

Part I: Types of Poems

A poem is a piece of writing in which the words are arranged in separate _____, often ending in _____, to describe an object or idea chosen.

Before writing a poem, a _____, which could be an object, a person, an abstract idea or even a story, should be set. Very often, _____ is found in a poem, which is description that appeals to _____: smell, sight, taste, touch, or hearing.

There are different types of poems. Today our workshop is introducing the following:

- _____ poems
- _____ poems
- _____ poems

A. Shape Poems

A shape poem describes an object and is _____ the same as the object the poem is describing. It may not rhyme.



Star
Light
Star bright,
Star shining
In the dark of
night, over a cavern deep and dark, Inside the cave
a baby's born, who shall die on the cross, But
Do not mourn, for he is the one to save
our race, for we have fallen
from grace, Three kings
and three shepherds have
Come by your light, through
this cold, dark, and
winter y nig
h t.

Source: <https://www.tes.com/lessons/h93WRmDCotQmLQ/concrete-shape-poems>

1. What does the poem describe?

2. What images are presented in the poem?

3. What sense does the description appeal to?

B. Acrostic Poems

An acrostic poem is a type of poetry where the first, last or other letters in a line _____ a particular word. It may or may not rhyme.

Begins with an egg.
Underneath the shell is a caterpillar.
Teach to chew through and come out of the shell.
Trying to eat a lot of plants.
Each time it grows, it sheds its skin.
Reaches a spot on a plant to make a chrysalis.
Forms wings and antennae.
Leaves the chrysalis as a butterfly.
Young caterpillar is gone, now it is a butterfly!



Source: <http://firstgradefrog.blogspot.hk/2013/05/butterfly-life-cycle-acrostic-poem.html>

Please write an acrostic poem to describe yourself based on your name!

C. Narrative Poems

A narrative poem tells a _____. It may or may not rhyme. It has a beginning, middle, and end. There is a strong sense of narration, characters, and plot.

The Story of Cinderella

(Source: http://rbtpuka.webpin.com/blog_example-narrative-poetry.html)

It's about a beautiful girl
Who lived happily with her family
But the fate bore down upon the pearl
Taken the sweet smile immediately

The lovely mother passed away
Left her at a very young age
All happiness went away
Sufferings replaced such cruel cage

Step mother and sisters
Exploited all day long
Tears and sadness
Written out in a sorrow song

Such the proverb said
There's always a light in the darkness
The young handsome prince led the fate
To the sea of happiness



1. Who is the main character in the poem?

2. What happened to her when she was young?

3. What happened to her at the end of the story?

Part II: Rhyme, Rhythm, Figurative Language, & Onomatopoeia

1. _____ is the repetition of similar sounds in two or more words. In poetry these words are usually at the _____ of a line and help create a certain rhythm.

Example: Tree, me, be, flee all rhyme because they end with the same sound.

Task 1: Underline words that rhyme.

Fire and Ice

Robert Frost

Some say the world will end in fire,

Some say in ice.



From what I've tasted of desire
I hold with those who favour fire.
But if it had to perish twice,
I think I know enough of hate
To say that for destruction ice
Is also great
And would suffice.

2. _____ is the pattern in which rhyming happens.

Task 2: Identify the rhyme scheme

*There once was a big fat cat,
That liked to eat cute little mice.
All day he watched while he sat,
For those mice that tasted so nice.*

_____ and _____ rhyme, as well as _____ and _____.
So, the rhyme scheme is _____.



3. _____ is the repetition of vowel-sounds within non-rhyming words.

Example:

*And so, all the night-tide, I lie down by the side
Of my darling, my darling, my life and my bride.
The repetition of the i sound in both lines is assonance because
it is a repetition of a vowel sound.*

Task 3: Circle the pairs of words that show assonance.

boast, broom
coat, hole
fare, part
night, fire
silver, pillar



4. _____ is the repetition of consonant sounds within words, but not at the start of a word. Often times, consonance refers to the end sound (like “nk” in *sank* and *think*).

Example: *Ladder* and *bitter* / *Dress* and *boss*

Task 4: Underline the consonance in each sentence below.

1. Roger and his brother wander by the river.

2. It is a treat to watch her feet tapping to the beat.
3. Dan ran ten miles.
4. These are Tom's sisters, Jess and Tina.
5. Doug had a mug of fig juice.



5. _____ is the repetition of beginning of sounds of words.

Example: Sally sells seashells by the seashore.

There is a repetition of the beginning sounds of words in these sentences.

Task 5:

Try to read the tongue twister out loud as fast as you can. You may need to read it many times before you can say it all without any mistakes.

How much wood would a woodchuck chuck
If a woodchuck could chuck wood?
He would chuck, he would, as much as he could,
And chuck as much as a woodchuck would
If a woodchuck could chuck wood



Now, underline the alliteration in the tongue twister.

6. _____: the comparison of two things using 'like' or 'as'.
Example: She is as sweet as candy.
7. _____: the comparison of two things without using "like" or "as".
Example: She has a stone heart.
8. _____: Giving human traits to objects or ideas.
Example: The streets are calling me.
9. _____: Exaggerating to show strong feeling or effect.
Example: I will love you forever.
10. _____: Expression with less strength than expected.
Example: I'll be there in one second.
11. Task 6: Circle the onomatopoeia in each sentence.
Our feet squished in the mud.
There was a steady chomp-chomp as the horses ate their hay.
We heard a loud meow at the back door.
The funny horn on the bicycle went beep-beep.
There was a loud bang when the door slammed shut.

12. Task 7: Write the name of a thing that would make each sound below.

1. **Thud** 2. **Bang** 3. **clink** 4. **clip-Clop**

13. Task 8: Now write a poem using the thing you wrote above and its onomatopoeia word.

Part III: Poetry through dramatic performance

Worksheet A: Punching Words for Emphasis

I really thought I knew her.

- A. I really thought I knew her.
(implies that I, for one; as opposed to, or unlike, anyone else)
- B. I really thought I knew her.
(implies that the knowledge was genuine and thorough, not insignificant)
- C. I really thought I knew her.
(emphasizes the past tense; s/he once thought he knew her)
- D. I really thought I knew her.
(similar to first choice; a little more personal perhaps; the speaker feels betrayed)
- E. I really thought I knew her.
(not just a passing knowledge)
- F. I really thought I knew her.
(The speaker knew her better than other people, or as opposed to anyone else)



Worksheet B:

Read the lyrics below and identify any special features (rhyme, rhythm, figurative language, and onomatopoeia).

Firework

Do you ever feel like a plastic bag
Drifting thought the wind
Wanting to start again

Do you ever feel, feel so paper thin
Like a house of cards
One blow from caving in

Do you ever feel already buried deep
Six feet under scream
But no one seems to hear a thing

Do you know that there's still a chance for you
'Cause there's a spark in you

You just gotta ignite the light
And let it shine
Just own the night
Like the Fourth of July

'Cause baby you're a firework
Come on show 'em what your worth
Make 'em go "Oh, oh, oh!"
As you shoot across the sky-y-y

Baby you're a firework
Come on let your colors burst
Make 'em go "Oh, oh, oh!"
You're gonna leave 'em fallin' down down down

You don't have to feel like a waste of space
You're original, cannot be replaced
If you only knew what the future holds
After a hurricane comes a rainbow

Maybe a reason why all the doors are closed
So you can open one that leads you to the
perfect road
Like a lightning bolt, your heart will glow
And when it's time, you'll know

You just gotta ignite the light
And let it shine
Just own the night
Like the Fourth of July

'Cause baby you're a firework
Come on show 'em what your worth
Make 'em go "Oh, oh, oh!"
As you shoot across the sky-y-y

Baby you're a firework
Come on let your colors burst
Make 'em go "Oh, oh, oh!"
You're gonna leave 'em fallin' down down down

Boom, boom, boom
Even brighter than the moon, moon, moon
It's always been inside of you, you, you
And now it's time to let it through

'Cause baby you're a firework
Come on show 'em what your worth
Make 'em go "Oh, oh, oh!"
As you shoot across the sky-y-y
Baby you're a firework
Come on let your colors burst
Make 'em go "Oh, oh, oh!"
You're gonna leave 'em fallin' down down down
Boom, boom, boom
Even brighter than the moon, moon, moon
Boom, boom, boom
Even brighter than the moon, moon, moon

Worksheet C:

Song title: _____

I'd like to build the world a home
And furnish it with _____
Grow apple trees and honey bees
And snow white turtle _____

I'd like to teach the world to sing
In perfect _____
I'd like to hold it in my arms
And keep it _____

I'd like to see the world for once
All standing hand in _____
And hear them echo through the hills
For peace through out the _____
(That's the song I hear)

I'd like to teach the world to sing
In perfect harmony

I'd like to teach the world to sing
In perfect harmony



Songwriters: William M Backer / Roger F. Cook / Roquel Davis / Roger Greenaway

Write your lyrics for the tune! Write a stanza of four lines below and sing your version.

I'd like to _____ the world _____
