

# “Zin! Zin! Zin! a Violin”

by Lloyd Moss, illustrated by M. Priceman

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Name \_\_\_\_\_

Date \_\_\_\_\_ Hr. \_\_\_\_\_

1

With mournful moan and silken tone,  
Itself alone comes ONE TROMBONE.  
Gliding, sliding, high notes go low;  
ONE TROMBONE is playing SOLO.

2

Next a TRUMPET comes along,  
And sings and stings its swinging song.  
It joins TROMBONE, no more alone,  
And ONE and TWO-O, they're a DUO.

3

Fine FRENCH HORN, its valves all oiled,  
Bright and brassy, loops all coiled,  
Golden yellow; joins its fellos.  
TWO, now THREE-O, what a TRIO!

4

Now, a mellow friend, the CELLO,  
Neck extended, bows a “hello”;  
End pin set upon the floor,  
It makes up a QUARTET—that's FOUR.

5

And soaring high and moving in.  
With ZIN! ZIN! ZIN! A VIOLIN,  
Stroking strings that come alive;  
Now QUINTET. Let's count them: FIVE.

6

FLUTE, that sends our soul a-shiver;  
FLUTE, that slender, silver sliver.  
A place among the set it picks  
To make a young SEXTET—that's SIX.

7

With steely keys that softly click,  
Its breezy notes so darkly slick,  
A sleek, black, woody CLARINET  
Is number SEVEN—now SEPTET.



8

Gleeful, bleating, sobbing, pleading,  
Through its throbbing double-reeding;  
OBOE, please don't hesitate:  
Come, make it an OCTET—that's EIGHT.

**Complete these tasks and answer the questions.**

1a. Label the **rhyme scheme** of stanza 1.

1b. Circle the first letters of the **alliteration**.

1c. Underline the example of **internal rhyme**.

2a. Circle the first letters of the **alliteration**.

2b. Underline ALL the examples of **internal rhyme**.

3a. Circle the first letters of the **alliteration**.

3b. Underline ALL the examples of **internal rhyme**.

4a. Circle the entire **personification** example.

4b. What is an “end pin”?

5a. What does “soaring high” tell the reader about the sound of a violin?

5b. Circle the first letters of the **alliteration**.

6. Circle the first letters of the **alliteration**.

7a. Box the letters of the **two main sounds** that produce **consonance**.

7b. What are the letters of those 2 sounds? \_\_\_\_ \_\_\_\_

[**Consonance**= the repetition of the same consonant sounds at the beginning, middle, and ends of words—EVERYWHERE!]

[**Assonance**= the repetition of vowel sounds in words]

8a. Box the **vowel sounds ONLY** in the example of **assonance**.

8b. Underline the example of **internal rhyme**.

8c. Describe how **assonance** and **internal rhyme** are different.

9

That lazy clown, the big BASSOON!  
He plays low down, we're laughing soon.  
Here, Grumpy, get your place in line,  
And give us a NONET—that's NINE.

10

The HARP descends with angel's wings,  
A heaven's blend through magic strings,  
And when it joins the others, then  
Behold! A CHAMBER GROUP of TEN.

11

The ORCHESTRA comes in the hall.  
They're on the stage; we see them all:  
The CELLO, HARP, and CLARINET,  
The TRUMPET, whom we've also met,

12

The OBOE, FLUTE, and big BASSOON,  
All eager to get started soon.  
TROMBONE, FRENCH HORN, and VIOLIN,  
All poised and ready. Now, begin!

13

The STRINGS all soar, the REEDS implore,  
The BRASSES roar with notes galore.  
It's music that we all adore.  
It's what we go to concerts for.

14

The minutes fly, the music ends,  
And so, good-bye to our new friends.

15

But when they've bowed and left the floor,  
If we clap loud and shout, "Encore!"  
They may come out and play once more.

16

And that would give us great delight  
Before we say a late good night.



9a. Describe how the bassoon is being **personified**.  
(FYI—this is *also* an example of a **metaphor**.)

*Complete:* *bassoon* = \_\_\_\_\_

9b. What is the **tone** of this stanza?

10a. What is the **extended metaphor** in stanza 10?  
\_\_\_\_\_ = \_\_\_\_\_

10b. Explain *why* this **metaphor** is appropriate.

11a. What is the **setting**?

11b. Who is "we"?

12. What do the words "eager," "poised," and "ready" tell the reader about the atmosphere of this scene?

13a. Underline the example of **internal rhyme**.

13b. Circle the words that show the **tone** of this poem.

13c. What IS the **tone** of this poem?

15. What does "encore" mean?

16. Who is the **intended audience** for this poem?

17. List the *educational elements* in this poem. (What's being taught?)

a.

b.

18. **Rhyme** and **rhythm** are skillfully used in this poem. What is the reader supposed to "hear" as a result of these elements?