia Stout Would Not Take the Garbage Out; Turning Off the Faucet

■ *Interactive Reading, page 287*



Interact with Literary Texts

Tone Cards Use the following cards to analyze the poems you have just read. When you finish, write a brief description of the tone of each poem.

Title: "Sarah Cynthia Sylvia Stout Would Not Take the Garbage Out"

Word Choice: _____

Rhyme and Other Sound Effects: _____

Rhythm: _____

Description of Tone: _____

Title: "Turning Off the Faucet"

Word Choice: _____

Rhyme and Other Sound Effects: _____

Rhythm: _____

Description of Tone: _____
