

# Meow x27

By Courtney Kuhl

I think that when I'm old and grey  
I'll probably want some company.  
Someone to sit with while I crochet,  
Or just to cuddle next to me. ✓

Cats.

I'll probably start out innocent,  
One called Myrtle,  
One called Clint.  
But soon I'll start to spiral. ✓

Cats.

It won't be long before you see,  
I'll be up to my ears in cats.  
There's one called Murray,  
Another Earl.  
The fifth is Hamilton,  
And next comes Vern. ✓

Cats.

Margot, Roger, Maximus,  
Reginald and Archibald.  
Henrietta, Lexington,  
Gladys, Ethel, Tabitha. ✓

*I love how the names become increasingly eccentric.*

Cats.

I've crocheted boots for Beatrice,  
Knit a sweater for Maurice,  
The house is like a zoo right now  
But all we have is, ✓

Cats.

18 cats to be exact, but oh, I won't stop there.  
The grandkid's rooms will be transformed.  
A place for Alastair,  
And Beauregard.

Cats.

In the end it's for the best,  
My cats are here to stay.  
The grandkids come round twice a year,  
And only for the day.

Cats.

I'm bound to have some kittens too,  
It's simply nature's course.  
Perhaps I'll turn the pantry  
Into a nursery of sorts.

Cats.

Baby Mildred, baby Baldwin,  
Little Seymour too.  
They hide amongst the porridge oats  
In my little feline zoo.

Cats.

By the time I'm 84 I'll probably slow down.  
Bernard, Bertha,  
Gertrude and Matilda,  
The last to join our tiny town.

Cats.

And so I'll be surrounded by  
The sweet song of meows and purrs.  
I'll go out making booties,  
Or crocheting some sweaters.

Cats.

When I am gone, and my cats live on,  
I hope someone will take care,  
Of all 27 kitties,  
Rub their bellies, brush their hair. ✓

Cats.

Perhaps I'll pull a Cleopatra,  
And leave room next to my grave  
So when my babies pass on too  
They won't be far away. ✓

Yes, that's how I'd like to stay.  
Just me and my

Cats. ✓

*Nice use of  
repetition!*

Courtney  
Kuhl  
!!

# \* SEXY response

## REFLECTING

Identify one stylistic choice you made when drafting your text and explain how it creates an overall impression. Stylistic choices could include metaphor, simile, personification, word choice (diction), organizational structure, etc. (5 MARKS)

One of the most notable stylistic choices I made was the decision to place the word "cats" between each stanza. The resulting impression is a very clear indication of what this poem is about, and added comedic value every four lines or so. While the poem would have been fine without it, the addition of "cats" so frequently is so ridiculous and silly that it brings the tone to the reader's attention over and over again. In addition, it forces imagery on the reader. A poem about far too many cats, that constantly reads, "Cats" does not allow the reader to stop imagining the ridiculous scene being portrayed. The final impression the reader has is bombarded by felines and ridiculous ideals of the crazy cat lady persona. Stylistic choices make a huge impact on readers, no matter the tone of the piece. They can influence tone, theme, and the emotion the reader has towards the writing. In the end, the choices a writer makes in their work can be a great force for interpretation and interest.

a bit general

## Explaining Your Writing Variables

Identify the five writing variables you have chosen for your writing task XXXXXXXXXX

Central Idea: A humorous poem about growing old as a crazy cat lady.  
 Form: Poem  
 Purpose: To entertain the reader and create imagery.  
 Public Audience: Mainly younger children in elementary school.  
 Context: Published in a children's poetry anthology found in a school library.

Explain how your chosen writing variables work together to make your text effective.

5 marks

110

A poem can communicate the over-the-top and funny persona of a crazy cat lady because it allows for a lot of stylistic freedom. I believe that this freedom, and scattered style will be particularly comedic to children as they are slightly scatter-brained themselves. I believe that the poem is particularly appealing to children because a crazy cat lady seems like the kind of image they would have of an old person. The children would find the poem in an anthology of other comedic children's poetry during a scheduled class trip to the library.

Give me one more connection or explain a connection more thoroughly for a 5.

## Old Age Poem/Rap

Student Name: Courtney Kuhl

| CATEGORY                                    | 5 - Above Level  | 3/4 - At Level   | 1/2 - Below Level  | 0 - At Risk   |
|---|--|--|--|---|
| <b>Content</b>                              | The entire poem/rap is insightful and interesting. The tone is apparent to the reader and is used effectively. | Most of the poem/rap is on topic, but could use more specific focus. Tone is apparent to the reader. | The poem/rap does not seem to express how the student will be when they are older. Tone is unclear.  |   |
| <b>Creativity</b>                           | The poem/rap is creative and thoughtful. Student has chosen stylistic devices to enhance poem/rap.             | The poem/rap is creative and some thought has been put into it. Stylistic devices are used.          | The poem/rap is not very creative and it appears as though the poet hasn't taken much time or effort to write it. Lack of stylistic devices. | The poem/rap is incomplete (or seems to be) and/or does not make sense. |
| <b>Spelling and Punctuation (poem only)</b> | There are no spelling or punctuation errors in the final draft.  | There is one spelling or punctuation error in the final draft.                                       | There are 2-3 spelling and punctuation errors in the final draft.  | The final draft has more than 3 spelling and punctuation errors.        |
| <b>Volume/Clarity (rap only)</b>            | Rap can be heard clearly. Words are enunciated.  | Rap can mostly be heard, some quiet spots or volume issues. Words are usually enunciated.            | Volume was generally too quiet or muffled. Words were sometimes enunciated.  | Rap was not performed or videotaped.                                    |
| <b>Writing Variables</b>                    | Writing Variables are thorough or insightful.  | Writing Variables are clear and developed.   | Writing Variables are vague or illogical.  | Student did not submit Variables or did not understand task.            |
| <b>Reflection</b>                           | Student's reflection is thorough and perceptive.   | Student's reflection is somewhat perceptive.   | Student's reflection is vague/generalized.   | Student did not submit a reflection or it was incorrect.                |

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