



POetry  
RESOURCE  
PACK

# Teacher Guide

## Poetry Mini-books:

1. Use the large posters to create a bulletin board for students .
2. Photocopy the pages from the poem that you want to use and cut them into stacks that can be quickly passed out to students. If using these in centers I will color code the paper using [this](#) Astrobright paper(or another you choose). If you don't want to make the entire book that color you can just make the cover of the poem description a color and the rest of the pages white. This is completely up to you. Below are the colors I use:
  - Haiku – orbit orange
  - Limerick – Gamma Green
  - Cinquain - Lunar Blue
  - Free Verse – Re-entry Red
  - Acrostic – Solar Yellow
  - Couplet – Pulsar Pink
  - Diamante – Celestial Blue
3. Once you have the materials together you can decide between creating the books whole- group, small-group, or individually.
4. The first page is the page with the clipboard and description of the poem.
5. The second page is the “Poetry Dissection” Page.
6. The third page is the activity that is on the same page as the “Poetry Dissection”
7. The fourth page (which can be optional) is the blank page with the poem name centered. I sometimes use this as an early finisher or enrichment activity for students to create their own poems.
8. I prefer to make an entire book so I will have students use a paper clip to the mini-books together until we have completed all the poems and at that time we have a “Staple and Share” party for students to staple their books and share one of their original poems they wrote.
9. The publishing papers included should be intertwined throughout the unit and displayed throughout the room.
10. If you have specific questions please to not hesitate to reach out [raisingrigor@gmail.com](mailto:raisingrigor@gmail.com)

# Haiku

# Haiku



short poem that use sensory language to capture a feeling or image



uses three unrhymed lines



Line 1: 5 syllables

Line 2: 7 syllables

Line 3: 5 syllables

## Example

I love my dog Rex  
He ate my homework last night  
Now what should I do?

## Poetry Dissection

### Haiku

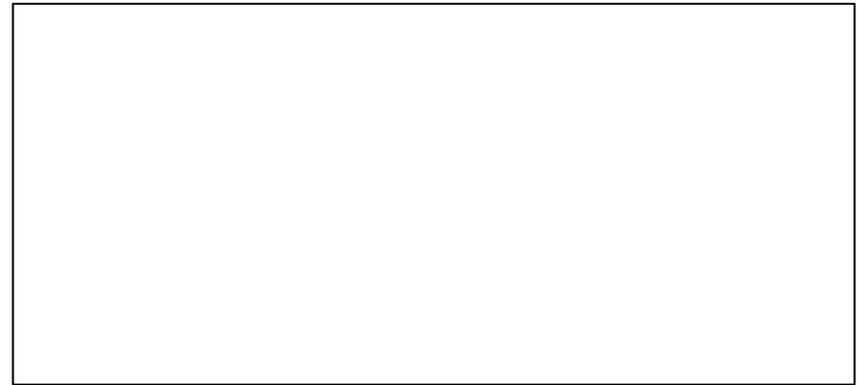
Nature sings to me  
Softly Falling From the Sky  
Each drop a new beat

### Summer

Swimming in the lake  
No responsibilities  
Fun times in the sun

Earmuffs, Coats, Jackets  
Zipping up try to stay warm  
Will this ever end?

1. Which of the following would be the best title for the first haiku?
  - a. "Singing at Night"
  - b. "A Song From Nature"
  - c. "Dropping a Beat"
  - d. "Endless Rain"
2. Use the space below to draw what you visualize after reading "Summer"



3. Which of the following best captures the tone in third haiku?
  - a. excitement
  - b. fear
  - c. confusion
  - d. agony

Use the lines below to explain your answer.

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Name: \_\_\_\_\_

# HaiKU

Date: \_\_\_\_\_

## Brainstorm

Write a list of topics that you are interested in writing a poem about and the number of syllables in each word in the box next to word.

_____	<input type="text"/>	_____	<input type="text"/>
_____	<input type="text"/>	_____	<input type="text"/>
_____	<input type="text"/>	_____	<input type="text"/>
_____	<input type="text"/>	_____	<input type="text"/>
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_____	<input type="text"/>	_____	<input type="text"/>
_____	<input type="text"/>	_____	<input type="text"/>
_____	<input type="text"/>	_____	<input type="text"/>

## Draft

Write two drafts and be sure to count your syllables.

#1  
\_\_\_\_\_  
5 syllables

\_\_\_\_\_  
7 syllables

\_\_\_\_\_  
5 syllables

#2  
\_\_\_\_\_  
5 syllables

\_\_\_\_\_  
7 syllables

\_\_\_\_\_  
5 syllables

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Haiku

\_\_\_\_\_

**title**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Limerick

# Limerick



short, rhyming, funny, and have a bouncy rhythm that makes them easy to memorize



Lines 1, 2, and 5 rhyme

Lines 3 and 4 rhyme



the typical use for the first line is to identify a location or a person

## Example

By Edward Lear

There was a Young Lady of Norway,  
Who casually say on doorway;  
When the door squeezed her flat  
She exclaimed, "What of that?"  
This courageous Young Lady of Norway

# Poetry Dissection

## Limerick

Mr. Low

By Tanesha Brentton

There once was a man who lived in snow  
Why? No one will ever know  
Because summer arrived  
And devoured how he thrived  
The sad tale of Mr. Low!

Knox

By Tanesha Brentton

There once was a giraffe named Knox  
Who wished to be as sly as a fox  
He was so competitive  
His family thought he was negative  
No one could deny his bargaining chops

1. The poem "Mr. Low" uses which type of figurative language?
  - a. Personification
  - b. Simile
  - c. Metaphor
  - d. Alliteration

2. Explain what might have happened to Mr. Low's home.

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3. Which word has the same meaning of the word "chops" as used in the poem "Knox"?
  - a. food
  - b. ability
  - c. friends
  - d. ax

If Knox wanted to be "sly as a fox" what does that tell us about him?

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Name: \_\_\_\_\_

# limerick

Date: \_\_\_\_\_

Limericks are short and humorous five line poems. The 1<sup>st</sup>, 2<sup>nd</sup>, and 5<sup>th</sup> lines rhyme. The 3<sup>rd</sup> and 4<sup>th</sup> lines rhyme with the final line. Limericks usually having a surprise ending or humorous statement.

There once was dog that never left a log. → A

Playing all day with his friend the frog. → A

Then one day → B

A cat asked to play → B

And the dog left to run into the a smog. → A

What made this poem strange or humorous?

Directions: Use the template to write limericks by filling in the blanks.

## Practice 1

There once was a \_\_\_\_\_ that \_\_\_\_\_

Who \_\_\_\_\_ and \_\_\_\_\_

Then \_\_\_\_\_

And \_\_\_\_\_

And the \_\_\_\_\_

## Practice 2

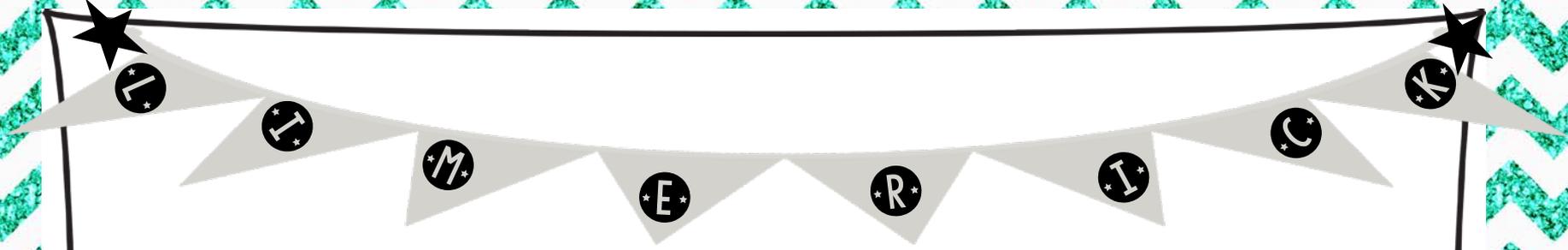
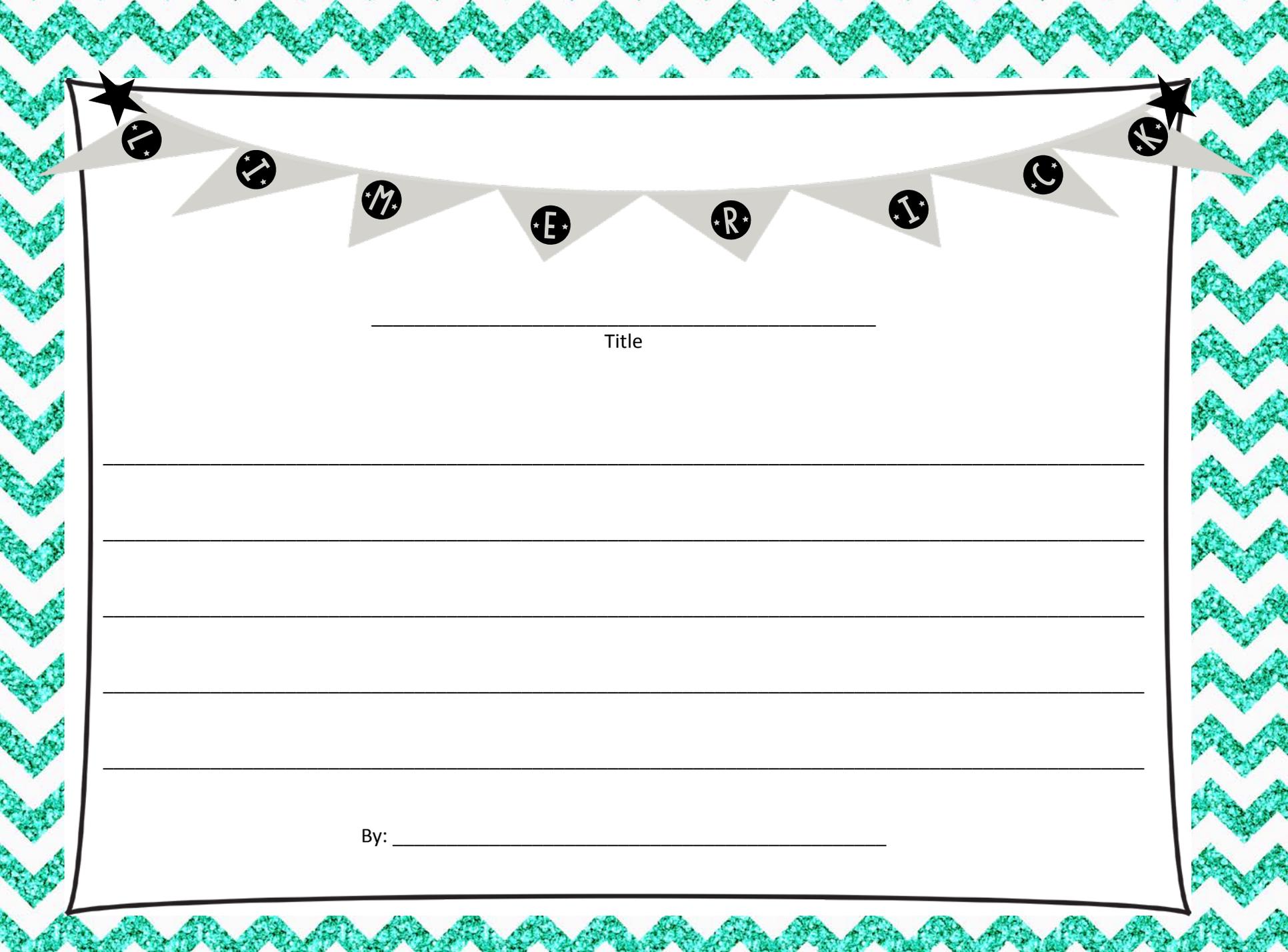
I knew a \_\_\_\_\_ that \_\_\_\_\_

Who only \_\_\_\_\_

Everyday \_\_\_\_\_

And \_\_\_\_\_

That \_\_\_\_\_



\_\_\_\_\_

Title

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

By: \_\_\_\_\_

# Cinquain

# Cinquain



a five line poem



- The 1<sup>st</sup> line is one noun that describes the topic.
- The 2<sup>nd</sup> line is two adjectives that describe the topic.
- The 3<sup>rd</sup> line is three verbs (-ing )that further describe the topic.
- The 4<sup>th</sup> line is a phrase (not a sentence) that describes the topic
- The 5<sup>th</sup> line is another noun that describes the topic.

## Example

Students  
Mischievous, Intellectual  
Reading, Synthesizing, Conferring  
Seeking to learn more  
Teachers

# Poetry Dissection

## Cinquain

Dolphins  
Graceful, Talented  
Swimming, Prancing, Frolicking  
Leap through the air  
Mammals

Summer  
Hot, Colorful  
Relaxing, Reading, Renewing  
Tropical warm weather  
Freedom

Directions: Use the words below to create a cinquain.

FLOWERS

LOUD

Blooming

popping

having a good time

singing

perfect

cheerful

Dancing

balloons

lovely

Decorating the world

cheerful

colorful

fluttering

eating

PARTY

laughing

noun

adjective

adjective

verbs (ending in -ing)

a phrase about the topic

noun

# FAMILY CINQUAIN

## FAMILY INTERVIEW QUESTIONS

Name: \_\_\_\_\_

1. What are three adjectives that describe you? \_\_\_\_\_
2. What are things you like doing for fun? \_\_\_\_\_  
\_\_\_\_\_
3. How would you describe our relationship? \_\_\_\_\_  
\_\_\_\_\_
4. What's one word to describe our family? \_\_\_\_\_
5. Do you have any special or hidden talents?  
\_\_\_\_\_  
\_\_\_\_\_

## MY PICTURE

\_\_\_\_\_

noun

\_\_\_\_\_

adjective

\_\_\_\_\_

adjective

\_\_\_\_\_

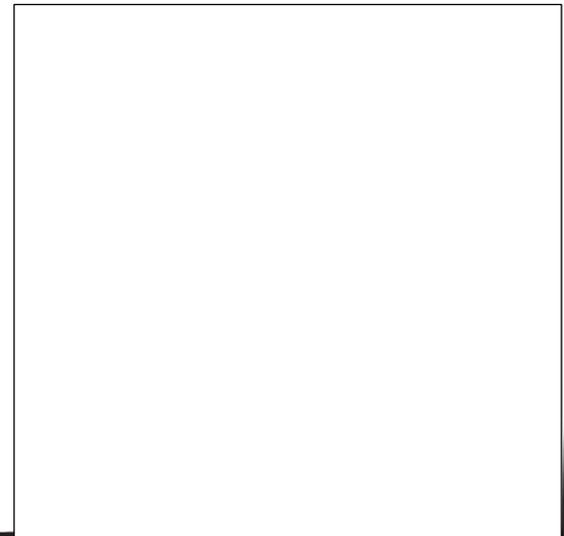
verbs (ending in -ing)

\_\_\_\_\_

a phrase about the topic

\_\_\_\_\_

noun



# cinquain

---

noun

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adjective

adjective

---

VERBS {ending in -ing}

---

a PHRASE ABOUT the topic

---

noun

Author: \_\_\_\_\_

# Free Verse

## Free Verse



no rhyme or rhythm



may include a pattern and figurative language, but not required



The author freely expresses their thoughts however they choose

### Example

Scared.Afraid.Alone.Curious

Getting stronger

Take risks. Be Yourself

Getting Better

Ask questions.Work hard.Learn

BOOM! Be My BEST.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

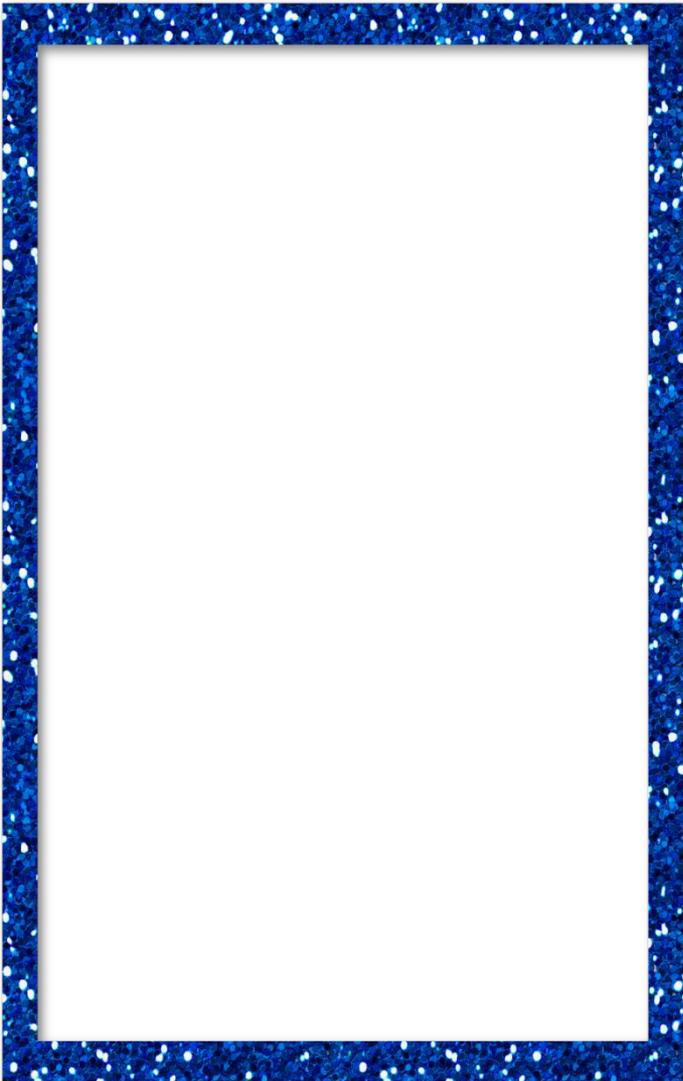
# It's Poetry

Directions: Use the boxes below to brainstorm ideas for a free verse poem

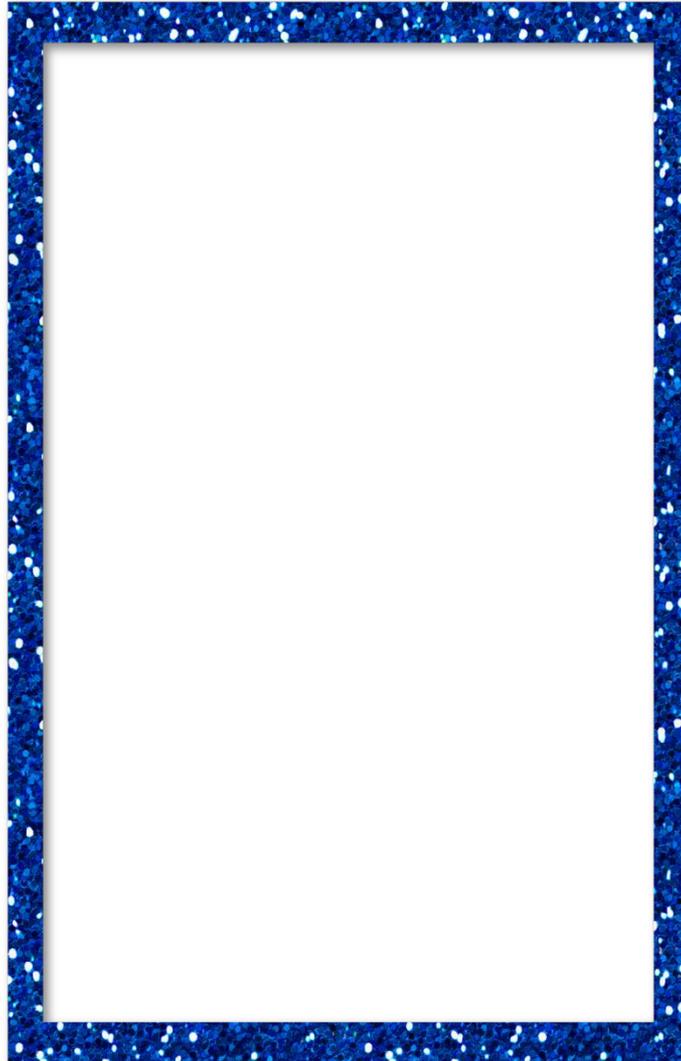
<b>Brainstorming</b>	<b>TOPICS</b>	<b>QUESTIONS</b>	<b>FEELINGS</b>
<b>Figurative Language</b>	<b>similes and metaphors</b>	<b>personification &amp; hyperbole</b>	<b>alliteration &amp; onomatopoeia</b>
<b>Sensory Language</b>	<b>see</b>	<b>hear and smell</b>	<b>touch and feel</b>

# It's Poetry...Drafting

My draft #1



My draft #2



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

Poem includes:

- Alliteration
- Rhyme
- Rhythm
- Metaphor
- Simile
- Personification
- Hyperbole
- Onomatopoeia

What is the poem mostly about?

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What is the mood of the poem?

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# Poetry Dissection

## Free Verse

Lady Wind

by [Rebecca Kai Dotlich](#)

Watch

the growing

little-girl breeze

wave her hands

*swoosh, swoosh,*

around

and in between

the pear, the elm,

the sycamore tree;

howling wild

wind words

to squirrels,

papa birds, and bugs—

shake, shake, shaking

limb and leaf.

Watch, *swoosh*—

the grown-up breeze!

Just yesterday

she was small and warm;

today she is

a quarreling storm.

1. The poet compares the changing wind to
  - a. a growing girl
  - b. shaking leaves
  - c. a quarreling storm
  - d. waving hands

2. This poem is mostly about
  - a. a girl who is playing pretend
  - b. different kinds of trees
  - c. changes in the force of wind
  - d. a girl who is growing older

3. Read these lines from the poem.  
*shake, shake, shaking  
limb and leaf.*

In these lines, the word "limb" means

- a. Arm
- b. Branch
- c. Part
- d. Tree

4. Read these lines from the poem.  
*Just yesterday  
she was small and warm;  
today she is  
a quarreling storm.*

The poet most likely uses these words to show that the wind

- a. will soon bring rain
- b. is having an argument
- c. is acting confused and upset
- d. has grown strong and fierce

# Acrostic

# Acrostic



The first letter of each line spells out a word vertically



Do not have to rhyme and can be as long or as short as the poet wants

## Example

**S**  
**T**  
**A**  
**R**  
**E**

Students are always watching

trying to figure out the right answer

analyzing and finding evidence

reading which sometimes looks like staring

Earnestly trying to figure out the answer

# Poetry Dissection

## Acrostic

Use the space below to write an acrostic poem about your favorite summer adventures.



eginning a new adventure in June.



veryone is present, it's a reunion!



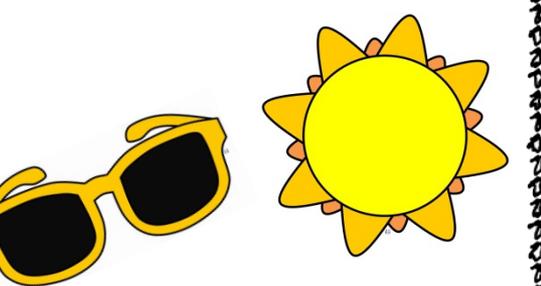
ll fun and NO work.



hildren's laughter fills the air.



aving a great time! It's summer.

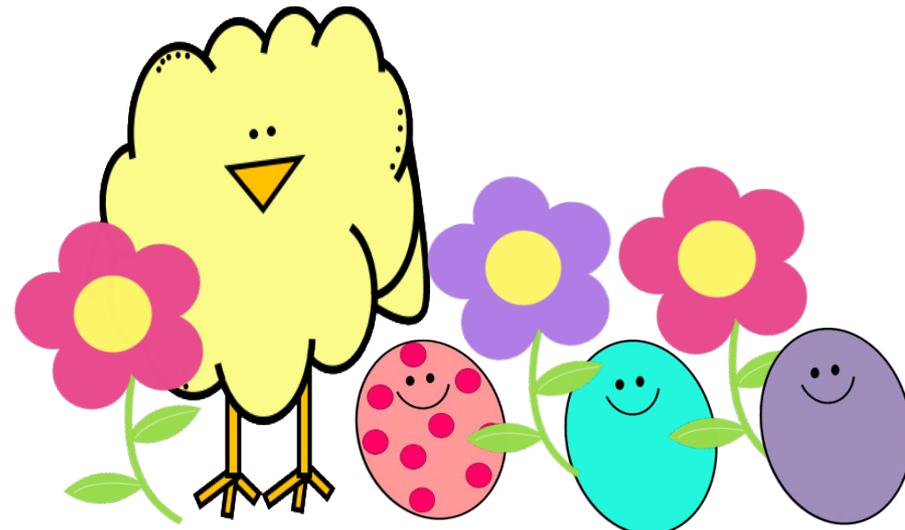
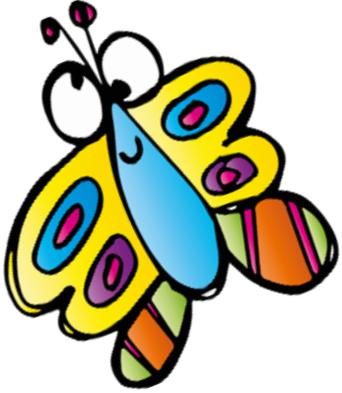


Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Spring

Directions: Use the space below to write an acrostic poem about spring.



Name: \_\_\_\_\_

# Fall

Date: \_\_\_\_\_

Directions: Use the space below to write an acrostic poem about fall.





# Winter

Name: \_\_\_\_\_

Date: \_\_\_\_\_

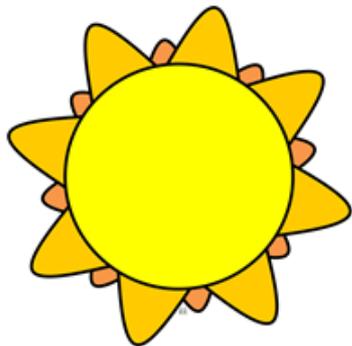
Directions: Use the space below to write an acrostic poem about winter.



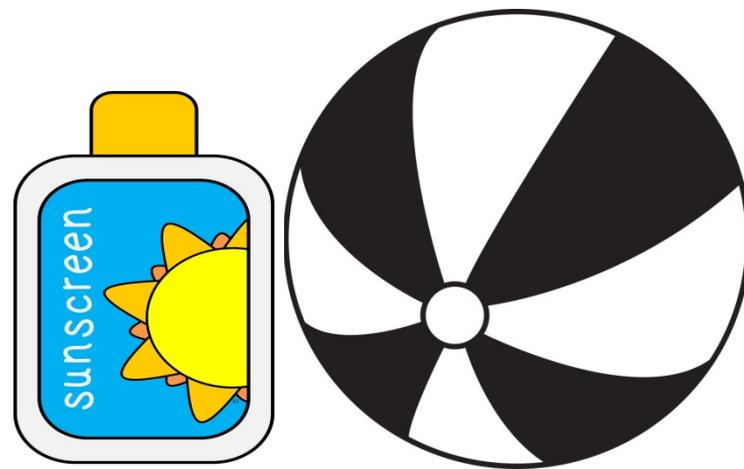
Name: \_\_\_\_\_

# summer

Date: \_\_\_\_\_



Directions: Use the space below to write an acrostic poem about summer.



# Couplet

# Couplet

- two consecutive lines that rhyme
- usually flow to an identifiable rhythm
- Lines usually have the same number of syllables

## Examples

I will not leave my bed today  
I am sick to my own dismay.

My body is weak so no test for me  
Two more days then I'll be free!  
Saturday and Sunday please come soon  
I'm sure to be singing a different tune.

## Poetry Dissection

### Couplet

A couplet refers to two consecutive lines that rhyme.

Example:

My mother yelled out "what a beautiful day"  
If I finish my chores I can go out and play!

Prepare to write your own couplets by finding rhyming words for the words below.

1. frown: \_\_\_\_\_

2. Smile: \_\_\_\_\_

3. Chore: \_\_\_\_\_

4. Crown: \_\_\_\_\_

5. King: \_\_\_\_\_

6. Thrill: \_\_\_\_\_

Practice: Use the space below to write your own couplets

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Name: \_\_\_\_\_

# COUplets

Date: \_\_\_\_\_

Couplets refer to two consecutive lines in a poem with a rhyming pattern. The pattern should be almost the same length and the last two words must rhyme.

Directions: Use the space below to write a poem that uses couplets.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Diamante

# Diamante



a seven line poem



The first and last lines have just one word.

The second and sixth lines have two words.

The third and fifth lines have three words.

And the fourth line has four words.



Lines 1, 4, and 7 have nouns

Lines 2 and 6 have adjectives

Lines 3 and 5 have verbs

## Example

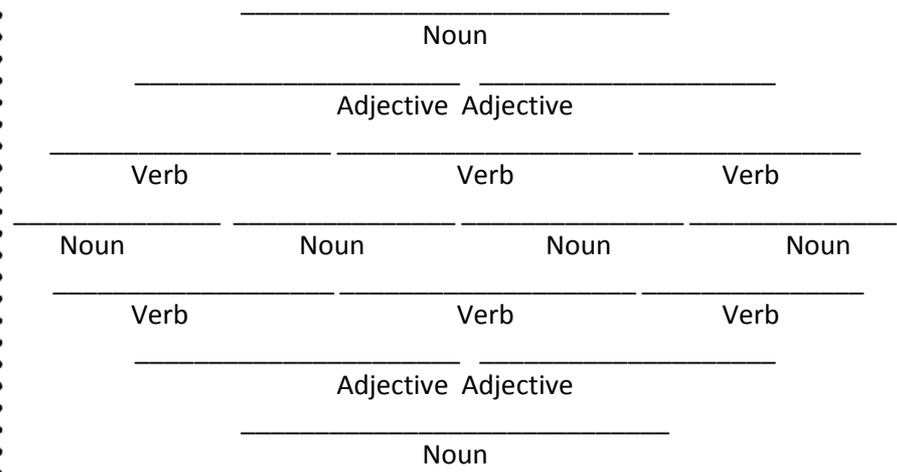
# Poetry Dissection

## Diamante

Friendship  
Jovial Thankful  
Hanging Helping Healing  
Movies Mall Manicure Memories  
Shopping Sharing Supporting  
Proud Thoughtful  
Family

Directions: Use the Words below to create a diamante.

challenging LOUD crazy  
developing FRIENDS SCHOOL  
inviting teachers books  
working counting  
summer family anxious  
cheerful DREAMING colorful  
socializing ROOMS LAUGHING  
hoping EAGER



Name: \_\_\_\_\_

# DIAMANTE POEM

Date: \_\_\_\_\_

Noun

Adjective Adjective

Verb Verb Verb

Noun Noun Noun Noun

Verb Verb Verb

Adjective Adjective

Noun

# Couplet

A two lined verse in which both lines are about the same the length and rhyme.

# Cinquain

A five line poem that describes a noun using the format below: :

The 1<sup>st</sup> line is one noun that describes the topic.

The 2<sup>nd</sup> line is two adjectives that describe the topic.

The 3<sup>rd</sup> line is three verbs -ing that further describe the topic.

The 4<sup>th</sup> line is a phrase not a sentence that describes the topic

The 5<sup>th</sup> line is another noun that describes the topic.

# Acrostic

The first letter of each line  
spells out a word vertically

# Limerick

short, rhyming, funny, and have  
a bouncy rhythm that makes  
them easy to memorize

Lines 1, 2, and 5 rhyme

Lines 3 and 4 rhyme

# Haiku

A short, three line poem  
with no rhyming pattern  
that use sensory language  
to capture a feeling or  
image.

Line 1: 5 syllables

Line 2: 7 syllables

Line 3: 5 syllables

# Diamante

a seven line poem that uses the format below:

- The first and last lines have just one word.
- The second and sixth lines have two words.
- The third and fifth lines have three words.
- And the fourth line has four words.

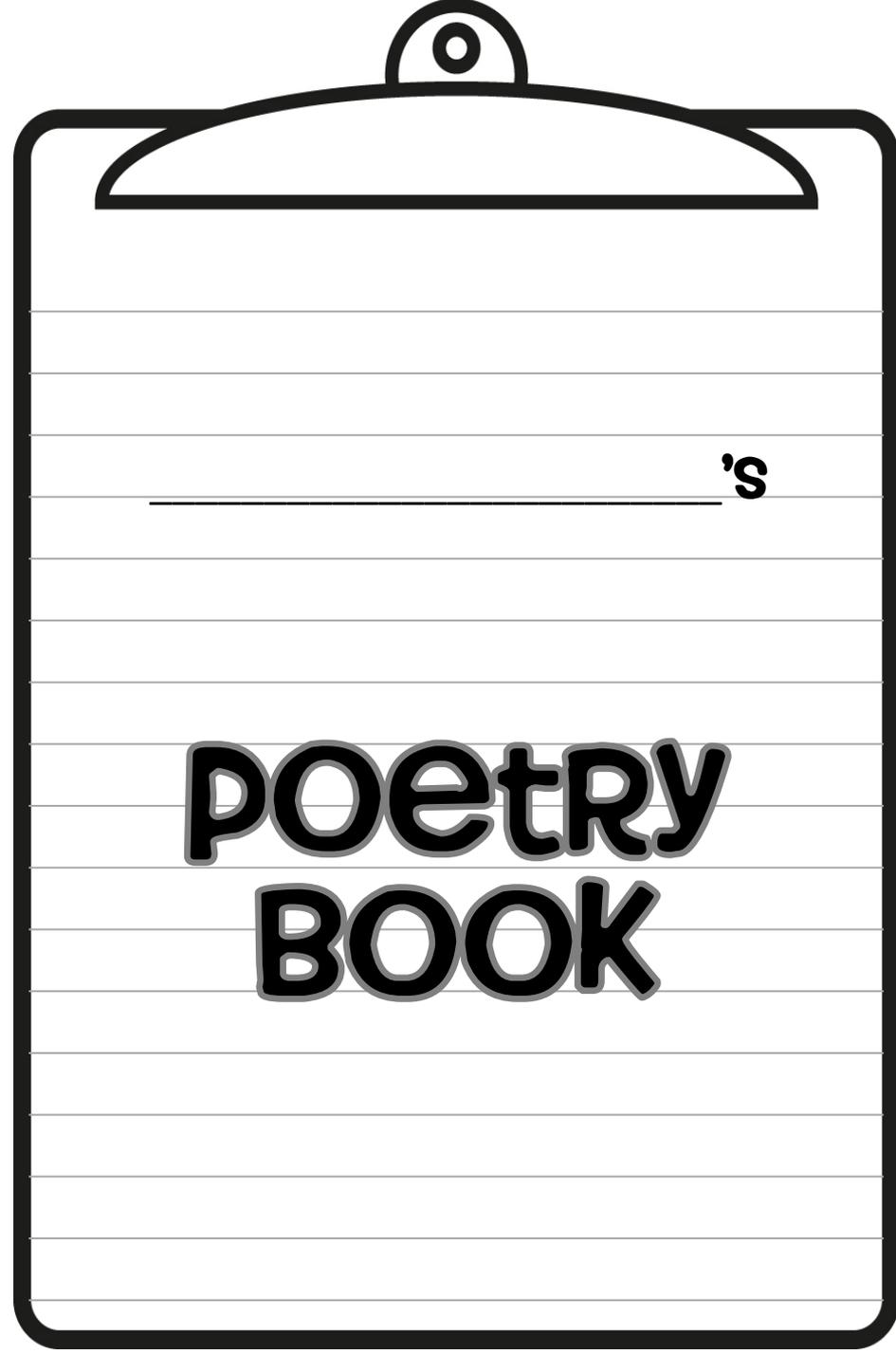
# Free Verse

poetry that doesn't follow any specific patterns in rhythm, rhyme scheme, or line length

# Book Cover Options

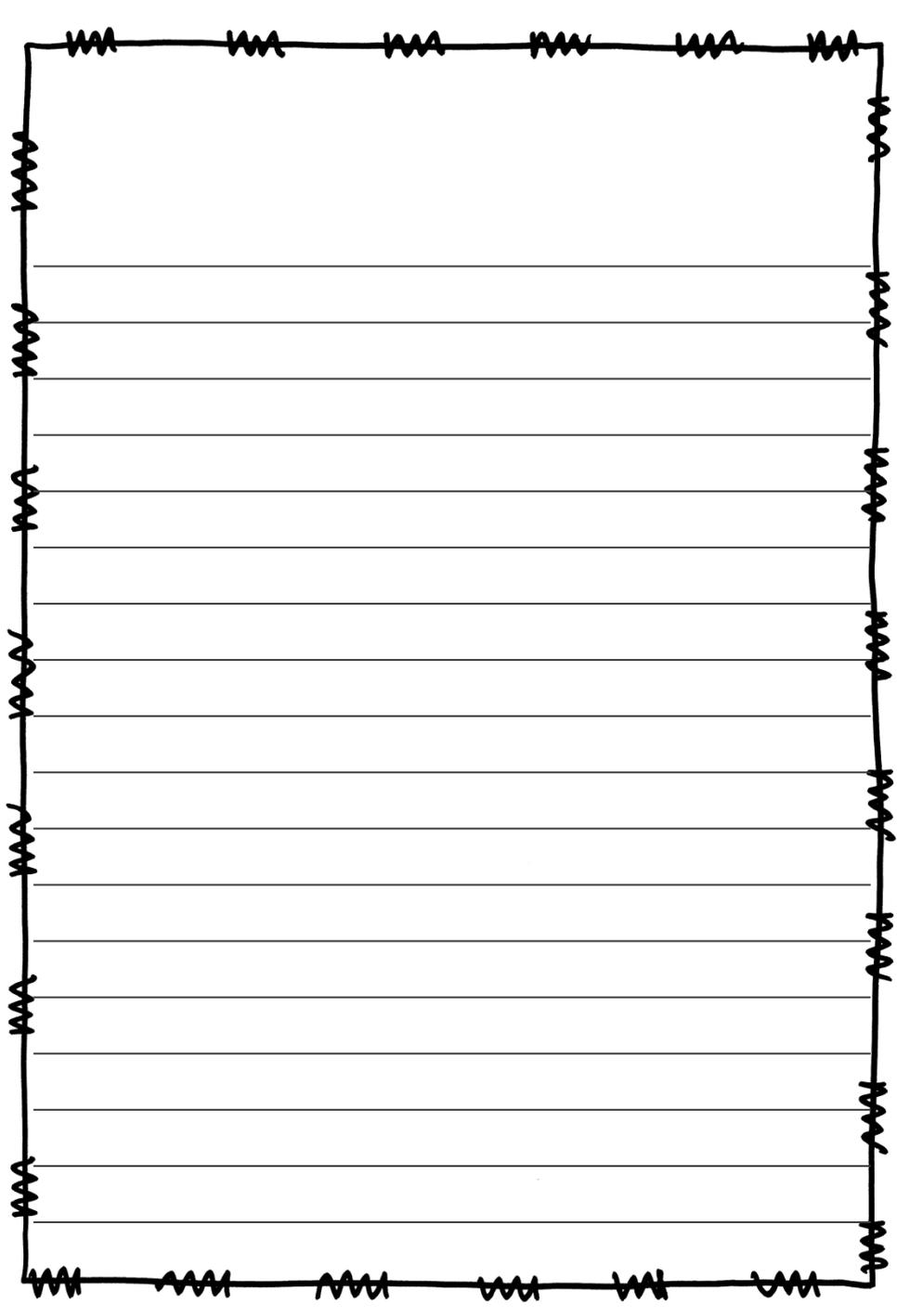
'S

**POetry BOOK**



's

**POETRY  
BOOK**



Answer Keys

1. Which of the following would be the best title for the first haiku?

- a. "Singing at Night"
- b. "A Song From Nature"
- c. "Dropping a Beat"
- d. "Endless Rain"

**Haiku Answer Key**

2. Use the space below to draw what you visualize after reading "Summer"

3. Which of the following best captures the tone in third haiku?

- a. excitement
- b. fear
- c. confusion
- d. agony

Use the lines below to explain your answer.

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1. The poet compares the changing wind to

- a. a growing girl
- b. shaking leaves
- c. a quarreling storm
- d. waving hands

**Free Verse Answer Key**

2. This poem is mostly about

- a. a girl who is playing pretend
- b. different kinds of trees
- c. changes in the force of wind
- d. a girl who is growing older

3. Read these lines from the poem.  
shake, shake, shaking  
limb and leaf.

In these lines, the word "limb" means

- a. Arm
- b. Branch
- c. Part
- d. Tree

4. Read these lines from the poem.

Just yesterday  
she was small and warm;  
today she is  
a quarreling storm.

The poet most likely uses these words to show that the wind

- a. will soon bring rain
- b. is having an argument
- c. is acting confused and upset
- d. has grown strong and fierce

1. The poem "Mr. Low" uses which type of figurative language?
- a. Personification
  - b. Simile
  - c. Metaphor
  - d. Alliteration

**Limerick  
Answer Key**

2. Explain what might have happened to Mr. Low's home.

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3. Which word has the same meaning of the word "chops" as used in the poem "Knox"?
- a. food
  - b. ability
  - c. friends
  - d. ax

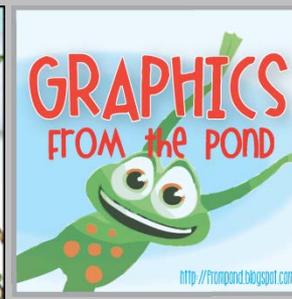
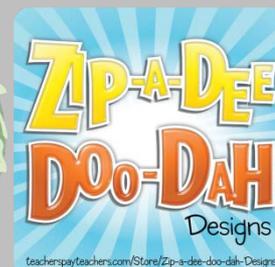
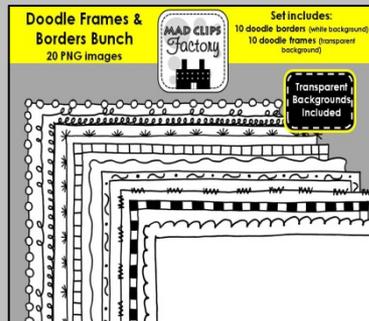
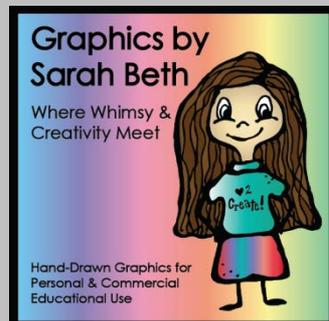
If Knox wanted to be "sly as a fox" what does that tell us about him?

If Knox wanted to be as sly as a fox then he must want to be a tricky or sneaky individual.

# KUDOS and credit

I am incredibly grateful for the work of my colleagues below whose resources (borders, fonts, and clipart) I used when creating these lessons for my students! Please be sure to click the icon and check out their stores! I am building my store content so follow me or check back frequently for updates and FREEBIES! Please take the time to leave feedback about this product and while I try my best to check (and recheck) for errors sometimes mistakes happen. I kindly ask if you notice errors please leave a question or email me ([raisingrigor@gmail.com](mailto:raisingrigor@gmail.com)) so that I have the opportunity to fix it before leaving negative ratings. I guarantee to fix errors within 24 hours.

Enjoy!  
- Raising Rigor



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