

# Poetry

Poetry allows students to practice skills in language development, grammar, syllables, and figurative language while expressing feelings .

## Curriculum Connection

### **Alberta Education Program of Studies: English Language Arts (2000)**

#### **Grade 3: SLO 4.1 Enhance and Improve**

- choose words, language patterns, illustrations or sounds to add detail and create desired effects in oral, print and other media texts

#### **SLO 4.3 Present and Share**

- speak or present oral readings with fluency, rhythm, pace, and with appropriate intonation to emphasize key ideas

#### **Grade 4: SLO 2.2 Respond to Texts**

- experience oral, print and other media texts from a variety of cultural traditions and genres, such as... poetry...

#### **Grade 5: SLO 2.2 Respond to Texts**

- experience oral, print and other media texts from a variety of cultural traditions and genres, such as... poetry...

#### **Grade 6: SLO 1.1 Discover and Explore**

- Engage in exploratory communication to share personal responses and develop own interpretations

#### **SLO 2.2 Respond to Texts**

- Experiment with sentence patterns, imagery and exaggeration to create mood and mental images

## Objectives

Students will:

- create poems expressing facts, feelings and emotions about animals, animal issues, and the human-animal bond.

## Materials

- Student Activity Sheets
- Dictionaries

## Types of Poetry

### **1 Limericks**

Popularized by Edward Lear, this short and humorous form of verse provides a good opportunity for students to practise syllable counting and rhyming.

Limericks are generally thought of as humorous and can be used to relate basic knowledge about animals and their behaviours in a fun way.

#### **Limerick Form**

A limerick consists of two rhyming lines, usually of eight or nine syllables; two more rhyming lines of five or six syllables; and a final line of eight to ten syllables that rhymes with the first two lines.

#### **Example:**

A chameleon when he's feeling blue,  
Can alter his glum point of view  
By changing his hue  
To a colour that's new  
I'd like to do that, wouldn't you?  
-Eve Merriam.

#### **In the Classroom:**

Ask students to pick an interesting animal and research its habits. Students can then select the most unique characteristics and create a limerick.

For young children a limerick will be too difficult. In this case ask students to create riddle rhymes that ask questions or give hints about an animal's identity, habitat, food, colour, or size.



## Poetry (continued)

### 2 Cinquain

A cinquain is a five-line, un-rhyming poem that is easy to write and helps students to practice different parts of speech.

Cinquain is an excellent form of poetry for students to use to express their appreciation for animals and their understanding of animal habits and behaviours.

#### Cinquain form:

Noun  
 Adjective, Adjective  
 Three verbs or verb phrase  
 Four words that describe how you feel about the animal  
 One word that sums up the whole poem

#### *In the classroom:*

Show your students large pictures of animals in their natural environment. Discuss the different and beneficial ways in which animals interact with their environment. Ask the students to choose one or more animals and create a cinquain. Compare the sentiments expressed in the cinquains.

Spider  
 busy, black  
 crawling, weaving, waiting  
 curious, wonder, scary, admiring  
 fascinating

### 3 Haiku

An ancient Japanese verse form consisting of only three lines; the purpose of a Haiku is to convey emotion. Although a haiku looks simple, it is actually a complex verse form. The writer is required to convey complex thoughts in a concise and simple fashion. The poem is often divided into two sections, the first providing a description of a scene and the second describing the emotion or mood of the scene.

#### Haiku form:

5 syllables      Strange dog runs at me  
 7 syllables      I stand like a tree, silent  
 5 syllables      Dog sniffs, then leaves. Whew!

#### *In the classroom:*

Ask students to create a haiku to demonstrate their understanding of a relationship between a wild or pet animal and its environment, another animal or people.

### 4 Free Verse

Is a form of verse unrestricted by rules that generally limit a poem stylistically. It can rhyme, but it isn't necessary. It can contain patterns, alliteration and figurative language at the writers discretion. Children often find free verse the easiest poetic medium to use when they want to express deep thoughts of empathy and connection with animals.

#### **A Dog Midwinter**

This dog barking at me now—  
 do I really bother him or is he acting out  
 the old faithful watch dog routine?  
 Or (and I hope it's this) is he so lonely  
 locked up in the snow-filled yard that the  
 sight  
 of another living thing stirs him?  
 For I can truly say  
 I'm as lonely now  
 as you, dog, so  
 speaking for both of us  
 Bark your crazy head off.  
 -Charlotte Zolotow

#### *In the classroom:*

Ask students to "become" their favourite animal or an animal they are studying in a novel and write a poem from the animals perspective describing how the animal feels about a particular situation in its life.



# Haiku

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

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

A haiku is a Japanese poem consisting of three lines. Traditional haiku is often about nature but all haiku is meant to express emotion.

*Example:*

Five syllables      A spark in the sun

Seven syllables      This tiny flower has roots

Five syllables      Deep in the cool earth

*Using the following images for inspiration, create your own haiku!*

---

---

---



---

---

---

---

---

---



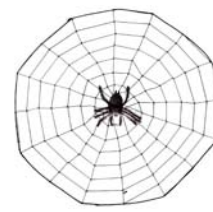
# Cinquain

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

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

A cinquain is a five-line un-rhyming poem that follows the following form:

Noun	Example: <b>spiders</b>
Adjective, Adjective	<b>tiny, busy</b>
Three verbs or verb phrase	<b>spinning, moving, floating</b>
Four words that describe how you feel about the animal	<b>building fragile wispy webs</b>
One word that sums up the whole poem	<b>artists</b>



### Now write your own!

1. What is your favorite animal? (**noun**) \_\_\_\_\_

2. List some words that *describe* that animal (**adjectives**) \_\_\_\_\_, \_\_\_\_\_

\_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

3. List some words that tell us about the animal's *actions* (**verbs** or verb phrases)

\_\_\_\_\_  
\_\_\_\_\_

4. Why do you appreciate this animal?

\_\_\_\_\_

Now, using these words, write your own cinquain!



\_\_\_\_\_

Noun



\_\_\_\_\_

Adjective

Adjective

\_\_\_\_\_

Three verbs or a verb phrase

\_\_\_\_\_

Four words that describe how you feel about the animal

\_\_\_\_\_

