(2) Classroom activities (Poems)

Learning objectives: 1. help students understand concepts and basic terms in poems
2. learn rhyme, rhythm and alliteration
3. help students learn figurative language (simile, metaphor and personification)
4. involve students in certain pattern poems (acrostic poem, cinquain and Haiku)

Poems Activities

A. Are you familiar with the following terms in poetry?

<table>
<thead>
<tr>
<th>stanza</th>
<th>rhyme</th>
<th>rhythm</th>
<th>syllables</th>
<th>lines</th>
</tr>
</thead>
</table>


B. Warm-up exercise – a jazz chant, practising rhythm
The teacher is going to read ‘Banker’s wife’s blues’ with you. Pay attention and feel its rhythm.

**Banker's Wife's Blues**

Where does John live?  
He lives near the bank.

Where does he work?  
He works at the bank.

When does he work?  
He works all day and he works all night at the bank, at the bank at the great, big bank.

Where does he study?  
He studies at the bank.

Where does he sleep?  
He sleeps at the bank.

Why does he spend all day, all night, all day, all night, at the bank, at the bank?  
Because he loves his bank more than his wife  
And he loves his money more than his life.

http://www.clas.ufl.edu/users/rthompso/bankerblues.html
C. Warm-up exercise on alliteration – tongue twisters

Alliteration is the repetition of the same consonant sound at the beginning of several words of a sentence or a line of poetry. Tongue twisters have alliteration.

1. A noisy noise annoys an oyster.

2. A big black bug bit a big black bear, made the big black bear bleed blood.

3. 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 wood as a woodchuck would
   if a woodchuck could chuck wood.

4. Betty Botter had some butter,
   "But," she said, "this butter's bitter.
   If I bake this bitter butter,
   it would make my batter bitter.
   But a bit of better butter--that would make my batter better."

   So she bought a bit of butter,
   better than her bitter butter,
   and she baked it in her batter,
   and the batter was not bitter.
   So 'twas better Betty Botter bought a bit of better butter.

5. She sells sea shells by the sea shore.
   The shells she sells are surely seashells.
   So if she sells shells on the seashore,
   I'm sure she sells seashore shells.

6. Peter Piper picked a peck of pickled peppers.
   Did Peter Piper pick a peck of pickled peppers?
   If Peter Piper picked a peck of pickled peppers,
   where's the peck of pickled peppers Peter Piper picked?

http://www.geocities.com/Athens/8136/tonguetwisters.html
D. Rhyme

Words which rhyme have the same last sound. ‘Blue’ and ‘flew’ rhyme. However, it is not a must that a poem has rhymes or a rhyme scheme since there is a type of poetry called ‘free verse’ in which rhyme or regular rhythm is not required.

Look at the first two stanzas of the poem ‘As blue as the sea’ by Mike Murphy, look at the rhyme pattern:

As blue as the sea
As blue as the sea.
As soft as the sand.
As tall as a tree.
As firm as the land.
As round as a ball.
As pink as a pig.
As flat as a wall.
As false as a wig.

The word ‘sea’ rhymes with ‘tree’, while ‘sand’ rhymes with ‘land’ and so on, so the pattern is: abab cdcd. One point to note is that, since the vowel in ‘sea’ and ‘tree’ is longer than the vowel in ‘pig’ and ‘wig’, so we cannot treat the 2 pairs as the same.

Your show time! Now, let’s rhyme the following sentence:

Example: I study in Form One A,
the teachers are cool and great!

Your work: I study in Form _____ _____,
E. Pattern Poetry

(1) Acrostic poem

Diligent
Elegant
Brilliant

Diligent, lovely and funny,
Elegant is Ms Lee,
Be careful! She’s naughty!

Diligent
Elegant
Brilliant

Faithful
Responsible
Intelligent
Energetic

Your turn! Write your name or any interesting topic or title below.

<table>
<thead>
<tr>
<th>Word-Based Cinquain</th>
<th>Syllable-Based Cinquain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beaver</td>
<td>Winter</td>
</tr>
<tr>
<td>Canadian symbol</td>
<td>Windy Foggy</td>
</tr>
<tr>
<td>Splashing Building</td>
<td>Ice skating freezing cold</td>
</tr>
<tr>
<td>Swimming</td>
<td>Tobogganing in the cold snow</td>
</tr>
<tr>
<td>Lives in the forest</td>
<td>Snowman</td>
</tr>
<tr>
<td>Animal</td>
<td></td>
</tr>
</tbody>
</table>

Adam, Age 10
Reena, Age 9

Adapted from Luongo-Orlando K., p.83-84, Chapter four: Creating Poetry, A project Approach to Language Learning.
Now, write a Cinquain, choose either the word-based or the syllable-based one.

<table>
<thead>
<tr>
<th>Word-based Cinquain</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Noun)</td>
</tr>
<tr>
<td>(Adjective)</td>
</tr>
<tr>
<td>(Adjective)</td>
</tr>
<tr>
<td>(Present participle)</td>
</tr>
<tr>
<td>(Present participle)</td>
</tr>
<tr>
<td>(Four-word phrase)</td>
</tr>
<tr>
<td>(Synonym)</td>
</tr>
</tbody>
</table>

Line 1: one word for the title or topic (noun)
Line 2: two words that describe the title or topic (adjectives)
Line 3: Three words to express action (present participles)
Line 4: four-word phrase describing actions or feelings
Line 5: one word that repeats the title or topic, creates a special effect or has the same meaning as the title or topic (synonym)

<table>
<thead>
<tr>
<th>Syllable-Based Cinquain</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 syllables</td>
</tr>
<tr>
<td>4 syllables</td>
</tr>
<tr>
<td>6 syllables</td>
</tr>
<tr>
<td>8 syllables</td>
</tr>
<tr>
<td>2 syllables</td>
</tr>
</tbody>
</table>

Line 1 & 5: word(s) with a total of two syllables
Line 2: words or phrases with a total of four syllables
Line 3: words or phrases with a total of six syllables
Line 4: words or phrases with a total of eight syllables

Adapted and modified from Luongo-Orlando K., p.83-84, Chapter four: Creating Poetry, A project Approach to Language Learning.
A haiku is a form of Japanese poetry that usually describes an aspect of nature. When writing a haiku, the poet tries to capture a moment in time or convey a mood or feeling in a compelling way.

A beautiful tree
Basket filled with tasty fruit
Good enough to eat.

Leaves fall to the ground
A ray of different colours
Blanket for the earth

Pasquale, Age 12
Adam, Age 10


Now, write a Haiku:

___________________________________________
(5 syllables)

___________________________________________
(7 syllables)

___________________________________________
(5 syllables)

E. Figurative Language

Very often, a poem contains figurative language like simile, metaphor and personification.

Personification: When a thing, idea or animal do something that human being can do.

Simile: To compare 2 nouns that are unlike with ‘like’ or ‘as’.

Metaphor: When you use two nouns and compare and contrast them to one another. Unlike simile, you don’t use ‘like’ or ‘as’ in the comparison.
Examples of personification, metaphor and simile:

<table>
<thead>
<tr>
<th>STARS</th>
<th>I AM A SWORD</th>
<th>SENSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stars, bring me up with you. Bring me to the place you sleep. How do you do it? Bring me to your home. Bring your thoughts to me. Share them with me.</td>
<td>I am a sword, Sharper than a tongue Nobody can defeat me, Because I am a sword, I cannot be hurt by what people say About me, I will not show my anger Against Someone else.</td>
<td>Sadness is as happy as laughter. You might cry because it hurts. You might laugh because it hurts. But I know 1 thing, laughter is laughter and sadness is sadness. They can show the same things like hurting and gladness.</td>
</tr>
</tbody>
</table>

By Alex

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http://library.thinkquest.org/J0112392/personification.html

http://library.thinkquest.org/J0112392/metaphor.html

http://library.thinkquest.org/J0112392/simile.html
Your turn! Write a poem using either simile, metaphor or personification.