

6-20-2019

# Understanding Poetry: 5th Grade Introduction to Writing Poetry

Samantha Bos

Trinity University, [the.samantha.bos@gmail.com](mailto:the.samantha.bos@gmail.com)

Jackie Jaramillo

Winston School San Antonio, [jjaramillo@winston-sa.org](mailto:jjaramillo@winston-sa.org)

Follow this and additional works at: [https://digitalcommons.trinity.edu/educ\\_understandings](https://digitalcommons.trinity.edu/educ_understandings)



Part of the [Education Commons](#)

---

## Repository Citation

Bos, Samantha and Jaramillo, Jackie, "Understanding Poetry: 5th Grade Introduction to Writing Poetry" (2019). *Understanding by Design: Complete Collection*. 426.

[https://digitalcommons.trinity.edu/educ\\_understandings/426](https://digitalcommons.trinity.edu/educ_understandings/426)

This Instructional Material is brought to you for free and open access by the Understanding by Design at Digital Commons @ Trinity. For more information about this unie, please contact the author(s): [the.samantha.bos@gmail.com](mailto:the.samantha.bos@gmail.com) [jjaramillo@winston-sa.org](mailto:jjaramillo@winston-sa.org). For information about the series, including permissions, please contact the administrator: [jcostanz@trinity.edu](mailto:jcostanz@trinity.edu).

## UbD Template 2.0

Stage 1 – Desired Results		
<p><b>Established Goals</b></p> <p>5.16.B Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to write poems using: (i) poetic techniques (e.g., alliteration, onomatopoeia); (ii) figurative language (e.g., similes, metaphors); and (iii) graphic elements (e.g., capital letters, line length).</p> <p>5.28 Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to give organized presentations employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.</p>	<b>Transfer</b>	
	<p><i>Students will independently use their learning to...</i> Create an original piece of poetry</p>	
	<b>Meaning</b>	
	<p><b>Understandings</b> <i>Students will understand that....</i></p> <ul style="list-style-type: none"> <li>Different poetry structures can be used for different purposes</li> <li>Writing poetry is a way of expressing feelings and thoughts through sensory modalities</li> <li>Presentation of the poetry should reflect the poet’s mood or purpose</li> </ul>	<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>Is there any one kind of poetry? Is there one definition of poetry? What makes a piece of writing poetry?</li> <li>How does the structure of poetry allow for different expressions of emotions, thoughts, and insights?</li> </ul>
<b>Acquisition</b>		
<p><b>Knowledge</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>The requirements and definitions of a number of poetry structures (including limerick, haiku, cinquain, narrative poetry, and free verse)</li> <li>Poetry vocabulary including rhyme, meter, foot/feet, syllables, stanza, similes, metaphors, sensory imagery</li> </ul>	<p><b>Skills</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>Identify different poetic structures, define poetic vocabulary</li> <li>Apply their knowledge of poetry structures to create personal poetry</li> </ul>	
Stage 2 – Evidence		
<b>CODE</b> (M or T)	<b>Evaluative Criteria</b> (for rubric)	
		Performance Task(s)

<p>M</p> <p>T</p> <p>T</p> <p>T</p> <p>T</p> <p>T</p>		<p><i>Students will demonstrate meaning-making and transfer by...</i></p> <p>Share personal written poetry in a poetry slam and contribute a polished poem to the class literary magazine</p> <p>-----</p> <p>---</p> <p>Other Evidence (e.g., formative)</p> <p>-Poem to Mom (an extension if this unit falls around Mother’s Day)</p> <p>-Student created poem of each structure:</p> <ul style="list-style-type: none"> <li>• Limerick</li> <li>• Haiku</li> <li>• Cinquain</li> <li>• Narrative Poetry</li> <li>• Free Verse</li> </ul> <p>-Vocabulary Quiz</p> <p>Some poems have been provided for each poetic structure, but teachers are encouraged to find more poems that math their students’ interests.</p> <p><b>Additional Resources</b></p> <p>The Learning Works, Inc. (1981)</p> <p>The Haiku Foundation</p> <p>-<a href="https://www.thehaikufoundation.org">https://www.thehaikufoundation.org</a></p> <p>The Poetry Foundation</p> <p>- <a href="https://www.poetryfoundation.org">https://www.poetryfoundation.org</a></p>
---	--	---

**Stage 3 – Learning Plan**

<p><b>CODE</b> (A, M, T)</p>	<p style="text-align: center;">Pre-Assessment</p> <p style="text-align: center;"><i>How will you check students’ prior knowledge, skill levels, and potential misconceptions?</i></p>
----------------------------------	---

<p>A</p> <p>T</p>	<p><b>Learning Activities</b></p> <p><b>Day 1: Sensory Imagery</b></p> <p>If possible, the teacher will pop popcorn in the classroom with the students present and allow the student to eat the popcorn.</p> <p>-As popcorn is popping, the teacher will lead the students in a discussion about what they are hearing, smelling, feeling (in regard to hunger), tasting (is applicable), and seeing.</p> <p>-Students will write down brainstorm ideas about what their senses told them in the poetry book.</p> <p>-Teacher will model how to create a descriptive sentence to describe a food experience (e.g. soup or apples) without naming the food item and will introduce the first vocabulary words: personification &amp; verse.</p>	<p>Progress Monitoring (e.g., formative data)</p>
-------------------	--	---

<p>A T</p>	<p>-Students will then create their own popcorn experience sentence in their poetry books. -If students finish early, an extension would be to create an experience sentence about another food.</p> <p><b>Day 2: Haiku</b> -Teacher will begin with a review or lesson on syllables and how to count syllables. -Teacher will then introduce a brief history/purpose of the haiku -Teacher will share examples of haikus with the students and discuss how the poem feels, the structure of the poem, the topics of the poem -Teacher will display the structure of the poem for the students to copy into their notes section. -As a class, students will generate a haiku and copy it in their poetry book notes. -Students will then create a haiku on their own.</p>	<p>Teacher will check or collect student example of sensory imagery</p>
<p>A T</p>	<p><b>Day 3: Limerick</b> -Teacher will conduct a brief warm up review of syllables and how to count them and previous vocabulary. -Teachers will then introduce mood and rhyming vocabulary (including meter &amp; feet) and students will take notes in their vocabulary notebook -Teacher will then share a brief introduction to limericks, including a brief history, the structure of the poem, examples of limericks, and the defining characteristics in their poetry notebook. -As a class, students will generate a limerick as a class (using rhyming dictionaries if needed) and copy it in their poetry book notes. -Students will then create a limerick on their own.</p>	<p>Teacher will check or collect student haiku</p>
<p>A T</p>	<p><b>Day 4: Cinquain</b> -Teacher will conduct a brief warmup review of previous vocabulary -Teacher will then introduce the new vocabulary of stanza, having the students take notes in their poetry books. -Teacher will share a brief history and introduction to cinquains, followed by examples of cinquains. Teacher should lead a discussion on how cinquains are different and similar to haikus and limericks both in form and sound. -As a class, students will generate a cinquain as a class, and copy it in their poetry book notes. -Students will then create a cinquain on their own.</p> <p><b>Day 5: Similes</b></p>	<p>Teacher will check or collect student limerick</p>

<p>A</p> <p>T</p>	<p>-Teacher will conduct a brief warmup review of previous vocabulary.</p> <p>-Teacher will introduce similes, providing definitions and examples/ non/examples.</p> <p>-As a class, students should create simile examples, and copy them in their poetry book notes. Students will be expected to be able to explain the meaning or connection of the generated similes.</p> <p>- Students will then create 3-5 similes and provide explanations of the connections within the similes</p>	<p>Teacher will check or collect student cinquain</p>
<p>A</p> <p>T</p>	<p><b>Day 6: Metaphors</b></p> <p>-Teachers will conduct a brief warmup to review similes: students will each generate a simile on a notecard and drop it in a fishbowl at the front of the class. When everyone is done generating their similes, each student can then choose a random notecard from the fishbowl and try to create a connection between the two objects in the simile.</p> <p>-Teacher will review similes and introduce metaphors, including the definition and difference between similes and metaphors.</p> <p>-Teacher can then share examples of metaphors, including lyrical poetry examples or music lyrics that contain metaphors.</p> <p>-Teacher will lead a discussion of the difference between similes and metaphors, the purpose of metaphors in music and poetry, and how to create meaningful metaphors</p> <p>-As a class, students will create multiple metaphors and copy the examples into their poetry notebook.</p> <p>-Students will then create 3-5 metaphors and provide explanations of the connections made within the metaphors.</p>	<p>Teacher will check or collect student similes</p>
<p>A</p> <p>T</p>	<p><b>Day 7-8: Narrative Poetry</b></p> <p>-Teacher will review past vocabulary and conduct a warmup in which students will have to be able to identify similes from metaphors in a sorting activity.</p> <p>-The teacher will introduce narrative poetry and provide examples of narrative poetry for the students, either as a class or through a jigsaw activity. Teachers should emphasize that narrative poems have more freedom in rhyme schemes, figurative language, and line lengths.</p> <p>-As a class, the students will create a narrative poem and copy at least one stanza in their notes.</p>	<p>Teacher will check or collect student metaphors</p>
<p>A</p> <p>T</p>	<p>-Students will then create a narrative poem on their own; teachers may want to include requirements such as figurative language, a minimum number of lines, and/or a rhyme scheme, especially if students may become overwhelmed with the freedom of narrative poetry.</p>	<p>Teacher will check or collect student narrative poem</p>

A	<p><b>Day 9: Free Verse</b></p> <ul style="list-style-type: none"> <li>-Students will take a brief vocabulary quiz to assess their knowledge of poetry vocabulary.</li> <li>-Teacher will then introduce free verse poetry, including a brief historical context, and examples of free verse poems.</li> <li>-Teacher will then lead students in a discussion about what types of poems they can create and why someone might want to create a free verse poem.</li> </ul>	
A	<ul style="list-style-type: none"> <li>- (If needed) as a class, students will create a free verse poem and copy it in their poetry books</li> <li>-Students will then create their own free verse poems.</li> </ul>	Teacher will check or collect student free verse poem
T		
A	<p><b>Day 10: Poetry Jeopardy</b></p> <ul style="list-style-type: none"> <li>-Students will play poetry jeopardy to review structures of poems, vocabulary, sensory imagery, similes/metaphors, and the purpose of different poems.</li> </ul> <p>Jeopardy Link:  <a href="https://jeopardylabs.com/play/ubd-poetry-jeopardy#.XQvEBEmWhLY.gmail">https://jeopardylabs.com/play/ubd-poetry-jeopardy#.XQvEBEmWhLY.gmail</a></p>	Teacher will assess student knowledge of poetry terms and mechanics
M	<p><b>Day 11: Final Product</b></p> <ul style="list-style-type: none"> <li>-Teacher will review different types of poems and purposes for each poem</li> <li>-Students will then be given the option to create a new poem or polish a draft of a previous poem to be put into the class literary magazine.</li> <li>-Teacher should conduct brief writing workshops with each student to ensure they understand the requirements and goals of each type of poem.</li> <li>- (Optional) If teaching in a large class, the teacher may choose to have the students first have their papers peer-reviewed before meeting with the teacher to help ensure that misunderstandings are caught early.</li> <li>- (Optional) If students finish early, the teacher can have that student be a peer-editor, write another poem, or illustrate their poem.</li> </ul>	Teacher will grade the final product using the rubric
M	<ul style="list-style-type: none"> <li>- <b>(Optional) Teacher will collect final draft of poems and create a literary magazine that can be shared with all of the students digitally or printed so each student could have his or her own copy.</b></li> </ul> <p><b>Day 12: Poetry Slam</b></p> <ul style="list-style-type: none"> <li>- Students will take turns sharing their poems in front of the class.</li> </ul>	Teacher will grade the performance as part of the final product

Name:

## Poetry Slam

Directions:

You have been invited to a poetry slam. It is time to polish your best poem or create a new one to share with the group.

- You will be responsible for selecting a poetic structure and presenting a piece that follows the rules of that structure.
- Be sure to include sensory imagery in any poem you write.
- Circle the structure of your poem and be sure your poem meets all the requirements of that poem type:

Haiku	Limerick	Cinquain	Narrative Poetry	Free Verse
<ul style="list-style-type: none"><li>*3 lines</li><li>*syllable count: 5,7,5</li><li>*no rhyme required</li><li>*nature-themed</li><li>*reflective/serious mood</li></ul>	<ul style="list-style-type: none"><li>*5 lines</li><li>*syllable count: 8-10 per line</li><li>*rhyme: 1st, 2nd, 5th lines rhyme; 3rd and 4th lines</li><li>*lighthearted/funny mood</li></ul>	<ul style="list-style-type: none"><li>*5 lines</li><li>*syllable count: 2, 4, 6, 8, 2</li><li>*no rhyme required</li><li>*vivid descriptions</li><li>*delicate expressions</li></ul>	<ul style="list-style-type: none"><li>*usually at least 4 lines</li><li>*usually has a rhyme scheme, but not required</li><li>*no required syllable count</li><li>*any topic or mood</li><li>*tells a story</li></ul>	<ul style="list-style-type: none"><li>*no required line length</li><li>*no required syllable count</li><li>*no rhyme required</li><li>*any topic or mood</li><li>*expressing thoughts how you want</li></ul>

## Poetry Slam Presentations

When presenting, be sure that you:

- Hold your paper in front of your body so the audience can see your face.
- Talk loud and clear enough for the back of the room to hear you without shouting.
- Have a tall and confident yet relaxed posture. Start with a neutral position.
- Match your tone of voice to the purpose of the poem (ex: a haiku should be read with a calm, serious voice).

Rubric

	<b>ADVANCED - 4</b>	<b>PROFICIENT - 3</b>	<b>APPROACHING PROFICIENT - 2</b>	<b>NOVICE - 1</b>
<b>INCLUDES ALL REQUIREMENTS OF THE CHOSEN POETIC STRUCTURE</b>	The poem includes all requirements and the structural parts of the poem <i>enhance</i> the experience of the reader.	The poem includes <i>all</i> requirements, including syllable/word count requirements, line requirements, topic requirements, and/or rhyme requirements.	The poet is missing <i>one</i> requirement, including syllable/word count requirements, line requirements, topic requirements, and/or rhyme requirements.	The poem is missing <i>two or more</i> requirements, including syllable/word count requirements, line requirements, topic requirements, and/or rhyme requirements.
<b>MOOD AND/OR ELEMENTS OF THE POEM MATCH THE POETRY STRUCTURE (E.G. NARRATIVE POEMS SHOULD TELL A STORY)</b>	The mood or purpose of the poem is <i>enhanced</i> by the poetic structure chosen.	The mood or purpose of the <i>entire poem</i> matches the specific mood of the poetry structure (if there is one) and/or match the purpose of the poem (e.g. does the narrative poem tell a story).	The mood and/or purpose <i>parts of the poem</i> match of the poetry structure.	The mood or purpose of the poem does not match the chosen poetry structure.
<b>SENSORY DETAILS/ WORD CHOICE</b>	Sensory details and word choices work together to heighten the meaning of the poem – specific and powerful words contribute to an insightful, melodic, or exceptionally creative poem.	At least one example of sensory detail is included in the poem and the poem includes descriptive adjectives and strong verbs.	The poem is missing either sensory details <i>or</i> does not include descriptive language (colorful adjectives and strong verbs - sentences include lackluster words).	The poem is missing <i>both</i> sensory details and descriptive language (colorful adjectives and strong verbs - sentences include lackluster words).
<b>PERFORMANCE</b>	The poet read the poem or recited the poem from memory (appropriate	The poet read the poem clearly (appropriate speed and volume).	The poet read some of the poem clearly (may have	The poet was unable to read any of the poem clearly.



speed and volume). The presenter included gestures or changed his or her voice to emphasize certain aspects of the poem that *highlighted the meaning or purpose of the poem*.

spoken too quickly or softly to be understood).

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Vocabulary Terms for Poetry

#### Vocabulary

1. Sensory Imagery a literary term that uses all five senses to create a vivid image in the reader's mind
2. Personification- a figure of speech which an inanimate object is given human-like qualities
3. Verse- a line of poetry
4. Haiku- a traditional unrhymed Japanese poem of three lines the first line having 5 syllables, the second line 7 syllables, and third the line 5 syllables
5. Syllable- a word or part of a word with one sounded vowel; it is made with one opening of the mouth
6. Limerick- A poem with a funny, lighthearted mood within a structure
7. Mood- is how we are made to feel as readers
8. Rhyme- repetition of words with similar sounds that occur at the end of a verse of poetry
9. Meter- a sound pattern for the verses that gives poetry rhythm
10. Feet- a group of syllables that includes only one stressed syllable
11. Cinquain- a five line poem following specific numbers of syllables per line; does not have to rhyme
12. Stanza- a grouping of four or more lines of poetry that includes a fixed length, meter, or rhyme arrangement
13. Similes- a comparison of two things using like or as
14. Metaphor- a direct comparison of two unlike objects
15. Narrative poem- tells a story, has a beginning, middle and end; can be long or short, may or may not rhyme
16. Free verse- no structure, free from regular rhythm and does not rhyme

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Sensory Imaging Experience

During this activity, you should take notes of how you are experiencing this activity.

Seeing	Hearing	Smelling
Tasting	Feeling	

Write a paragraph about your experience without naming the product with its exact name. Be sure to use all of your senses listed above to write a descriptive paragraph. Remember to not use the name of the product!

---

---

---

---

---

---

---

---

---

---

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Sensory Imaging Experience

During this activity, you should take notes of how you are experiencing this activity.

Seeing- \_\_\_\_\_

\_\_\_\_\_

Hearing- \_\_\_\_\_

\_\_\_\_\_

Smelling- \_\_\_\_\_

\_\_\_\_\_

Tasting- \_\_\_\_\_

\_\_\_\_\_

Feeling- \_\_\_\_\_

\_\_\_\_\_

Write a paragraph about your experience without naming the product with its exact name. Be sure to use all of your senses listed above to write a descriptive paragraph. Remember to not use the name of the product!

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Sensory Imaging Experience

## TEACHER EXAMPLE PAGE

**To Teacher:** For this example we will be using the experience of baking cookies.

During this activity, you should take notes of how you are experiencing this activity.

**Seeing-** the white sugar in the bowl, the darkness of the brown sugar, the yellow of the raw eggs, the mixing of the ingredients,

**Hearing-**oven door opening, timer ringing, spatula scraping the cookie sheet to remove the cookies, the spatula scraping the sides of the bowl, the sound of the mixer turning,

**Smelling-**the brown sugar in the bowl, the smell of the vanilla extract, the whiff of the cookies baking in the oven,

**Tasting-** the sugary taste of the cookie, the chocolate or nuttiness of the ingredients, the buttery flavor,

**Feeling-**the crunching of the cookie in your mouth, the crushing of nuts, the melting of the cookies in your mouth, the warmth of the cookie in your mouth,

Write a paragraph about your experience without naming the product with its exact name. Be sure to use all of your senses listed above to write a descriptive paragraph. Remember to not use the name of the product!

Today my mother made a treat for the family. It was individual lumps of sugar, chocolate, and goodness. I ate as quickly as I could in order to feel the warm, melting richness in my mouth. As the treat baked, a whiff of mouthwatering yumminess escaped into the air.

Name:

## Haiku

### Background & Definition

**Haikus** are a traditional \_\_\_\_\_ poem that are very short and often emphasize \_\_\_\_\_. **Haikus** are meant to be \_\_\_\_\_, and often have a very thoughtful or somber tone. Some **haikus** will have a twist in the final line, offering a different view than the first two lines. A **syllable** is a word or a part of a word with one sounded vowel.

### Structure

*Line 1* — \_\_\_\_\_ syllables

*Line 2* — \_\_\_\_\_ syllables

*Line 3* — \_\_\_\_\_ syllables

### Example

summer thunderstorm  
cold hail and lightning destroy  
rain lifts new flowers

### Class Example

5 \_\_\_\_\_

7 \_\_\_\_\_

5 \_\_\_\_\_

## Teacher Version

Name:

# Haiku

### Background & Definition

**Haikus** are a traditional Japanese poem that are very short and often emphasize nature. **Haikus** are meant to be reflective, and often have a very thoughtful or somber tone. Some **haikus** will have a twist in the final line, offering a different view than the first two lines. A **syllable** is a word or a part of a word with one sounded vowel.

### Structure

*Line 1* — five syllables

*Line 2* — seven syllables

*Line 3* — five syllables

### Example

summer thunderstorm  
cold hail and lightning destroy  
rain lifts new flowers

### Class Example

5 \_\_\_\_\_

7 \_\_\_\_\_

5 \_\_\_\_\_

Haiku Examples:

choir of woodpeckers

hammer on the hollow trees

sound of talking drums

-Emmanuel Abdalmasih Samons (Nigeria, 2016)

now then, let's go out

to enjoy the snow... until

I slip and fall [in]!

-Matsuo Basho (Japan, 1688)

\*Syllable added to the last line due to translation issues



Name:

## Limerick

### Background & Definition

**Limericks** are \_\_\_\_\_ poems that may be named after the city Limerick, in Ireland. **Limericks** have a specific \_\_\_\_\_ and meter to make the poem fun to read. They have a lighthearted **mood** (feeling of the poem). A **meter** is a sound patten that gives poetry its rhythm.

The first, second and \_\_\_\_\_ lines contain three **feet** (one or two unstressed syllables followed by a stressed syllable) and rhyme with each other (A).

The third and \_\_\_\_\_ lines contain two **feet** (one or two unstressed syllables followed by a stressed syllable) and rhyme with each other (B).

### Structure

*Line 1* — \_\_\_\_\_ feet (rhyme A)

*Line 2* — three feet (rhyme \_\_\_\_\_)

*Line 3* — \_\_\_\_\_ feet (rhyme \_\_\_\_\_)

*Line 4* — two feet (rhyme \_\_\_\_\_)

*Line 5* — \_\_\_\_\_ feet (rhyme A)

### Example

There once was a teacher I had  
Who taught me to make a doodad.  
It spun and it flew.  
I painted it blue  
Leaving my teacher quite mad.

### Class Example

3A \_\_\_\_\_

3A \_\_\_\_\_

2B \_\_\_\_\_

2B \_\_\_\_\_

3A \_\_\_\_\_

# Teacher Version

Name:

## Limerick

### Background & Definition

**Limericks** are fun and silly poems that may be named after the city Limerick, in Ireland. **Limericks** have a specific **rhyme** and meter to make the poem fun to read. They have a lighthearted **mood** (feeling of the poem). A **meter** is a sound patten that gives poetry its rhythm.

The first, second and fifth lines contain three **feet** (one or two unstressed syllables followed by a stressed syllable) and rhyme with each other (A).

The third and fourth lines contain two **feet** (one or two unstressed syllables followed by a stressed syllable) and rhyme with each other (B).

### Structure

*Line 1* — three feet (rhyme A)

*Line 2* — three feet (rhyme A)

*Line 3* — two feet (rhyme B)

*Line 4* — two feet (rhyme B)

*Line 5* — three feet (rhyme A)

### Example

There once was a teacher I had  
Who taught me to make a doodad.  
It spun and it flew.  
I painted it blue  
Leaving my teacher quite mad.

### Class Example

3A \_\_\_\_\_

3A \_\_\_\_\_

2B \_\_\_\_\_

2B \_\_\_\_\_

3A \_\_\_\_\_

## Limerick Examples

### Quirks

There once was a lady named Rose  
Who couldn't stand weight on her toes.  
She cut holes in her sheet  
And stuck through her feet  
But slept poorly because her toes froze.

- Elaine P. Keefe (2018)

Source: <https://www.familyfriendpoems.com/poem/quirks>

### My Foolish Dog

My dog is quite hip  
Except when he takes a dip  
He looks like a fool  
when he jumps in the pool  
and reminds me of a sinking ship

-Kathlene Bouzek (2009)

Source: <https://www.familyfriendpoems.com/poem>

A bridge engineer, Mr. Crumpett,  
Built a bridge for the good River Bumpett  
A mistake in the plan  
Left a gap in the span,  
But he said, "Well, they'll just have to jump it."

-Anonymous from *Knock at a Star* (1999)

<https://www.poetryfoundation.org/poems/42899/a-bridge-engineer-mr-crumpett->

There was a young lady of Lynn,  
Who was so uncommonly thin  
That when she essayed  
To drink lemonade  
She slipped through the straw and fell in.

-Anonymous from *The Random House Book of Poetry for Children* (1983)

<https://www.poetryfoundation.org/poems/42910/a-young-lady-of-lynn>

Name:

## Cinquain

### Background & Definition

The **cinquain** is a poem with \_\_\_\_\_-lines that follows a specific pattern of syllables or phrases. The most popular **cinquain** form was made by an \_\_\_\_\_ who studied haikus and wanted to create an American version that described a situation, object, or animal. Like haikus, a **cinquain** is usually \_\_\_\_\_ and provides a \_\_\_\_\_ description. A cinquain typically is one **stanza** (a grouping of lines that includes a fixed length, meter, or rhythm arrangement).

### Structure

*Line 1* — \_\_\_\_\_ syllables

*Line 2* — \_\_\_\_\_ syllables (\_\_\_\_\_ the subject)

*Line 3* — \_\_\_\_\_ syllables (showing \_\_\_\_\_)

*Line 4* — \_\_\_\_\_ syllables (expressing a feeling or \_\_\_\_\_ about the subject)

*Line 5* — \_\_\_\_\_ syllables (describing or renaming the subject)

### Example

Giraffe  
Gangly and tall  
Blue tongue reaching for leaves  
Above all, alone in the clouds  
Lonely?

### Class Example

2 \_\_\_\_\_

4 \_\_\_\_\_

6 \_\_\_\_\_

8 \_\_\_\_\_

2 \_\_\_\_\_

## Teacher Notes

Name:

# Cinquain

### Background & Definition

The **cinquain** is a poem with 5-lines that follows a specific pattern of syllables or phrases. The most popular **cinquain** form was made by an American who studied haikus and wanted to create an American version that described a situation, object, or animal. Like haikus, a **cinquain** is usually thought-provoking and provides a vivid or delicate description. A cinquain typically is one **stanza** (a grouping of lines that includes a fixed length, meter, or rhythm arrangement).

### Structure

*Line 1* — two syllables

*Line 2* — four syllables (describing the subject)

*Line 3* — six syllables (showing action)

*Line 4* — eight syllables (expressing a feeling or observation about the subject)

*Line 5* — two syllables (describing or renaming the subject)

### Example

Giraffe  
Gangly and tall  
Blue tongue reaching for leaves  
Above all, alone in the clouds  
Lonely?

### Class Example

2 \_\_\_\_\_

4 \_\_\_\_\_

6 \_\_\_\_\_

8 \_\_\_\_\_

2 \_\_\_\_\_

## Cinquain Examples

### **November Night**

Listen...

With faint dry sound,

Like steps of passing ghosts,

The leaves, frost-crisp'd, break from the trees

And fall.

-Adelaide Crapsey (1915)

Snow

Silent, white

Dancing, falling, drifting

Covering everything it touches

Blanket

-Anonymous

<https://en.wikipedia.org/wiki/Cinquain>

Name:

## Similes

### Definition

A **simile** is a \_\_\_\_\_ of two things using **like or as** to compare the things.

### Examples

- The **baby was as determined as a bull** to get her pacifier.
- My **brother ate like a starving monkey** at lunch.
- The **fog rolled in like an Oriental rug** over the city.

### Class Examples

---

---

---

## Metaphor

### Definition

A **metaphor** is a \_\_\_\_\_ comparison of two unlike objects, oftentimes for dramatic effect or to create a more vivid image in the reader's mind.

### Examples

- My **little sister was a bear** in the morning before she ate her breakfast.
- The **guilt sat in her stomach, a brick** that weighed her down all morning.
- His **eyes were fountains** of joy.

### Class Examples

---

---

---

# Teacher Version

Name:

## Similes

### Definition

A **simile** is a comparison of two things using **like or as** to compare the things.

### Examples

- The **baby was as determined as a bull** to get her pacifier.
- My **brother ate like a starving monkey** at lunch.
- The **fog rolled in like an Oriental rug** over the city.

### Class Examples

---

---

---

## Metaphor

### Definition

A **metaphor** is a direct comparison of two unlike objects, oftentimes for dramatic effect or to create a more vivid image in the reader's mind.

### Examples

- My **little sister was a bear** in the morning before she ate her breakfast.
- The **guilt sat in her stomach, a brick** that weighed her down all morning.
- His **eyes were fountains** of joy.

### Class Examples

---

---

---



## Poem with Similes

### A Book Is Like

A book is like an open flower, scented pages, fragrant hours.

A book is like a crafty fox, surprising in its clever plots.

A book is like a fairy's wings, with princesses, enchanted kings.

A book is like a windowsill, where breezy thoughts are never still.

A book is like an hour glass, whose pages flow as hours pass.

A book is like a lock and key that opens doors and sets minds free.

A book is like an ancient clock that speaks the times but never talks.

A book is like an open letter, when read again the friendship's better.

A book is like an apple core with seeds inside for growing more.

A book is like a trusted friend that keeps its secret to the end.

~~Kathy Leeuwenburg

## Poem with Metaphors

### My Family

My family lives inside a medicine chest:

Dad is the super-size band aid, strong and powerful

but not always effective in a crisis.

Mom is the middle-size tweezer,

which picks and pokes and pinches.

David is the single small aspirin on the third shelf,

sometimes ignored.

Muffin, the sheep dog, is a round cotton ball, stained and dirty,

that pops off the shelf and bounces in my way as I open the door.

And I am the wood and glue which hold us all together with my love.

~~Belinda

Name:

## Narrative Poems

### Background & Definition

The **narrative poem** \_\_\_\_\_ and has a beginning, middle, and end. A **narrative poem** does not have to rhyme, but many do. There are no rhyme or syllable requirements for a **narrative poem**, but they are usually at least \_\_\_\_\_ lines long.

### Structure

There are no rules about the \_\_\_\_\_, rhyme scheme, number of lines, or punctuation in a narrative poem.

### Example

She sat by the stream, scared to jump in  
Cold water, splashing fast around the jagged rocks, calm in the caught pools  
Seeing her sister, anxious and crouched, a mirror of her fear  
She closed her eyes and slipped her toes into where the fish swam

### Class Example \*(not all lines need to be used)

---

---

---

---

---

---

---

---

---

---

## Teacher Version

Name:

# Narrative Poems

### Background & Definition

The **narrative poem** tells a story and has a beginning, middle, and end. A **narrative poem** does not have to rhyme, but many do. There are no rhyme or syllable requirements for a **narrative poem**, but they are usually at least 4 lines long.

### Structure

There are no rules about the syllables, rhyme scheme, number of lines, or punctuation in a narrative poem.

### Example

She sat by the stream, scared to jump in  
Cold water, splashing fast around the jagged rocks, calm in the caught pools  
Seeing her sister, anxious and crouched, a mirror of her fear  
She closed her eyes and slipped her toes into where the fish swam

### Class Example \*(not all lines need to be used)

---

---

---

---

---

---

---

---

---

---

## **Openin' Night**

She had the jitters

She had the flu

She showed up late

She missed her cue

She kicked the director

She screamed at the crew

And tripped on a prop

And fell in some goo

And ripped her costume

A place or two

Then she forgot

A line she knew

And went "Meow"

Instead of "Moo"

She heard 'em giggle

She heard 'em boo

The programs sailed

The popcorn flew

As she stomped offstage

With a boo-hoo-hoo

The fringe of the curtain

Got caught in her shoe

The set crashed down

The lights did too

Maybe that's why she didn't want to do

An interview.

-Shel Silverstein (2011)

Name:

## Free Verse

### Background & Definition

The **free verse** poem has \_\_\_\_\_ restrictions and is meant to reflect how the poet wants to express his or her thoughts. **Free verse** poems can have any number of lines, syllables, and punctuation; some **free verse** poems rhyme, but they do not have to.

### Structure

There are \_\_\_\_\_ about the syllables, rhyme scheme, number of lines, or punctuation in a free verse poem.

### Example

#### **Fall Leaves in Texas**

Still green

Still fresh

Still hot

Some shade

Some hope

Some exasperation

Fall in Texas is just a word

### Class Example \*(not all lines need to be used)

---

---

---

---

---

---

---

---

---

---

## Teacher Version

Name:

# Free Verse

### Background & Definition

The **free verse** poem has no restrictions and is meant to reflect how the poet wants to express his or her thoughts. **Free verse** poems can have any number of lines, syllables, and punctuation; some **free verse** poems rhyme, but they do not have to.

### Structure

There are no rules about the syllables, rhyme scheme, number of lines, or punctuation in a free verse poem.

### Example

#### **Fall Leaves in Texas**

Still green

Still fresh

Still hot

Some shade

Some hope

Some exasperation

Fall in Texas is just a word

### Class Example \*(not all lines need to be used)

---

---

---

---

---

---

---

---

---

---

## **Fog**

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

-Carl Sandburg

Sometimes you drive us all crazy.  
Sometimes me more than others.  
But sometimes you yell  
and kick at nothing for no reason.  
Tell me, little sis, what are we going to do with you?!

I keep on telling myself,  
"I wanted a sister, not an alien!"  
Only to have mother tell me you are human.  
I laugh as you walk in with underwear on your head!  
Now it's mother's turn to say,  
"Oh, what are we going to do with you?"

But sometimes, when it's bedtime,  
you can be the sweetest thing.  
I find it adorable when you snuggle  
with your small teddy bear.  
And I can't help but say,  
"Taitum, what are we going to do with you?"

-Jenna

<https://www.familyfriendpoems.com/collection/for-children/>

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Vocabulary Test for Poetry

**Part 1**

**Matching**- match the term with its definition by placing the correct letter in the blank next to the term.

- |                   |   |
|-------------------|---|
| 1. Verse _____    | A. is how we are made to feel as readers  |
| 2. Syllable _____ | B. a grouping of four or more lines of poetry that includes a fixed length, meter, or rhyme arrangement |
| 3. Stanza _____   | C. repetition of words with similar sounds that occur at the end of a verse of poetry                   |
| 4. Rhyme _____    | D. a line of poetry   |
| 5. Mood _____     | E. a word or part of a word with one sounded vowel; it is made with one opening of the mouth            |



**Part 2**

**Matching**- match the term with its definition by placing the correct letter in the blank next to the term.

- |                          |   |
|--------------------------|---|
| 6. Metaphor _____        | A. a sound pattern for the verses that gives poetry rhythm                                |
| 7. Sensory Imagery _____ | B. a direct comparison of two unlike objects  |
| 8. Meter _____           | C. a literary term that uses all five senses to create a vivid image in the reader's mind |
| 9. Personification _____ | D. a group of syllables that includes only one stressed syllable                          |
| 10. Similes _____        | E. a comparison of two things using like or as  |
| 11. Feet _____           | F. a figure of speech which an inanimate object is given human-like qualities             |

### **Part 3**

**Multiple Choice:** Circle the correct poetry term for the structure of poetry described.

1. A Japanese poem that has three lines, syllable count of 5/7/5, and reflects on nature.
  - a. Narrative poem
  - b. Haiku
  - c. Cinquain
  - d. Free Verse
  
2. A poem that has no restraints or requirements and are meant to reflect the poet's thought and ideas.
  - a. Cinquain
  - b. Narrative poem
  - c. Free Verse
  - d. Limerick
  
3. A fun poem that has five lines. The first, second, and fifth lines have 3 feet and rhyme with each other; the third and fourth lines have 2 feet and rhyme with each other.
  - a. Free Verse
  - b. Haiku
  - c. Limerick
  - d. Narrative poem
  
4. An American poem that has five lines, with a syllable count of 2/4/6/8/2 and no rhyme scheme. These poems are very descriptive and often thought-provoking.
  - a. Cinquain
  - b. Limerick
  - c. Free verse
  - d. Haiku
  
5. A poem that tells a story. There are no requirements regarding syllable count, rhyme scheme, of length.
  - a. Haiku
  - b. Limerick
  - c. Narrative poem
  - d. Cinquain

**NOTES ON JEOPARDY\*** a link has been provided in the UbD overview, this is just in case you would like to recreate your own game.

Structure	Vocabulary	Sensory/Imagery Yes or No	Simile or Metaphor	Mood or Purpose
Narrative poem	Rhyme			Telling a story
Free Verse	Syllable			Expressing your thoughts how you want, with no restraints
Haiku	Meter			Reflective of nature
Limerick	Personification			Funny, lighthearted with a structure
Cinquain	Stanza			American structured poem with delicate expression

**Structure**

Narrative poem- tells a story, has a beginning, middle and end; can be long or short, may or may not rhyme

Free verse- no structure, free from regular rhythm and does not rhyme

Limerick- is a funny and lighthearted poem, with a rhyme structure, written about how people or animals act silly. They are meant to entertain and make people laugh

Haiku- a traditional unrhymed Japanese poem of three lines the first line having 5 syllables, the second line 7 syllables, and third the line 5 syllables

Cinquain- a five line poem following specific numbers of syllables per line; does not have to rhyme

**Vocabulary**

Meter- a sound pattern for the verses that gives poetry rhythm

Rhyme- repetition of words with similar sounds that occur at the end of a verse of poetry

Syllable- a word or part of a word with one sounded vowel; it is made with one opening of the mouth

Personification- a figure of speech which an inanimate object is given human-like qualities

Stanza- a grouping of four or more lines of poetry that includes a fixed length, meter, or rhyme arrangement

Feet- a group of syllables that includes only one stressed syllable

**Sensory/Imagery 1 or 2**

2nd- his red shirt flapped in the wind OR his face was beet red with embarrassment

1st- he was built like a truck OR he was physically fit

1st- she moved like a butterfly OR she is a graceful dancer

2nd- the smell of onions was strong OR the stench of the locker room was like rotting zombies

2nd- the loud whistle blew OR the whistle was like the screech of an attacking raptor

### **Simile or Metaphor**

Simile- smooth as glass

Metaphor- her rocket feet

Metaphor- he cried a river of tears

Simile-she is clever as a fox

Metaphor- he is a pig

### **Mood or Purpose**

Limerick- A poem with a funny, lighthearted mood within a structure

Haiku- A poem reflective of nature

Narrative poem- a poem telling a story

Free verse- A poem expressing your thoughts or ideas with no set structure or restraints

Cinquain- An American structured poem with vivid or delicate descriptions and is thought provoking