

Weeks: 18/5/20 and 25/5/20.

Over the next two weeks, we will have a go at writing some different kinds of poems.

They can be done in any order. Read through all of this PDF then decide which type you would like to do first.

CINQUAINS

LO: to recognise the features of cinquain poems

Success Criteria:

- I know that cinquains have five lines;
- I can count the syllables in each line (2, 4, 6, 8, 2);
- I know that cinquains should form approximately a diamond shape;
- I understand that cinquains don't have to rhyme.

Did you know?

The cinquain form was invented by the American poet Adelaide Crapsey, in about 1911.



Adelaide Crapsey, creator of the American cinquain.

It's actually pronounced 'san-cane' not 'sin-kwane'.

Every cinquain has 5 lines.

The name comes from the French word 'cinq', meaning five.



Cinquain Examples

Birthday
 Happy, fun-filled
 Playing, eating, dancing
 Come and celebrate it with me

Party!



Summer
 Hot and sunny
 lazing, slurping ice-creams
 Passport, suitcase, boring airport

No school!



My pet
 Fluffy, wriggly
 Licking faces, chewing
 Never stops chasing his own tail!

Puppy

Cinquain Features

What did you notice?

There are always five lines.

Each line of the poem develops the subject of the first word.

Lines are always written centred on the page

Each line follows a general pattern:

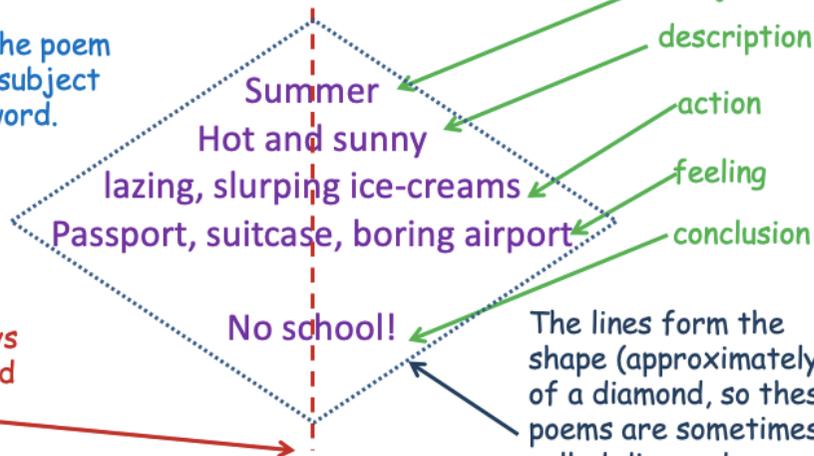
subject

description

action

feeling

conclusion



The lines form the shape (approximately) of a diamond, so these poems are sometimes called diamond or diamante poems.

How can we write a cinquain?

First, think of a theme.



Well, lots of people like chocolate, so let's have that!

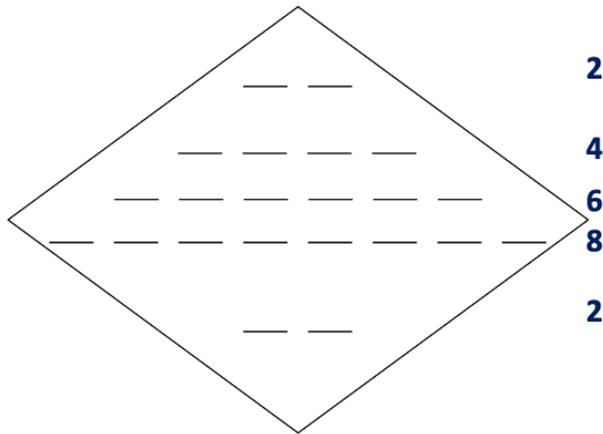
Think about lots of things you know about the theme.



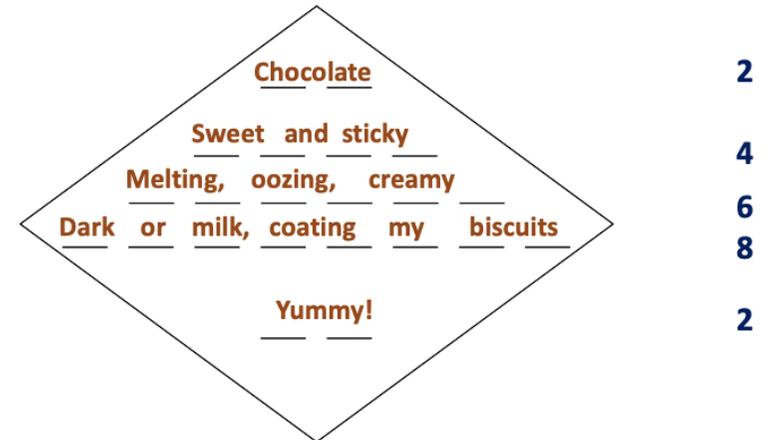
Let's try it!

Now we need to fit those ideas into our 5-line frame...

Don't worry if it doesn't work at first. If a line doesn't have the right number of syllables, you might have to change it a little.



Now we need to fit those ideas into our 5-line frame...



Your Turn!

Here are some themes for a cinquain.
Which one would *you* choose?

my bedroom
our pets
SNOW
football
summer
friends
chocolate

REMEMBER:

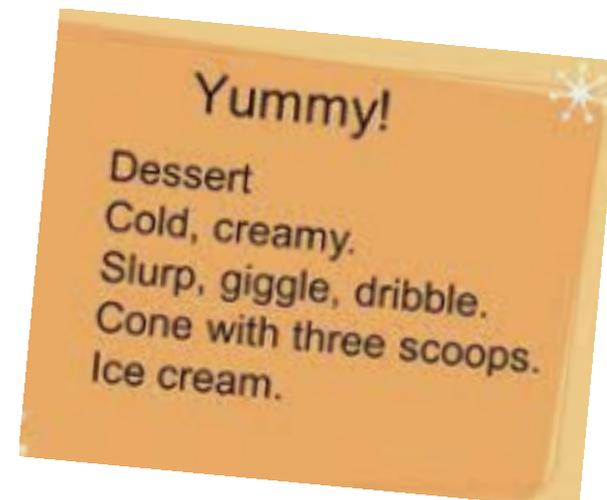
Cinquains are five-line poems.

They have 2 syllables in the first line, 4 in the second, 6 in the third, 8 in the fourth and 2 again on the last line.

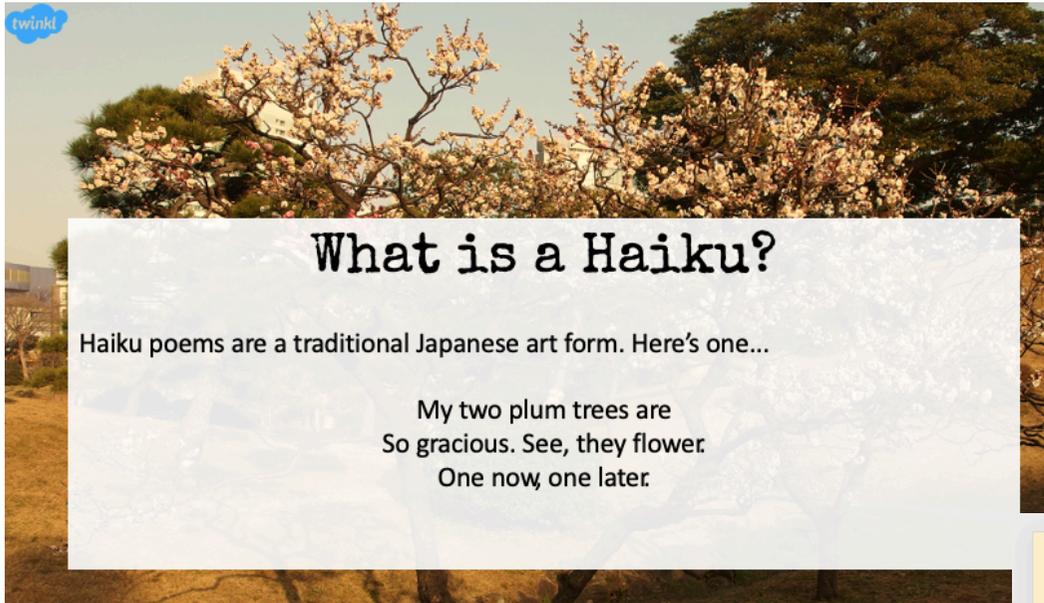
They often follow a pattern about a theme:

- Subject
- description
- Action
- Feeling
- Conclusion

Cinquains don't have to rhyme.



HAIKUS



twinkl

What is a Haiku?

Haiku poems are a traditional Japanese art form. Here's one...

My two plum trees are
So gracious. See, they flower.
One now, one later.



What is a Haiku?

Winter is coming.
Snow will be arriving soon.
We should rake the leaves.



twinkl

LO: to recognise the features of haiku poems

Success Criteria:

- I know that a haiku contains only 3 lines;
- I can count the syllables in each line to check the pattern matches the format 5-7-5;
- I understand that haiku poems are often about nature or the seasons and how we feel about them.



twinkl

What is a Haiku?

What did you notice about the poems?

Think about:

- the poem's theme;
- how many lines are in each poem;
- how many syllables in each line.

Three lines in each poem.

My two plum trees are
So gracious. See, they flower.
One now, one later.

Winter is coming.
Snow will be arriving soon.
We should rake the leaves.

Final line is a comment or observation on the theme.

natural theme

5 syllables in first line
7 syllables in middle line
5 syllables in final line

Let's have a go!

How can we write a haiku?



First, we need to choose a theme. It doesn't have to be about seasons or nature, but let's be traditional.

Summer

Then, we brainstorm some words or phrases associated with that theme...

Next, we choose two or three ideas which will flow together

hot sunsine towers holiday
 beach ice-cream games sea
 swimming fun warm sand

Now we have our ideas, let's try to fit them into the 5-7-5 syllable format.

You might have to alter words or phrases slightly fit the pattern.



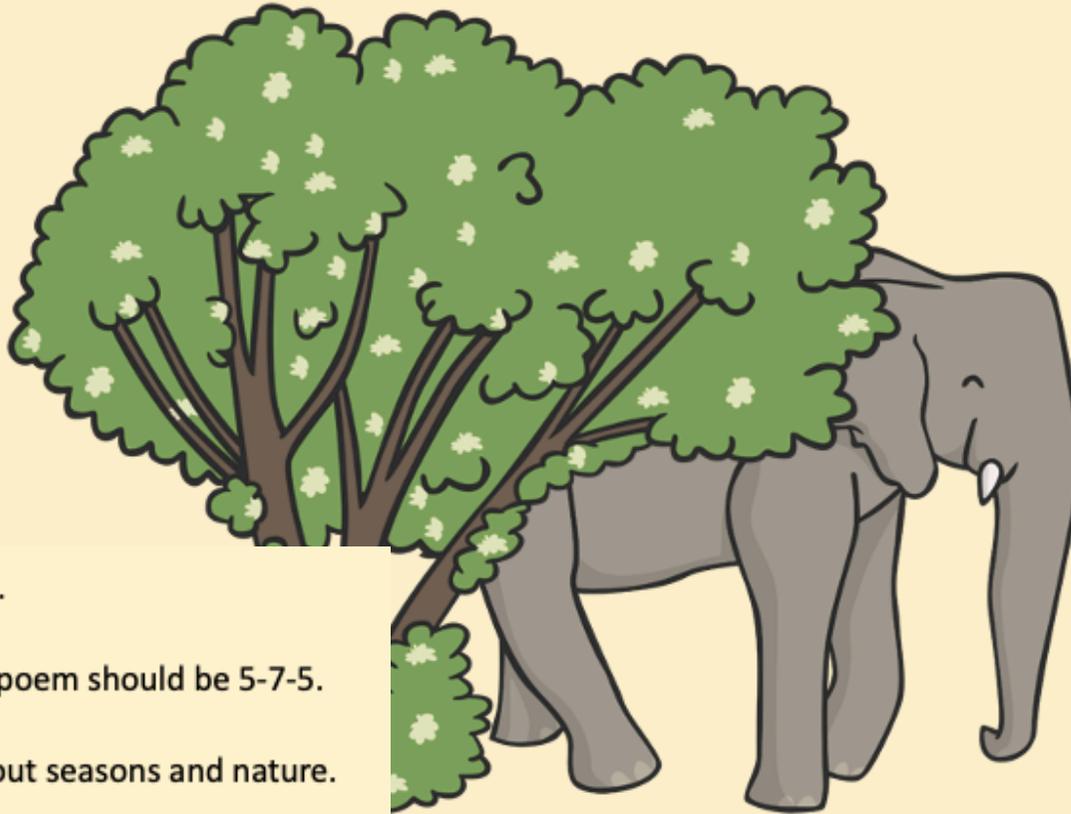
Now we have our ideas, let's try to fit them into the 5-7-5 syllable format.

You might have to alter words or phrases slightly fit the pattern.



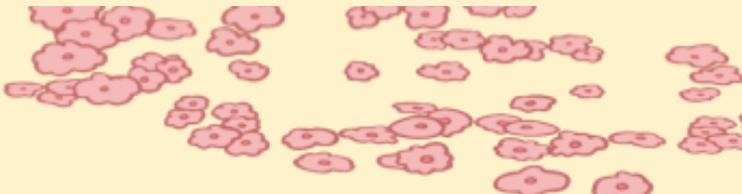
Let's have a go!

You could write a haiku about the seasons, or about an animal or plant.
The choice is yours!



REMEMBER:

- Each poem has only 3 lines.
- The syllable pattern of the poem should be 5-7-5.
- Haiku are often written about seasons and nature.



PERFORMANCE POETRY

- A performance poem is a poem that you can add actions to .
- Then you 'perform' the poem by saying it out loud whilst using the actions at the same time.
- Usually , you have to learn the poem by heart but you can always stick a copy up somewhere.

- Read If you Want to See an Alligator (see below) out loud several times.
- Experiment with different voices for different parts.
- Choose the key words that could have an action .
- Try different actions for each word you have chosen, then decide on the most suitable one to use in your performance.
- Practise performing the poem - learn it if you can.
- Perhaps you can film it and send it to school for me to look at.

Grace Nichols - Alligator

**If you want to see an alligator
you must go down the muddy slushy end
of the old Carony River.**

**I know an alligator
who's living down there.
She's a-big. She's a-mean. She's a-wild.
She's a-fierce.**

**But if you really want to see an alligator
you must go down to the muddy slushy end
of the old Carony River.**

**Go down gently to that river and say
'Alligator Mama
Alligator Mama
Alligator Mamaaaaaaa.'**

**And up she'll rise
but don't stick around
RUN FOR YOUR LIFE.**



**You can use facial
expressions as well as
changing your voice - how
it sounds and the volume;**

**Exaggerate your actions-
make them large.**

Poems do not have to rhyme.

However, this one does!

Read the poem out loud and find the missing words (?).

Remember, words that rhyme sound the same but can be spelt differently:

bear/hair

feet/seat

night/ kite

They are at the end of line in a poem.

THE DRAGON WHO ATE OUR SCHOOL

The day the dragon came to call.
She ate the gate, the playground ?
and, slate by slate, the roof and all,
the staff-room, gym, and entrance ?
and every classroom, big or ? .

So...

She's undeniably great.
She's absolutely cool,
the dragon who ate
the dragon who ate
the dragon who ate our school.

Pupils panicked. Teachers ?.
She flew at them with wide wingspan.
She slew a few and then began
to chew through the lollipop ?,
two parked cars and a transit ?.

Wow...!

She's undeniably great.
She's absolutely cool,
the dragon who ate
the dragon who ate
the dragon who ate our school.

She bit off the head of the head.
She said she was sad he was ?.
He bled and he bled and he bled.
And as she fed, her chin went ?
and then she swallowed the cycle shed.

Oh...

She's undeniably great.
She's absolutely cool,
the dragon who ate
the dragon who ate
the dragon who ate our school.

It's thanks to her that we've been freed.

We needn't write. We needn't ?.
Me and my mates are all agreed,
we're very pleased with her ? .
So clear the way, let her proceed.

Cos...

She's undeniably great.
She's absolutely cool,
the dragon who ate
the dragon who ate
the dragon who ate our school.

There was some stuff she couldn't eat.
A monster forced to face defeat,
she spat it out along the ?-
the dinner ladies' veg and meat
and that pink muck they serve for ?.

But...

She's undeniably great.
She's absolutely cool,
the dragon who ate
the dragon who ate
the dragon who ate our school.

by Nick Toczek



THE DRAGON WHO ATE OUR SCHOOL

The day the dragon came to call.
She ate the gate, the playground **wall**
and, slate by slate, the roof and all,
the staff-room, gym, and entrance **hall**
and every classroom, big or **small** .

So...

She's undeniably great.
She's absolutely cool,
the dragon who ate
the dragon who ate
the dragon who ate our school.

Pupils panicked. Teachers **ran**.
She flew at them with wide wingspan.
She slew a few and then began
to chew through the lollipop **man**,
two parked cars and a transit **van**.

Wow...!

She's undeniably great.
She's absolutely cool,
the dragon who ate
the dragon who ate
the dragon who ate our school.

She bit off the head of the head.
She said she was sad he was **dead**.
He bled and he bled and he bled.
And as she fed, her chin went **red**
and then she swallowed the cycle shed.

Oh...

She's undeniably great.
She's absolutely cool,
the dragon who ate
the dragon who ate
the dragon who ate our school.

It's thanks to her that we've been freed.
We needn't write. We needn't **read**.
Me and my mates are all agreed,
we're very pleased with her **indeed**.
So clear the way, let her proceed.

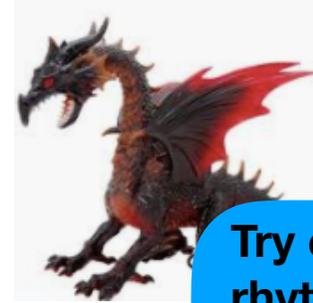
Cos...

She's undeniably great.
She's absolutely cool,
the dragon who ate
the dragon who ate
the dragon who ate our school.

There was some stuff she couldn't eat.
A monster forced to face defeat,
she spat it out along the **street** -
the dinner ladies' veg and meat
and that pink muck they serve **sweet**?

But...

She's undeniably great.
She's absolutely cool,
the dragon who ate
the dragon who ate
the dragon who ate our school.
Toczek



Try clapping the rhythm as you read the poem.

The day the dragon came to call.

The/day /the/dragon/
came /to/call

OR

The/day/the/drag/on/
came /to/call.

Which do you think fits the rhythm of the poem?

How many syllables or beats does each line of the verse have?

by *Nick*

Try performing The Dragon Who Ate Our School. Where would you put the actions?

Discuss alternative titles for a similar poem - e.g. The Frog Who Ate Our Pond, or The Bird Who Ate Our House , The Elephant Who Ate Our Tree.

Try to write a verse and chorus based on one of the above titles, or you can use your own idea.

Extra: write the story of the poem and explain why the dragon was extremely hungry that she had to eat the entire school !

