**Poetry Project**

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| **Introduction** | |
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|  | Writing and reading poetry is a great way to improve pronunciation and spelling. And it's fun! |
|  | In groups of three students will be writing **three** different types of poems. They will be writing the poems in groups of three, preferably of mixed gender. |
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| **Instructions** | |
|  | Organize the students groups of three, preferably of mixed gender. students will be writing **three** different types of poems. They will be writing the poems in groups of three, |
|  | Students will write **three** different types of poems. |
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| **1. First** Type of Poem: the **Acrostic** | |
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|  | **M** arvellous |
|  | **E** excellent |
|  | **S** mall |
|  | **S** occer player |
|  | **I** …?? |
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| **Instructions** | |
| 1. | Write the example of the acrostic on the board and elicit from the students how to write one. |
| 2. | Tell the groups that they need to write at least three acrostics and they may write more if they want. |
| 3. | Then ask each team in turn to read their best one to the class. Cheer when appropriate. |
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| **2. Second** Type of Poem: the **"I Am" poem** | |
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| **Instructions** | |
| 1. | Students must use the model below to describe a famous person. |
| 2. | Students need to copy the template below into their notebooks. |
| 3. | Each student must do one stanza by finishing each line thinking about their famous person. |
| 4. | Each group then reads their “I am” poem to the class who try to guess who it is about. |
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|  | FIRST STANZA |
|  | I am (2 special characteristics your famous person has) |
|  | I hear (an imaginary sound) |
|  | I see (an imaginary sight) |
|  | I want (a wish for your famous person) |
|  | I am (the same as the first line) |
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|  | SECOND STANZA |
|  | I say (something your person believes in) |
|  | I touch (an object your famous person uses) |
|  | I live (where the person lives) |
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|  | For more information about acrostics and I Am poems you can visit this site: |
|  | http://www.colorincolorado.org/article/31170/ |
|  | Now go to the next page to learn about the third type of poem. |

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| **3.Third** Type of Poem: a **poem that has a rhyme scheme** | |
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| **Explanation** | |
|  | Each new sound at the end of a line is given a letter, starting with “A,” then “B,” and so on. If an end sound rhymes with a previous line, it gets the same letter. |
|  | Here are three different poems about cats, each with a different rhyme scheme. The first is **AABB**, the second is **ABAB**, and the third is **ABCB**): |
|  | |  |  | | --- | --- | | My cat is n**ice**. My cat likes m**ice**. My cat is f**at**. I like my c**at**. | **A** **A** **B** **B** |  |  |  | | --- | --- | | My cat is n**ice**. My cat is f**at**. My cat likes m**ice**. I like my c**at**. | **A** **B** **A** **B** |      |  |  | | --- | --- | | My cat is g**ray**. My cat is f**at**. My cat is c**ute**. I like my c**at**. | **A** **B** **C** **B** | |
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| **Instructions** | |
| 1. | As a team, choose a rhyme scheme from the examples above and write a poem with three stanzas. |
| 2. | Each student writes one stanza. The poem can be about anything you want. |
| 3. | Hand your finished poem into your teacher. |
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|  | For more information about poems which rhyme, go to the following page: |
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|  | http://www.poetry4kids.com/blog/lessons/rhyme-schemes-poetry-lesson-plan/ |