



If you use this program in a “pullout” gifted program with a small class, you will likely find that one hour is a sufficient amount of time. However, if you are teaching a regular sized class and therefore use my grouping suggestions, the one hour time will likely be too short for what I have recommended in the various lessons.

Overview

1. Notice that this poetry writing program has 12 exercises and that each exercise contains three sections:
 - Structuring the exercise
 - Examples of the exercise
 - Evaluating the exercise
2. Each exercise is intended *for approximately one hour's* instruction. Of course, the amount of time required will vary, depending on class size, students' age and ability, and how deeply you have students respond to one another's creations.
3. Immediately below is some further explanation about each of these three sections.

Structuring the exercise

1. This section contains instructions necessary to prepare your students to write each exercise.
2. Sometimes these instructions will be verbal, sometimes you will need to use a blackboard, and other times you will need to read from the information contained in the lesson.
3. Whichever of these approaches you use, I have worked to provide sufficient information to help your students succeed and therefore enjoy the exercise.

Examples of the exercise

1. This second section presents examples of each completed exercise from my previous students. These “examples” will give you some idea of what to expect from your students.
2. Occasionally you may choose to read one or two such examples aloud to your class. The examples I have included represent some of the most outstanding work from my students, as well as a few that are not as poetically strong.
3. The poems your students write will delight you. You will want to put copies of particularly successful ones in each tabbed section so that you can use them the next time you teach POETRY 1-2-3.

WHAT IS POETRY? - 1

Poetry is hard to define. Nearly every poet you ask will give you a different definition. The best way to learn about poetry is to read lots of poetry. But how can you distinguish poetry from other forms of writing?

You can see the ways in which poetry is different by looking at the specific characteristics of poetry. One thing that makes poetry different from all other forms of writing is that, in poetry, the length of the line is part of the art form. When you look at a poem on the page, you will notice that there are *lines*, not *paragraphs* as there are in a story. The length of a line in a poem can influence the poem's meaning, tone, and rhythmical pattern.

Poetry also uses many of the following devices more than other kinds of writing:

Five sound devices

1

Rhyme—Matching final sounds.

The brown, shaggy **dog**
jumped over the **log**

2

Alliteration—Matching beginning consonants.

Sally, the **s**exy **s**nake **s**lithers
at the **s**esquicentennial

WHAT IS POETRY? - 2

3

Assonance—Matching vowel sounds within words.

He feels **good**
when he carves **wood**

4

Consonance—Matching consonantal sounds within words.

The seal **swallowed shellfish**
with **relish**

5

Onomatopoeia—The word sounds like what it is describing.

The bee **buzzes** in the roses

WHAT IS POETRY? - 3

Finding sound devices

How many sound devices can you find in this poem?



Play a lick on a candy cane clarinet.
Beat on a gum drop drum.
Toot-a-loot on a lemonade flute.
Make that fudgey french horn hum.
Sing a note low on an orange oboe.
Synchronize with a spun sugar saxophone.
Bellow a butterscotch base tone,
And when you're done,
Just for fun,
We'll eat the candy land band.

—Pamela Ditchoff