

**Template 1: Short and Long Phrasing**

**Sound Writing Techniques:** Rhythm, repetition and form

Soft	snow	cold	snow
Carpet	on your	backyard	snow
White	snow	bite	snow
Eating	whipped	cream	snow
Fluffy	snow	sheep	snow
Build a	snowman	with	snow
Snowflake	snowflake	X	snow

**Structure:**

- The poem is written in rhythm with four beats in each line.
- The lines are organized into short and long pairs. The first line is composed of two short ideas. The second line is composed of one longer idea.
- The poem's subject word, "snow," is repeated on beats two and four in the short phrase line. The subject word is repeated on beat four in the long phrase line.

**Copying the Template:**

20-30 words

**Brainstorm a Word and Idea Bank**

Determine what will be the topic of your poem. For example, the topic is winter. Invite students to brainstorm everything they know about winter. Write down all student ideas.

snow	snowflake	snowman	snowball	snow coat
white	cold	freezing	icy	icicle
mitten	hat	scarf	boots	soft
sled	skiing	skating	falling	ice

Snow looks like a carpet on your backyard.

Snow looks like fluffy sheep.

It's fun to eat snow. Eating snow is like eating whipped cream.

Eating snow can burn your tongue.

Review all your brainstormed words and ideas. Ask students to select the most interesting word to use as your repeated subject word. This repeated word must capture the feeling of the poem. Show students how to place the repeated word in beats two and four of the first line and in beat four of the second line.

	snow		snow
			snow

Review the brainstorming bank again. Look for two words that are related, that could be placed in beats one and three of the first line.

soft	SNOW	cold	SNOW
			SNOW

Review the brainstorming bank again. Look for a group of words or a whole idea that could be placed in beats one, two, and three of the second line.

soft	SNOW	cold	SNOW
carpet	on your	backyard	SNOW

Repeat this process, showing students how to create several more examples of pairs of lines. Three pairs total are usually enough.

White	SNOW	bite	SNOW
Eating	whipped	cream	SNOW
Fluffy	SNOW	sheep	SNOW
Build a	snowman	with	SNOW

Find a way to finish your poem, either by repeating words, using rests, or making an emotional statement that synthesizes your feeling about the poem's subject.

Snowflake	snowflake	X	snow
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After your poem is completed, take the words out of the boxes and lay out the lines in a proper poetry format.

*4<sup>th</sup> graders studying swamps created this poem to synthesize their learning.*

Muddy swamp, mushy swamp,  
Smelly, grassy, rotting swamp.

Brown swamp, black swamp,  
Fresh water soggy swamp.

Reptile swamp, mammal swamp,  
Crocodile, snake, and snapping turtle swamp.

Pretend to be another  
    animal  
                    to scare off  
                            **PREDATORS**

In the swamp.

*First graders studying Freedom Fighters created this poem to synthesize their learning.*

Brave fight, freedom fight,  
Run away from slavery fight.

Change fight, laws fight,  
Make life fair fight.

Rosa fight, Harriet fight,  
Always try your best fight.

Even if you get in trouble  
still do it.

Fight.

**Template 2: Internal Rhyme and Connecting Category Words**  
**Sound Writing Techniques:** Rhythm, repetition, and internal rhyme

One <u>fish</u>	Two <u>fish</u>	Red <u>fish</u>	Blue <u>fish</u>
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**Structure**

- The poem is written in a meter of 4 – there are four beats in every phrase.
- The word “fish” is repeated at the end of each beat.
- The words “two” and “blue” feature internal rhyme. They are in an alternating pattern in beat boxes 2 and 4.
- The words “one” and “two” are connected by category – they are both numbers. They are in beat boxes 1 and 2.
- The words “red” and “blue” are connected by category – they are both colors. They are in beat boxes 3 and 4.

**Copying the Template**

Show students how to write the word “fish” at the end of beat 1, beat 2, beat 3, and 4.

<u>fish</u>	<u>fish</u>	<u>fish</u>	<u>fish</u>
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**Brainstorm a Rhyming Word Bank**

Invite students to brainstorm rhyming words. Write down all student ideas. For example:

cat	hat	fat	bat	rat
honey	money	bunny	sunny	funny
dismay	obey	relay	today	
institution	constitution	resolution	absolution	
insane	mane	train	refrain	

Select the rhyming words from the Word Bank that you like best, and show students how to write rhyming words in beats 2 and 4.

<u>fish</u>	obey <u>fish</u>	<u>fish</u>	today <u>fish</u>
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### Brainstorm Connecting Words

Invite students to brainstorm words can be related to the rhyming words in beats two and four. For example, to relate to the word “obey,” the connecting word would have some relationship to obeying. A connecting word to the word “today,” would have some relationship to today. Write down all student ideas and use the word you like best.

**obey:** behave, good, disobey, act up, dog, roll over, listen, agree, surrender

**today:** now, yesterday, tomorrow, here, time, afternoon, school, current, when?

Show students how to write a word in beat one that connects to the word in beat two.

behave <u>fish</u>	<b>obey</b> <u>fish</u>	<u>fish</u>	<b>today</b> <u>fish</u>
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Show students how to write a word in beat three that connects to the word in beat four.

behave <u>fish</u>	<b>obey</b> <u>fish</u>	when <u>fish</u> ?	<b>today</b> <u>fish</u>
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Repeat these steps to show students several more examples of how to follow this template.

sticky <u>fish</u>	<b>honey</b> <u>fish</u>	<u>buy</u> <u>fish</u>	<b>money</b> <u>fish</u>
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crazy <u>fish</u>	<b>insane</b> <u>fish</u>	track <u>fish</u>	<b>train</b> <u>fish</u>
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### Illustrate and Create Dr. Seuss style books

Invite students to each select one line to illustrate. Either ask students to write the words themselves or type the poem for them as shown below. Type the lines on the left-hand side of each page leaving plenty of room for illustration. Challenge students to be imaginative in their illustrations. For example, “obey fish” could be a fish that is begging like a dog, or it could be a bossy fish making other fish obey it. A “today fish” could be trendy, using an ipod and headphones.

behave fish
obey fish
when fish?
today fish

crazy fish
insane fish
track fish
train fish

**Use this template to create curriculum-related poems and books**

Determine the subject you want to write about, such as ecosystems. Invite students to brainstorm words and ideas they know about ecosystems. Write all ideas down.

<b>Brainstorm a Word Bank</b>				
arid	carnivore	predator	herbivore	swamp
food	omnivore	chain	temperature	habitat
jungle	desert	niche	migration	ocean
tundra	insects	wet	rain	prey
survive	kill	cycle		

Review the Word Bank and discuss possibilities for your repeated word. The repeated word must be poetic, full of powerful imagery, and have the capacity to connect to all the smaller ideas already brainstormed. This is a higher-order thinking question – what word captures the *whole* of an ecosystem, not just one aspect of it? The repeated word must be a complex, metaphorical word that drives toward an enduring understanding. Students discussed the words “cycle,” “eat,” “chain,” “life,” “system,” and “alive,” and finally settled on the word, “flow.”

Show students how to write the word “flow” at the end of beats 1, beat 2, beat 3, and 4.

<u>flow</u>	<u>flow</u>	<u>flow</u>	<u>flow</u>
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Go back and look at your Word Bank. Find rhyming words that connect to the poem’s subject. If you can’t find rhyme, use types of alliteration (food/move, niche/feed).

<b>Brainstorm Rhyming or Alliterative Words</b>			
chain	rain	plain	
thrive	survive	alive	
prey	today		
food	move		
niche	feed	breathe	season

Go back and look at your Word Bank. Find connecting words.

<b>Brainstorm Connecting Words</b>
arid: dry, hot
predator: run, hide, hunt, prey, disguise, camouflage
niche: place, job, duty
migration: season, food, social, group
carnivore: meat, teeth, attack, strong
herbivore: pant, veggie, placid, passive
omnivore: buffet, everything

First, place the **rhyming words** in beats 2 and 4. Then, place the connecting words in beats 1 and 3. Create an ending that sums up the emotional content of the poem's subject.

arid <u>flow</u>	rain <u>flow</u>	cycle <u>flow</u>	chain <u>flow</u>
migration <u>flow</u>	move <u>flow</u>	season <u>flow</u>	food <u>flow</u>
predator <u>flow</u>	prey <u>flow</u>	forever <u>flow</u>	today <u>flow</u>
thrive	survive	alive	X
X	f l o w		

Once the words are taken out of the meter boxes, it looks like a finished piece of writing.

Arid flow, rain flow	Cycle flow, chain flow	
Migration flow, move flow	Season flow, food flow	
Predator flow, prey flow	Forever flow, today flow	
Thrive	survive	alive
f l o w		

When writing a poem about a 5<sup>th</sup> grade classroom unit of study, such as the American Revolution, students chose to use "tax" as the repeated word.

King tax	Glory tax	Rebel tax	Tory tax
Steep tax	Fair tax	Goods tax	Ware tax
Stamp tax	Tea tax	Fight tax	Free tax
Stop	X	X	tax.

Once the words are taken out of the meter boxes, it looks like a finished piece of writing.

King tax, glory tax	Rebel Tax, Tory Tax
Steep tax, fair tax	Goods tax, ware tax
Stamp tax, tea tax	Fight tax, free tax
<b>STOP</b>	<b>TAX.</b>

**Template 3: Alliteration Shortie**

**Sound Writing Techniques:** Alliteration, assonance, and consonance

G was once a good-luck griffin.

Great  
Green  
Huge  
Magical

— was once a —————

=====  
=====  
=====

Inside MY game,

Summary, repeat first line

Good-luck griffin.

**Structure:**

- The first line establishes the beginning letter of the poem's subject.  
"G was once a g\_\_\_\_\_ g\_\_\_\_\_."
- The middle section of the poem features four words that share letter sounds with each other through alliteration, consonance, or assonance.
- The last line repeats the opening line, providing one more detail about the poem's subject.

**Copying the Template:**

**Brainstorm a Word Bank**

Determine the subject of your poem. For example, if you want to focus on the letter "g" ask students for subjects that start with the letter "g." In this case, the students made griffins the subject of their poem. Invite students to brainstorm words that relate to griffins that begin with the letter "g" (alliteration). Write down all student ideas.

good-luck          giant          game          great          green

Add "griffin" words that contain the letter "g" anywhere in the word (consonance).

ugly                  huge          magical

Add "griffin" words that share vowel sounds with any words in your Word Bank (assonance).

Toothed          clawed          fiery          spiky-tailed

Use alliterative words from the Word Bank to shape the first line of the poem.

**G** was once a good-luck griffin.

Select four words from the Brainstorming Bank and play with different orderings. Read each ordering aloud to check how it scans. Write the ordering that works best.

**G** was once a good-luck griffin.

Great  
Green  
Huge  
Magical

Conclude the poem by providing a detail about the subject (In my \_\_\_\_\_) and then repeating the subject.

**G** was once a good-luck griffin.

Great  
Green  
Huge  
Magical

Inside MY game,

Good-luck griffin.

*3<sup>rd</sup> Graders*

L was once an ugly lie.  
Stupid,  
Selfish,  
Dirty,  
Deceiving,

In my heart,  
Little lie.

*6<sup>th</sup> Graders*

G was always giant greed.  
Gaudy,  
Grasping,  
Grief-strickening,  
Engulfing.

In our world,

Giant greed.

*2<sup>nd</sup> Graders*

A was once an angry alligator.  
Salligator,  
Talligator,  
Palligator,  
Malligator,

Swimming through the swampigator,

Angry alligator.



**Template 5:** Short/short/long phrasing with end rhyme  
**Sound Writing Techniques:** Repetition, rhythm, end rhyme, form

Bees	fly.	Bees	<b>buzz.</b>
Bristly	covering of	yellow	<b>fuzz.</b>
Bees	sip.	Bees	<b>feed.</b>
They like	flowers and	they like	<b>weeds.</b>
X	Bees.	X	X

**Structure**

- The poem is loosely written in rhythm with four beats in each line.
- The poem is organized into pairs of lines.
- Each pair of lines is connected through end rhyme (buzz/fuzz; feed/weeds).
- “Bees” are the poem’s subject. “Bees” is the poem’s repeated word.
- The first line in each pair contains two short phrases. Each phrase starts with the poem’s repeated word, “bees.”
- The second line in each pair contains new information about the poem’s subject, “bees.”

**Copying the Template**

Determine what will be the topic of your poem. For example, the topic could be bees, mountains, colors, or even lies. Invite students to brainstorm everything they know about the topic. Write down all student ideas.

**Brainstorm a Word and Idea Bank**

bee	buzz	fly	sting	pollen
yellow	black	striped	wings	hive
flowers	weeds	honey	zigzag	zip
queen	worker	busy	insect	

Bees sip pollen using a tongue shaped like a tube.  
 When bees are inside flowers, they collect pollen on their bristly legs.  
 Bees take the pollen back to the hive and use it to make honey.  
 There are many worker bees but only one queen bee.

Select the repeated word that you want to use as the poem’s subject. Show students how to place the repeated word in beats 1 and 3 of the first line.

Bees		Bees	

Go back and look at your Word Bank. Find rhyming words that connect to the poem's subject. If you can't find rhyme, use types of alliteration (weed/bee/queen, striped/hive).

<i>Brainstorm Rhyming or Alliterative Words</i>			
feed	weed	bee	queen
buzz	fuzz	buzzy	fuzzy
fly	sky		
sting	wing	bring (pollen)	
striped	hive		

Select two rhyming words. Show students how to place the rhyming words in beats 4 of each pair of lines.

Bees		Bees	<b>buzz.</b>
			<b>fuzz.</b>

Look back at your Word Bank. Brainstorm related words to fill in the short phrase of the first line, and the long phrase of the second line. Make sure you read each idea out loud to hear how well it scans.

Bees	fly.	Bees	<b>buzz.</b>
Bristly	covering of	yellow	<b>fuzz.</b>

Show students how to repeat this process with a second pair of lines. Again, make sure you read each idea out loud to check for sound and flow.

Bees	fly.	Bees	<b>buzz.</b>
Bristly	covering of	yellow	<b>fuzz.</b>
Bees	sip.	Bees	<b>feed.</b>
They like	flowers and	they like	<b>weeds.</b>

End the poem by stating the poem's subject one last time.

Bees	fly.	Bees	<b>buzz.</b>
Bristly	covering of	yellow	<b>fuzz.</b>
Bees	sip.	Bees	<b>feed.</b>
They like	flowers and	they like	<b>weeds.</b>
X	Bees.	X	X

Once the poem is taken out of the meter boxes, it reads as a finished piece of work.

3<sup>rd</sup> Graders

Lies stab. Lies sting.  
You never know the hurt they'll bring.  
Lies steal. Lies cheat.  
They sneak around on little feet.

Lies.

5<sup>th</sup> graders created this poem in connection with a geography lesson.

Mountains burst. Mountains blow.  
Their shapes are changed when lava flows.  
Mountains shrink. Mountains grow.  
They change again when water flows.

Mountains.

6<sup>th</sup> graders

Colors shout. Colors scream.  
Hot pink yellow-springtime green.  
Colors blend. Colors soothe.  
Flowing waters green and blue.

Colors.

Teachers at a workshop

Pigs snort. Pigs squeal.  
Bacon's tasty as a meal.  
Pigs eat. Pigs wallow.  
Their fate is mighty hard to swallow.

Pigs.

## Rocks

Rocks are grainy. Rocks are rough.

~~They~~ Made of minerals They are tough.

Rocks ~~are~~ <sup>are</sup> sedimentary. Rocks ~~are~~ have layers.

Formed in water from decayers.

X rocks X X

**Template 6: Simile and Metaphor**

**Sound Writing Techniques:** Alliteration and form

Setting or main idea: Today is my birthday.  
Simile: I'm as excited as a dog chasing a stick.  
Metaphor: My dress is pink cotton candy.  
Simile: My cake is as tall as the twin towers.  
Metaphor: I have a mountain of presents.  
Setting or main idea: It's MY birthday!

**Structure:**

- The poem is not written in a specific meter but does emphasize rhythmic variety.
- The poem's subject is stated in the first and last lines.
- the body of the poem alternates similes and metaphors in pattern: simile – metaphor – simile – metaphor.

**Copying the Template:**

Determine what will be the topic of your poem. For example, the topic could be birthdays, the rainforest, or bodily systems. Invite students to brainstorm everything they know about the topic. Write down all student ideas.

**Brainstorm a Word and Idea Bank**

birthday	cake	fun	presents	decorations
balloons	games	friends	guests	excited
happy	anticipate	wish	new dress	colorful
prizes	gifts	mother	warm feeling	

You make a wish when you blow out the candles on a birthday cake.  
People are really excited right before the birthday party starts.  
Some people have two parties – one for family and one for friends.  
It's the best day of the year.

**INTRODUCE SIMILES.** Similes make unexpected comparisons between things that are not typically related. For example, if Mike runs very quickly, we can say, "Mike runs like a cheetah," or "Mike runs as fast as a cheetah." We know that Mike is not a cheetah. Even so, making the unexpected comparison of Mike to a cheetah makes the image (the picture we have in our minds) of Mike more interesting.

There are two patterns for using similes.

1) \_\_\_\_\_ (verb) **LIKE A** \_\_\_\_\_.

2) \_\_\_\_\_ **AS** (adjective) **AS A** \_\_\_\_\_.

Review your Brainstorming bank for opportunities to express ideas using similes. Writers use similes to bring to life the images in their writing. If you can also include some alliteration, this will make the sound of your writing more interesting. As you brainstorm, read each line out loud to make sure the rhythms scan effectively.

### ***Brainstorm Similes***

I'm running around like a dog chasing a stick.

I'm as excited as a dog chasing a stick.

My cake looks like the Twin Towers.

My cake is as tall as the twin towers.

My dress looks like cotton candy.

My dress is as pink as cotton candy.

My pile of presents grows like a mountain.

My pile of presents is as large as a mountain.

**INTRODUCE METAPHORS.** Metaphors also make unexpected comparisons between things that are not typically related. Metaphors do this simply and directly, saying that one thing **IS** something else. For example, "Mike is a cheetah." Again, we know that Mike is not a cheetah. But using the metaphor makes the picture we have of Mike in our minds more fascinating.

There is only one pattern for using metaphors.

1) \_\_\_\_\_ **IS A** \_\_\_\_\_.

Review your Brainstorming bank for opportunities to express ideas using metaphors. As you brainstorm, read each line out loud to make sure the rhythms scan effectively.

### ***Brainstorm Metaphors***

I am a dog chasing a stick.

My cake is the Twin Towers.

My dress is pink cotton candy.

I have a mountain of presents.

I am queen for the whole day.

Review your brainstormed similes and metaphors. Invite students to compare and determine the strongest lines. For example, "I'm as excited as a dog chasing a stick," reads better than "I am a dog chasing a stick." "My dress is pink cotton candy," reads better than "My dress is as pink as cotton candy." Outline your poem, stating the subject at the beginning and end, and alternating similes and metaphors in the body of the poem.

Today is my birthday.  
I'm as excited as a dog chasing a stick.  
My dress is pink cotton candy.  
My cake is as tall as the twin towers.  
I have a mountain of presents.  
It's MY birthday!

*After working with the first template, 3<sup>rd</sup> grade students were able to create this poem on their own.*

In the rainforest,  
Trees are as big as dinosaurs.  
Squishy leaves make a comfortable couch.  
Parrots are as colorful as rainbows sparkling in the sky.  
The rivers are hundreds of curvy snakes touching tail to tail.

In the rainforest.

*After working with the first template, 5<sup>th</sup> grade students wrote a poem based on the bodily systems. They decided to change the alternating pattern and use mostly metaphors.*

In my body,  
My circulatory system is a freeway at rush hour,  
Rushing like a mad river in springtime.  
My respiratory system is a pumping bellows,  
Its breath is the furnace's hot air.  
My nervous system is a high-wire acrobat  
Balancing the slightest move.

In my body.