

Poetry Prompts

Grades 4-6

Written by Ruth Solski
Illustrated by S&S Learning Materials

ISBN 1-55035-833-2

Copyright 2006

All Rights Reserved * Printed in Canada

Permission to Reproduce

Permission is granted to the individual teacher who purchases one copy of this book to reproduce the student activity material for use in his/her classroom only. Reproduction of these materials for an entire school or for a school system, or for other colleagues or for commercial sale is **strictly prohibited**. No part of this publication may be transmitted in any form or by any means, electronic, mechanical, recording or otherwise without the prior written permission of the publisher. "We acknowledge the financial support of the Government of Canada through the Book Publishing Industry Development Program (BPIDP) for this project."

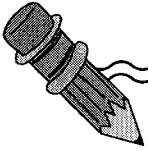
Published in the United States by:
On the Mark Press
3909 Witmer Road PMB 175
Niagara Falls, New York
14305
www.onthemarkpress.com

Published in Canada by:
S&S Learning Materials
15 Dairy Avenue
Napanee, Ontario
K7R 1M4
www.sslearning.com



Table of Contents

At a Glance™.....	2
Teacher Assessment Rubric	4
Teacher Self-Assessment Rubric.....	5
Section 1	6
Introduction	
Kinds of Poetry	
Poetry Stimulators	
Section 2	10
Choral Reading	
Classroom Choral Reading	
Poetry Selections for Choral Reading	
Section 3	16
Poetry Appreciation	
Section 4	26
Poetry Definitions	
Section 5	27
Traditional Poetry	
Rhyming Couplets	
Triplets	
Quatrains	
Section 6	37
Cinquain	
Section 7	41
Acrostic Poetry	
Section 8	47
Limericks	
Section 9	53
Haiku	
Section 10	60
Alphabet Poetry	
Section 11	63
Stair Poetry	
Section 12	65
Synonym Diamante	
Antonym Diamante	
Section 13	71
Clerihew Poetry	
Section 14	73
Alliteration	
Metaphors	
Similes	
Onomatopoeia	



Introduction

Poetry is a type of literature in which the sound and meaning of language are combined to create ideas and feelings. In today's society, poetry is everywhere. It is found in the lyrics of songs, heard in television commercials, radio jingles, written in greeting cards and said in jump rope chants.

People are attracted by the sound and rhythm of a poem's words. Poetry comes in different shapes and sizes. Poems are filled with feelings, ideas, moods, topics and stories. Children enjoy the pleasing rhythms found in nursery rhymes. They will clap their hands and move their bodies to the rhythm of the language.

Poetry began in prehistoric times. Poetic language was used by early people in songs, prayers and magic spells. The pattern of rhyme and rhythm helped people to remember and preserve oral poetry from generation to generation. After writing was developed, people were able to record their poetry and it became an important art form. In the world today, millions of people listen to, or read poetry. Many people also write it.

Kinds of Poetry

There are three main kinds of poetry. They are lyric, narrative and dramatic.

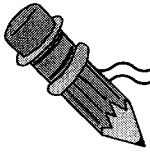
Lyric poetry is the most common type. The word 'lyric' comes from 'lyre', a harplike musical instrument, played by ancient Greek poets while they recited their short poems. Lyric poetry means any short poem.

The haiku is a form of Japanese poetry and is the shortest type of lyric poetry. The haiku consists of 17 syllables written in three lines. The first line has 5 syllables, the second 7, and the third 5.

The sonnet is a 14 line lyric poem with a certain pattern of rhyme and rhythm. Many sonnets are love poems.

Epics and ballads are narrative poems because they tell a story. Epics are the longest poems that describe the deeds of heroes in battle or conflicts between human beings and natural and divine forces. Some epics tell of the origin or the history of a people. Epics are the oldest form of poetry that have survived throughout the centuries. The Illiad and the Odyssey are two of the most famous epics in Western literature and were written during the 700's B.C.. The Illiad describes the events that took place in the last year of the Trojan War, which was fought between Greece and the city of Troy. The epic called the Odyssey, tells of the adventures of Odysseus, King of Ithaca, on his return home from the Trojan War.

Ballads tell stories about a particular person. These stories are shorter than epics. There are many ballads written about the adventures of Robin Hood, a legendary outlaw who stole from the rich and gave to the poor.

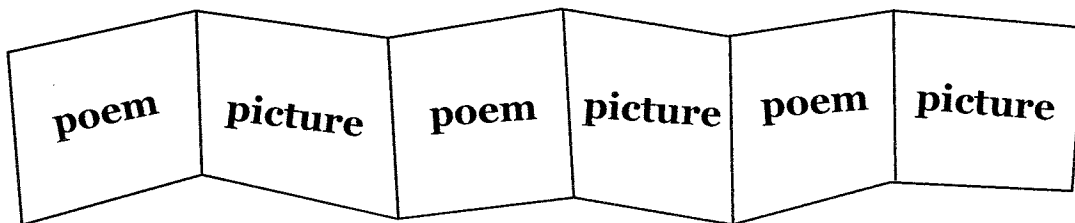


Poetry Writing Stimulators

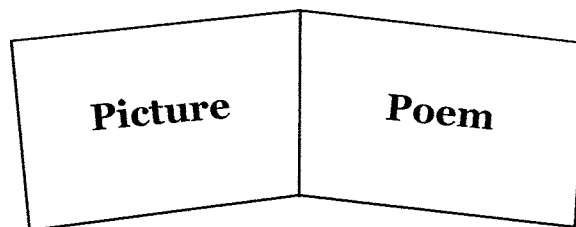
Students often have no appreciation or understanding of the art form called poetry. They will moan and groan at the mere mention of the word. Students must be exposed to all forms of poetry writings well before they try to write. Poetry must be enjoyed and appreciated as a skillfully written art form. According to Ruskin reading poetry is like the erecting of fairy palaces of magic thought, proof against all adversity. To learn in school to love poetry helps to build such palaces and desires.

Often teachers shy away from implementing poetry writing because they have no idea where to begin or how to stimulate interest in it. Listed below are some ways to help the classroom teacher to stimulate interest and to promote this art form.

1. Read at least one poem each day, perhaps just before recess or before dismissal time. Reread old favorites as well. Frequent reading will often commit the poem to memory so encourage the class to "join in" as you read.
2. Poetry should be readily accessible, taped or printed on index cards. The 5" x 8" cards seem best for a collection. Organize the cards as to theme, seasons, special days or author.
3. Use a poem to center a bulletin board display. The poem of the month might be surrounded with related pictures of student art.
4. Poems printed or written on chart paper may be displayed on classroom doors with related pictures.
5. Display poetry on window ledges, shelf tops, banners that hang, or at an interest center.
 - a) on a series of connected cards:



- b) in a file folder or Bristol Board folder with a related picture and/or an assignment:





c) on cards with related picture:

Picture	Poem
---------	------

6. Include anthologies of poems at the library corner. Encourage students to write or print their own favorite poems in a workbook with related illustrations.
7. Introduce the writing of poetry by reading and displaying many examples of the following poetic forms.

Nursery Rhymes
 Rhyming Couplets
 Quatrains
 Cinquains
 Limericks
 Stair poems
 Shape Poems
 Terse Verse

Haiku Poems
 Alphabet Poems
 Alliteration
 Name Poems
 Diamantes
 Clerihew
 Ballad

8. Poetry is one short easy-to-read written format that appeals to reluctant readers. Include many short poems (four to eight lines) with jokes and riddles when selecting material for individualized reading.
9. Use poetry selections as part of your reading program with open-ended activities to be completed after the reading of a poem. Poems pertaining to special celebrations and events would work well in this type of activity.
10. Focus on the work of one poet. Read several of his/her poems and present them on charts or cards for a bulletin board display. The following writers are popular with students at the junior level.

Dennis Lee
 Shel Silverstein
 David McCord
 Carl Sandburg
 Raymond Souster
 Gene Fehier
 Robert Frost

Kaye Starbird
 Eve Merriam
 John Ciardi
 Mary O'Neill
 Jack Prelutsky
 Bruce Lansky