'S

POETRY BOOK GUIDELINES

I have...

☐ Carefully read the description of each poem.

☐ Asked any questions I had.

☐ Decided how many of each poem I will write.

☐ Written at least one of each poem.

☐ Spelled all the words correctly.

☐ Made my book look nice and neat.

☐ Given my poetry book to three people for critiques.

☐ Chosen two poems to perform.
POETRY UNIT REQUIREMENTS

1. You will be reading and writing many different types of poetry during this unit. Your overall grade will depend on the number of poems you write, their quality, and the illustrations included with them. The grading rubric included in this packet will give you more information on points and scoring. **You must write at least one of each poem! You can include no more than two poems you like by other authors for points.**

2. Final copies of poems should be either typed on a computer and printed or handwritten in your very best handwriting. Pencil is preferred since your spelling is expected to be perfect on your final copies.

3. Include only one poem per sheet of paper. Each page should include a poem, a poem title, and an illustration. Also, write the type of each poem on either the top or the bottom of the page.

4. Each poem must include a colored illustration. Illustrations may be hand drawn and colored or printed from a computer.

5. Include a table of contents with your poetry book. Each of your poems should have page numbers to accommodate your table of contents.

6. You must include a cover page for your poetry book. You may hand draw it or create it using a computer. Include the title of your poetry book, your name, your grade, and the year.

7. Before you turn your poetry book in, you will give it to three different people to critique. Only one of these people can be a student. Each person will read through your poetry book, write their critique, and sign in the critique box. You will also complete a self-reflection on the same page. In your self-reflection, answer questions such as – Did you have fun doing this project? Which poem was your favorite? How do you feel about poetry?

8. Most importantly, have fun and be creative!
ACROSTIC POEM

An acrostic poem is generally short and easily identified. To write an acrostic poem, choose one main word to write vertically down the page. Then, using each letter in the main word, write a word or phrase that describes your main word. You may choose any subject or word, even your own name!

Samples:

R elaxing  B ouncing on the court
E ntrancing   A lways running hard
A ddictive   S queaking soles of shoes
D iscoveries   K eeping me in shape
I nteresting   E nergy in the stands
N eat   T ime-out
G enres   B uzzer beater
         A mazing shot
         L ong legs sprinting
         L ove the victory

If you’d like more of a challenge, an acrostic poem can be written as an ongoing story.

Sample:

B eautiful outstretched arms
A rch over her graceful head. She
L eans slightly to the
L eft, a soft smile crossing her face.
E ffortlessly, she
R ises onto her toes and
I ntrigues the audience with her breathtaking beauty.
N ow, the curtain falls to the
A pplause of the awestruck crowd.
ALLITERATION CREATURE POEM

Alliteration creature poems are lots of fun to read and to write! These humorous poems use alliteration to describe an imaginary creature. Choose a letter to alliterate and use it throughout each line of your poem to create a sound similar to a tongue twister. Each line of your poem (except line one) should have at least four words beginning with the letter you choose. Do not repeat alliterating words you have already used.

Directions:
Line One - Name your creature (add -ian to the end of the word).
Line Two – Write about where your creature lives.
Line Three - Write about what your creature eats.
Line Four – Write about what your creature likes.
Line Five – Write about something else about your creature.
Line Six – Write about something your creature did to you.

Sample:

This is a Grossarian.
A Grossarian lives in the gloppy garbage next to your grumpy great-great-grandpa’s garage.
A Grossarian eats gooey grape gum and grayish globs of gravy.
A Grossarian likes going to Guam and gliding through gruesome grease.
A Grossarian made his friend Gary gag when he gave him a gallon of grits for grub.
My Grossarian got glitter glue on my gorgeous golden gown.
CINQUAIN POEM

A cinquain is a five-line poem with a very strict form. You begin by choosing a noun (person, place or thing) that is meaningful to you. Throughout the poem, you use various parts of speech to describe the noun you chose.

Directions:
Line one has **one word**: the subject of the poem. This word is a noun.
Line two has **two words**: adjectives that describe the noun. Separate these two words with commas.
Line three has **three words**: verbs expressing actions that tell what the noun does. These actions should end in -ing and be separated by commas.
Line four has **four words**: a short phrase expressing feeling about the noun.
Line five has **one word**: a synonym for the noun.

Samples:

Grandma
Warm, familiar
Baking, scolding, hugging
Sings me to sleep
Mema

Apple
Crispy, tart
Crunching, squirting, rotting
Watch out for worms
Fruit
COLOR POEM

A color poem is a ten-line poem that uses the senses to create a vivid image of a color. To write a color poem, choose a color to write about and follow the pattern below. Many lines in a color poem use similes and metaphors to describe a color. Remember, similes compare two things using “like” or “as.” For example, the tree was like a giant is a simile. Metaphors are also comparisons, but they don’t use “like” or “as.” Metaphors say that one thing actually is something else. For example, the tree was a giant is a metaphor.

Directions:
Line One: _____(color)____ is like __________________________.(simile)
Line Two: _____(color)____ is like __________________________.(simile)
Line Three: _____(color)____ is __________________________.(metaphor)
Line Four: _____(color)____ smells like__________________________.
Line Five: _____(color)____ tastes like__________________________.
Line Six: _____(color)____ sounds like__________________________.
Line Seven: _____(color)____ looks like__________________________.
Line Eight: _____(color)____ feels like__________________________.
Line Nine: _____(color)____ makes me __________________________.
Line Ten: _____(color)____ is __________________________.(metaphor)

Sample:
White is like a winter day.
White is like the coconut flakes in my mom’s famous cookies.
White is a dripping icicle on a snowy barn.
White smells like roasting marshmallows at a campfire.
White tastes like a sugar cube in my peach tea.
White sounds like the buzzing light bulbs in my classroom.
White looks like my best friend’s glistening smile.
White feels like fluffy cotton balls.
White makes me shiver.
White is a castle made of clouds.
A concrete poem is also known as a shape poem. Concrete poems are written in the shape of the object they are describing.

Sample:

I stand strong and tall. Many people have called me brave. I have seen many battles and the soldiers who have fought for our freedom. Look for me waving at you on a windy day. It feels good when people sing to me and stand at attention when they see me. If you see me, place your hand over your heart and salute. For, my stars and stripes are a symbol to all.
A haiku is a form of ancient Japanese poetry. They are often written about nature or the seasons but they can be written over any topic. Haikus do not generally have complete sentences. They are more often written as short thoughts and punctuation and capitalization are left up to the writer.

**Directions:**

Line One – five syllables
Line Two – seven syllables
Line Three – five syllables

Use your five senses to create vivid images in your haiku poetry. Since haikus are very short poems, you should not use any word in your poem more than once. Also, try to limit the use of unimportant words.

**Samples:**

Drip-drop on the roof  
Tapping on my windowsill  
Puddles in the street

Leaves from green to red  
Crisp and gentle autumn breeze  
Don’t forget your coat

Waiting for the bell  
Grab my backpack – out the door  
The last day of school

Sizzle and a pop  
Smells like breakfast in our house  
Syrup on the side
A limerick is a funny little poem containing five lines. They have a very
definite rhyme and rhythm pattern.

**Rhyme pattern** - The last words in the first, second, and fifth lines rhyme
with each other and have the same rhythm. The last words of the third and
fourth lines rhyme with each other and have the same rhythm.

**Rhythm pattern** – Lines one, two and five follow a rhythm pattern that
sounds like this: da DUM da da DUM da da DUM. The third and fourth lines
follow a rhythm pattern that sounds like this: da DUM da da DUM. The third
and fourth lines are visibly shorter and different from the other three lines.
The popular children's nursery rhyme Hickory Dickory Dock is a great example
of their rhythm of a limerick.

A limerick is generally a funny or interesting story about a person who has a
certain characteristic. It is often helpful to choose a one-syllable boy's or
girl's name (Elaine), think of a character trait they might possess (crazy),
some words that rhyme with the name (train, pain, drain, cane, explain), and
ultimately, a funny thing that might have happened to the person. You can
also begin by choosing the name of a place.

**Samples:**

There once was a girl named Elaine
Who stepped on the tracks of a train
She saw a light glow
And a train whistle blow
After that day, she walked with a cane
Self-Reflection
Write a few words about this project. How do you feel about writing poetry? etc.

Critique #1
Write a few comments about creativity, effort, etc.

Critique #2
Write a few comments about creativity, effort, etc.

Critique #3
Write a few comments about creativity, effort, etc.
POETRY PERFORMANCE PAGE

The Coffeehouse Poetry Reading is approaching. Choose your two favorite poems in your poetry booklet to perform for the class. In the boxes below, answer the questions about your poems.

The first poem I will perform is titled... 

____________________________________________________________________________________

I chose this poem because...

____________________________________________________________________________________

What type of poem is it? ________________________________________________________________

I feel ______________________________ about sharing this poem with my classmates.

The second poem I will perform is titled...

____________________________________________________________________________________

I chose this poem because...

____________________________________________________________________________________

What type of poem is it? ________________________________________________________________

I feel ______________________________ about sharing this poem with my classmates.
**Grading Rubric - 100 points possible**

<table>
<thead>
<tr>
<th>Type of poem</th>
<th>1 poem written</th>
<th>2 poems written</th>
<th>3 poems written</th>
<th>4 or more poems written</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acrostic</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Alliteration</td>
<td>5</td>
<td>8</td>
<td>11</td>
<td>14</td>
</tr>
<tr>
<td>Cinquain</td>
<td>4</td>
<td>6</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Color Poem</td>
<td>5</td>
<td>8</td>
<td>11</td>
<td>14</td>
</tr>
<tr>
<td>Concrete Poem</td>
<td>4</td>
<td>6</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Haiku</td>
<td>4</td>
<td>6</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Limerick</td>
<td>5</td>
<td>8</td>
<td>11</td>
<td>14</td>
</tr>
<tr>
<td>Poems I Like By Other Poets</td>
<td>4</td>
<td>8</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

Total number of points earned from poems written (total above) __________

<table>
<thead>
<tr>
<th>Required Element</th>
<th>Needs Improvement</th>
<th>Satisfactory</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of Poems</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Book Cover</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Table of Contents</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Self-Reflection and Critiques</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Illustrations and Aesthetics</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Spelling</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Neatness</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Turned in on Time</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

Total number of points earned from required elements (total above) __________

**TOTAL POINTS EARNED ALTOGETHER: ________/100**

Comments: