

My Book of POETRY!

Author & Illustrator:

DIRECTIONS: complete each poem as each example shows. Follow all poem directions given. Color in the border of each poem and the Poem name (title area). Try your best, and e-mail if you have any questions as you are completing your Book of Poetry. ☺

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Acrostic Poem

- * Poems that spell a word or name going down.
- * The words that go across should describe the word or name.

Chocolate
Addicting
Never-get-enough
Delicious
Yummy

Acrostic Poem

Directions: Think of something you love or feel inspired to write about. Write that word going down the left side of your paper. Think of words that begin with each letter that describe your word and write them beside each letter.

Alphabet Alliteration

* A fun, nonsense poem where all words start with the same letter.

**Darling Debbie
Doesn't Drive
Dumptrucks
During December.**

Challenge: Try writing a short poem for every letter of the alphabet.

Apples are absolutely awesome.
Brown bears bring berries.
Crying children carry candy.

Alphabet Alliteration

Directions: Choose a letter of the alphabet and begin thinking of all the different words you know that also begin with that letter. This is a nonsense poem, so it can be silly, but it needs to make sense.

Cinquain

- * In French, "cing" means five.
- * A cinquain is a 5 line poem that follows a formula.

Line 1: One word (subject)

Line 2: Two words describing the subject

Line 3: Three verbs that tell what the subject does (end in -ing)

Line 4: Four words expressing a feeling

Line 5: One word (synonym for the subject)

Children
Happy, playful
Laughing, singing, climbing
Always on the go
Kids

Cinquain

Directions: Write a 5 line poem about any topic you want. Follow the instructions below.

Line 1: One word (subject)

Line 2: Two words describing the subject

Line 3: Three verbs that tell what the subject does (end in -ing)

Line 4: Four words expressing a feeling

Line 5: One word (synonym for the subject)

Color Poem

- * A poem that uses the 5 senses to describe a color.
- * Try to paint a picture using descriptive words.

Use the example below:

Yellow **is** the color of happiness.

Yellow **is** a bright sun or a canary in the sky.

Yellow **smells like** fresh sunflowers.

Yellow **tastes like** buttery popcorn.

Yellow **sounds like** animals at the zoo.

Yellow **looks like** a tall glass of lemonade.

Yellow **feels like** sunrays beating down.

Yellow **makes me** smile.

Yellow **is** a color that will brighten your day.

Color Poem

Directions: Think of a color you'd like to write about. Ask yourself, what does this color look like, smell like, taste like, sound like, and feel like? Use similes and metaphors to tell what the color reminds you of.

_____ is the color of _____.

_____ is _____.

_____ is _____.

_____ looks like _____.

_____ smells like _____.

_____ tastes like _____.

_____ sounds like _____.

_____ feels like _____.

_____ makes me _____.

_____ is a color that _____.

Concrete Poem

- * A poem that is written in the shape of the object that the poem is written about.

Love is in my heart. It is a feeling I have inside. Love makes me happy and brings me joy. My heart is happy when there is love.

Concrete Poem

Directions: Think about something you want to write about. What shape would represent that topic? (For example, a poem about rain could be in the shape of a raindrop.)

Creature Alliteration

- * A humorous poem about an imaginary creature.
- * Each line of the poem should have at least 4 words that begin with the same letter.

Directions:

Name of creature (add -ian to the end)

Answer the questions: Where does it live?

What does it eat? What does it like?

Write a fact about your creature

Write about something your creature did

This is a trollian

A trollian lives in tiny, terrible, terrifying, tunnels.

A trollian eats trout, tri-tips, and tasty truffles.

A trollian likes triangles, turtles, and tropical trees.

A trollian trains tigers and tracks tarantulas.

My trollian tried to tackle twenty teenagers.

Creature Alliteration

Directions: Think of a creature you would like to write about and add the letters -ian to the end. It can be a mystical creature, an insect, or any other type of creature you can think of. This poem should be funny and whimsical. Use your imagination and be creative.

This is a _____.

A _____ lives in

_____, _____, _____, _____.

A _____ eats

_____, _____, _____, _____.

A _____ likes

_____, _____, _____, _____.

A _____

My _____.

Five Senses

* A six-lined poem about an object using metaphors & similes to describe the 5 senses.

Directions:

Tell what it is.
What does it taste like?
What does it sound like?
What does it smell like?
What does it look like?
How does it make you feel?

Baseball **is** red, white and blue.
It **tastes like** hotdogs and popcorn.
It **sounds like** fans cheering loudly.
It **smells like** fresh cut grass.
It **looks like** a fly ball.
Baseball **makes me feel** like summer.

Five Senses

Directions: Choose an object you'd like to write about. Use the five senses to describe that object. Try to paint a clear picture about your object using descriptive words.

_____ is _____.
It tastes like _____.
It sounds like _____.
It looks like _____.
It feels like _____.
_____ makes me feel _____.

Haiku Poem

- * This is an ancient form of Japanese poetry that is written about nature, emotions or feelings.
- * It is only three lines long and follows a formula.

Formula:

Line 1: 5 syllables

Line 2: 7 syllables

Line 3: 5 syllables

Blue birds are singing
Beautiful songs, so lovely
Up in the tall trees

Haiku Poem

Directions: For this poem, you need to count your syllables. This poem should be about nature, emotions, or feelings. It is only 3 lines long. The first line needs 5 syllables, the second line needs 7 syllables, and the third line needs 5. You might want to clap the syllables out as you write.

W-W-W-W-W

- * This poem stands for who, what, where, when and why.
- * This poem should tell an interesting story about someone or something.

**Who - What
- Where -
When - Why**

My baby sister
cries so loud
in her baby crib
in the middle of the night
because she wants her mom

W-W-W-W-W

Directions: Think of an interesting story you could write about someone or something. Then answer the who, what, where, when, and why questions.

Who? _____
What? _____
Where? _____
When? _____
Why? _____

Freestyle Poem

- * This style has no set pattern or rules.
- * It can be about whatever you want, in whatever style you choose.
- * Usually freestyle poetry rhymes, but it doesn't have to.

A deserted island,
Is calling to me.
I want to go,
So I can feel free.

The fresh blue water,
The warm, warm sand.
I wish for the beach,
To get away from this land.

Freestyle Poem

Directions: This poem has no set pattern or rules. You get a chance to write about anything you want and however you want. You can try to make it rhyme, but it doesn't have to. Try to write 8 lines, but you can write more if you want.

About the Author

- at least 8 lines -

- * This is a biographical poem about the author.
- * No specific format or rules.

I am a teacher.
I like teaching science.
I love to read books,
And work hard in class.

When the day is over,
I go home to my house.
I like eating chocolate,
And warm bubble baths.

About the Author

Directions: This poem is all about you! Just like real authors have an about me page, you get to create a page all about you! Include information about things you like, your interests, and anything else you'd like to add. Try to write 8 lines of poetry.

FOR TEACHER USE ONLY!!!

Name: _____

My Book of Poetry!

Grading Rubric:

	6	8	10
Poetry	The student completed less than 7 of the required poems and/or the poetry was below average.	The student has completed 8-10 of the poems and/or poems needed a little more work.	All eleven poems are completed and are well written. It is evident the student worked hard on this project.
Spelling & Grammar	Lots of spelling and grammar mistakes are present.	A few minor spelling and grammar mistakes are present.	This project looks near perfect. Spelling and grammar are on grade-level.
Handwriting	The handwriting is sloppy and made the poems hard to read at times.	The handwriting could use some improvement.	The handwriting is beautiful! The student took pride in this assignment.
Illustrations	The illustrations were sloppy. The student could have put more effort into the artwork.	The illustrations are nice, but the student could have tried a little harder.	The illustrations look very nice and colorful. The student put a lot of time and effort into the artwork.
On Task	The student was off task a lot of times during the poetry unit. Student needed constant reminders.	The student was usually on task. They only needed a few reminders.	During the entire poetry unit, the student was on task and always worked hard each day.

Comments:

Total Score: ____ / 50