



My Poetry Book

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Poetry Unit Requirements

1. You will be writing and reading lots of different types of poems. Your overall grade will depend on the number of poems you write, the illustrations, and on their quality. See the grading chart to determine the number of poems you must write to earn points.
2. Final copies of poems should be word processed on the computer or handwritten in your neatest writing. If you hand-write your poems, pencil is preferred since spelling is expected to be perfect on the final copies.
3. Write one poem per sheet of paper. Include the name of the type of poem at the top of each page. Do not use the back of the paper.
4. Each poem must include a colored illustration. Illustrations may be hand drawn or printed from a computer clip art program.
5. You will create your own poetry book cover. You may hand draw this or create it using the computer. Include a title for your poetry collection, your name, 4th grade, and the year. There must be an illustration or clip art added to the cover.
6. When you finish your poetry book and it is bound together, you will be asked to share it with several people. Each of these people will write a few comments about your poems and then sign the critiques page.
7. You will also be asked to write a self-reflection “feelings” paragraph on the critiques page. Include items such as: Did you have fun writing the poems? Which poems were your favorites? Did your mind change from the beginning of the unit to the end? Any other comments or feelings you have about poetry.
8. The most important part of this project is to have fun with poetry and be creative!

Mrs. Renz

Acrostic Poem

Acrostics are poems that go down and across. The poems don't have to rhyme, and they can have as many words as you like. You can choose any subject you like, even your own name. Highlight or make the word you chose bold in some way.

Here are some examples:

Crunchy, munchy
Oh, so sweet
Oodles of chocolate and nuts
Kids love them!
I like to eat them hot from the oven
Everyone waits for them to cool.



Jumps high
Over the high jump bar
Highest on the team
Never a bad attitude
Nice to everyone
Yes, he's a great kid!

Soccer player extraordinaire
Many animal pets at home
Intelligent, especially at math
Ten years old on May 12th
He likes to write Acrostic Poems!

Alphabet Alliteration Poem

In alliteration, each important word in the line begins with the same letter. These poems end up being crazy, nonsense poems. Use your imagination and alliteration skills to write three words for each alphabet letter. If you want to, write longer alliteration phrases.

First word: an adjective (word describing a noun)

Second word: a noun (the subject - the person or thing)

Third word: a verb (showing the action that the subject does).

For example:

A wesome ants ache
B ony baboons bake
C razy cats crawl
D izzy dogs drool
E ager egrets eat
F erocious ferrets fake
. etc.
.
Z ippy zebras zoom



... or if you are feeling creative, make them longer and more interesting!


A rtistic anteaters ate anchovies in the afternoon in autumn
B eastly bears begged for bamboo and bread with butter
C ostly critters cut catnip for crying cats top chew
D esperate dingoes dig for dinosaur bones using dull diggers
.
.
. etc.

Cinquain Poem

“Cinq” means “five” in French. A cinquain is a special kind of five-line poem with a very strict form.

- Line 1 **One word – the subject of the poem**
This word is a noun.
- Line 2 **Two words describing the title**
These words are adjectives, words that describe the noun
- Line 3 **Three words expressing action**
These are verbs that tell what the noun in line one does. Separate the verbs with commas.
- Line 4 **Four words expressing a feeling**
This can be a short phrase or a series of words.
- Line 5 **One word that is another word for the subject**
This should be a synonym for the subject

Here are some examples:



Eyes
Large, mysterious
Watching, rolling, blinking
Tell more than words
Vision

Motorcycle
Noisy, fast
Racing, climbing, crashing
Fun on two wheels
Dirt bike



Cats
Independent, friendly
Meowing, purring, sleeping
I love my cat
Feline

Color Poem

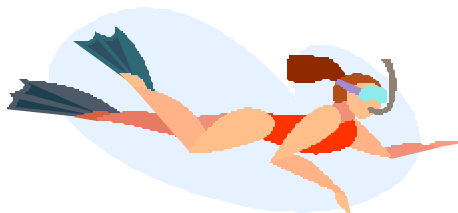
Color poems use your imagination and senses to investigate a subject. The focus of the poem is on using similes and metaphors. Similes compare two unlike things using with words “like” or “as.” For example: “The lake is like a whirlpool”. Metaphors are like similes without using the word “like” or “as”. They state that one thing is something else. An example of a metaphor is “The lake is a whirlpool.”

Directions:

Line 1:	_____ (color) is _____
Line 2:	_____ (color) is _____
Line 3:	_____ (color) is _____
Line 4:	_____ (color) is _____
Line 5:	_____ (color) smells like _____
Line 6:	_____ (color) tastes like _____
Line 7:	_____ (color) sounds like _____
Line 8:	_____ (color) looks like _____
Line 9:	_____ (color) feels like _____
Line 10:	_____ (color) makes me _____
Line 11:	_____ (color) is _____

Example:

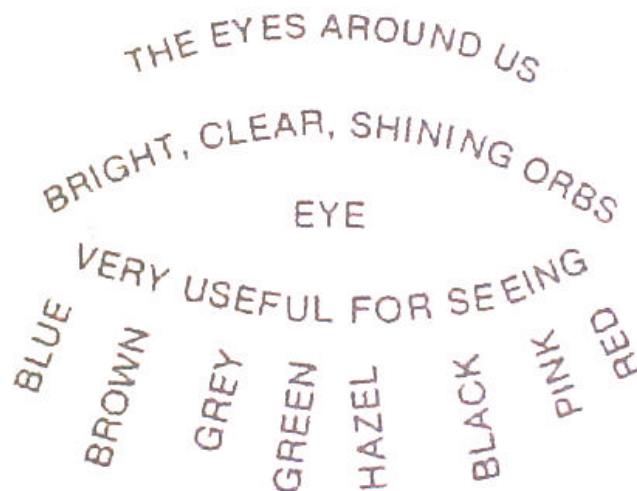
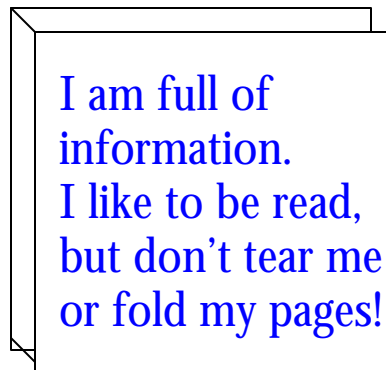
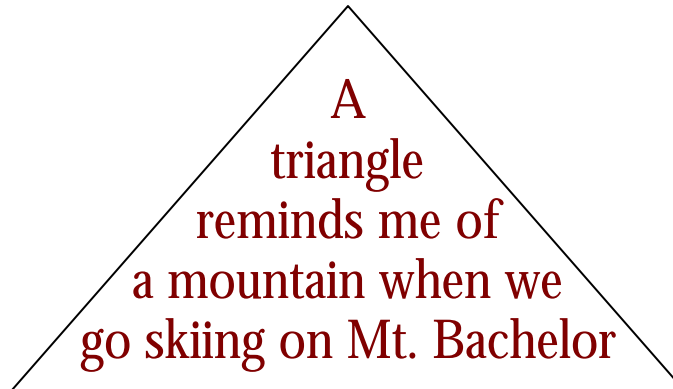
Blue is the color of the sky.
Blue is the waves in the ocean crashing against the shore.
Blue is the feeling I get sometimes when I’m sad.
Blue is the icy color of glacial snow.
Blue smells like freshly washed bed sheets.
Blue tastes like blueberry Kool-Aid.
Blue sounds like jets soaring through the clouds.
Blue looks like the clear waters of the Hawaiian waters as I’m snorkeling.
Blue feels like the snow on my face while I’m skiing at Mt. Bachelor.
Blue makes me want to put on my coat, hat and gloves.
Blue is my brother’s favorite color.



Concrete Poem

A concrete poem, or shape poem, is written to represent objects which they describe. The poem can be written in the shape of the object. Artwork adds to the visual effect of this type of poem.

Examples:



Creature Alliteration Poem

This type of poem makes use of alliteration to describe a creature. It is a humorous, whimsical form of poetry. The main words in each line will all begin with the letter you choose to alliterate. Each line of the poem (except line 1) should have at least 4 words alliterating with the letter you chose. Do not repeat alliterating words you have already used. The use of a dictionary is especially helpful in writing this type of poem.

Directions:

- Line 1. Name your creature (add -ian to the end of the word)
- Line 2. Tell 4 alliterating words about where your creature lives.
- Line 3. Tell 4 alliterating words about what your creature eats.
- Line 4. Tell 4 alliterating words what your creature likes.
- Line 5. Tell 4 alliterating words about something about your creature.
- Line 6. Tell 4 alliterating words about something your creature did to you.

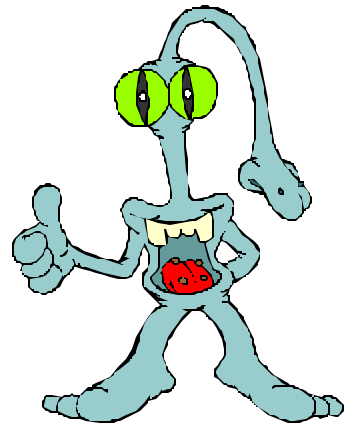


Example:

This is a recatarian.
A recatarian lives on really ridiculous rectangular ranches in rural Russia.
A recatarian rudely eats rice, raspberries, radishes, roots, and rhubarb.
A recatarian likes rusty things, Rhode Island, rottweilers, and ravens.
A recatarian wore a rickety pair of roller blades and rafted down the roaring Roseburg River.
My recatarian rolled red roses over the rug in my room and ruined it.

Another example:

This is a principalian.
Principalians live in perfect, purple pyramids on the plains of Peru.
Principalians politely eat pudding pops, and pickled pig feet with pepper on plates while drinking Pepsi. They also love pepperoni pizza.
Principalians poke peas with pencils, ponder perplexing puzzles, and perform procedures on penguins.
Principalians pose for pictures while printing poetry, practice perspective and paint pottery. They persuade people to purchase perfume.
This principalian prescribed a painless pill for me and panicked when I pretended to perish.



Five Senses Poem

Five senses poems use your senses to study or investigate a subject. The focus of the poem is on using similes. Similes are comparisons between two unlike things using with words “like” or “as.”

Directions:

- Line 1. Tell what color an emotion or idea looks like to you.
- Line 2. Tell what the emotion or idea tastes like (imagine it has a taste)
- Line 3. Tell what the emotion or idea sounds like.
- Line 4. Tell what emotion or idea smells like.
- Line 5. Tell what the emotion or idea looks like.
- Line 6. Tell how the emotion or idea makes you feel.

Examples:

Summer is yellow.
It tastes like lemonade.
It sounds like kids splashing in a lake.
It smells like dandelions.
It looks like boating.
It makes me feel overjoyed.

by Hillary



Rain is clear.
It tastes like water.
It sounds like pounding on your windows.
It smells like fresh pine trees.
It looks like dew drops on plants.
It makes me feel cool.

by Hillary

Haiku Poem

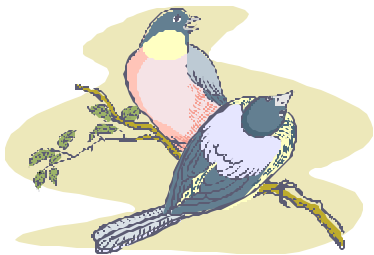
Haiku is a form of ancient Japanese poetry. The poems are often written about things in nature or seasons. They are also written about emotions or feelings about something. Haiku poems are not written as complete sentences. They are more often written as short thoughts and capitalization and punctuation is up to the writer.

Haiku follows this form:

Line 1. 5 syllables
Line 2. 7 syllables
Line 3. 5 syllables

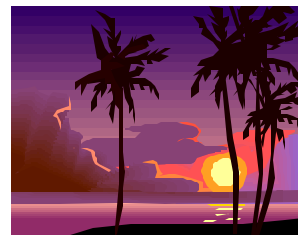
Include images that appeal to the five senses. What colors do you see? What sounds can you hear? What is the taste of the image? What smells do you notice? How does it feel? Since you are very limited in the number of syllables you can use, try not to repeat words and limit the use of unimportant words.

Here are three examples written by my daughter, Hillary, when she was in my fourth grade class.



Waking up to chirps
Birds singing in the morning
Beautiful bird songs

The evening sun sets
Brilliant colors glimmering
Beautiful sunsets



Yellowstone, geysers
Mud pots, geysers, and camping
place for nature

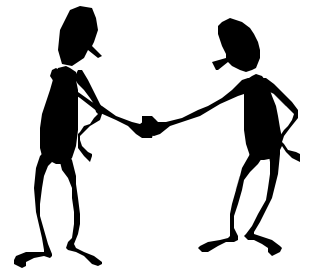
Who-What-When-Where-Why Poem (W-W-W-W-W Poem)

Who, what, when, where, why poems should be five lines long. The poem should tell a story or give a strong picture of someone or something. Each line should answer one of the “w” questions in the order listed above. When you read the poem, it should sound like two sentences put together.

Examples:

“Politics”

WHO: A famous Senator
WHAT: shook hands and ate lunch
WHEN: last week
WHERE: at a restaurant in town.
WHY: He raised money for his campaign.



“Waiting”

WHO: The old man
WHAT: sat alone
WHEN: on a sunny summer afternoon
WHERE: on his front porch.
WHY: He was enjoying the breeze and drinking ice tea.



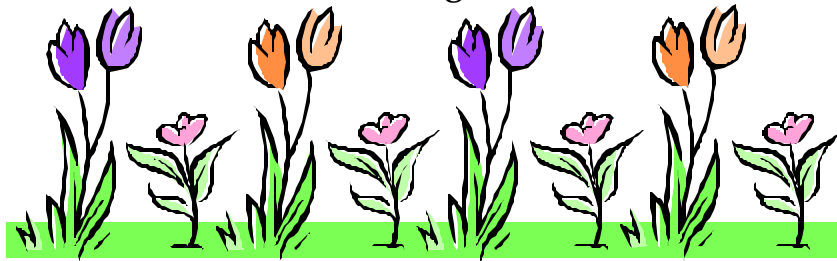
“Getting Ready”

WHO: I
WHAT: prepare for the race by running five miles
WHEN: every morning before school
WHERE: around the neighborhood.
WHY: You should always be prepared.

SELF REFLECTION AND CRITIQUES

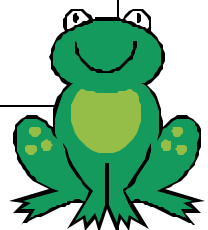
Write a few thoughts explaining your feelings about writing poetry. Which poems did you enjoy most? Did your feelings about poetry change as you completed this unit?

Then, share your poetry book with several other people (only one may be by another student). Have these people write a few comments about your creativity and efforts then have them sign their name.



Self Reflection

Other Critiques



POETRY UNIT GRADING SHEET



Type of Poem	1 Poem Written	2 Poems Written	3 Poems Written	4 Poems or more
Acrostic	4	5	6	
Alphabet Alliteration	7	8	9	
Cinquain	4	5	6	
Color Poem	4	5	6	
Concrete Poems	4	5	6	
Creature Alliteration	7	8	9	
Five Senses	4	5	6	
Haiku	4	5	6	
Who-What-When-Where-Why	4	5	6	
Other Poems I Wrote	4	5	6	
Poems I Like by Other Writers	4	5	6	

Add all points earned from poems written (above) _____

Required Elements	Needs Improvement	Satisfactory	Excellent
Poetry Book Cover	3	4	5
Table of Contents	3	4	5
Self Reflection & Critiques	3	4	5
Illustrations & Aesthetics	3	4	5
Spelling Accuracy	3	4	5
Neatness of Written Work	3	4	5
Turned in On Time	3	4	5

Add all points earned from other required elements (above): _____

TOTAL POINTS EARNED: _____



Comments: