

BIO-POEM

A bio-poem is not only great self-analysis tool, but it also can serve as an effective evaluation procedure. The bio-poem can be used to describe a literary character, famous person, historical idea, or even a new math concept!

Formula for a bio-poem:

LINE 1	First name only
LINE 2	4 traits that describe the person
LINE 3	(Relative) of...(son, daughter, sister, brother, etc.)
LINE 4	Who loves.....(3 people, ideas, or things)
LINE 5	Who feels.....(3 items)
LINE 6	Who needs.....(3 items)
LINE 7	Who gives.....(3 items)
LINE 8	Who fears.....(3 items)
LINE 9	Who would like to see.....(3 items)
LINE 10	Resident of.....(place the person lives)
LINE 11	Last name only

Self-analysis

Angela

Genuine, stubborn, witty, forgetful

Wife of Keith, sister of Andrea and Alan

Who loves chocolate, reading, dogs

Who feels awe at overlooks, inspiration when reading, sleepy at midday

Who needs hugs, encouragement, listeners

Who gives evil looks, love, smiles

Who fears drowning, eating alone, failure

Who would like to see more literacy, firmer legs, Italy

Resident of Winns Road, Pikeville

Lockhart

Melanie

Self-conscious, neat freak, caring, understanding

Wife of Chris, daughter of Mark and Glenna Trimble

Who loves my dog, teaching, food

Who feels happy when I'm with my family, exhausted after a day of teaching, relaxation at home in my bed

Who needs more time to get things done, support from others, a raise

Who gives advice to friends, hugs to my students, lots of love to Chris

Who fears loneliness, death, snakes

Who would like to see less violence in our country, Australia, what the future holds

Resident of Johnson County

Grim

"I AM"—MODEL

FIRST STANZA

I am (two special characteristics you have)
I wonder (something you are actually curious about)
I hear (an imaginary sound)
I see (an imaginary sight)
I want (an actual desire)
I am (the first line of the poem repeated)

SECOND STANZA

I pretend (something you actually pretend to do)
I feel (a feeling about something imaginary)
I touch (an imaginary touch)
I worry (something that really bothers you)
I cry (something that makes you very sad)
I am (the first line of the poem repeated)

THIRD STANZA

I understand (something you know is true)
I say (something you believe in)
I dream (something you actually dream about)
I try (something you really make an effort about)
I hope (something you actually hope for)
I am (the first line of the poem repeated)

I AM (example)

I am a carefree girl who loves horses.
I wonder if there ever was a horse that could fly.
I hear the stomping of a hundred mustangs on the desert in Arabia.
I see a horse with golden wings soaring into the sunset.
I want to ride swiftly over a green meadow.
I am a carefree girl who loves horses.

I pretend to be an Olympic jumper.
I feel the sky pressing down on me as I ride along a sandy shore.
I touch the clouds on a winged horse.
I worry that I'll fall off and become paralyzed.
I cry when a colt dies.
I am a carefree girl who loves horses.

I understand that I will not be able to ride every day of my life.
I say, let all horses roam free.
I dream about the day when I have a horse of my own.
I try to be the best rider in the world.
I hope to ride all my life.
I am a carefree girl who loves horses.

Emotion Poem

Choose any emotion as a subject. (happy, angry, love, nervous, jealous, etc.)

Line 1: Emotion

Line 2: If ___ were a color,

Line 3: It would be ___

Line 4: As ___ as a ___.

Line 5: If ___ were a taste,

Line 6: It would be just like ___.

Line 7: If ___ were a feeling,

Line 8: It would be ___ as a ___.

Line 9: If ___ were a smell,

Line 10: It would be ___ as a ___.

Line 11: If ___ were a sound,

Line 12: It would be ___ as a ___.

Example:

If happy were a color,
It would be blue.
As blue as a sky on a sunny day.

If happy were a taste,
It would be as sweet as honey melting in your mouth.

If happy were a feeling,
It would be exciting as your first step must have been.

If happy were a smell,
It would be as wonderful as brownies baking in the oven.

If happy were a sound,
It would be as soft as tinkling keys on a piano.

Acrostic

Everyone has done an acrostic poem at one time or another by using the first letter of a word or phrase and completing a sentence that fits the beginning letter. They are often used spelling the name of a holiday such as the one below.

C arolers singing under the street lights
H olly wrapped around a wreath
R eady to open gifts from Santa
I cicles hanging on the tree
S anta's reindeer on the roof
T urkey roasting in the oven
M other running to and fro
A ngel sparkling on the treetop
S miles all around

NOTE:
must be at least
8 lines long

For variety, an acrostic can be used in other subject areas such as science for endangered animals, weather, etc. Children can write an acrostic for a particular state or country. They can also be used as a comprehension tool. Spelling out the name of the book or story read and using the title as an acrostic will challenge children to be specific in creating sentences to go with the letters. Sometimes we can't limit them to using the letter as the initial one, but somewhere within the sentence or phrase such as the following:

Was A lumberjack (this phrase was used for the A in Paul Bunyan written as an acrostic)

The Five W's Poem

(x2)

Who? What? When? Where? Why? Use these questions to write a non-rhyming poem. Here's how:

Line 1: Who or what is the poem about

Line 2: What action is happening?

Line 3: When does the action take place? (a time)

Line 4: Where does the action take place? (a place)

Line 5: Why does this action happen? (a reason)

Example:

The laughing children
Splashing in the water
On a hot July day
At the neighborhood swimming pool
To just try and keep cool

Poetry Starter

(x3)

A **Triplet** is a poem of three lines. Most often the three lines rhyme. Some triplets have only two rhymed lines with different patterns.

Example: 3 rhyming lines

Football is the game for me
The stadium is a great place to be
Touchdowns are what I like to see.

Example: 2 rhyming lines

Down by the lake,
Grandpa and I drop a line
Then have lots of fish to take

Poetry Starter

A **Noun Verse** is a patterned poem of four lines. They should be pleasant poems that lend themselves to many different subjects.

Here is an example:

Butterflies
delicate, colorful
hoyering, fluttering
Monarchs

Here is the pattern:

Line 1: noun

Line 2: two adjectives that describe the noun

Line 3: two "ing" verbs

Line 4: a synonym

(x3)

Poetry Starters

Simile poetry is a descriptive poem about the writer. The child may write four lined poems of one or two verses which need not rhyme. *Here is an example:*

I am as gentle as a purring kitten.
I am as friendly as a puppy.
I am as colorful as a rainbow.
I am as frisky as a squirrel.

I am as fast as a thoroughbred.
I am as fresh as newly baked bread.
I am as brave as a soldier.
And I am as smart as Einstein.

Combination
with
Simile
or
(x3)

A **Metaphor Poem** links two objects that often appear to have little in common. After brainstorming topics, explore words of sight, smell, taste, touch, and sound. Think of other words that share a common link with the topic that was chosen. Here is an example:

A Halloween moon
is a giant dinner plate
lost in the dark.

The pattern simply uses a sentence separated into three lines. More than one verse can be used as long as it is related to the first verse.

(x2)

A **Verb Poem** uses all verbs or verb phrases except for the first line. The first line names a noun, usually a family member or someone with a specific occupation. Here is an example:

A Doctor
examines,
researches,
studies,
makes calls,
gives shots,
prescribes,
operates,
and cures!

POETRY Starter

An **If Only** poem is one that honors a very special person. It can be written about a family member, a friend, or anyone fitting the above description. The following example was written for our school nurse:

(x2)
Mrs. Glass
Busy but caring
Treats you kindly
As friendly as a puppy
I wish she didn't have to give us all that medicine!

Here is the form:

Line 1: Names a special person

Line 2: Write two descriptive words separated by "and" or "but"

Line 3: Tell what the person does and how

Line 4: Write a simile using "as"

Line 5: Write a wish

(Each line begins with a capital letter, and the last line ends with either a period or an exclamation point)

(x2)
A **Prepositional Phrase Poem** is one that uses all prepositional phrases through seven lines which culminate into a place one is traveling. *Here is an example:*

Over the fence
Through the weeds
Across the street
Around a house
In the puddles
Towards the hall
Into the classroom.

Poetry Starter

A Cinquain is a five lined poem. Here is an example:

(x2)
Spider
Furry, black
Climbing, spinning, weaving
They make an intricate web
Tarantula

The form is as follows:

Line 1: Subject

Line 2: two describing words

Line 3: -ing words about what the subject does

Line 4: a sentence about the subject

Line 5: another name for the subject

Poetry Starter

Haiku is an unrhymed Japanese poem with three lines and a specific syllable pattern.
Haiku's theme is usually nature.

(x3)
Line 1: 5 syllables

Line 2: 7 syllables

Line 3: 5 syllables

Here is an example:

An old silent pond
From leaf to leaf hops a frog
Looking for a meal

Poetry Starters

Septet Poem

A "**Septet**" poem is again one about any subject with a specific syllable pattern. Here is an example:

(x2)

A small boy
Clutched his teddy bear
As he toddled off to bed,
Wanting it to keep him company
In the darkness of the night.
He peacefully slept
Through the night.

Here is the pattern:

Line 1: 3 syllables
Line 2: 5 syllables
Line 3: 7 syllables
Line 4: 9 syllables Line 5: 7 syllables
Line 6: 5 syllables
Line 7: 3 syllables

Terquain Poem

A "**terquain**" is a simple three lined poem about any subject. Each line states something about the subject. There are no rhymes or syllable patterns. Here is an example:

(x3)

Football
Tackling, hitting
Tough!

Here is the simple pattern:

Line 1: one word subject
Line 2: two or three words describing the subject
Line 3: one word (a feeling about or synonym of the subject)

WRITE YOUR OWN SONNET!

Poet's Name _____ Period _____

Shakespearean Sonnet Requirements:

- **MUST** be 14 Lines.
- **MUST** have 3 Quatrains (set of 4 lines) and 1 Couplet (2 lines)
- **MUST** follow the rhyme scheme ABAB CDCDEFEFGG
- **MUST** be about love (or related subjects: envy, heartbreak, friendship, family, passions, favorite things)

I. Your **First Stanza** should introduce the **SPEAKER** and **AUDIENCE**, explain the **OCCASION** or situation, and make the **SUBJECT** of the poem clear.

II. Your **Second and Third Stanza** should develop the **TONE** of the poem... what are the feelings involved? Convey these feelings using figurative language: metaphors, similes, personification. **EX: "I love you like music needs a beat"**

III. Your Rhyming Couplet at the end should resolve the poem, or provide a dramatic twist to the story. Make sure your **PURPOSE** is clear. The couplet is probably the most important two lines of the sonnet... so make them good! **THE CLINCHER!**

Sample Sonnet (Inspired by Sonnet 18):

Shall I compare thee to a nacho chip?
Thou art more crunchy -- though without the cheese:
Rough winds do blow when I forget the dip,
For nachos are so very hard to please:
Sometimes too hot, so I must let them cool,
And often is their gold complexion dimm'd,
But only when I make them like a fool,
By chance they burn like candles yet untrimm'd:
But thy eternal crunchiness won't fade,
Nor burn like all my failed attempts to bake,
Nor shall you be like these -- so poorly made,
Which in eternal snacking I forsake.
So long as men can breathe and tongue can taste,
Your nacho-likeness will not be erased.

Use Template on the back of this sheet. HAVE FUN!

(for Sonnet)

You can work on your rough draft on this sheet, but your final draft should be on a separate piece of paper.

First Stanza:

A

B

A

B

Second Stanza:

C

D

C

D

Third Stanza:

E

F

E

F

Rhyming Couplet:

G

G