

Name \_\_\_\_\_

Date \_\_\_\_\_

## Limerick

**Limericks are humorous poems that are structured in five lines. The first and second lines rhyme, as do the third and fourth. The fifth line yields a surprise ending or humorous statement and rhymes with the first two lines.**

Directions: Using one or both of the templates, students write limericks by filling in the blanks with their own rhyming words. Use past tense.

### Example

There once was a man from Beijing.  
All his life he hoped to be King.  
So he put on a crown,  
Which quickly fell down.  
That small silly man from Beijing.

### Template A

There once was a \_\_\_\_\_ from \_\_\_\_\_.  
All the while s/he hoped \_\_\_\_\_.  
So s/he \_\_\_\_\_.  
And \_\_\_\_\_.  
That \_\_\_\_\_ from \_\_\_\_\_.

### Template B

I once met a \_\_\_\_\_ from \_\_\_\_\_.  
Every day s/he \_\_\_\_\_.  
But whenever s/he \_\_\_\_\_.  
The \_\_\_\_\_.  
That strange \_\_\_\_\_ from \_\_\_\_\_.

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## Haiku

**Haiku is a Japanese form of poetry. The form is 17 syllables in three lines with the following pattern: first line, 5 syllables; second line 7 syllables; third line, 5 syllables. They usually have nature themes.**

### Example

#### *A Rainbow*

*Curving up, then down.*

*Meeting blue sky and green earth*

*Melding sun and rain.*

Directions: Fill in the blanks to complete the haikus.

#### *Haiku #1*

*Green elms in the woods*

\_\_\_\_\_ (Fill in the seven syllable line)

*Standing tall and proud*

#### *Haiku #2*

\_\_\_\_\_ (Fill in the five syllable line)

*The petals bend to the earth*

\_\_\_\_\_ (Fill in the five syllable line)

Hint: If you are having trouble figuring out how to count syllables, try clapping out the words, or putting your hand under your chin and counting how many times your chin goes down. If all else fails, get a dictionary! ☺

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## Free Verse

**Free Verse lacks rhyme and has a less predictable rhythm.**

Directions: Write a free verse poem of your own. Do not worry about rhyming or syllables. Have fun! Use the back of this paper or another sheet of paper to write your poem.

### Example

#### *When I Learned to Ride a Bike*

*I learned to ride my bike*

*in the park.*

*It was hard.*

*My stepdad held the seat.*

*He told me to ride to my mother.*

*He let go.*

*I was mad.*

*When I was trying to ride by myself,*

*I kept falling.*

*I kept crying.*

*Then my stepfather told me to ride.*

*I rode to her without falling.*

*I was glad.*

*And next came swimming.*

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## Concrete Poetry

**Concrete poetry includes words and phrases that are arranged on paper to capture and extend meaning. The print of the poem itself takes shape as a collage or picture that conveys meaning. Each line should be a complete unit of thought.**

Directions: Try to write your own concrete poem in the shape of the subject of the poem. Use the back of this paper or a separate sheet of paper for your poem.

### Example

#### *The Tree*

The tree is the

key to see a chimpanzee.

Or have tea with a bumble bee.

Wee what fun it is to play on the tree.

Lee and I agree to plant another tree.

The leaves on the tree are a bright pretty green.

The bark is rough and dark brown

and sometimes you can make different pictures out of the

roughness.



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## Cinquain

**A cinquain is a poem with five lines in the following format:**

- **The first line consists of two syllables (the title).**
- **The second line consists of four syllables (describes the title).**
- **The third line consists of six syllables (states an action).**
- **The fourth line consists of eight syllables (expresses a feeling).**
- **The last or fifth line consists of two syllables (another word for the title).**

### Example

*Parrot*  
*Beautiful bird*  
*Squawking very loudly*  
*Flying in canopy layers.*  
*Pretty*

Directions: Write a cinquain on the following lines by following the above guidelines and example.

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## **Rubric for Poetry and Illustrations**

**4**

- Focused on topic
  - Good understanding of poetic devices
  - Used appropriate poetic form guidelines
  - Illustration is appropriate
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**3**

- Focused on topic
  - Some understanding of poetic devices
  - Used appropriate poetic form guidelines with few errors
  - Illustration is appropriate
- 

**2**

- Somewhat focused on topic
  - Poor understanding of poetic devices
  - Poor use of poetic form guidelines
  - Illustration is not appropriate
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**1**

- Not focused on topic
- No understanding of poetic devices
- No following of poetic form guidelines
- No illustration