


MAKE YOUR OWN POEM (LEVEL 1)

Description	Learners will get excited about books, 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?
Total Time Required	5 hours over 5 days
Supplies Required	Pencil, Paper, Colour Pencils / Crayons
Supervision	Medium
Subjects	Literacy, Art and Design
Learning Outcomes	<ol style="list-style-type: none"> 1. Recognize a range of familiar words in print. 2. Understanding of CVC (consonant vowel consonant) words 3. Independently writing some high-frequency words 4. Understanding rhyming words 5. Awareness of different types of poem structures 6. Compose a poem

DAY 1

Today you will explore the different aspects of a poem and what makes it special.

Suggested Duration	Activity and Description
20 minutes	<ul style="list-style-type: none"> ● Begin the day by listening to a few different kinds of poems including: <ul style="list-style-type: none"> ○ Narrative Poem: These poems tell a story. The story has a beginning, middle and end. <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p style="text-align: center;">"Crocodile on the Loose!" By Mrs. Prejna</p> <p>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!</p>  </div>

- **Shape Poem:** The words of the poem are arranged to look like the object that they are about



- **Free Verse:** Often, poems rhyme. But free verses are poems that do not rhyme, they 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?



<p>15 minutes</p>	<ul style="list-style-type: none"> ● Listen to all the poems above and then answer the questions below: <ol style="list-style-type: none"> 1. What was your favorite poem? Why? 2. Rhyme: Poems sound like music because many of them have rhyming words. <ul style="list-style-type: none"> - Did you notice any rhyming words? - Which poems had the most rhyming words? - List 5 pairs of rhyming words from the poems above. <p>Imagery: Poems are special because they help the reader / listener form an image in their mind. Close your eyes when listening to the poems and identify which of the poems helped you imagine the most and form a picture in your mind? Draw the image that the poem describes.</p> <p>Rhythm: Poems often have a particular beat in which it should be read out – this helps the words flow in a nice way. Try and tap out this beat to any of the poems above.</p> <p>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.</p>
<p>20 minutes</p>	<p>Write your first poem - an Acrostic Poem</p> <ul style="list-style-type: none"> ● Choose any of the topics from below: <ul style="list-style-type: none"> ○ Family members: Mother (Mum), Father (Papa/Dad), Sister etc. ○ Favorite toy: Cycle, ball, doll etc. ● Once you choose the topic, write all the words you think of when you see the topic. <ul style="list-style-type: none"> ○ For example, Mother – I think of love, hugs, playing games together, getting angry sometimes etc.

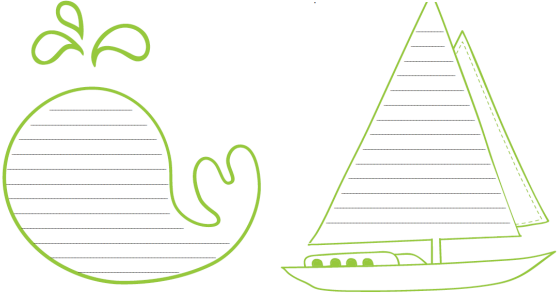
	<ul style="list-style-type: none"> ● Then write the topic word in a vertical format. <ul style="list-style-type: none"> ○ For example: <p style="margin-left: 40px;">M... U... M...</p> ● Write the acrostic poem such as below: <ul style="list-style-type: none"> ○ For example: <p style="margin-left: 40px;">My mother is very loving Understanding my every need Most fun to play with</p> <p>Tip: For younger learners they can choose to just write a word instead of a full sentence. An example has been provided below</p> <p style="margin-left: 40px;">Marvelous Understanding Magical</p>
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DAY 2

Today you will explore and write a sensory poem as well as a shape poem.

Suggested Duration	Activity and Description
20 minutes	<p>Sensory Poem: Choose a topic for your poem from the options below.</p> <ul style="list-style-type: none"> - Your favorite season: Summertime, Winter, Spring etc. - Your favourite food: Cake, chips, sandwich etc. <ul style="list-style-type: none"> ● Write the topic at the centre and write/draw what you see, feel, hear, taste, smell, and touch, when you think of the topic. ● In the example below, the 'I HEAR' part might not be useful. In such cases, you can fill out the remaining parts.

	<div style="text-align: center;"> </div> <ul style="list-style-type: none"> • Write it in the form of a poem using the following structure (Make it as descriptive as possible): <p><i>I see.....</i></p> <p><i>I feel....</i></p> <p><i>I hear...</i></p> <p><i>I smell...</i></p> <p><i>I taste...</i></p>
<p>20 minutes</p>	<p>Shape Poem: You will now make your own shape poem that is designed in the shape of the main topic with words or sentences about the topic.</p> <ul style="list-style-type: none"> - Choose any of the following topics: <ul style="list-style-type: none"> ○ Sea Creatures: Whale, Shark, Goldfish, Mermaid etc. ○ Vehicle: Boat, Car, Plane etc. <p>You will first draw the outline of the topic or object chosen. It should be big enough for you to write a poem inside it. (Examples below)</p>

	
	<ul style="list-style-type: none"> • Write a simple poem of your own on the topic. You will fill the shape with your poem.

DAY 3

Today you will start with exploring the concept of rhyming words by playing a game with your family.

Suggested Duration	Activity and Description
10 minutes	<p>Rhyming Ball</p> <ul style="list-style-type: none"> • A parent or sibling can play a ball game with you; parents/siblings will say two words – if these words rhyme then you will throw the ball back or else he/she will keep the ball with them. • <i>For example: if they say look and book (rhyming words), then you will throw the ball back to parents/siblings and if the parent/siblings say right and wrong (non-rhyming words) then you will keep the ball with you.</i>
10 minutes	<ul style="list-style-type: none"> • You can now play the same ball game coming up with your own rhyming words. • For example: You will say bat and throw the ball and parents will say hat and throw it back etc.
10 minutes	<ul style="list-style-type: none"> • Every time a word is said, you will note it down and then throw the ball. • At the end, you 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 you will add the total number of words said in the game. (8 + 6 + 3 = 17)

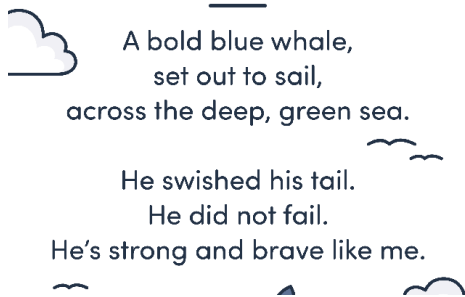
<p>20 minutes</p>	<p>Younger learners will now begin to explore and think about the main CVC words that they will use in the rhyme in their storybooks.</p> <ul style="list-style-type: none"> - A CVC word is a three-letter word, the middle letter is a vowel between two consonant letters e.g. PeN, RaT, SiP, HoP etc. - Try to identify 20 CVC words in storybooks or any written text (Ex: pen, mat, red etc.) - Try to write down all the 20 CVC words that you can 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. <p>Begin exploring CVC families that you want to work with. Examples:</p> <ul style="list-style-type: none"> • 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) <p>Write the family with a marker or a pen on a piece of paper and keep changing the first letter to all the different alphabets to check if it makes a word.</p> <div style="text-align: right;"> <table border="1" style="border-collapse: collapse;"> <tr><td style="padding: 2px 5px;">L</td></tr> <tr><td style="padding: 2px 5px;">S</td></tr> <tr><td style="padding: 2px 5px;">B</td></tr> </table> a d </div> <p>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:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #fff9c4;"> <th>No</th> <th>Related Words</th> <th>Rhyming Words</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Flower</td> <td>Power / Shower / Tower</td> </tr> <tr> <td>2</td> <td>Grass</td> <td>Pass / Glass</td> </tr> <tr> <td>3</td> <td>Green</td> <td>Clean / Been / Seen</td> </tr> <tr> <td>4</td> <td>Wet Mud</td> <td>Bud / Flood</td> </tr> </tbody> </table> <p>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”.</p>	L	S	B	No	Related Words	Rhyming Words	1	Flower	Power / Shower / Tower	2	Grass	Pass / Glass	3	Green	Clean / Been / Seen	4	Wet Mud	Bud / Flood
L																			
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<p>10 minutes</p>	<p>Sound Words: A sound word sounds like the action it describes. Example,</p>																		




	<p>- “boom” sounds like an blast or explosion, - “meow” sounds like the noise a cat makes.</p> <p>Using sound words in our poems help us create images in the reader’s minds.</p> <ul style="list-style-type: none"> ● First make a list of sound words for certain phenomena e.g. <ul style="list-style-type: none"> ○ 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, you will find rhyming words for these sound words. <ul style="list-style-type: none"> ○ Examples: Moo – Shoe, Swish – Fish, Clap – Slap
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DAY 4

Today you will continue to explore the concept of rhyme and learn the concept of rhythm or the beat of the words of the poem.

Suggested Duration	Activity and Description
10 minutes	<ul style="list-style-type: none"> ● We will learn about what parts of a poem or song we can create a beat for. Close your eyes and listen to your favourite song or poem and clap to the beat that comes naturally to you. <p><i>Tip: This beat that comes instinctively to us all is the rhythm that many poems follow.</i></p> <ul style="list-style-type: none"> ● You can practice how to say words out loud and stress on some sounds and not others in this poem by Robert Stevenson: <p style="text-align: center;"> <i>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.</i> </p>

	<ul style="list-style-type: none"> • Stress on the places where the letters are capitalized: <ul style="list-style-type: none"> - 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! <ul style="list-style-type: none"> - Here is the second line of the poem with the stressed sounds: and DRESS by YELLow CANDle LIGHT. <p>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.</p>
<p>10 minutes</p>	<p>You will now learn about the different rhyming patterns.</p> <ul style="list-style-type: none"> • 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? <p>Identify the ending rhyming words in the poems below:</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <h3 style="color: blue;">Tale of a Whale</h3>  <p>A bold blue whale, set out to sail, across the deep, green sea.</p> <p>He swished his tail. He did not fail. He's strong and brave like me.</p> </div> <div style="text-align: center;"> <h3 style="color: red;">Beetle Beats</h3> <p>Bye-bye, beetle, flying high. Bye-bye, beetle, in the sky.</p> <p>Hello, beetle, landing low. But where, oh where, did beetle go?</p> <p>I see beetle whizzing on. And now he's really, really gone.</p> </div> </div> <ul style="list-style-type: none"> • What is the pattern of rhyming words you see in the poems? <p>To make it easier, you can give a letter for rhyming words. For example, 'A' for 'whale-sail-tail-fail', 'B' for 'sea-me', etc.</p>
<p>20 minutes</p>	<p>Rewriting Nursery Rhymes</p>

	<p>You will use your learning to re-write some lines of a known nursery rhyme.</p> <ol style="list-style-type: none"> 1. Choose any nursery rhyme. 2. Identify all the rhyming words. 3. Then, try and find new rhyming words and rewrite every alternate line. <p>For example:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Twinkle, twinkle little star How I wonder what you are Up above the world so high Like a diamond in the sky.</p> </td> <td style="width: 10%; text-align: center; vertical-align: middle;">  </td> <td style="width: 40%; vertical-align: top;"> <p>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</p> </td> </tr> </table> <p>Present this rewritten nursery rhyme to your family or classmates for feedback and make changes based on their comments.</p>	<p>Twinkle, twinkle little star How I wonder what you are Up above the world so high Like a diamond in the sky.</p>		<p>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</p>
<p>Twinkle, twinkle little star How I wonder what you are Up above the world so high Like a diamond in the sky.</p>		<p>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</p>		

Day 5

Today you will write your own rhyming poem.

Suggested Duration	Activity and Description
20 minutes	<ul style="list-style-type: none"> • 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' • List all the '-at' family words you know and make up a poem where the lines end with these words. The poem should flow as a story. Ex: <p>"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"</p> <p>OR</p>

	<p>“The red cap Began to flap When Sam had a nap”</p> <p><i>Tip: You can choose two families or words or one depending on what you are able to do.</i></p>
30 minutes	<p>Once you are comfortable with the simple rhyme, attempt to use all the poetry elements that you learned including: imagery, rhyme, rhythm</p> <ol style="list-style-type: none"> 1. First think of a topic that is of interest to you some ideas could be: <ol style="list-style-type: none"> a. Your favourite animal b. Your favourite things to do c. Your favourite person 2. Now think of all the words or ideas you have related to that central topic and write these down. For example, if your favourite animal is a rabbit, you might think of the words: cuddle, furry, hopping, jumping, carrots etc. 3. Try and identify rhyming words for the words identified e.g. cuddle - puddle, hopping – stopping. 4. You should think about the imagery (what do you see, hear, smell, taste, feel, etc.) and the story you want to convey. If you are unable to find rhyming words, you can attempt to design rhyming sound words of your own! 5. Write your final poem with a rhyming pattern (alternate lines rhyme, every 3 lines rhyme, etc.)
10 minutes	<ul style="list-style-type: none"> ● Share all the different poems written through the course of the week with your family and once again reflect on each of these poetic elements of rhyme, rhythm and imagery. ● Finally, think about which of your poems you liked the most and why.

Additional enrichment activities:	<ul style="list-style-type: none"> - 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. Students and make up their own or have a conversation in alliteration - Rhymes: Have a conversation in rhyme
Modifications for simplification	<ul style="list-style-type: none"> - Learners can focus on the CVC words only

ASSESSMENT CRITERIA

A majority of my learners were able to:

- Understand word families
- Understand CVC sounds (# of words spot, # of words students can say etc.)
- Understand and use rhyme, imagery and rhythm in a poem.