WRITING POETRY
OVERHEAD KIT

Designed to meet these objectives:

Language

- Students will communicate their thoughts through poetry.
- Students will apply knowledge of language structure, conventions, and figurative language to create poems.
- Students will appreciate and understand different forms and styles of poetry.

This extensive kit provides everything you need to help students write and interpret expressive poetry, using your overhead projector! It's perfect for whole-class activities or small groups. The kit includes 40 poems highlighting 10 different poetry styles, plus graphic organizer acetates that make it easy to organize and analyze each poem. We've even supplied reproducible copies of the graphic organizers to guide students as they write their own poems, step-by-step!

What's Included
- 40 cut-apart poetry samples
- 10 graphic organizer acetates
- 9 reproducibles (in this guide)

Before You Begin
Cut apart the poetry samples along the lines. You may want to store them with the corresponding graphic organizer acetates and copies of the reproducible pages from this guide.

Note: Be sure to use only wet-erase markers to write on the acetates. Erase markings with a damp cloth.

Getting Started
Select a style of poetry to work on and place the corresponding graphic organizer acetate on your overhead projector. Choose an appropriate poetry sample and place it on the graphic organizer. (Poetry samples are color-coded to match the borders of the graphic organizers.) Explain that understanding the forms and "rules" of different styles helps us to appreciate poetry. Describe the type of poem you have selected, and discuss the writing conventions for that style. (See the descriptions of poetry styles on pages 2 and 3 of this guide.) Then, read the poem aloud, or ask a volunteer to read it. Finally, work as a class to write a poem by completing the sections on the graphic organizer. If necessary, replace the poem with a different example and repeat the activity.

Once students understand how the poem is organized, challenge them to write their own poems in the same style. Provide copies of the appropriate reproducible. (Use tape to attach a poetry sample before you make the copies.) Encourage children to share their work with their classmates if desired.

After you have analyzed a particular style of poetry with the whole class or a small group, place copies of the corresponding reproducible in your poetry center and encourage students to use it to write their own poems. Students may want to publish their favorite poems by copying them onto sheets of paper and adding illustrations or decorations. Display the completed poems on a bulletin board or staple them together to create a class poetry book.

Meeting Individual Needs

ELL

Begin with acrostic poetry, "I am" poems, or quatrains. Have students read the sample poem aloud with you, emphasizing the rhyme and rhythm. Then, suggest that the children write similar poems in their native language. You may also want to try some of the modifications suggested below.

Reteach/Extra Support

Try one of the modifications detailed below, depending on the type of poem you are teaching. Work with the students individually or in a small group and complete the graphic organizer and reproducible together, focusing on one section at a time. Supply a children's dictionary and thesaurus for help as needed, but be sure to emphasize content and meaning over perfect spelling and grammar.

Challenge

After students write a first draft, encourage them to revise and improve it. Prompt them to consider whether the poem's language flows smoothly and which words could be replaced by more vivid words. Remind them to check for and correct any grammar and spelling errors. Then, have the students rewrite or type their poems and illustrate them.

Styles of Poetry

Acrostic Poems

The first letters of the lines of an acrostic poem spell out the topic or title of the poem. Acrostic poems may or may not rhyme.

• Modification: Have children write individual words or short phrases rather than whole lines.

Quatrains (ABAB and AABB)

Quatrains have 4 lines that follow a specific rhyming pattern. Two common rhyming patterns are called "ABAB" and "AABB." In an "ABAB" quatrain, the first and third lines rhyme and the second and fourth lines rhyme. In an "AABB" quatrain, the first two lines rhyme and the second two lines rhyme. (The reproducible graphic organizer in this guide can be used for either rhyming pattern.)

• Modification: Challenge advanced writers to use the same rhythm and number of syllables in each line.

Haiku

Haiku is a traditional style of Japanese poetry which has a total of 17 syllables written in 3 lines: 5 syllables in the first line, 7 syllables in the second line, and 5 syllables in the third, final line. Haiku poems refer to an element of nature, and express an idea that keeps you thinking or feeling. They usually do not rhyme.

• Modification: Instead of counting syllables, have the student write the poem as one sentence on 3 lines. The first line describes where the event happens, the second line describes the event, and the third line tells when the event happens. For example:

> Among the cherry blossoms
> A bird begins her nest
> On this warm spring morning.

Clerihew

Clerihews are named for the person who invented them. They are funny poems about real people. A clerihew has 4 lines and an AABB rhyming scheme, which means the first 2 lines rhyme and the last 2 lines rhyme. The first line includes the subject's name, and the other lines are about the person.

• Modification: Advanced writers can try to use the same number of syllables in each pair of rhyming lines.

Limerick

This short, amusing style of poetry has been popular for hundreds of years. It is named after a town in Ireland. Limericks have 5 lines which follow a specific rhythm and rhyming pattern. The first, second, and last lines rhyme and are longer than the third and fourth lines, which also rhyme.

• Modification: Provide the first, second, and fifth lines and have students write the third and fourth lines.

Cinquain

Cinquains are 5-line poems. The lines of a cinquain each contain a set number of syllables (or words). In addition, each line contains a particular type of words. The lines of a cinquain don't usually rhyme.

- Line 1: A noun that is the subject of the poem (2 syllables)
- Line 2: Adjectives that describe the subject (4 syllables)
- Line 3: Action verbs that relate to the subject (6 syllables)
- Line 4: Words that express feelings that relate to the subject (8 syllables)
- Line 5: A synonym for the subject (2 syllables)

- Modification: Have writers use word counts instead of syllables for each line:

- Line 1: 1 word (the subject)	*Brother*
- Line 2: 2 words describing the subject	*Funny, smart*
- Line 3: 3 words describing an action	*Skateboard-riding champ*
- Line 4: 4 words describing a feeling	*Always there for me*
- Line 5: 1 word referring back to the subject	*Friend*

Five Senses Poem

This poem is shaped like a triangle, because each line has more words than the previous line. It uses sensory words to describe its subject. The first line is a 1-word subject. Line 2 is two words about how the subject smells. Line 3 is 3 words about how the subject feels or tastes. Line 4 uses 4 words to describe how the subject looks, and line 5 uses 5 words to describe the sound of the subject. Five senses poems don't have to rhyme.

- Modification: Provide a poetry frame for students to complete:

- I feel…	*I feel the warm sunshine.*
- I smell…	*I smell freshly cut grass.*
- I taste…	*I taste juicy watermelon.*
- I see…	*I see the clear, blue sky.*
- I hear…	*I hear the mosquitoes humming.*

Diamante

Diamantes are 7-line, diamond shaped poems. Each line uses a different part of speech. Many diamante poems begin with one subject and then transition to a contrasting subject in the fourth line:

- Line 1: 1 word (the subject)
- Line 2: 2 adjectives that describe the subject
- Line 3: 3 action verbs that relate to the subject
- Line 4: 4 nouns (the first 2 relate to the subject, and the last 2 relate to a second, contrasting subject)
- Line 5: 3 action verbs about the contrasting subject
- Line 6: 2 adjectives that describe the contrasting subject
- Line 7: 1 word (the contrasting subject)

- Modification: Prompt children to write about only one subject instead of two.

"I am" Poem

In an "I am" poem, the writer expresses personal thoughts and feelings, following an 11-line format. This type of poetry is called "personal poetry."

- Modification: Have students choose and respond to only 4 or 5 lines instead of all 11 lines.

ACROSTIC

_____
(Topic)

QUATRAIN

Topic

Event

Rhyme A

Rhyme B

Rhyme _____

Rhyme _____

Rhyme _____

Rhyme _____

HAIKU

Topic

Description:

Feelings:

Phrases:

Phrases:

5 Syllables _____

7 Syllables _____

5 Syllables _____

CLERIHEW

Characteristics

Event

Person

Rhyme A

Rhyme B

Includes name of person (A) _____

Describes person (A) _____

Relates to person (B) _____

Relates to person (B) _____

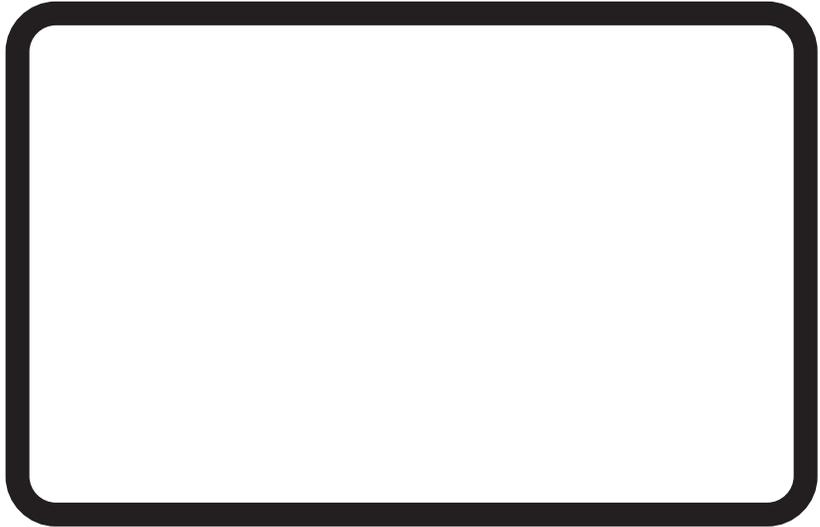# LIMERICK

_____
Topic

Event

Rhyme A

Rhyme B

Rhyme & Rhythm A _____

Rhyme & Rhythm A _____

Rhyme & Rhythm B _____

Rhyme & Rhythm B _____

Rhyme & Rhythm A _____

CINQUAIN

Action Words:

Nouns:

Descriptive Words:

_____
Title

Feeling Words:

Title (2 syllables) _____

Description (4 syllables) _____

Action (6 syllables) _____

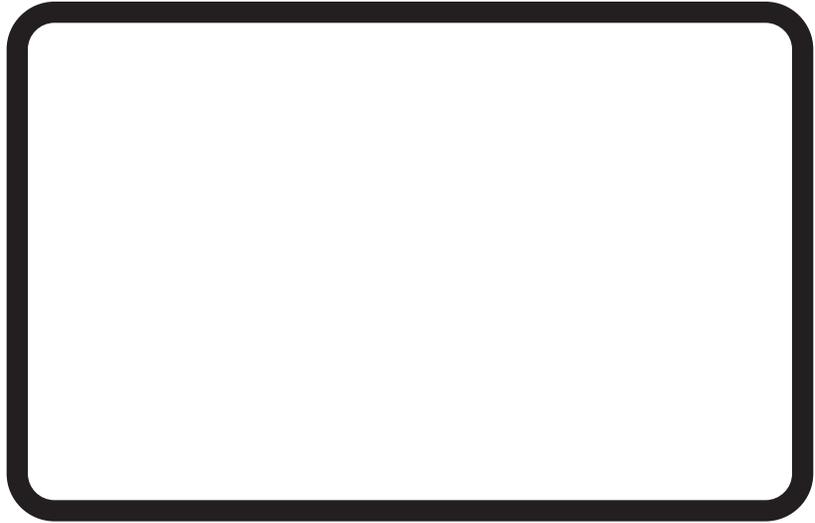Feeling (8 syllables) _____

About title (2 syllables) _____

FIVE SENSES POEM

Taste:

Touch:

Sight:

Scent:

Sound:

Topic

Topic (1 word) _____

Scent (2 words) _____ _____

Touch-Taste (3 words) _____ _____ _____

Sight (4 words) _____ _____ _____ _____

Sound (5 words) _____ _____ _____ _____ _____

DIAMANTE

Subject #1

Adjectives:

Verbs:

Nouns:

Subject #2

Adjectives:

Verbs:

Nouns:

Subject #1 _____

2 Adjectives for Subject #1 _____ _____

3 Verbs for Subject #1 _____ _____ _____

2 Nouns for Sub. #1, 2 Nouns for Sub. #2 _____ _____ _____ _____

3 Verbs for Subject #2 _____ _____ _____

2 Adjectives for Subject #2 _____ _____

Subject #2 _____

"I AM" POEM

Name:

Adjectives:

Loves:

Emotions:

Needs:

What You Give:

What You Fear:

Future Goals:

I am _____

_____, _____, _____ (3 adjectives)

Child of _____

Who loves _____

Who needs _____

Who feels _____

Who gives _____

Who fears _____

Who would like to be _____

I am _____