

MAKE YOUR OWN POEM (LEVEL 2)

Description	Learners will get excited about poems, by beginning to explore different aspects of a poem including imagery, rhyming words, and rhythm to make their own different poems.
Leading Question	Can I write a poem on my own?
Total Time Required	5 hours over 5 days
Supplies Required	Paper and pencil
Learning Outcomes	<ol style="list-style-type: none"> 1. Understanding rhyming words 2. Awareness of different types of poem structures 3. Learning different figures of speech related to poems 4. Composing a poem
Previous Learning	None

DAY 1

Today you will learn about the different aspects of a poem and what makes them special.

Suggested Duration	Activity and Description
10 minutes	<p>Begin the day listening to a few different kinds of poems including:</p> <p style="text-align: center;">"Crocodile on the Loose!" By Mrs. Prejna</p> <p style="text-align: center;">I went out walking with my crocodile, when he slipped out from his collar. I yelled, "Come back!" but he just ran and didn't hear me holler. I chased him down the sidewalk, and through the playground, too. I almost caught him at the slide, but he pulled a switch-a-roo! Just when I thought I could run no more, he came right back to me. For my crocodile can be a bit crazy, but in the end he loves me!</p> <p>- Narrative Poem: These poems tell a story. The story has a beginning, middle, and end.</p> 

- **Limericks:** These are usually humorous (funny) and five lines long with a distinct rhyming pattern of AABBA (where the first, second and fifth line rhyme and the third and fourth line rhyme):

*There was an old Shark with a smile
So broad you could see it a mile
He said to his friends
As he sewed up the ends
It was really too wide for the style*

- Carolyn Wells

- **Free Verse:** Often, poems rhyme. But free verses are poems that do not rhyme, but often follow a beat or rhythm.



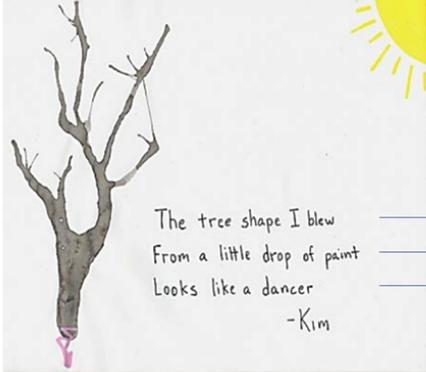
- **Literary Nonsense:** These nonsense poems intentionally do not make sense and often use language in unusual ways. They are used to entertain the reader!

Hey, diddle, diddle,
The cat and the fiddle,
The cow jumped over the moon;
The little dog laughed
To see such sport,
And the dish ran away with the spoon

- **Sensory / Imagery Poems:** This is a poem that uses all the senses to describe something. What are our 5 senses?

He's as skinny as a toothpick
but as tall as a giraffe.
He laughs like a hyena-
if that's his laugh.
His eyes are like volcanoes,
he's as warty as a toad,
and he's standing right there
in the middle of the road.

By: Julie Larios

	<p>- Opposite Poem: It is a poem in which everything you normally expect is reversed.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><i>The backward folks in backward town live inside out and upside down. They work all night and sleep all day. They love to work and hate to play.</i></p> <p><i>The parents there are three years old. They save their trash and dump their gold. They fly their cars and stand on chairs. They comb their teeth and floss their hairs.</i></p> </div> <p>- Haiku: It is an unrhymed short poem which has 17 syllables arranged in three lines of 5, 7, and 5 syllables respectively.</p> <p>(Words can be broken up into smaller 'sound' parts called syllables – each having one vowel sound. For example, 'water' has 2 syllables – "wa" and "ter") Below is an example of a haiku:</p> <div style="text-align: center; margin: 10px 0;">  <p>The tree shape I blew → 5 syllables From a little drop of paint → 7 syllables Looks like a dancer → 5 syllables -Kim</p> </div>
<p>15 minutes</p>	<p>Listen to all the poems above and then answer the questions below:</p> <ol style="list-style-type: none"> 1. What was your favorite poem? Why? 2. Rhyme: Poems sound like music because many of them have rhyming words. <ol style="list-style-type: none"> a. Did you notice any rhyming words? b. Which poems had the most rhyming words? c. List 5 pairs of rhyming words from the poems above. 3. Imagery: Poems are special because they help you to form an image in their mind. Close your eyes when listening to the poems and identify which of the poems helped you imagine the most and form a picture in your mind? Draw the image that the poem describes.

	<p>4. Rhythm: Poems often have a particular beat in which it should be read out – this helps the words flow in a nice way. Try and tap out this beat to any of the poems above.</p> <p>Not all poems have rhyme, imagery, or rhythm. Poems are a way to express something creatively and it can be done in any way that the poet chooses! Sometimes, pages of text can be written in a few lines of a poem. That is what makes them special.</p>
<p>20 minutes</p>	<p>Write your first poem called a ‘Found Poem’:</p> <ul style="list-style-type: none"> - Choose any book or written text and select random words. Example: Every 5th word on each line or every 20th to 30th word on a page or the first line on each page that appeals to you. - Put these together and try to find out if you can make a story or a logical sequence or put rhyming words together using the chosen words or adding to them. It is ok if you are unable to have this poem follow any of the rules (rhyme, rhythm, imagery)! <p>Read your ‘Found Poem’ to reflect on the challenges and opportunities of writing a poem.</p>

DAY 2

Today you will explore imagery through structures including sensory, metaphors and similes and personification to write an opposite poem.

<p>Suggested Duration</p>	<p>Activity and Description</p>
<p>10 minutes</p>	<p>Writing a Sensory Poem Choose your favourite colour and describe it with respect to all the senses (sight, sound, taste, touch, smell and feeling) for example:</p> <ul style="list-style-type: none"> - <i>White makes me feel calm and peaceful.</i> - <i>White looks similar to clean paper.</i> - <i>White sounds like a soft melodious tune etc.</i>

<p>15 minutes</p>	<p>Figures of Speech: These are words or phrases which have a different meaning than what the words literally mean. You will explore metaphors, similes and personification.</p> <p>Add in metaphors and similes.</p> <ul style="list-style-type: none"> - A simile compares two ideas indirectly, using the word ‘like’ or ‘as’. Example: The baby’s cheeks are like roses OR the baby’s cheeks are as soft as roses. - A metaphor compares two similar ideas directly, by saying that one IS the other. Example: The baby’s cheeks are roses. <p>To practice these figures of speech, edit your poem on your favourite colour by adding a simile and a metaphor for example:</p> <ul style="list-style-type: none"> - <i>The colour white is like comforting soup</i> - <i>White is as endless as a dessert</i>
<p>15 minutes</p>	<p>Work on personification, which means giving human traits to a non-living object. For example, the trees danced in the wind.</p> <p>To practice personification, edit your poem about your favourite colour to add personification.</p> <ul style="list-style-type: none"> - <i>White hugs me and I feel at peace</i> - <i>Red sparkles and dances across the night sky</i>
<p>20 minutes</p>	<p>Recite your poem about your favourite colour and ask for feedback.</p> <p>Writing an Opposite Poem</p> <p>Write an opposite poem, in which everything is the opposite to what we normally expect. You are free to write the poem on any topic.</p> <p>We encourage you to use all the figures of speech (simile, metaphor and personification) to enhance imagery. Below is an example:</p> <p><i>White looks is like a dark night Which runs fast across the world White feels like a tight slap And tastes like sour lemons</i></p>

DAY 3

Today you will explore the concept of rhyme and rhyming words.

Suggested Duration	Activity and Description
10 minutes	<p>Rhyme Ball Game</p> <p>Today you will start exploring the concept of rhyming words by playing a ball game with your family or friends.</p> <p>Player 1 will say a word and throw the ball at the learner. You will need to say a rhyming word and throw the ball back. Once you and your partner have exhausted the number of rhyming words, you can change the word to start with. For example: Create, Great, Mate, State, Hate...</p> <p>Play this for at least 5 different sets of words (avoid using basic 3 letter words like cat, bug, cap etc.)</p>
10 minutes	<p>Numeracy extension:</p> <p>Every time a word is said, you will note it down and then throw the ball. At the end, you will count how many times the ball was thrown without stopping on a continued rhyme. Example:</p> <p>Rhyme 1: Words rhyming with 'Hate' came up 10 times or Rhyme 2: Words rhyming with 'yellow' came up 12 times, etc.</p> <p>Then, you will represent the rhyme as a fraction, ratio and percentage.</p> <p>Example: (as shown in the image) Rhyme 1 had 10 throws, Rhyme 2 had 12 throws, Rhyme 3 had 8 throws.</p> <p>Which rhyme had the highest percentage of throws?</p> <div data-bbox="971 1234 1399 1575" style="background-color: #ffffcc; padding: 10px;"> <p>Total number of throws = 40</p> <p><u>Rhyme 1</u></p> <p>No. of throws = 10</p> <p>Fraction $\rightarrow \frac{10}{40} = \frac{1}{4}$</p> <p>Ratio $\rightarrow 1:4$</p> <p>Percentage $\rightarrow \frac{10}{40} \times 100 = 25\%$</p> </div>
10 minutes	<p>Now we will learn about another figure of speech called Onomatopoeia (pronounced <i>on-uh-mah-tuh-pee-uh</i>). This is a word that sounds like the action it describes. Example,</p> <p>- "boom" sounds like an blast or explosion,</p>

	<p>- “meow” sounds like the noise a cat makes.</p> <p>Using onomatopoeia or sound words in our poems help us create images in the reader’s minds.</p> <p>Make a list of sound words for certain phenomena e.g.</p> <ul style="list-style-type: none"> - What is the sound that 3 animals make (cow, dog, bird, etc.)? - What is the sound of 3 action words (clapping, skate, run, etc.)? - What is the noise you make for 3 emotions (in pain, sleepy, sneeze)? <p>Then, you will find rhyming words for these sound words. Example, Moo – Shoe, Swish – Fish, Clap – Slap</p>
10 minutes	<p>You now will explore another figure of speech called ‘Alliteration’ which is a sentence where neighbouring words start with the same letter. Example:</p> <ul style="list-style-type: none"> - Peter picked some pretty pots – the ‘P’ sound repeats. - Black bug bit a big brown bear – the ‘B’ sound repeats. <p>Alliterations are often used in tongue twisters that are hard to say without stumbling. Example: She sells sea shells on the sea shore.</p> <p>Most cultures have their own tongue twisters. Identify these and then make 3 tongue twisters or alliterations of your own – make sure each sentence has at least 5 words.</p>
15 minutes	<p>Rewriting Nursery Rhymes</p> <p>Use the various figures of speech and poetry elements you have learned (rhythm, imagery, rhyme) to re-write some lines of a known nursery rhyme or a song of your choice.</p>

DAY 4

Today you will continue to explore the concept of rhyme, learn the concept of rhythm or the beat of the poem, and how to write a haiku.

Suggested Duration	Activity and Description
10 minutes	The beat or meter of the poem depends on the number of syllables in the words in the poem and how we emphasize on those syllables.

	<p>A syllable is a chunk or group of letters that comes out with a single effort. For example: i) 'Reading' – would be 2 syllables read ... ing, ii) 'Blue' would be 1 syllable iii) 'Pumpkin' would be 2 syllables pump.. kin.. iv) 'Banana' would be 3 syllables ba..na..na</p> <p>An easy way to identify these in a word would be to clap at each syllable. Write down the words you know that have 1, 2, 3 and 4 syllables (5 words each).</p>
<p>15 minutes</p>	<p>Writing a Haiku To practice your understanding of syllables, write your own haiku on any topic of your choice. Remember that a haiku does not need to rhyme and consists of 17 syllables in the following format:</p> <ul style="list-style-type: none"> - First Line – 5 syllables - Second Line – 7 syllables - Third Line – 5 syllables
<p>15 minutes</p>	<p>We will now learn about what parts of a poem or song we can create a beat for. Close your eyes and listen to your favourite song or poem and clap to the beat that comes naturally.</p> <p><i>Tip: This beat that comes instinctively to us all is the rhythm that many poems follow.</i></p> <p>Practice how to say words out loud and stress on some sounds and not others in this poem by Robert Stevenson:</p> <p style="text-align: center;"><i>In winter I get up at night And dress by yellow candle-light. In summer, quite the other way, I have to go to bed by day. I have to go to bed and see The birds still hopping on the tree, Or hear the grown-up people's feet Still going past me in the street.</i></p> <p>Stress on the places where the letters are capitalized:</p> <ul style="list-style-type: none"> - in WINter I get UP at NIGHT Say the sentence out loud to hear the rhythm. <p>Now, try saying in the opposite way, putting the stress on the wrong sounds - IN winTER i GET up AT night.</p>

	<p>How does the line sound? The rhythm is wrong, and the words sound silly!</p> <ul style="list-style-type: none"> - Here is the second line of the poem with the stressed sounds: and DRESS by YELLow CANDle LIGHT. <p>Identify the sounds that should be stressed or unstressed in the following lines of the poem. The stressed letters can be written as capital and the unstressed sounds as small letters.</p>
<p>10 minutes</p>	<p>Rhyme Scheme</p> <p>Using rhyming words in a poem gives it a musical quality. In some poems, each line rhymes with the previous one. In some poems, every alternate line rhymes. Some poems do not rhyme at all – what are they called?</p> <p>The rhyme scheme is the pattern of rhyming words at the end of each line of a poem. Identify the rhyme scheme of the poems below using these steps:</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <p><i>When the sun opens his eyes, the birds wake up along with him to chirp in the blue skies. It is the time when we feel like singing a song.</i></p> <p><i>When the sun opens his eyes, the animals wake up along with him to stretch to their full size, with drowsy eyes and legs, long.</i></p> </div> <div style="width: 35%;"> <ol style="list-style-type: none"> 1. Underline the ending words in each line. 2. Assign the same letter to rhyming words. (Example, 'A' for eyes-skies-size) 3. Identify the pattern. Ex: AABB, ABBCA, etc. </div> </div> <p>Use these steps to identify the rhyme scheme of any other poem.</p>
<p>10 minutes</p>	<p>Writing a Limerick</p> <p>Use your learning to write a limerick. Remember that a limerick is usually funny, five lines long, and has a rhyming pattern of AABBA.</p>

DAY 5

Today you will write your own poems in rhyme and meter, using all the different figures of speech that you have learned.

Suggested Duration	Activity and Description
45 minutes	<p>Think of a topic you are interested in - this can be a favorite person, your favorite season, your favorite things, etc.</p> <p>Once you think of the topic, you can write all the connected and related words or ideas that occur to you using a mind map:</p> 
30 minutes	<p>Writing a Narrative Poem</p> <p>Think of a coherent story that you would like to share in the poem and write this as an outline.</p> <ul style="list-style-type: none"> - What do you want people to feel when they read or hear your poem? - What is the image you want to create in their minds? - Which figures of speech will help you create it – simile metaphor, personification, onomatopoeia, sensory words, etc. <p>Once you think of the ideas and connected words, you can begin to think of rhyming words where possible and make a list. Examples: summer – drummer, irritate – frustrate etc.</p> <p>If you are unable to rhyme, you can think of an onomatopoeia that rhymes.</p> <p>Think of the rhyme scheme of your poem. (Ex: AABB)</p> <p>Put all of these together, you can edit some of the words to ensure that the syllables and the meter have a musical effect.</p> <p>Write your final poem of at least 2 stanzas (8 – 10 lines) along with a title.</p>

10 minutes	Share all the different poems written through the course of the week with your family and once again reflect on each of these poetic elements of rhyme, rhythm and imagery. Think about which of your poems you liked the most and why.
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ASSESSMENT CRITERIA

- Coherence of the poems
- Word choice and rhyme,
- Vividness of the imagery,
- Beat and rhythm of the poem
- Correct usage of the different figures of speech shared

ADDITIONAL ENRICHMENT ACTIVITIES

- Learners can write additional stanzas or verses of their poem.

MODIFICATIONS FOR SIMPLIFICATION

- Learners on the last day can edit an existing poem instead of writing their own, or choose to omit the rhyming etc.