

Create-A-Poetry Book

Mrs. Keys

7th & 8th Grade

English Language Arts

Purpose

My intent of this unit is to introduce students to various types and styles of poetry. They will study poetic styles and uses to create poems. Each student will assemble their own book, including illustrations, personal pictures and or music...

Students will create poems in “Book Creator.com”

Week One

- Day One – Set-up and Begin the Book
- Day Two - Rhyme and Rhythm poem
- Day Three - Free Verse & Ballad poems
- Day Four – Cinquain & Sonnet poems
- Day Five – Diamante & Concrete poems

Week Two

- Day Six – Haiku & Epitaph poems
- Day Seven – Limerick poem
- Day Eight - Name Poem
- Day Nine - Bio-Poem
- Day Ten - Illustrating Your Book

Day One

- Introduce the idea of creating a hardcover bound poetry book.

<http://www.bookcreator.com>

- Watch video on how to get started. The book gives step-by-step directions and identifies ten careers in the publishing field.

Day Two - Rhyme, Rhythm and More

- By Middle School age, most students have experienced different forms of poetry. The website given has a nice review for the teacher to use to refresh students on rhyme, rhythm, alliteration, consonance and assonance used in poetry.

Day Three - Free Verse

The style of free verse poetry emphasizes the message of the poet more than the style used. Reading some of these poems will guide the students to develop pieces about themselves. You will find examples at this site:

www.edhelper.com/ReadingComprehension_31_14.html

Day Four - Cinquain

- The teacher and students will read a variety of cinquain poems.
- By exploring the poems, students will recognize the patterns of the cinquain form.
- Students will create their own cinquain poem

Day Five - Diamante

- The teacher will show an example and explain the diamante form.
- Students will use the internet to locate examples of diamante poems.
- Each student will creatively write their own diamante poem.

Day Six - Haiku

- Students will go on computer to read examples of old and new Haiku
- Class will take time to create several Haiku poems individually
- Each student will pick their favorite poem and refine and rewrite
- Students will create their own scroll with their poem on tissue paper and cut sticks

Day Seven - Limericks

- Students will read examples of limericks on several websites to understand the formulation of limericks
- Several practice limericks will be done with the class together to help learn the rhythm and wit of limericks
- After practices, each student will create and illustrate their own limerick to share with the rest of the class

Day Eight - Name Poems

- This type of poem gives students a chance to write about what they know most-themselves. The basic form has students write the letters of their name in a column, then think of adjectives describing themselves that begin with each letter. A class poem can be created first by using the class name. Then allow students time to create their own name poems.

- Nice
- Amiable
- Messy
- Extraordinary

Day Eight (Continued)

- More advanced forms can be created in which students write phrases for each letter. A greater challenge would be to connect these phrases into one sentence or central idea that the students feel best describes them.

Day Nine - Bio Poems

These poems also give students a chance to write about themselves. One form is:

First Name
Sibling/daughter/son of...
Who loves ...
Who feels happy when...
Who needs ...
Who gives ...
Who fears ...
Who would like to see ...
Resident of ...
Last Name

Students fill in the blanks with their own personal information, listing three examples for lines 3-8.

Day Ten - Illustrating

- Help students explore ways to illustrate poetry books: <http://www.teach-nology.com/ideas/subjects/writing/>
- Visit school/local libraries or local bookstores for presentations related to illustrating books. Give students the opportunity to discover the many ways to illustrate by examining various books.

Day Ten (Continued)

- Discuss some of the following illustration options: borders, patterns, line drawings, color, black/white, photography, clip art, stenciling, cartoon, realism, background, stickers, collages, mosaic, marbling, stamps, paper shapes, painting, colored pencils, markers, cut-outs, moving pieces, pop-ups, windows, moving parts, wheels, peeking parts, hidden pictures, flats, fonts, etc.
- Give students art supplies and encourage creativity.

Bonus Day - Epitaphs

- There are many humorous poems found in epitaphs. If you have a group that could interpret the proverbs, puns and wit of these comments, check out various websites for poems found on tombstones. Please use caution and check them before sharing with your students. The website might not be blocked from your computers because no foul words are used, but the meaning is there and not always suitable for students. A search for epitaphs will give you many sites to view.

Chris's Bibliography

Poetry - Rhyme, Rhythm, and More

http://www.edhelper.com/ReadingComprehension_27_77.html

This page of the website gives basic information about the differences between assonance and consonance used in forms of poetry. Alliteration is introduced and the basic principles behind rhythm and rhyme. There is more to be obtained from their paid subscription site but even without the subscription, the basics are here to explain the techniques and get you started.

Knowing Ourselves and Others Through Poetry

www.eduref.org/cgi-bin/printlessons.cgi/Virtual/Lessons/LanguageArts/Writing/WCP0018.html

This is a great site to give students practice with writing free verse packed with feelings and insight. There are lesson plans and idea starters to get them thinking.

"A Light In the Attic" by Shel Silverstein

Every student can find a poem by Shel Silverstein that expresses how they feel or a time when they were stuck in an unusual situation. His illustrations are simple but expressive and would serve as examples with ideas for the students to use.

Chris's Bibliography (cont.)

Dr. Seuss

Any book by Dr. Seuss is a great example for using rhyme schemes. His moral messages come through loud and clear. Few people tire of his wisdom and/or humorous look on life.

Traci's 35th List of Ten: Ten National Poetry Month Activities

Posted to WPA-L, WCenter, NCTE-Talk, and TechRhet on 4/22/01.

www.tengrrl.com/tens/035.shtml

This website has a wealth of information concerning many aspects of teaching. The Poetry Month Activities are useful for teacher background information and some include worksheets for the activities that are ready to print and use.

Deb's Bibliography

<http://www.gigglepoetry.com>

The children's poetry site is interactive. Children can read poetry that has been written to spark their interest. Topics include family, friends, animals, poetry contests, fill-in-the-blank poems, poetry plays, tongue-twister poems and grade poems. Lesson plans and tips for teachers are also provided.

<http://www.teach-nology.com/ideas/subjects/writing/>

The site is designed for teachers. Lesson plans ideas that motivate students to use visual effects with creative writing are given. These plans include how to create a book, author's corner, using photos and suggested common material to get kids started with book illustrations.

Brandenberg, Alik (1986). How a Book Is Made. New York: Scholastic Inc.

This 32-page book covers the process of publishing a book from start to finish. The step-by step format is in cartoon style. In addition, the book reviews job opportunities in the publishing field. These include: author, illustrator, editor, publisher, designer, copyeditor-proofreader, production director, color separator, printer, publicity and promotion director and salesperson.

Deb's Bibliography (cont.)

<http://www.studenttreasures.com>

This site provides information about publishing student work. Teachers can receive one free publishing kit for the classroom. The kit includes suggested topics, writing strategies and illustrations. Students can choose between a 32-page landscape (11 w x 8 ½ h) or portrait (8 ½ w x 11 h) book.

Lansky, Bruce (2000). Free Stuff For Kids. New York: Meadowbrook Press.

Once students have published their books, students can write for a poetic license. The license reads:

Poetic license is awarded to

Ed Smith

in accordance with the policies of lyrical expression. This lifetime poetic license allows above-named person to compose poetry of any form and is presented with distinction by Write Zone.

Write to Write Zone, 8019SW 35th Avenue # 5 Portland, OR 97219

Rick's Bibliography

[www.edhelper.com/ReadingComprehension 27 83.html](http://www.edhelper.com/ReadingComprehension%2083.html)

This is a great sight to begin by looking at examples of lesson plans. There are a number of good items to use at the basic level but in order to go much farther you have to pay to join. There are many advantages to joining.

<http://www.toyomasu.com/haiku/#whatishaiku>

This is a sight on which you can find 'the old masters' of haiku and new poems published recently. This is a wonderful sight to show an old form of poetry that has continued to evolve and change with the way people want to use it.

http://teacher.scholastic.com/lessonplans/unit_music.htm

Scholastic has so many resources. This is one of the sights where you can find lesson plans. There are also examples of poetry, links to other sights, and even interactive sights to communicate with other classrooms around the country.

Rick's Bibliography (cont.)

<http://www.looneylimericks.com/funny/list2.php>

This is a funny sight but as I discovered in researching limericks, they can be bawdy and at most of the sights it would take careful, specific direction to steer students in the 'right' direction.

<http://www.poetry-online.org/index.htm>

This was one of the most student friendly sights for poetry I could find. It has many different types of poetry listed and for each one it gives history, form, and a number of examples. This would be a great sight for students to navigate and has a wealth of information.

Ben's Bibliography

www.readwritethink.org/lessons/lesson_view.asp?id=43

This website features a detailed lesson plan on cinquain poetry. The NCTE site gives an overview, lists student standards, web resources, instruction, and extensions. Two 50 minute sessions will be needed to complete the entire lesson.

<http://falcon.jmu.edu/~ramseyil/poeform.htm>

This site features a wide range of poetry forms. I found the cinquain section to be very helpful. It explained the format while listing numerous links. The links are beneficial and the best segment of this site.

www.edzone.net/~almams/Canada/swdp.htm

This website entitled *Diamante Poems* simply lists examples of diamante form. This would be a perfect site for students to visit before developing their own poem.

Ben's Bibliography (cont.)

[www.edhelper.com/ReadingComprehension 31 12.html](http://www.edhelper.com/ReadingComprehension/31_12.html)

Brenda Covert lists her lesson plan for writing a diamante poem. The lesson explains the pattern, gives an example, and a graphic organizer to begin their writing. This is the ideal lesson for getting started.

http://mail1.ncsd.k12.wy.us/~annie_kepler/

This is a lesson plan submitted by Annie Kepler. Her class is developing a collection of poetry for a poetry reading, which her class calls Kepler's Koffee House. The lesson begins by having students explore examples of diamante by using the internet. Then the students, with the help of a partner, write and illustrate their poem. The most useful section of the site is the rubric that Kepler created.

Linda's Bibliography

Laudano, M.D. (1981). *Teaching Poetry in New Formats: To Intermediate Grade Students.* (Online), April 24, 2005.

www.yale.edu/ynhti/curriculum/units/1981/4/81.04.08.x.html

The author discusses motivations for students to write and skills the teacher and students should possess. She presents different types of poetry that could be used throughout the year and lists observations she has made about teaching poetry to kids.

Sweeney, J. (1993). *Teaching Poetry, Yes You Can.* New York: Scholastic, Inc.

Written for teachers of grades 4-8, the author describes how she gets students to write poetry. All ideas include pre-writing introductions, reading of selected poems to reinforce lessons, modeling structures, writing class poems, and sharing students' efforts. She also includes a helpful bibliography for additional sources of poems

www.poetryclass.net retrieved April 24, 2005.

This is a very comprehensive site dedicated to the teaching of poetry in education. Visitors can gain access to training packages and resource materials developed by a team of poets.

Linda's Bibliography (cont.)

www.poetryteachers.com retrieved April 24, 2005.

This website, supported by Meadowbrook Press, provides ideas for teaching poetry. It includes Poetry Theater and contests for kids. In addition, visitors can contact authors for a school visit.

www.webenglishteacher.com/poetrygeneral.html retrieved April 24, 2005.

Lesson plans and activities for teaching specific types of poetry can be viewed. There are collections of poetry as well as sites and activities for specific poets for teachers' access.