Make Your Own Poem (Level 0)

Ages 4 to 5 (Level 0)

Description:	Learners will get excited about poems by beginning to explore different aspects of poetry, including imagery, rhyming words, beat, and CVC words to make their own different poems
Leading question:	Can I write a poem on my own?
Age group:	4 – 5
Subjects:	Literacy, Art and Design
Total time required:	5 hours over 5 days
Self-guided / Supervised activity:	High Supervision
Resources required:	Pencil, Paper, Colour Pencils / Crayons

Learning outcomes:	-Recognize common types of texts - Poems -Word Knowledge - Recognize a range of familiar spoken words . - Phonological Awareness - Understanding of CVC (consonant vowel consonant) words - Independently writing a few high-frequency words - Understanding rhyming words - Use a combination of drawing, dictating, and writing to describe experiences connected to food or seasons

Topics/concepts covered
• Poems • Sensory poems • Word families • Imagery • Rhymes • Beat • CVC words

Day	Time	Activity and Description
1	20 mins	Learners will explore and compose a sensory poem. . **Sensory Poem:** Learners will choose a topic for their poem from the options below. - Their favorite season: Summertime, Winter, Spring etc. - Their favourite food: Cake, chips, sandwich etc.

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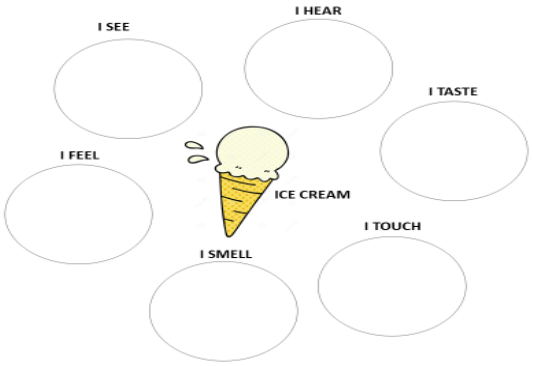
		Learners write the topic at the centre and write/draw what they see, feel, hear, taste, smell, and touch, when they think of the topic. In the example below, the 'I HEAR' part might not be useful. In such cases, learners can fill out the remaining parts.  They can retell what they feel in the form of a poem using the following structure: (Encourage the learners to make it as descriptive as possible.) *I see…..* *I feel….* *I hear…* *I smell…* *I taste…* Encourage learners to retell their poem to several people and identify how other people react to their poem (they can use emojis to document people's reactions). Reflection: based on their work today, - Ask learners to note two characteristics of poems (i.e. they express feelings, they use images, they don't always use connecting words, etc.). - Invite learners to think about differences between poems and other types of texts (comic books, short stories, songs, newspapers, etc).
3	10 mins	Learners will start with exploring the concept of rhyming words by playing a game with their family. **Rhyming Ball** A parent or sibling can play a ball game; parents will say two words – if these words rhyme the learner will throw the ball back or else he / she will keep the ball with them. *For example: if you say look and book (rhyming words), the learners will throw the ball back to you and if you say right and wrong (non-rhyming words) the learners will keep the ball with them.*

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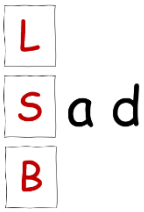
	10 mins	Learners can now play the same ball game coming up with their own rhyming words. For example: Learners will say bat and throw the ball and parents will say hat and throw it back etc. **Numeracy extension:** Every time a word is said, learners will note it down and then throw the ball. At the end, learners will count how many times the ball was thrown without stopping on a continued rhyme. Example, '-at' words 8 times, '-in' words 6 times, '-on' words 3 times. Then they will add the total number of words said in the game. (8 + 6 + 3 = 17)
	20 mins	Learners will now begin to explore and think about the main CVC words that they will use in the rhyme in their storybooks. - A CVC word is a three-letter word, the middle letter is a vowel between two consonant letters e.g. PeN, RaT, SiP, HoP etc. - Learners will try to identify 10 CVC words in storybooks or any written text (Ex: pen, mat, red etc.) - Learners will try to write down all the 10 CVC words that they identify and begin to group them as families. A family of CVC words are all the words that end with the same two letters for example the "at" family includes: hat, bat, mat, cat, rat etc. or the "un" family includes sun, run, fun etc. Learners will now begin exploring CVC families that they want to work with. Examples: ● The "og" family (dog, log, fog..) ● The "ad" family (bad, mad, sad..) ● The "ap" family (cap, map, tap) ● The "ip" family (sip, tip, hip..) ● The "ab" family (cab, dab, jab) ● The "ag" family (bag, tag, wag)
	10 mins	Learners will write the family with a marker or a pen on a paper and keep changing the first letter to all the different alphabets to check if it makes a word. 
4	10 mins	Learners will continue to explore the concept of rhyme and learn the concept of rhythm or the beat of the words of the poem. We will try and learn what parts of a poem or song we can create a beat for. Learners will close their eyes and listen to their favourite song or poem and clap to the beat that comes naturally to them. *Tip: This beat that comes instinctively to us all is the rhythm that many poems follow*. Learners can practice how we say words out loud and stress on some sounds and not others in this poem by Robert Stevenson: *In winter I get up at night* *And dress by yellow candle-light.*

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		In summer, quite the other way, *I have to go to bed by day.* *I have to go to bed and see* *The birds still hopping on the tree,* *Or hear the grown-up people's feet* *Still going past me in the street.* Learners will stress on the places where the letters are capitalized: - in WINter I get UP at NIGHT Say the sentence out loud to hear the rhythm. Now, try saying in the opposite way, putting the stress on the wrong sounds - IN winTER i GET up AT night. How does the line sound? The rhythm is wrong, and the words sound silly! - Here is the second line of the poem with the stressed sounds: and DRESS by YELLow CANdle LIGHT. Learners can identify the sounds that should be stressed or unstressed in the following lines of the poem. The stressed letters can be written as capital and the unstressed sounds as small letters. Learners will learn about the different rhyming patterns. - In some poems, each line rhymes with the previous one. - In some poems, every alternate line rhymes. - Some poems do not rhyme at all – what are they called? Get the learners to identify the ending rhyming words in the poems below:
	10 mins	**Tale of a Whale** A bold blue whale, set out to sail, across the deep, green sea. He swished his tail. He did not fail. He's strong and brave like me. **Beetle Beats** Bye-bye, beetle, flying high. Bye-bye, beetle, in the sky. Hello, beetle, landing low. But where, oh where, did beetle go? I see beetle whizzing on. And now he's really, *really* gone. Ask the learners: What is the pattern of rhyming words you see in the poems? To make it easier, they can give a letter for rhyming words. For example, 'A' for 'whale-sail-tail-fail', 'B' for 'sea-me', etc.
	20 mins	**Retelling Nursery Rhymes** Learners will use their learning to re-tell some lines of a known nursery rhyme. 1. Get them to choose any nursery rhyme. 2. They have to identify all the rhyming words.

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		3. Then, they should try and find new rhyming words and re-tell every alternate line. For example: Twinkle, twinkle little **star** How I wonder what you **are** Up above the world so **high** Like a diamond in the **sky.** → Twinkle, twinkle little **star** I wonder why you are so **far** Up above the world so **high** I can't reach however hard I **try** Learners can present this rewritten nursery rhyme to their family or classmates for feedback and make changes based on their comments.
4	20 mins	On the final day, learners will work in pairs (with an adult or another learner) to compose their rhyming poems. Learners can first think of a topic that can be a CVC word (Cat, Cap, Pig etc.) and then choose a CVC family to create a poem where all the lines rhyme with each other. For example if the topic is a 'Cat', then the CVC Family is '-at' Get the learners to list all the '-at' family words they know and make up a 3-line poem where the lines end with these words. The poem should flow as a story. Ex: "The red cap Began to flap When Sam had a nap" *Tip: Dedicate enough time so that the learner can brainstorm freely. Take notes as the learner comes up with ideas and help the learner organize the ideas.*
	30 mins	Once the learner is comfortable with the simple rhyme, they will attempt to use all the poetry elements that they learned including: imagery, rhyme, rhythm 1. Learners can first think of a topic that is of interest to them some ideas could be: a. Their favourite animal b. Their favourite things to do c. Their favourite person 2. Learners will now think of all the words or ideas they have related to that central topic and write these down. For example, if their favourite animal is a rabbit they might think of the words: cuddle, furry, hopping, jumping, carrots etc. 3. Learners will try and identify rhyming words for the words identified e.g. cuddle - puddle, hopping – stopping. 4. Learners should think about the imagery (what do they see, hear, smell, taste, feel, etc.) and the story they want to convey. If they are unable to

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	10 mins	find rhyming words, learners can attempt to design rhyming sound words of their own! 5. Learners will write their final poem with a rhyming pattern (alternate lines rhyme, every 3 lines rhyme, etc.) Learners will share all the poems composed/written through the course of the week with their families and once again reflect on each of these poetic elements of rhyme, rhythm and imagery. Finally, learners will think of which of their poems they liked the most and why.
Assessment Criteria:		- Shapes and clarity of alphabet and words written and drawing - Student understanding of word families - CVC sounds (# of words spot, # of words students can say etc.) - Rhyme, imagery and rhythm of the poem

Additional enrichment activities:	- The same activity can be repeated for any of the shortened a family of words - Alliterations: A sentence where most words start with the same letter. Learners can add lines to the poem, which are in alliteration. (Example: Peter Picked some Pretty Pots – the 'P' sound repeats itself.) - Rhymes: Have a conversation in rhyme
Modifications to simplify the project tasks if need be	- Learners can focus on the CVC word poems only.

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Ages 6 to 7 (Level 1)

Description:	Learners will get excited about poems, by beginning to explore different aspects of a poem including imagery, rhyming words, beat and CVC words to make their own different poems
Leading question:	Can I write a poem on my own?
Age group:	6 – 7
Subjects:	Literacy, Art and Design
Total time required:	5 hours over 5 days
Self-guided / Supervised activity:	High Supervision
Resources required:	Pencil, Paper, Colour Pencils / Crayons

Day	Time	Activity and Description
1	20 mins	Learners will explore the different aspects of a poem and what makes it special. Learners will begin the day listening to a few different kinds of poems including: - **Narrative Poem:** These poems tell a story. The story has a beginning, middle, and end. - **Shape Poem**: The words of the poem are arranged to look like the object that they are about. Rainbow.

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		- **Free Verse**: Often, poems rhyme. But free verses are poems that do not rhyme, but often follow a beat or rhythm. - **Acrostic Poems**: The first letters of each line of the poem, spell out a word vertically. This word is the subject or the main topic of the poem. These poems do not have to rhyme. Creamy and sweet A big birthday treat Kids love to tuck in Eat it with a grin! - **Sensory Poems:** This is a poem that uses all 5 senses to describe something. What are the 5 senses? Learners will listen to all the poems above and then answer the questions below: 1. What was your favorite poem? Why? 2. **Rhyme:** Poems sound like music because many of them have rhyming words. - Did you notice any rhyming words? - Which poems had the most rhyming words? - List 5 pairs of rhyming words from the poems above. 3. **Imagery:** Poems are special because they help the reader / listener form an image in their mind. Learners will close their eyes when listening to the poems and identify which of the poems helped them imagine the most and form a picture in their mind? Learners should draw the image that the poem describes.
	15 mins	

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	20 mins	4. **Rhythm:** Poems often have a particular beat in which it should be read out – this helps the words flow in a nice way. Learners can try and tap out this beat to any of the poems above. Learners can also identify that not all poems have rhyme, imagery, or rhythm. Poems are a way to express something creatively and it can be done in any way that the poet chooses! Sometimes, pages of text can be written in a few lines of a poem. That is what makes them special. Learners will write their first poem - an Acrostic Poem 1. Learners can choose any of the topics from below: - Family members: Mother (Mum), Father (Papa / Dad), Sister etc. - Favourite toy: Cycle, ball, doll etc. 2. Once they chose the topic, learners need to write all the words they think of when they see the topic Ex: Mother – I think of love, hugs, playing games together, getting angry sometimes etc. 3. They will then write the topic word in a vertical format e.g. M…. U…. M…. 4. Learners will then write the acrostic poem such as below: **M**y mother is very loving **U**nderstanding my every need **M**ost fun to play with (**Tip:** For younger learners they can choose to just write a word instead of a full sentence. An example has been provided below.) **M**arvelous **U**nderstanding **M**agical
2	20 mins	Learners will explore and write a sensory poem as well as a shape poem. **Sensory Poem:** Students will choose a topic for their poem from the options below. - Their favorite season: Summertime, Winter, Spring etc. - Their favourite food: Cake, chips, sandwich etc.

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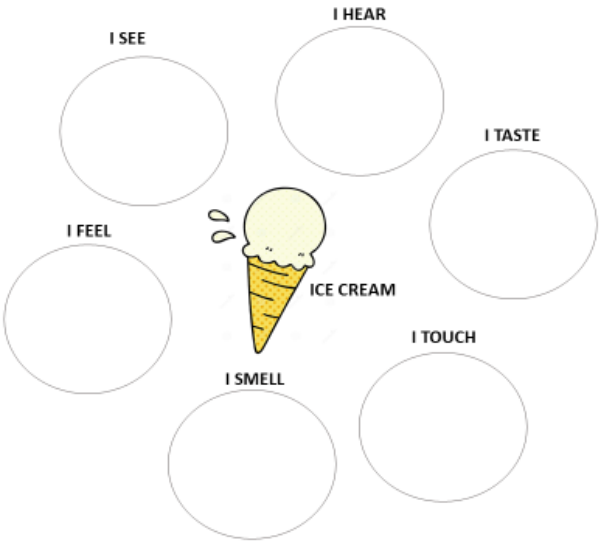
	20 mins	Learners write the topic at the centre and write/draw what they see, feel, hear, taste, smell, and touch, when they think of the topic. In the example below, the 'I HEAR' part might not be useful. In such cases, learners can fill out the remaining parts.  They can write it in the form of a poem using the following structure: (Encourage the learners to make it as descriptive as possible.) *I see…..* *I feel….* *I hear…* *I smell…* *I taste…* **Shape Poem:** Learners will now make their own shape poem that is designed in the shape of the main topic with words or sentences about the topic. Get the learner to choose any of the following topics: - Sea Creature: Whale, Shark, Goldfish, Mermaid etc. - Vehicle: Boat, Car, Plane etc. Learners will first draw the outline of the topic or object chosen. It should be big enough for the learner to write a poem inside it. (Examples below)

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		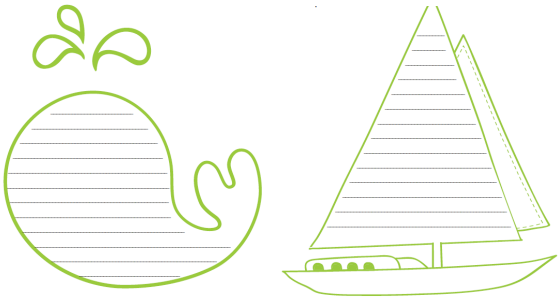 Learners will write a simple poem of their own on the topic. They will fill the shape with their poem.
3		Learners will start with exploring the concept of rhyming words by playing a game with their family.
	10 mins	**Rhyming Ball** A parent or sibling can play a ball game; parents will say two words – if these words rhyme the learner will throw the ball back or else he / she will keep the ball with them. *For example: if you say look and book (rhyming words), the learners will throw the ball back to you and if you say right and wrong (non-rhyming words) the learners will keep the ball with them.*
	10 mins	Learners can now play the same ball game coming up with their own rhyming words. For example: Learners will say bat and throw the ball and parents will say hat and throw it back etc.
	10 mins	**Numeracy extension:** Every time a word is said, learners will note it down and then throw the ball. At the end, learners will count how many times the ball was thrown without stopping on a continued rhyme. Example, '-at' words 8 times, '-in' words 6 times, '-on' words 3 times. Then they will add the total number of words said in the game. (8 + 6 + 3 = 17)
	20 mins	**Younger learners** will now begin to explore and think about the main CVC words that they will use in the rhyme in their storybooks. - A CVC word is a three-letter word, the middle letter is a vowel between two consonant letters e.g. PeN, RaT, SiP, HoP etc. - Learners will try to identify 20 CVC words in storybooks or any written text (Ex: pen, mat, red etc.)

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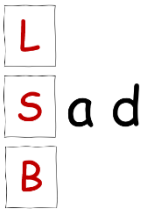
		- Learners will try to write down all the 20 CVC words that they identify and begin to group them as families. A family of CVC words are all the words that end with the same two letters for example the "at" family includes: hat, bat, mat, cat, rat etc. or the "un" family includes sun, run, fun etc. Learners will now begin exploring CVC families that they want to work with. Examples: ● The "og" family (dog, log, fog..) ● The "ad" family (bad, mad, sad..) ● The "ap" family (cap, map, tap) ● The "ip" family (sip, tip, hip..) ● The "ab" family (cab, dab, jab) ● The "ag" family (bag, tag, wag)  Learners will write the family with a marker or a pen on a paper and keep changing the first letter to all the different alphabets to check if it makes a word. **Older learners** can think of a particular topic and related words and begin finding all the rhyming words. For example: for a topic around the garden, the related words can include: | No | Related Words | Rhyming Words | |---|---|---| | 1 | Flower | Power / Shower / Tower | | 2 | Grass | Pass / Glass | | 3 | Green | Clean / Been / Seen | | 4 | Wet Mud | Bud / Flood | ***Tip**: Sometimes using the same last two or three alphabets of a word can help us find other rhyming words. Example: to find a word rhyming with flower – try different alphabets that fit with the last three letters - "wer".*
	10 mins	**Sound Words:** A sound word sounds like the action it describes. Example, - "boom" sounds like an blast or explosion, - "meow" sounds like the noise a cat makes. Using sound words in our poems help us create images in the reader's minds. Learners will first make a list of sound words for certain phenomena e.g. - What is the sound that 3 animals make (cow, dog, bird, etc.)? - What is the sound of 3 action words (clapping, skate, run, etc)? - What is the noise you make for 3 emotions (in pain, sleepy, sneeze)? Then, they will find rhyming words for these sound words. Example, Moo – Shoe, Swish – Fish, Clap – Slap

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4	10 mins	Learners will continue to explore the concept of rhyme and learn the concept of rhythm or the beat of the words of the poem. We will try and learn what parts of a poem or song we can create a beat for. Learners will close their eyes and listen to their favourite song or poem and clap to the beat that comes naturally to them. *Tip: This beat that comes instinctively to us all is the rhythm that many poems follow*. Learners can practice how we say words out loud and stress on some sounds and not others in this poem by Robert Stevenson: *In winter I get up at night* *And dress by yellow candle-light.* *In summer, quite the other way,* *I have to go to bed by day.* *I have to go to bed and see* *The birds still hopping on the tree,* *Or hear the grown-up people's feet* *Still going past me in the street.* Learners will stress on the places where the letters are capitalized: - in WINter I get UP at NIGHT Say the sentence out loud to hear the rhythm. Now, try saying in the opposite way, putting the stress on the wrong sounds - IN winTER i GET up AT night. How does the line sound? The rhythm is wrong, and the words sound silly! - Here is the second line of the poem with the stressed sounds: and DRESS by YELLow CANdle LIGHT. Learners can identify the sounds that should be stressed or unstressed in the following lines of the poem. The stressed letters can be written as capital and the unstressed sounds as small letters. Learners will learn about the different rhyming patterns. - In some poems, each line rhymes with the previous one. - In some poems, every alternate line rhymes. - Some poems do not rhyme at all – what are they called?
	10 mins	Get the learners to identify the ending rhyming words in the poems below:

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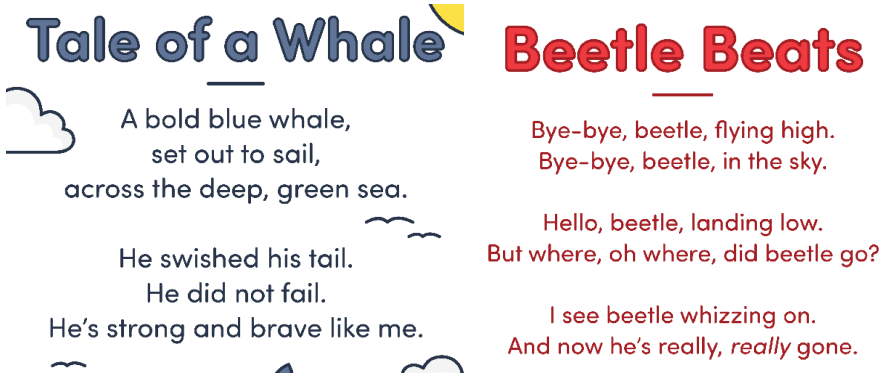
	20 mins	 Ask the learners: What is the pattern of rhyming words you see in the poems? To make it easier, they can give a letter for rhyming words. For example, 'A' for 'whale-sail-tail-fail', 'B' for 'sea-me', etc. **Rewriting Nursery Rhymes** Learners will use their learning to re-write some lines of a known nursery rhyme. 1. Get them to choose any nursery rhyme. 2. They have to identify all the rhyming words. 3. Then, they should try and find new rhyming words and re-write every alternate line. For example: Twinkle, twinkle little **star** How I wonder what you **are** Up above the world so **high** Like a diamond in the **sky.** → Twinkle, twinkle little **star** I wonder why you are so **far** Up above the world so **high** I can't reach however hard I **try** Learners can present this rewritten nursery rhyme to their family or classmates for feedback and make changes based on their comments.
5	20 mins	On the final day, learners will write their rhyming poems. Learners can first think of a topic that can be a CVC word (Cat, Cap, Pig etc.) and then choose a CVC family to create a poem where all the lines rhyme with each other. For example if the topic is a 'Cat', then the CVC Family is '-at' Get the learners to list all the '-at' family words they know and make up a poem where the lines end with these words. The poem should flow as a story. Ex:

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	30 mins 10 mins	"The fat cat sat on the mat Holding a bat to hit the rat Call and cuddle our cat She made a mess on the mat Beating a ball with her bat Can you imagine that? She climbed into her hat And because she is fat She got stuck in the hat" **OR** "The red cap Began to flap When Sam had a nap" *Tip: Learners can choose two families or words or one depending on what they are able to do.* Once the learner is comfortable with the simple rhyme, they will attempt to use all the poetry elements that they learned including: imagery, rhyme, rhythm 1. Learners can first think of a topic that is of interest to them some ideas could be: a. Their favourite animal b. Their favourite things to do c. Their favourite person 2. Learners will now think of all the words or ideas they have related to that central topic and write these down. For example, if their favourite animal is a rabbit they might think of the words: cuddle, furry, hopping, jumping, carrots etc. 3. Learners will try and identify rhyming words for the words identified e.g. cuddle - puddle, hopping – stopping. 4. Learners should think about the imagery (what do they see, hear, smell, taste, feel, etc.) and the story they want to convey. If they are unable to find rhyming words, learners can attempt to design rhyming sound words of their own! 5. Learners will write their final poem with a rhyming pattern (alternate lines rhyme, every 3 lines rhyme, etc.) Learners will share all the different poems written through the course of the week with their families and once again reflect on each of these poetic elements of rhyme, rhythm and imagery. Finally, learners will think of which of their poems they liked the most and why.
		- Shapes and clarity of alphabet and words written and drawing - Student understanding of word families

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Assessment Criteria:	- CVC sounds (# of words spot, # of words students can say etc.) - Rhyme, imagery and rhythm of the poem

Learning outcomes:	- Word Knowledge and sight words - Recognize a range of familiar words in print. - Alphabetic and phonic knowledge - Understanding of CVC (consonant vowel consonant) words - Independently writing some high-frequency words - Understanding rhyming words - Awareness of different types of poem structures - Composing a poem
Additional enrichment activities:	- The same activity can be repeated for any of the shortened a family of words - Alliterations: A sentence where most words start with the same letter. Learners can add lines to the poem, which are in alliteration. (Example: Peter Picked some Pretty Pots – the 'P' sound repeats itself.) - Rhymes: Have a conversation in rhyme
Modifications to simplify the project tasks if need be	- Learners can focus on the CVC word poems only.

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MAKE YOUR OWN POEM (LEVEL 2)

Ages 8 to 10 (Level 2)

Description:	Learners will get excited about poems, by beginning to explore different aspects of a poem including imagery, rhyming words, and rhythm to make their own different poems.
Leading question:	Can I write a poem on my own?
Age group:	8 – 10
Subjects:	Literacy, Art and Design
Total time required:	5 hours over 5 days
Self-guided / Supervised activity:	Medium Supervision
Resources required:	Pencil and Paper

Day	Time	Activity and Description
1	20 mins	Learners will explore the different aspects of a poem and what makes it special. Learners will begin the day listening to a few different kinds of poems including: - **Narrative Poem:** These poems tell a story. The story has a beginning, middle, and end. "Crocodile on the Loose!" By Mrs. Prejna I went out walking with my crocodile, when he slipped out from his collar. I yelled, "Come back!" but he just ran and didn't hear me holler. I chased him down the sidewalk, and through the playground, too. I almost caught him at the slide, but he pulled a switch-a-roo! Just when I thought I could run no more, he came right back to me. For my crocodile can be a bit crazy, but in the end he loves me! - **Limericks:** These are usually humorous (funny) and five lines long with a distinct rhyming pattern of AABBA (where the first, second and fifth line rhyme and the third and fourth line rhyme): *There was an old Shark with a smile* *So broad you could see it a mile* *He said to his friends* *As he sewed up the ends* *It was really too wide for the style* ***- Carolyn Wells***

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- **Free Verse**: Often, poems rhyme. But free verses are poems that do not rhyme, but often follow a beat or rhythm.

- **Literary Nonsense:** These nonsense poems intentionally do not make sense and often use language in unusual ways. They are used to entertain the reader!

Hey, diddle, diddle,
The cat and the fiddle,
The cow jumped over the moon;
The little dog laughed
To see such sport,
And the dish ran away with the spoon

- **Sensory / Imagery Poems:** This is a poem that uses all the senses to describe something. What are our 5 senses?

He's as skinny as a toothpick
but as tall as a giraffe.
He laughs like a hyena-
if that's his laugh.
His eyes are like volcanoes,
he's as warty as a toad,
and he's standing right there
in the middle of the road.
By: Julie Larios

- **Opposite Poem:** It is a poem in which everything you normally expect is reversed.

The backward folks in backward town
live inside out and upside down.
They work all night and sleep all day.
They love to work and hate to play.

The parents there are three years old.
They save their trash and dump their gold.
They fly their cars and stand on chairs.
They comb their teeth and floss their hairs.

- **Haiku:** It is an unrhymed short poem which has 17 syllables arranged in three lines of 5, 7, and 5 syllables respectively.

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	15 mins

		- Learners can choose any book or written text and select random words. Example: Every 5th word on each line or every 20th to 30th word on a page or the first line on each page that appeals to them. - Learners will put these together and try to find if they can make a story or a logical sequence or put rhyming words together using the chosen words or adding to them. It is ok if they are unable to have this poem follow any of the rules (rhyme, rhythm, imagery)! Learners will read their 'Found Poem' to reflect on the challenges and opportunities of writing a poem.
2	10 mins 15 mins 15 mins	Learners will explore imagery through structures including sensory, metaphors and similes and personification to write an opposite poem. **Writing a Sensory Poem** Learners will choose their favourite colour and describe this with respect to all the senses (sight, sound, taste, touch, smell and feeling) for example: - *White makes me feel calm and peaceful.* - *White looks similar to clean paper.* - *White sounds like a soft melodious tune etc.* **Figures of Speech:** These are words or phrases which have a different meaning than what the words literally mean. Learners will explore metaphors, similes and personification. Learners can now add in metaphors and similes. - A **simile** compares two ideas indirectly, using the word 'like' or 'as'. Example: The baby's cheeks are **like** roses OR the baby's cheeks are as soft as roses. - A **metaphor** compares two similar ideas directly, by saying that one IS the other. Example: The baby's cheeks **are** roses. To practice these figures of speech, learners will edit their poem on their favourite colour by adding a simile and a metaphor for example: - *The colour white **is like** comforting soup* - *White is **as endless as** a dessert* Learners will now work on **personification**, which means giving human traits to a non-living object. For example, the trees **danced** in the wind. To practice personification, learners will edit their poem about their favourite colour to add personification. - *White **hugs** me and I feel at peace* - *Red sparkles and **dances** across the night sky* Get the learners to recite their poem about their favourite colour and ask for feedback.

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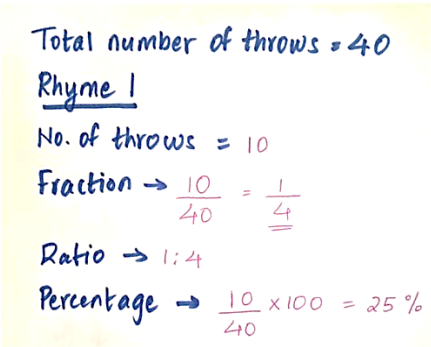
	20 mins	**Writing an Opposite Poem** Learners will write an opposite poem, in which everything is the opposite to what we normally expect. They are free to write the poem on any topic. Encourage them to use all the figures of speech (simile, metaphor and personification) to enhance imagery. Below is an example: *White looks is like a dark night* *Which runs fast across the world* *White feels like a tight slap* *And tastes like sour lemons*
3		Learners will explore the concept of rhyme and rhyming words.
	10 mins	**Rhyme Ball Game** Learners will start with exploring the concept of rhyming words by playing a ball game with their family or friends. Player 1 will say a word and throw the ball at the learner. The learner will need to say a rhyming word and throw the ball back. Once they have exhausted the number of rhyming words, they can change the word to start with. For example: Create, Great, Mate, State, Hate… Learners should play this for at least 5 different sets of words (avoid using basic 3 letter words like cat, bug, cap etc.)
	10 mins	**Numeracy extension:** Every time a word is said, learners will note it down and then throw the ball. At the end, learners will count how many times the ball was thrown without stopping on a continued rhyme. Example: Rhyme 1: Words rhyming with 'Hate' came up 10 times or Rhyme 2: Words rhyming with 'yellow' came up 12 times, etc. Then, they will represent the rhyme as a fraction, ratio and percentage. Example: (as shown in the image) Rhyme 1 had 10 throws, Rhyme 2 had 12 throws, Rhyme 3 had 8 throws. **Ask:** Which rhyme had the highest percentage of throws? 

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	10 mins	We will learn about another figure of speech called **Onomatopoeia** *(pronounced on-uh-mah-tuh-pee-uh)*. This is a word that sounds like the action it describes. Example, - "boom" sounds like an blast or explosion, - "meow" sounds like the noise a cat makes. Using onomatopoeia or sound words in our poems help us create images in the reader's minds. Learners will first make a list of sound words for certain phenomena e.g. - What is the sound that 3 animals make (cow, dog, bird, etc.)? - What is the sound of 3 action words (clapping, skate, run, etc)? - What is the noise you make for 3 emotions (in pain, sleepy, sneeze)? Then, they will find rhyming words for these sound words. Example, Moo – Shoe, Swish – Fish, Clap – Slap
	10 mins	Learners will explore another figure of speech called '**Alliteration**' which is a sentence where neighbouring words start with the same letter. Example: - Peter picked some pretty pots – the 'P' sound repeats. - Black bug bit a big brown bear – the 'B' sound repeats. Alliterations are often used in tongue twisters that are hard to say without stumbling. Example: She sells sea shells on the sea shore. Most cultures have their own tongue twisters. Get the learners to identify these and then make 3 tongue twisters or alliterations of their own – make sure each sentence has at least 5 words
	15 mins	**Rewriting Nursery Rhymes** Learners will use the various figures of speech and poetry elements they learned (rhythm, imagery, rhyme) to re-write some lines of a known nursery rhyme or a song of their choice.
4	10 mins	The learners will continue to explore the concept of rhyme, learn the concept of rhythm or the beat of the poem, and how to write a haiku. The **beat or meter** of the poem depends on the number of syllables in the words in the poem and how we emphasize on those syllables. A syllable is a chunk or group of letters that comes out with a single effort. For example: i) 'Reading' – would be 2 syllables read … ing, ii) 'Blue' would be 1 syllable iii) 'Pumpkin' would be 2 syllables pump.. kin.. iv) 'Banana' would be 3 syllables ba..na..na An easy way to identify these in a word would be to clap at each syllable. Learners will write down the words they know that have 1, 2, 3 and 4 syllables (5 words each).

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	15 mins

		The **rhyme scheme** is the pattern of rhyming words at the end of each line of a poem. Get the learners to identify the rhyme scheme of the poems below using these steps: *When the sun opens his eyes,* *the birds wake up along* *with him to chirp in the blue skies.* *It is the time when we feel like singing a song.* *When the sun opens his eyes,* *the animals wake up along* *with him to stretch to their full size,* *with drowsy eyes and legs, long.* 1. Underline the ending words in each line. 2. Assign the same letter to rhyming words. (Example, 'A' for eyes-skies-size) 3. Identify the pattern. Ex: AABB, ABBCA, etc. Learners can use these steps to identify the rhyme scheme of any other poem.
	10 mins	**Writing a Limerick** Learners will use their learning to write a limerick. Remember that a limerick is usually funny, five lines long, and has a rhyming pattern of AABBA.
5	20 mins	On the final day, learners will write their own poems in rhyme and meter, using all the different figures of speech that they have learned. Learners can first think of a topic of their interest - this can be a favorite person, their favorite season, their favorite things, etc. Once they think of the topic, they can write all the connected and related words or ideas that occur to them using a mind map:
	30 mins	**Writing a Narrative Poem** 1. Learners will think of a coherent story that they would like to share in the poem and write this as an outline. Get them to think: - What do you want people to feel when they read or hear your poem? - What is the image you want to create in their minds? - Which figures of speech will help you create it – simile metaphor, personification, onomatopoeia, sensory words, etc. 2. Once they think of the ideas and connected words, learners can begin to think of rhyming words where possible and make a list.

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	10 mins	Ex: summer – drummer, irritate – frustrate etc. If they are unable to rhyme, learners can think of onomatopoeia that rhyme. 3. Learners will now think of the rhyme scheme of their poem. (Ex: AABB) Putting all of these together, learners can edit some of the words to ensure that the syllables and the meter have a musical effect. Learners will write their final poem of at least 2 stanzas (8 – 10 lines) along with a title. Learners will share all the different poems written through the course of the week with their families and once again reflect on each of these poetic elements of rhyme, rhythm and imagery. Finally learners will think of which of their poems they liked the most and why.
Assessment Criteria:		- Coherence of the poems - Word choice and rhyme, - Vividness of the imagery, - Beat and rhythm of the poem - Correct usage of the different figures of speech shared

Learning outcomes:	- Understanding rhyming words - Awareness of different types of poem structures - Learning different figures of speech related to poems - Composing a poem
Additional enrichment activities:	- Learners can write additional stanzas or verses of their poem
Modifications to simplify the project tasks if need be	- Learners on the last day can edit an existing poem instead of writing their own, or choose to omit the rhyming etc.

Make Your Own Poem (Level 3)

Ages 11 to 13 (Level 3)

Description:	Learners will get excited about poems, by beginning to explore different aspects of a poem including imagery, rhyming words and rhythm to make their own different poems
Leading question:	Can I write my own poem?

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Age group:	11-14
Subjects:	Literacy, Art and Design
Total time required:	5 hours over 5 days
Self-guided / Supervised activity:	Medium Supervision
Resources required:	Pencil and Paper

Day	Time	Activity and Description
1	20 mins	Learners will explore the different aspects of a poem and what makes it special. Learners will begin the day listening to a few different kinds of poems including: - **Narrative Poem:** These poems tell a story. The story has a beginning, middle, and end. My teacher took my iPod. She said they had a rule; I couldn't bring it into class or even to the school. She said she would return it; I'd have it back that day. But then she tried my headphones on and gave a click on Play. She looked a little startled, but after just a while she made sure we were occupied and cracked a wicked smile. Her body started swaying. Her toes began to tap. She started grooving in her seat and rocking to the rap. My teacher said she changed her mind. She thinks it's now okay to bring my iPod into class. She takes it every day. --Kenn Nesbitt - **Limericks:** These are usually humorous (funny) and five lines long with a distinct rhyming pattern of AABBA (where the first, second and fifth line rhyme and the third and fourth line rhyme): *There was an old Shark with a smile* *So broad you could see it a mile* *He said to his friends* *As he sewed up the ends* *It was really too wide for the style* ***- Carolyn Wells*** - **Free Verse**: Often, poems rhyme. But free verses are poems that do not rhyme, but often follow a beat or rhythm. The forest was alive Only at night When the humans said goodbye And left nature to be right The animals came out of hiding

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- **Literary Nonsense:** These nonsense poems intentionally do not make sense and often use language in unusual ways. They are used to entertain the reader!

Hey, diddle, diddle,
The cat and the fiddle,
The cow jumped over the moon;
The little dog laughed
To see such sport,
And the dish ran away with the spoon

- **Sensory / Imagery Poems:** This is a poem that uses all the senses to describe something. What are our 5 senses?

"White"

White is a cool breeze,
Wind on my cheek,
A whisper.
Sandwiches at lunch,
Wholesome milk,
Soft, puffy marshmallows in hot chocolate.
My younger sister's laughter
Echoing down the hall.
Lacey angel wings
Mounds of snow and
Snowball fights.
Clouds drifting across the sky on this
Beautiful morning.

- **Opposite Poem:** It is a poem in which everything you normally expect is reversed.

The backward folks in backward town
live inside out and upside down.
They work all night and sleep all day.
They love to work and hate to play.

The parents there are three years old.
They save their trash and dump their gold.
They fly their cars and stand on chairs.
They comb their teeth and floss their hairs.

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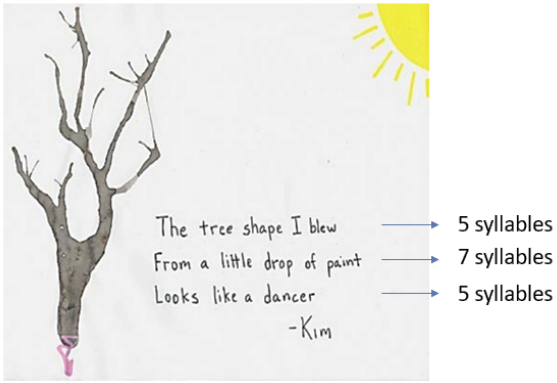
	10 mins	- **Haiku:** It is an unrhymed short poem which has 17 syllables arranged in three lines of 5, 7, and 5 syllables respectively. (Words can be broken up into smaller 'sound' parts called syllables – each having one vowel sound. For example, 'water' has 2 syllables – "w**a**" and "t**e**r") Below is a an example of a haiku:  Learners will listen to all the poems above and then answer the questions below: 1. What was your favorite poem? Why? 2. **Rhyme:** Poems sound like music because many of them have rhyming words. - Did you notice any rhyming words? - Which poems had the most rhyming words? - List 5 pairs of rhyming words from the poems above. 3. **Imagery:** Poems are special because they help the reader / listener form an image in their mind. Learners will close their eyes when listening to the poems and identify which of the poems helped them imagine the most and form a picture in their mind? Learners should draw the image that the poem describes. 4. **Rhythm:** Poems often have a particular beat in which it should be read out – this helps the words flow in a nice way. Learners can try and tap out this beat to any of the poems above. Learners can also identify that not all poems have rhyme, imagery, or rhythm. Poems are a way to express something creatively and it can be done in any way that the poet chooses! Sometimes, pages of text can be written in a few lines of a poem. That is what makes them special.
	20 mins	Learners will write their first poem called a 'Found Poem'

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Learners can choose any book or written text and select random words. Example: Every 5th word on each line or every 20th to 30th word on a page or the first line on each page that appeals to them.
Learners will put these together and try to find if they can make a story or a logical sequence or put rhyming words together using the chosen words or adding to them. It is ok if they are unable to have this poem follow any of the rules (rhyme, rhythm, imagery)!

Learners will read their ‘Found Poem’ to reflect on the challenges and opportunities of writing a poem.
</td>
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<tr>
<td>2</td>
<td>10 mins

10 mins

10 mins</td>
<td>
Learners will explore imagery and figurative language through structures including sensory, metaphors, similes, hyperboles and personification to write an opposite poem.

Learners will explore the difference in writing with literal or figurative language.

<table>
<tr><th>Literal Language</th><th>Figurative Language</th></tr>
<tr><td>It uses words exactly according to their usually accepted meaning.

There was a lot of white snow on the forest floor</td><td>It uses words in a way that is different from their usually accepted meaning and it requires us to imagine or make connections to understand it.

A blanket of white covered covered the sleeping forest</td></tr>
</table>

Ask: Why do you think figurative language is used?
Learners will write two sentences that are literal and then re-write them using figurative language.

Writing a Sensory Poem

Learners will choose their favourite colour and describe this with respect to all the senses (sight, sound, taste, touch, smell and feeling) for example:

White makes me feel calm and peaceful.
White looks similar to clean paper.
White sounds like a soft melodious tune etc.

Learners can now add in figurative language such as metaphors and similes.
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	10 mins	- A **simile** compares two ideas indirectly, using the word 'like' or 'as'. Example: The baby's cheeks are **like** roses OR the baby's cheeks are as soft as roses. - A **metaphor** compares two similar ideas directly, by saying that one IS the other. Example: The baby's cheeks **are** roses. Learners will edit their poem on their favourite colour by adding a simile and a metaphor for example: - *The colour white **is like** comforting soup* - *White is **as endless as** a dessert*
	10 mins	Learners will now work on **personification**, which means giving human traits to a non-living object. For example, the trees **danced** in the wind. To practice personification, learners will edit their poem about their favourite colour to add personification. - *White **hugs** me and I feel at peace* - *Red sparkles and **dances** across the night sky*
	10 mins	Learners will explore the concept of **hyperboles**, which are exaggerations to emphasize a point or for humour. These statements are factually incorrect, but are used to make a point. - The food is as hot as the blazing sun. - The boy can run as fast as a cheetah. - I am so hungry, I could eat a horse! Learners will edit their poems to add in a hyperbole: - *White is as pure as an angel that brings peace to the world.*
		An **idiom** is a group of words in a specific order that forms an expression. The meaning of this type of phrase as a whole is different from the meanings of the individual words in it. Simply put, it does not mean exactly what it says. Idioms come from many cultures and are passed down in different languages. **kick the habit** **stop doing something that one has done for a long time** *I will kick the habit of biting my nails.* **when pigs fly** **something which will never happen** *"Rani will clean her room when pigs fly," said Aliya.* **see eye to eye** **agree with someone** *They finally saw eye to eye on the business deal.* Learners can think of whether they know any idioms, in their own languages. Below are some commonly used idioms in English: - **Break a leg** said to an artist means 'good luck' - **Pull someone's leg** means to joke with someone - **A dime a dozen** means something common - **Beat around the bush** means avoid saying something (often because it is uncomfortable)

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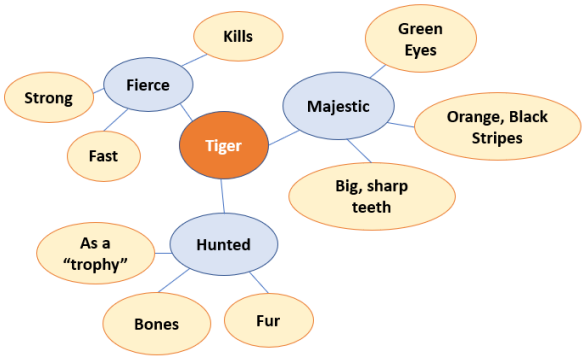
		Learners can explore if they hear or know any idioms and also ask family members, through the week. They can note them down to use in their poems.
3		Learners will explore the concept of onomatopoeia, alliteration, and assonance.
	10 mins	First the learners will begin to think of their own poems by choosing a topic (**subject** of the poem) and an idea they want to convey (**purpose** of the poem). Example: - Topic: Tiger - Idea: Tigers are beautiful creatures that need to be protected *Hint: Learners should think about what they really care about or are passionate about.*
	10 mins	Once they choose a topic and idea, learners can make a mind map by writing all the connected thoughts and words around the core idea, as shown in the example. Encourage them to add as many branches as possible. 
	10 mins	Learners will now try and identify rhyming words for some words in their ideas web. Example: Fierce – Pierce, Hunted-Wanted, etc. *Hint: Use the same last few words or extend the word to add a suffix such as -es, -ing, -ation and then find rhyming words e.g. Stripes – Types, etc.*
	10 mins	We will learn about another figure of speech called **Onomatopoeia** *(pronounced on-uh-mah-tuh-pee-uh)*. This is a word that sounds like the action it describes. Example, - "boom" sounds like an blast or explosion, - "meow" sounds like the noise a cat makes. Using onomatopoeia or sound words in our poems help us create images in the reader's minds. Learners will first make a list of sound words for certain phenomena e.g. - What is the sound that 3 animals make (cow, dog, bird, etc.)? - What is the sound of 3 action words (clapping, skate, run, etc)? - What is the noise you make for 3 emotions (in pain, sleepy, sneeze)? Then, they will find rhyming words for these sound words. Example, Moo – Shoe, Swish – Fish, Clap – Slap
	10 mins	Learners will explore another figure of speech called '**Alliteration**' which is a sentence where neighbouring words start with the same letter. Example: - Peter picked some pretty pots – the 'P' sound repeats. - Black bug bit a big brown bear – the 'B' sound repeats.

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		Alliterations are often used in tongue twisters that are hard to say without stumbling. Example: She sells sea shells on the sea shore. Most cultures have their own tongue twisters. Get the learners to identify these and then make 3 tongue twisters or alliterations of their own – make sure each sentence has at least 5 words.
	15 mins	**Rewriting Nursery Rhymes or Songs** Learners will use the concepts they learnt and poetry elements (rhythm, imagery, rhyme) to re-write some lines of a known nursery rhyme or a song of their choice.
4	10 mins	The learners will continue to explore the concept of rhyme, learn the concept of rhythm or the beat of the poem, and how to write a haiku. The **beat or meter** of the poem depends on the number of syllables in the words in the poem and how we emphasize on those syllables. A syllable is a chunk or group of letters that comes out with a single effort. For example: i) 'Reading' – would be 2 syllables read … ing, ii) 'Blue' would be 1 syllable iii) 'Pumpkin' would be 2 syllables pump.. kin.. iv) 'Banana' would be 3 syllables ba..na..na An easy way to identify these in a word would be to clap at each syllable. Learners will write down the words they know that have 1, 2, 3 and 4 syllables (5 words each).
	15 mins	**Writing a Haiku** To practice their understanding of syllables, learners will write their own haiku on any topic of their choice. Remember that a haiku does not need to rhyme and consists of 17 syllables in the following format: - First Line – 5 syllables - Second Line – 7 syllables - Third Line – 5 syllables
	15 mins	We will try and learn what parts of a poem or song we can create a beat for. Learners will close their eyes and listen to their favourite song or poem and clap to the beat that comes naturally to them. *Tip: This beat that comes instinctively to us all is the rhythm that many poems follow*. Learners can practice how we say words out loud and stress on some sounds and not others in this poem by Robert Stevenson: *In winter I get up at night* *And dress by yellow candle-light.* *In summer, quite the other way,*

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		I have to go to bed by day. *I have to go to bed and see* *The birds still hopping on the tree,* *Or hear the grown-up people's feet* *Still going past me in the street.* Learners will stress on the places where the letters are capitalized: - in WINter I get UP at NIGHT Say the sentence out loud to hear the rhythm. Now, try saying in the opposite way, putting the stress on the wrong sounds - IN winTER i GET up AT night. How does the line sound? The rhythm is wrong, and the words sound silly! - Here is the second line of the poem with the stressed sounds: and DRESS by YELLow CANdle LIGHT. Learners can identify the sounds that should be stressed or unstressed in the following lines of the poem. The stressed letters can be written as capital and the unstressed sounds as small letters.
	10 mins	**Rhyme Scheme** Using rhyming words in a poem gives it a musical quality. In some poems, each line rhymes with the previous one. In some poems, every alternate line rhymes. Some poems do not rhyme at all – what are they called? The **rhyme scheme** is the pattern of rhyming words at the end of each line of a poem. Get the learners to identify the rhyme scheme of the poems below using these steps: *When the sun opens his eyes,* *the birds wake up along* *with him to chirp in the blue skies.* *It is the time when we feel like singing a song.* *When the sun opens his eyes,* *the animals wake up along* *with him to stretch to their full size,* *with drowsy eyes and legs, long.* 1. Underline the ending words in each line. 2. Assign the same letter to rhyming words. (Example, 'A' for eyes-skies-size) 3. Identify the pattern. Ex: AABB, ABBCA, etc. Learners can use these steps to identify the rhyme scheme of any other poem.
	10 mins	**Writing a Limerick** Learners will use their learning to write a limerick. Remember that a limerick is usually funny, five lines long, and has a rhyming pattern of AABBA.
5	50 mins	On the final day, learners will write their own poem in a rhyme scheme and meter, using all the different types of figurative language that they have learned.

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	10 mins	Learners will adapt their chosen topic and mind-map done in the previous days to think about what they want their poem to result in, for example, inspire the reader to-do something, make them feel nostalgic, etc. Guide the learner using the following steps: **Writing a Narrative Poem** 1. Learners will think of a coherent story that they would like to share in their poem and write this as an outline. Get them to think: - What is the **mood** of the poem - the emotion, feeling, or action that you would like to evoke in the reader/listener? - What is the image you want to create in their minds? - Which figures of speech will help you create it – simile, metaphor, personification, onomatopoeia, sensory words, etc. 2. Once they think of the ideas and connected words, learners can begin to think of rhyming words where possible and make a list. Ex: summer – drummer, irritate – frustrate etc. If they are unable to rhyme, learners can think of onomatopoeia that rhyme. 3. Learners will now think of the rhyme scheme of their poem. (Ex: AABB) Putting all of these together, learners can edit some of the words to ensure that the syllables and the meter have a musical effect. Learners will write their final poem of 3 stanzas (12 - 15 lines) along with a title. Learners will share all the different poems written through the course of the week with their families and once again reflect on each of these poetic elements of rhyme, rhythm and imagery. Finally, learners will think of which of their poems they liked the most and why.
Assessment Criteria:		- Coherence of the poems - Word choice and rhyme, - Vividness of the imagery, - Beat and rhythm of the poem - Correct usage of the different figures of speech shared

Learning outcomes:	- Understanding rhyming words - Awareness of different types of poem structures

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	- Learning different figures of speech related to poems - Composing a poem
Additional enrichment activities:	- Learners can write additional stanzas or verses of their poem - Learners can write their own opposite poem using the concepts they have learned.
Modifications to simplify the project tasks if need be	- Reduce the scope of figurative language introduced.

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