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PRESENTS...

## *WRITING SHORT POEMS*

APRIL 2014

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## WRITING SHORT POEMS

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### LEVEL

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Lower -intermediate - Advanced

### GOALS

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To improve writing skills; to engage in creative thinking

### MATERIALS

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- A pencil and paper
- *Senses Poem* handout
- *Who, What, Where, Why Poem* handout
- *Simile Poem* handout
- *Pattern Poem* handout
- “The Bug” audio recording

### PREPARATION

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- 1) Download *Senses Poem* handout. At least one copy per group is needed, preferably one copy per student.
- 2) Download *Who, What, Where, Why Poem* handout. At least one copy is needed per group, preferably one copy per student.
- 3) Download *Simile Poem* handout. At least one copy is needed per group, preferably one copy per student.
- 4) Download *Pattern Poem* handout. At least one copy is needed per group, preferably one copy per student.
- 5) Download “The Bug” audio recording.

### PROCEDURES

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- 1) Divide the class into small groups of 2-3 students and give each student (or group) a copy of *Senses Poem* handout.
- 2) As a class, brainstorm ideas of subjects and write the suggestions on the board.
- 3) As a class, choose one subject and create sentences about the subject (I see..., I feel..., I taste..., I hear..., I smell..., I think...)
- 4) In their groups, have students write a *Sense Poem* based on the model provided. Groups that finish quickly can illustrate their poem with original drawings.
- 5) Have each group share their poem with the class.
- 6) Introduce *Who, What, Where, Why Poems* to the class and give each student (or group) a copy of the *Who, What, Where, Why Poem* handout.
- 7) As a class, create a *Who, What, Where, Why Poem* using examples of “who, what, where, and why” provided by the students
- 8) In their groups of 2-3, have students write an original *Who, What, Where, Why Poem*. Groups that finish quickly can illustrate their poems with original drawings.
- 9) Have each group share their poem with the class.
- 10) Give each student (or group) a copy of the *Simile Poem* handout and review similes as a class using the first part of the handout.

- 11) As a class, brainstorm seasons, animals, and objects. Choose one of each category to be used in the poem and ask students to complete the sentences.
- 12) In groups of 2-3, have students write an original *Simile Poem*. Groups that finish quickly can illustrate their poems with original drawings.
- 13) Have each group share their poem with the class.
- 14) As a class, have students listen to “The Bug” recording and write down all of the words. Play the recording as many times as needed for all of the students to write down all of the words. You can tell them the poem consists of 4 sentences and 14 words. Check the words as a class.
- 15) Give each student (or group) a copy of the *Pattern Poem* handout with the correct words. Ask the students to see if they can identify any patterns.
- 16) On the board, write all of the patterns the students come up with.
- 17) Ask the students to write their own poem based on one of the patterns they identified. Groups that finish quickly can illustrate their poems with original drawings.
- 18) Have each group share their poems with the class.

#### ADAPT IT TO YOUR CLASS

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- Collect your students’ work and post them around the classroom to show their great work!
- Studying a specific verb pattern? Limit the *Who, What, Where, Why Poem* to that verb tense.
- Not enough time for all of these poems? Try focusing your lesson plan on only one type of poem.
- To encourage collaboration, have students in groups and have each person add only one line to the poem. Want to make it silly? Don’t let the students know what their group members are writing!

## SENSES POEM HANDOUT

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Good poetry appeals to the senses. The first to do is to choose a subject. It can be anything---love, cars, a watermelon, someone’s eyes, a lemon, a kind of weather, your home town. Then write sentences about your topic.

Example Subject: **Rain**

- I see ... streaks coming down
- I feel ... the cold
- I taste ... the wetness
- I hear ... the rattle on the pavement
- I smell ... the dust, going somewhere
- I think ... I will find an umbrella



Example Subject: **Birthday Parties**

- I see... happy faces
- I feel... like jumping around
- I taste... taste lemonade bubbles exploding on my tongue
- I hear... balloons pop
- I smell... chocolate cake
- I think... I don't want to grow old

First, choose a subject:

My Subject: \_\_\_\_\_

Next, complete the following sentences about your topic:

- I see ... \_\_\_\_\_
- I feel ... \_\_\_\_\_
- I taste ... \_\_\_\_\_
- I hear ... \_\_\_\_\_
- I smell ... \_\_\_\_\_
- I think ... \_\_\_\_\_

## WHO, WHAT, WHERE, WHY POEM HANDOUT

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First, start by choosing a subject. The subject is the title of the poem and it can be anything you want. Then use the following pattern to create a poem.

- Title: Choose your favorite subject! Any subject is fine. It can be a person, place, thing, feeling, etc.
- Who: This is the same as your subject.
- What: This is a verb, what happened or is happening. You can use
- Where: This is the place where the action happens
- Why: If you don't know, it's fine. Just guess!

Check out these examples:

Title: **Traffic lights**  
 Who: Traffic lights  
 What: are falling asleep  
 Where: at the empty crossroad  
 Why: because the cars have all gone home.



Title: **Love**  
 Who: Love  
 What: moves  
 Where: backward,  
 Why: making us children again



Now you try!

Title: \_\_\_\_\_  
 Who: \_\_\_\_\_  
 What: \_\_\_\_\_  
 Where: \_\_\_\_\_  
 Why: \_\_\_\_\_

It's easy to change and adapt the model too! Add more lines to expand the poem:

Who	The boys
What (verb)	jumped
Where	into the river
Why	to find the muddy bottom
+	with eyes closed

## SIMILE POEM HANDOUT

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A simile (pronounced *SIM-uh-lee*) makes a comparison between two different things using the words “like” or “as.”

Complete the following similes and explain your answers!

School is like (a)	_____	because	_____
Homework is like (a)	_____	because	_____
Books are like (a)	_____	because	_____
Learning is like (a)	_____	because	_____

Now let’s make a poem about your life! Fill in the blanks using the prompts in the parentheses and explain your choices. See the example below.

### My Life is like Autumn



My life is like	autumn	(a season) because	it’s cool.
My life is like a	a kangaroo	(an animal) because	it’s full of bounce.
My life is like a	a door	(an object) because	it’s always opening.
My life is like a	balloon	(anything else!) because	it’s flying.

Now you try! First choose a subject for your poem. Then, fill in the blanks based on the prompts in the parentheses and don’t forget to say why!

Title: \_\_\_\_\_

My life is like	_____	(a season) because	_____
My life is like a(n)	_____	(an animal) because	_____
My life is like a(n)	_____	(an object) because	_____
My life is like (a)	_____	(anything else!) because	_____

**PATTERN POEM HANDOUT**

Listen to the short poem “The Bug” set to music and write down all the words you hear. There are 4 sentences consisting of 14 words. You will hear the poem at least twice.

**The Bug**



_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

What patterns did you notice in “The Bug?” Write your observations below:

Pattern #1 \_\_\_\_\_

Pattern #2 \_\_\_\_\_

Pattern #3 \_\_\_\_\_

Pattern #4 \_\_\_\_\_

Now it’s your turn. Using a pattern you observed, can you write a new poem?

\_\_\_\_\_

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