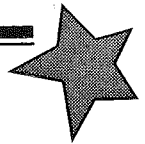


Introduction



Some students moan and groan at the mere mention of poetry. This book will enable you to teach your students that poetry is fun and creative. The first few sections are full of ideas to assist you in introducing poetry to your students. You will find guidance in reading, appreciating, and writing poetry. The definitions will help you and your students understand some of the details of the craft of poetry. You may wish to make copies of the definitions available to your students, post them in a writing center, or simply have them handy for student questions.



The Shapes That Poetry Takes is a section that summarizes several forms of poetry. Many of these forms will be introduced to your students in the form of activities in other sections. If you wish to try other forms that are listed in this section, there is enough of an explanation to get you started.

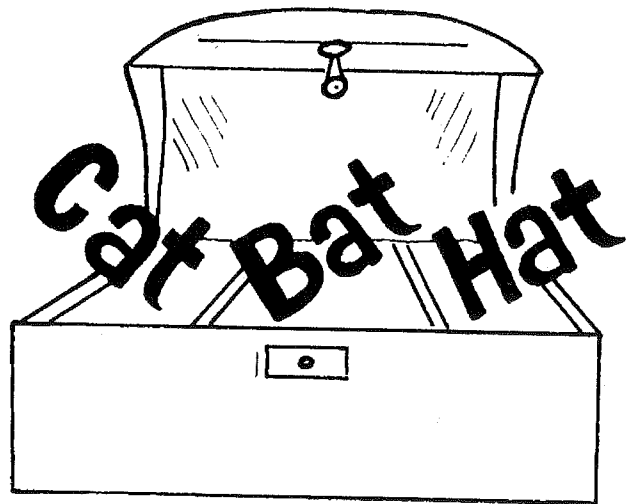
Included is a *Warming Up with Creative Activities* section. Writers need to warm up their creative muscles just as athletes warm up before strenuous activity. There are three activities in this section: a drawing exercise, an exercise that combines feelings with similes, and a journal activity designed to increase a writer's awareness of the present moments. Each of these activities is a common exercise for poets, both present and future.

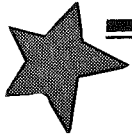
You will find a section titled, *The Poetry Tool Box*, which should be helpful in teaching some basic poetic literary tools that will increase student confidence in all forms of writing. Two sections follow that offer students the opportunity to try many different kinds of poetry, both common and not-so-common.

The book concludes with a couple of unusual poem ideas which could easily be used as creative warm ups. The class poetry magazine activity could be a culminating activity after you have completed a poetry writing or creative writing unit.

Finally, you will find a *Poetry Writing Checklist* at the end of the book. This will be useful when writing a final draft, creating a poetry magazine, or even when beginning to write.

The use of this book to supplement your own good ideas will enable you to inspire your students to achieve a greater appreciation of poetry. The activities are designed to ensure a successful experience with poetry. At the completion of several activities, your students will have not only an increased awareness of the power and joy of language but also increased self-esteem as they are able to say, "I wrote that!"





What Is Poetry?

According to the poet Marianne Moore, poems are “imaginary gardens with real toads in them.” It takes imagination just to describe poetry. A poem is an “imaginary garden” because it is a creation of the poet’s imagination, and because it also comes from the poet’s experiences in real life, it has “real toads,” too.

Poetry is all around you. It’s in the jingles of jump-rope chants, television commercials, and the words of songs you like. Poetry is popular because it is fun, interesting and it’s a different way to communicate ideas and feelings. Poetry comes in all shapes and sizes. Nearly any topic, mood, or feeling can be expressed in a poem. One student wanted to write about seeing deer in a canyon. She could have described them in a paragraph or written a research report on deer. She decided that a poem would be the best way for her to describe the experience. This is the poem she wrote:

A Doe and Her Fawns

I was hot, dusty, thirsty,
Coming down the trail,
The sun blinding,
When I came
To a shady canyon valley.

As my eyes adjusted
To shade and green,
Trees and creek . . .
I saw the doe.

She watched me
And concluding I was
A friend,
Bent to munch the
Short grasses.

Then I heard frolic
Up the valley wall.
The doe stood tall
And glanced my way.

Down leapt a spotted fawn,
Prancing and leaping
Joyfully dancing
To his mother’s side
Where she nudged him close.

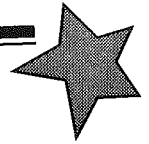
Then she looked up,
Her neck straining,
Her ears alert,
And when I looked
I saw the other.

Prancing, dancing, leaping
And playing
The other fawn oblivious to rules,
Danger, the coming darkness,
Was taken by surprise.

The doe sprang up the wall
And with a nip and a nudge
Guided her fawn back to
The safety of the valley floor.

Then looking at me
As if to say,
“What’s a mother to do?”
Herded her contrite children
Through the valley’s opening
Back to home
In the setting sun,

And so did I.



How to Read a Poem

If you want to write poems that you and others will enjoy reading, you will need to strengthen your “poetic ear.” When you have a poetic ear, you can enjoy and appreciate reading and writing poetry. To strengthen your poetic ear, you need to read lots of poetry and write it, too.

Here is a very famous poem by American poet, Robert Frost. Read this poem, and other poems, by following the list of directions at the bottom of the page. After you’ve done this with a few poems, you will start to notice that your poetic ear is getting stronger.

Stopping by Woods on a Snowy Evening

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.



First, read the poem carefully all the way through. Next, read the poem aloud. When you read a poem, pay more attention to the punctuation than to the ends of lines. If there is no punctuation, go right to the next line as you read just as you would for a sentence in a story. Listen to it as you read.

Extension: Write this poem on a piece of art paper and illustrate it. Choose several poems you like and write them in a poetry journal where you can collect your favorites.



How to Write a Poem

To Write a Poem, Take These Basic Steps:

1. Choose a Subject

Just about any subject or idea will work. As you read more poetry, you will discover that poems have been written on just about every topic imaginable. It's a good idea to choose a subject that is familiar to you. Good subjects might be your pet, a family member, how you felt about an experience or event, a dream you had, or even what you see from the window of your room.

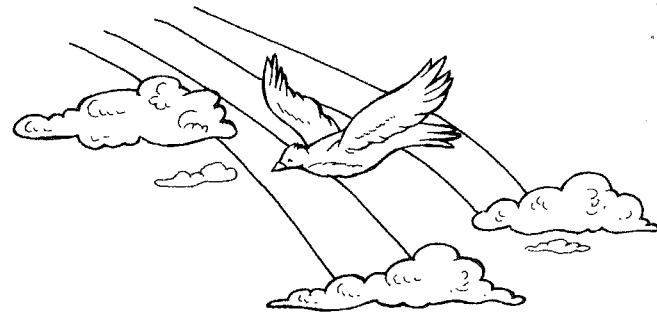
Here are a few ideas to get your imagination in gear:

Think about a subject that is very important to you. Maybe it's baseball, clean air, world peace, or new shoes. If it's important to you, it will make a good poem because you will put energy and feeling into it. Think of some subjects that are often overlooked, such as a far corner of the garage, an old toy, or even your elbow. Things we don't pay much attention to often make good poem subjects.

Think of an event in your life and write your feelings about it. It could be a death in the family, a broken arm, a flight on an airplane, or visiting a faraway relative. Remember your senses when you think of topics for poems. You could write a poem about the sound of a dripping faucet at night, the smell of your dog coming in from the rain, or the sight of the sky after a storm.

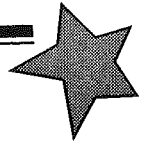
2. Prepare to Write

You may want to let your idea "incubate." Incubation is a word many writers use for prewriting. During this time, think about your topic, add to it and think of other things that are related to your topic and what it is that you want to say about it. Ask yourself "what if..." questions such as "What if my elbow got stuck?", or "What if I had three elbows on each arm?", or "What if my old teddy bear started to talk? Would he tell me about everything I did as a baby?"



3. Write the Poem

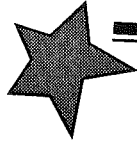
Once you have lots of ideas and notes, it's time to get your poem on paper. Some poets write their poems just once and never change them. This doesn't always happen, though, and when it does, the poet has probably spent a lot of time thinking about the poem ahead of time. Usually poems are written just like anything else that is written. There are scratch-outs, mess-ups, and changes made until it is finished. Polish it as much as you can, avoiding imitation of another poet or person. Some of the best things about poetry are that it is imperfect and individual. You can structure your poem any way you want. It can have stanzas (like paragraphs, see page 9), rhyme, or it can be free verse (see page 30). It's up to you. But don't be surprised if your poem takes shape as you are writing it.



Definitions

Use these definitions to help explain various terms associated with poetry. While all of them may not be used at beginning levels, they may prove useful for those who need more challenge.

5. **alliteration**— the repetition of the beginning sound or letter in two or more words in a line of verse such as “dappled doggies dash,” “bouncy bunnies,” “careening cars crashing,” etc.
- assonance**— the repetition of a vowel sound, in two or more words such as “Till the shining scythes went far and wide.” (Robert Louis Stevenson)
- consonance**— the repetition of consonant sounds anywhere in a word (not just at the beginning as in alliteration) in a line of verse for example, “As Tommy Snooks/ and Bessy Brooks/ Were walking/ out one Sunday.” (nursery rhyme)
1. **couplet**— two lines of poetry that rhyme and usually contain one complete idea
- end rhyme**— (also called external rhyme) when there is a rhyming of words at the ends of two or more lines of a poem, for example, “Humpty Dumpty sat on a wall,/Humpty Dumpty had a great fall.”
- foot**— a unit of meter, iambic, anapestic, trochaic, dactylic, or spondaic (see meter). A group of two or three syllables is called a poetic foot.
- internal rhyme**— rhyming of words within a line of poetry, for example, “Jack Sprat could eat no fat.”
- metaphor**— compares two different things as if they are the same, without using comparison words such as “like” or “as”; for example, “The moon is a white Frisbee floating over the mountain.”
2. **meter**— a pattern of stressed and unstressed (or accented and unaccented) syllables in a line of poetry. For instance, in the word “window” the first syllable is stressed and the second syllable is unstressed. In the word “casino,” only the second syllable is stressed. Here are some examples of the various types of meter in poetry:
- iambic:** anew, goodbye, surprise, go home
trochaic: doorknob, teaspoon, hangnail, jumpstart
dactylic: angel food, talk to me, rabbit’s foot, Saturday
anapestic: cigarette, resurrect, disinfect, creamy soup, big blue book
amphibrachic: tremendous, courageous, humongous, terrific, the palace, the right way
spondaic: heartburn, big top, red house, cold fish, run down
pyrrhic: in a, so he, with it, with the, and the



Definitions (cont.)

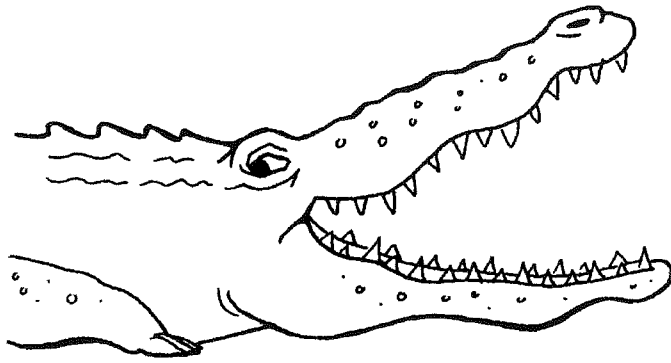
- onomatopoeia**— a word that mimics the sound it represents; words such as *buzz*, *swish*, *zip*, *growl*, *hiss*, *gulp*, *zigzag*, *slither*
- quatrain**— a four-line stanza (see *stanza*) of four rhymed lines, rhyme scheme of various forms such as a-a-a-a, a-b-a-b, a-b-b-a, a-b-b-a, a-a-b-b, a-b-c-d
- repetition**— repeating a word, phrase, or sounds to add emphasis or rhythm. Probably the best example of repetition would be the lines from Edgar Allan Poe's, "The Raven."
"While I nodded, nearly napping, suddenly there came a tapping, as of someone gently rapping rapping, at my chamber door."
- rhyme**— two or more words with the same or similar sounds.
- rhyme scheme**— a pattern of rhyme in a poem. For instance, if it is a quatrain and the first and third lines rhyme, it has the pattern of a-b-a-b. If all four lines rhyme with each other, it has a rhyme scheme of a-a-a-a. If the second and fourth lines rhyme, the pattern is a-b-c-b.
- simile**— comparison of two different things using comparing words such as "like" or "as." An example is "I'm as hungry as a bear."
- 3 **stanza**— a division or section of a poem named for the quantity of lines it contains; for instance, the couplet is a two line stanza, the triplet, a three line stanza, a quatrain is a four line stanza. There are also sestets (six lines), septets (seven lines) and octaves (eight lines).
- 4 **verse**— a line of traditional poetry written in meter. In addition, verse has a name depending upon the number of feet (see *foot*) per line: one foot (monometer), two feet (dimeter), three feet (trimeter), four feet (tetrameter), five feet (pentameter), six feet (hexameter), seven feet (heptameter), eight feet (octometer).





Traditional Poetry

You have probably seen more traditional poetry than any other kind. Traditional poetry follows certain patterns of rhyme and rhythm. Often, traditional poetry is arranged into a rhyme scheme. Look at the rhyme scheme of this poem by Lewis Carroll. The lines that rhyme are marked with the same letter.



How Doth the Little Crocodile

How doth the little crocodile
 Improve his shining tail,
 And pour the waters of the Nile
 On every golden scale!
 How cheerfully he seems to grin,
 How neatly spreads his claws,
 And welcomes little fishes in,
 With gently smiling jaws!

a
 b
 a
 b
 c
 d
 c
 d

Meter is another important pattern in traditional poetry. Meter is the rhythm you hear when a poem is read aloud. Clap while you read the poem about the crocodile. Can you feel the rhythm? The meter of a poem is made up of accented syllables and unaccented syllables. Clap on the accented syllables and don't clap on the unaccented syllables. Look at the nursery rhyme below. The syllables are marked so you can see the meter. An unaccented syllable is marked with ^ . An accented syllable is marked with ˇ .

Pétěr, Pétěr, púmpkĭn éatěr,
 Hád ě wĭfe añd cóuldńt kĕep hĕř;
 Pút hĕř ín ě púmpkĭn shĕll
 Ańd thĕre hĕ képt hĕř véřĭ wĕll.

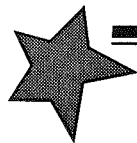


Read it again. Clap when you come to an accented syllable (ˇ) and open your hands when you come to an unaccented syllable (^).

Now try this one. Clap the rhythm while you read the nursery rhyme below. When you think you know what the meter is, mark the unaccented and accented syllables.

Georgie Porgie, pudding and pie,
 Kissed the girls and made them cry;
 When the boys came out to play,
 Georgie Porgie ran away.

Extension: Read the crocodile poem aloud and mark the syllables as accented or unaccented.



Traditional Poetry *(cont.)*

In addition to rhyme and meter, traditional poetry has certain forms. Some forms of poetry have been around since before the printing press. Before people could buy a newspaper, there were messengers who went from town to town, sharing the news in the form of poetry, songs, and stories.

The Ballad

One of the earlier forms of poetry was the ballad. A ballad is a poem that tells a story. Ballads are usually written in quatrains (stanzas with four lines). They are generally quite lengthy, with many stanzas. Here is an example of two stanzas from a ballad titled "Ballad of Sir Patrick Spens" (it is about brave sailors on a ship that sank near the coast of Scotland):

*They had not sailed a league, a league,
A league but barely three,
When the lift grew dark, and the wind blew loud,
And gurly grew the sea.
O long, long may the ladies sit,
With their fans into their hand
Before they see Sir Patrick Spens
Come sailing to the strand!*

Here is an example from one stanza from a ballad written by a student of today.

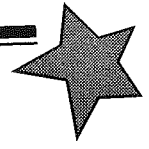
*My father's gone to New York state
For business he must do.
I wish that he were here with me,
To taste this yummy stew.
When he gets back, he promised me,
A baseball game to see.
If I but finish all my work,
We'll see a game or three!*

Blank Verse

Blank verse does not rhyme, but it does have meter. Usually each line in blank verse has ten syllables. The first syllable is often unaccented and the second is accented. After that, every other syllable is accented. Here is an example of a student's blank verse:

I took a ride upon a horse, and he
was kind to me, through brambles and the wind
we rode 'till nothing bothered me at last.

Extension: Share some news with a friend or family member in the form of a ballad. Write about an experience in blank verse. Is it more difficult or easier than you expected?



Traditional Poetry (cont.)

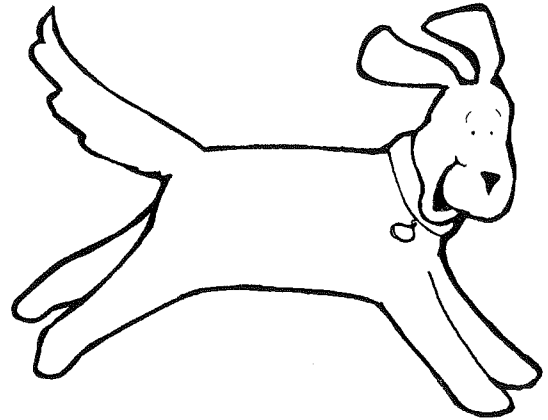
Cinquain

A cinquain poem always has five lines. Here is the structure of a cinquain poem:

- Line 1-Title (*one noun*)
- Line 2-Description of title (*two adjectives*)
- Line 3-An action about the title (*three verbs*)
- Line 4-A feeling about the title (*a four-word phrase*)
- Line 5-Another word for the title (*one-word synonym*).

Here is an example of a cinquain:

Friskie
 Fuzzy, cuddly
 Wiggling, running, licking
 Happy to see me!
 Dog



On another sheet of paper, finish this cinquain about school.

School. (*noun*)
 _____, _____, (*two adjectives*)
 _____, _____, _____ (*three verbs*)
 _____, _____, _____, _____
 (*four words expressing a feeling about school*)
 _____ (*another word for school*)

Couplet

A couplet is made up of two lines that rhyme. Here is an example:

Couplets are lines that always rhyme.
In pairs they're rhyming all the time.

On another sheet of paper, finish the couplets below.

A poem, a poem, I cannot write	Up in the tree, I saw my cat
I tried and tried all through the _____	_____
Through the door I tossed the ball	Grasshopper, spiders and tiny ants
And watched it rolling down the _____	_____

Epic

An epic poem is a very long story poem about a hero or heroine and his or her adventures. An example of a famous epic poem is *The Odyssey* by Homer. It is about Odysseus, the Greek hero, and his adventures.

Extension: Write a cinquain or a few couplets. Make into a book and illustrate.



Traditional Poetry (cont.)

Free Verse

Free verse is poetry that does not have a regular meter and does not contain rhyme. It is different from blank verse because blank verse has meter and a certain number of syllables. Here are some examples of free verse:

Fog

The fog comes
on little cat feet.
It sits looking
over harbor and city
on silent haunches
and then moves on.

—Carl Sandburg

Rotting

Candy makes your teeth rot
TV makes your brain rot
Air makes the salad rot
Time makes the fruit rot
And hate makes your heart rot.

—Kiera Null, at age 11

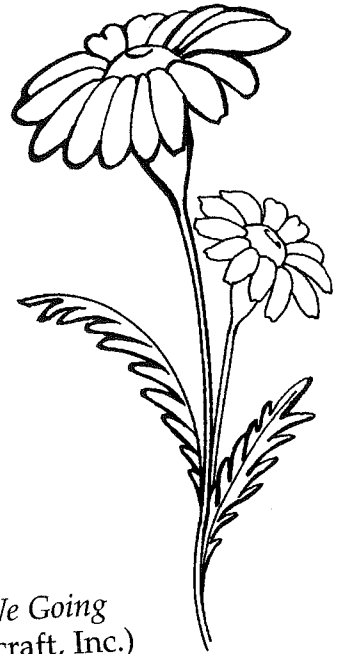


Seeds . . . Creativity

Countless seeds
On the wind.
Slip into mystery,
Follow nature's gentle guidance
To spread, fly, swim,
Then burrow
In darkness.
And a few seeds grow
In the silence.
Even fewer continue to develop . . .
Fruit, Infant
Idea, Art.

—Kathleen "Casey" Null

(Originally published in *Where Are We Going Besides Crazy?*, copyright 1989, Bookcraft, Inc.)

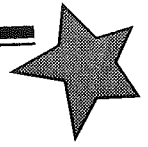


Are you getting the idea? Now try writing a free verse about a butterfly.

Haiku

Haiku is a form of Japanese poetry that has three lines and is usually about nature. (See pages 28 and 29 for detailed descriptions and activities for this form).

Extension: Prepare a notebook to be used just for collecting poetry. With your notebook, go to the library and look through the poetry books. Find some free verse poems you like and copy them into your notebook. Illustrate the pages. Add more whenever you find a new one that you like. Add some that you've written yourself.



Traditional Poetry (cont.)

Limerick

A limerick is a traditional form of humorous verse with five lines. The rhyme scheme is a-a-b-b-a. Lines 1, 2 and 5, have 3 stresses. Lines 3 and 4 have 2. This may sound complicated, but once you read a few, you'll understand. Read these aloud so you can get a sense of the rhythm.

There was an Old Man with a beard,
Who said, "It is just as I feared!
Two Owls and a Hen,
Four Larks and a Wren,
Have all built their nests in my beard."

—Edward Lear

There once was a young man named Jason
Who was told that he really must hasten.
While washing his clothes,
He stepped on his toes
And fell with a splash in the basin.

There once was a young man named Andy
Who always dressed up fine and dandy,
But walking one day,
He slipped by the bay,
And came home all battered and sandy.

There once was a teacher named Gray,
Who said to his students one day,
"Now, you have until one,
Get a limerick done."
The class groaned the hour away!

Now try a limerick of your own. Start by brainstorming some lists of rhyming words. Circle those that you think might go together to make a funny limerick. Fill in the lines below (note the rhyming pattern at the end of each line).

_____ a

_____ a

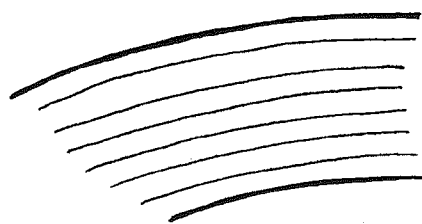
_____ b

_____ b

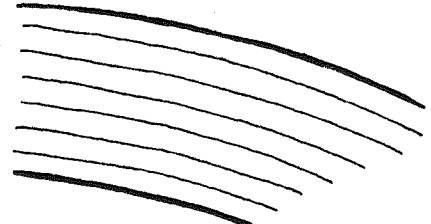
_____ a

Lyric

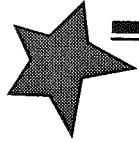
Many people have written lyrics. Maybe you have, too. A lyric is simply a short poem that expresses a personal feeling with a musical rhythm. Here is an example of a lyric poem by William Wordsworth.



My heart leaps up when I behold
A rainbow in the sky;
So was it when my life began;
So is it now I am a man;
So be it when I shall grow old.



Extension: Write a limerick about someone you know. Try to use traits or actual events about that person in your limerick. If you have a friend who loves cats, your limerick can be about all of his or her cats. Illustrate your limerick and give it as a gift.



Traditional Poetry *(cont.)*

Sonnet

A sonnet is a poem with fourteen lines. It expresses the author's feelings. The poet best known for writing sonnets is Shakespeare, and the form most often used is known as the Shakespearian sonnet. A sonnet is the best form of poetry for expressing romantic or deep feelings.

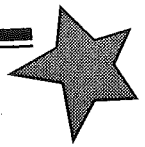
Each line in the sonnet has ten syllables and every other syllable is stressed, beginning with the second syllable. The sonnet is three quatrains and a couplet. Sonnets usually present a problem in the first two quatrains. In the third quatrain, the poet begins to answer the problem and, in the final couplet, tries to solve the problem.

Here is a sonnet written by Shakespeare. Don't try to understand every word he writes. Shakespeare's poems must be read many times. Each time the sonnet is read, it is understood a little bit better. (The letters represent the structure of the sonnet.)

Sonnet 116

quatrain	Let me not to the marriage of true minds Admit impediments. Love is not love Which alters when it alteration finds, Or bends with the remover to remove.	a b a b			
quatrain	Oh no! It is an ever-fixed mark That looks on tempests and is never shaken. It is the star to every wandering bark, Whose worth's unknown, although his height be taken.	c d c d	}	(setting up the problem)	
quatrain	Love's not Time's fool, those rosy lips and cheeks Within his bending sickle's compass come. Love alters not with his brief hours and weeks, But bears it out even to the edge of doom.	e f e f	}	(beginning to answer the problem)	
couplet	If this be error and upon me proved, I never write, nor no man ever loved.	g g	}	(solving the problem)	

Extension: Choose a topic and try to write a Shakespearian sonnet. Don't be discouraged if it is difficult. Simply trying to write a sonnet deserves a pat on the back! Your attempt will really strengthen your poetic muscles.



Invented Poetry

Invented poetry is written in a form that you invent yourself. You can choose one of these forms invented by others or try something new.

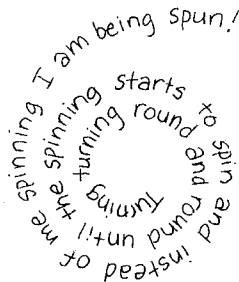
Alphabet Poetry

Alphabet poetry uses a part of the alphabet to write a poem. To write one, choose the part of the alphabet that you want to use (5–10 letters) and write the letters, in order, down the left side of your paper. Then fill in the lines. Here are some examples:

Angry	Highly happy and
Babies	Ignorant ice cream eating
Come	Janitors and clerks
Down	Kick tin cans all the way to
Every	Luxembourg just to
Friday	Make an impression on
	Nice,
	Old fashioned, orangutans



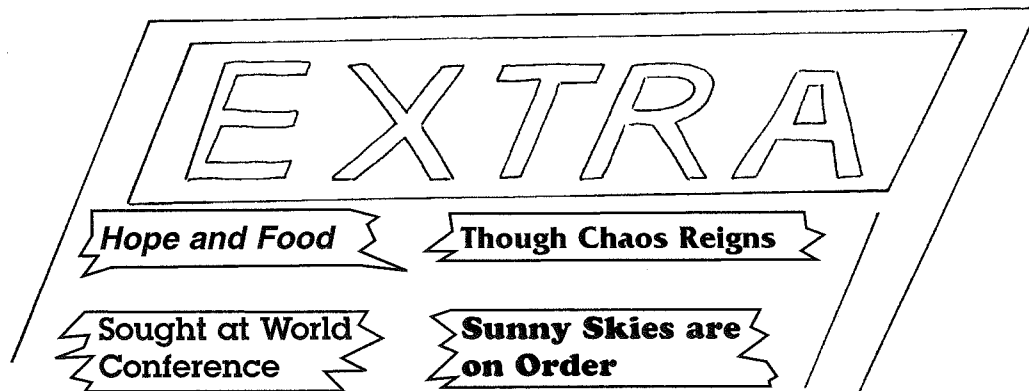
Concrete Poetry



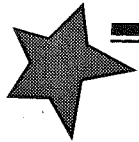
Concrete poetry is poetry written in a shape or design to match the meaning or feeling of the poem.

Headline Poetry

Headline poetry uses the words and phrases already created by newspaper editors. To create a headline poem, get a newspaper and read the headlines. Cut them out and apart and rearrange them on your paper to make a collage poem. Or you can simply write the combinations of words you want to use. Here is one:



Extension: Try writing an alphabet poem with all 26 letters of the alphabet. Write them on cutout shapes. For instance, on a blue star shape write a poem in silvery or white ink about stars.



Invented Poetry *(cont.)*

List Poetry

List poems use repetition as their structure. They are also a kind of comparison or a paying attention to small details we might not always notice. Here are a couple of list poems to give you the idea:

Houses

I see houses everywhere
There are houses to start out in
Houses to grow in
Houses to be sick in
Houses to hide in
Houses to be born in
Houses to die in . . .



I went out today
into the crowd
There were people smoking
and shoving and snarling
There were people rushing
and rustling and rendezvousing
There were people fearing
and fainting and following
There were people wondering why.

Name Poem

A name poem is just like an acrostic poem (see Name Poem activity on page 27), but it always uses a name. All you need to do is write the name down the left side of your paper and then fill in the lines with things about that person. Here is one:

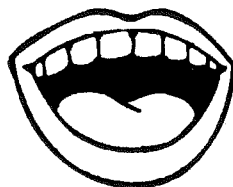
Dares to dive in deep, dark pools
Easy with a laugh
Buys too many bubble wands
Best at baking bread
Into ice cream in a bowl
Every song is known by heart

Riddle Poetry

A riddle poem will have your reader guessing the subject of your poem. Here are examples; can you guess their subjects?

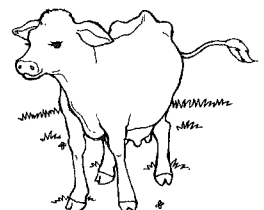
Thirty white horses upon a red hill,
Now they tramp, now they champ,
Now they stand still.

(answer: teeth and gums)

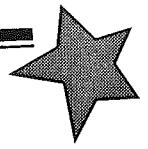


Four stiff-standers,
Four dilly-danders,
Two lookers, two crookers,
And a long wiggle-waggle.

(answer: cow)



Extension: Make a list of all the things that happen in a house and write a list poem. Illustrate it with a drawing of your own house. Write a riddle poem and read it to a friend. Can he or she guess what the poem is about?



Invented Poetry *(cont.)*

Terse Verse

Terse verse is poetry that consists of just two words! The two words need to be a very clever way to say something else. Here are some examples to get you thinking:

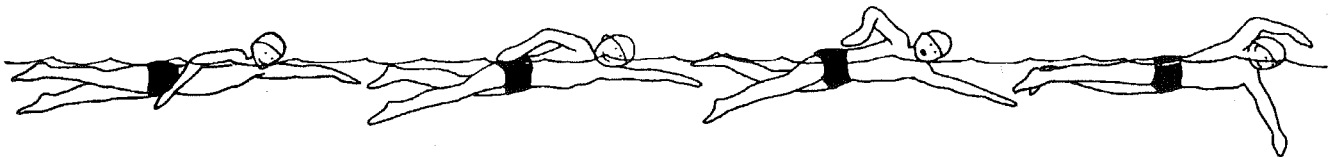
Subject	=	Terse Verse
Drooping Flower	=	Lazy Daisy
Braces	=	Tin Grin
Planting Lots of Trees	=	Tree Spree
Halloween	=	Fright Night
Witch with Chicken Pox	=	Itchy Witchy
Fast Elevator	=	Swift Lift
Large Hole	=	Big Dig
Worms	=	Great Bait

Phrase Poetry

A phrase poem defines the title of the poem with a list of phrases. Here is an example:

Swimming

Into the cold with a shock
 slipping forward silently
 bursting upward with a gasp
 eyes stinging, blinking
 floating soundlessly



Extension: Brainstorm in teams to come up with as many two-word terse verse poems as you can. Make an illustrated class book full of your terse verse poems. Share the book with parents at open house and with other classes (especially younger students).

Write a list of one word poem subjects and cut them up so they are on separate pieces of paper. Put them into a box with those of your classmates. Mix them up and draw three (each classmate does the same). Write three phrase poems on the three subjects you select. Have a poetry reading session with your class.



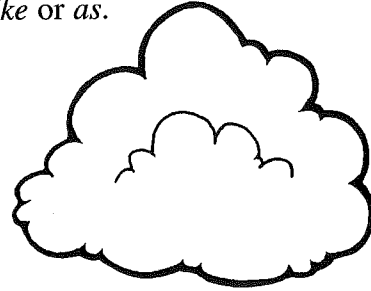
Simile and Metaphor

You can be more creative in your writing by using similes and metaphors. A simile is a way of comparing two things. The comparison is written with the words *like* or *as*. A metaphor describes by comparing one thing to another without using the words *like* or *as*.

Here are two similes:

I'm as sharp as a pin.

The cloud is as puffy as a cotton ball.



Finish the similes below.

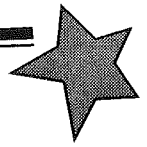
1. The wet dog smelled like _____

2. The ice was as slick as _____

Now, here is a poem which uses a simile:



Use a simile to write a short poem. It does not have to rhyme.



Simile and Metaphor *(cont.)*

A metaphor describes by comparing one thing to another without using the words *like* or *as*. For example:

The bird is a colorful rainbow.

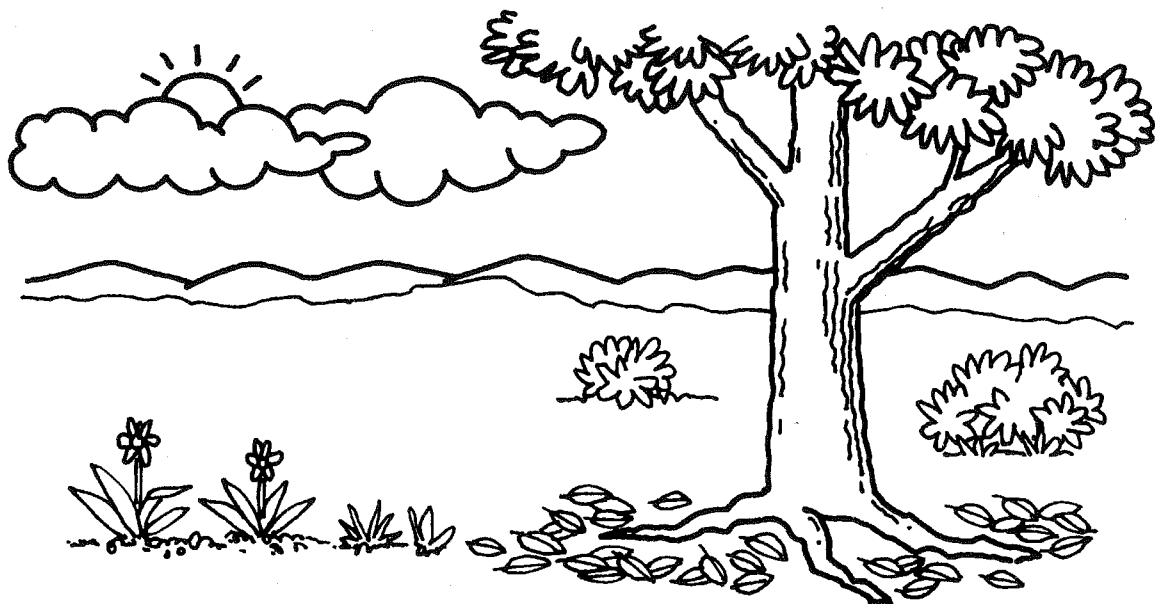
I'm an accident waiting to happen.

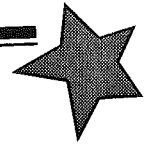
Complete the metaphors below.

1. The child was a _____.
2. The star was a _____.

Use comparison words to complete these metaphors.

1. The cloud is a _____.
2. The tree is a _____.
3. The eagle is _____.
4. The ice was _____.
5. The moon was _____.
6. The wolf was _____.
7. The rain is _____.
8. The rock is _____.





Rhyme Time

You're a poet, but do you know it? Whenever you use words that sound alike, you are rhyming. Choose words from the word bank that rhyme with or sound like the words in the box.

bake flop playground late

Word Bank

ate
found
drop
ache
snowflake
roommate
lollipop

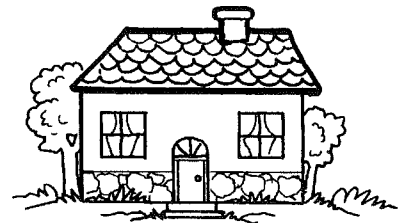
merry-go-round
great
fake
bookshop
greyhound
break
pop

hound
bait
awake
high top
sound
plate
cupcake

gumdrop
around
skate
create
lake
stop
campground

Write word pairs on the lines below (example: bake—ache)

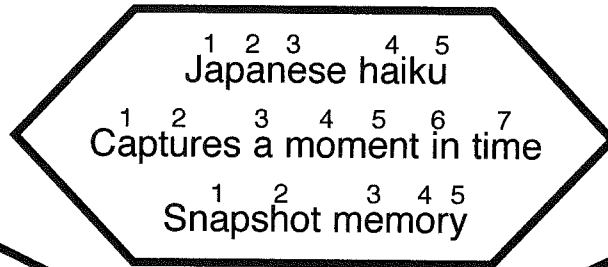
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



Extension: Add more rhyming words to the lists. Write a poem when you find some rhymes you like.



Haiku



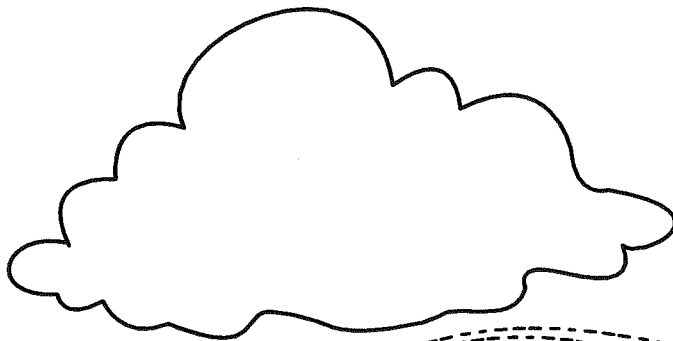
Haiku has no rhyme—5
But has a special structure—7
To create within—5

Haiku has three lines—5
With seventeen syllables—7
In five, seven, five—5

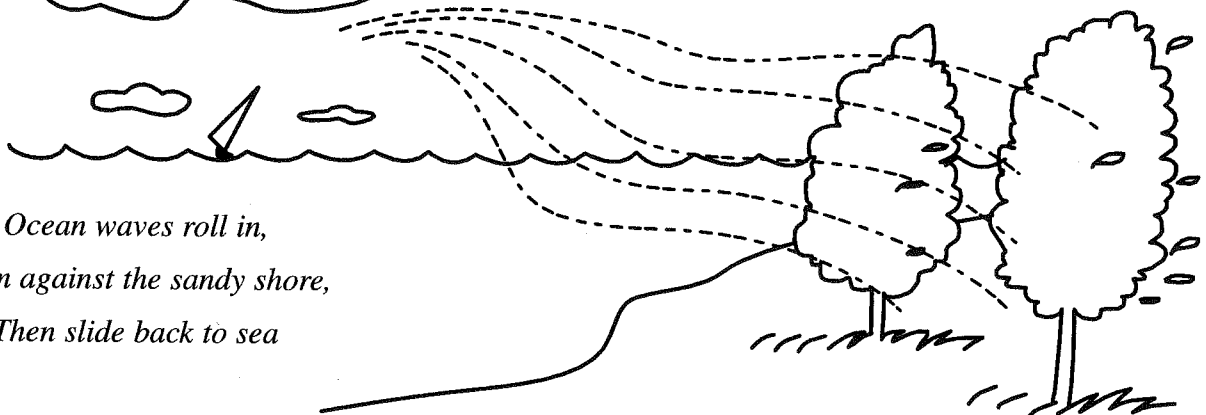
When you write haiku—5
Remember, freeze a moment,—7
Let it live in words—5

Haiku is a form of Japanese poetry, usually about nature. The first line has five syllables, the second line has seven syllables, and the third line has five. Count the syllables in the haiku lines above.

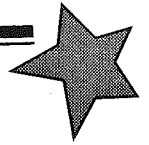
Here are some examples of haiku:



*Wind, gently blowing
Up, around, and through the trees,
Plays tag with my kite*



*Ocean waves roll in,
Foam against the sandy shore,
Then slide back to sea*



Haiku *(cont.)*

Now it's your turn to write haiku! Remember to count the syllables carefully. Begin by brainstorming. List all the words you can think of to describe "summer" and how you feel about it. Use some of your words to finish this haiku about summer.

Summer Words	
_____	_____
_____	_____
_____	_____
_____	_____

Your Poem

The bright sun shines on _____ —5

_____ —7

_____ —5

Now list all the words you can think of to describe winter and then write a winter haiku poem.

Winter Words	
_____	_____
_____	_____
_____	_____
_____	_____

Your Poem

_____ —5

_____ —7

_____ —5

Are you getting the idea? On a separate piece of paper, choose a topic and brainstorm some words related to that topic. When you have enough words, choose your favorites and use them in a haiku in the space below.

Extension: Create haiku poems to give as gifts to friends and family members. You can write them on bookmarks, watercolored paper, special-colored paper, etc.