***Poetry with no Rhyme or Rhythm***

***2-28-2014***

***Name: Miss Yvonne***

***Grade Level: 2 Subject: Reading***

***Goal /Objective: Students will write a poem about an animal or insect using a poetry grid.***

***Students will as a class find colorful words and/or ideas in a poem.***

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**Materials:**

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| 1.animal poem worksheet  2. copy of poem “If all the Seas Were One Sea”, one for each student  3. overhead of poem template  4. copy of tongue twisters (optional) | 5.  6.  7.  8. | 9.  10.  11.  12. |

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**Intro:**

*Tell me some things we have learned about how poetry is different from other writings:*

* Rhyming words
* Same amount of syllables in a line make rhythm

*Today we will talk about two other things some poetry has.*

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**Lesson:**

Recite “Peter Piper”.

*Peter Piper picked a peck of pickled peppers;  
A peck of pickled peppers Peter Piper picked.  
If Peter Piper picked a peck of pickled peppers,  
Where’s the peck of pickled peppers Peter Piper picked?*

*What makes this a poem? Rhyming words? Rhythm?*

*Yes, it is rhythm. But it is mainly alliteration.* (write on board)

*Alliteration is when several words close together begin with the same beginning sound.*

*Listen while I recite the poem again. What sound do you hear a lot in the poem?* (recite again)

*Sometimes poems like this are called tongue twisters because they are difficult to recite quickly.*

*Do you know any tongue twisters?* (could do more examples for class)

*Another thing that makes poetry is colorful ideas.*

*Listen to this poem—it has few rhyming words or similar syllables, but what a picture it makes in your head!! Colorful words, new ideas!*

Dragon Smoke  
*By Lillian Moore*

Breathe and blow  
white clouds  
     with every puff.  
It's cold today,  
     cold enough  
to see your breath.  
Huff!  
     Breathe dragon smoke  
          today!

What are some colorful ideas/words in this poem?

Pass out the poem “If All the Seas Were One Sea”

**If All the Seas Were One Sea**

**Nursery Rhyme**

If all the seas were one sea,  
What a *great* sea that would be!  
And if all the trees were one tree,  
What a *great* tree that would be!  
And if all the axes were one axe,  
What a *great* axe that would be!  
And if all the men were one man,  
What a *great* man he would be!  
And if the *great* man took the *great* axe,  
And cut down the *great* tree,  
And let it fall into the *great* sea,  
What a splish splash *that* would be!

*Colorful words or colorful ideas?*

*What do you picture as you hear the poem?*

*Listen again, then turn and tell your seat partner what you saw in your mind as I read.*

*Today we will write an animal/insect poem with colorful words/ideas. Not rhyming or counting syllables. It will also have some alliteration. What is alliteration?*

Brainstorm about animals/insects you could write about. Write ideas on board.

Choose one to do together as a class and do this one.

Then have each child choose a subject (perhaps from the board) and do one on their own. Or have two work together on this. Emphasize using colorful words, staying away from “boring” words like good, nice, fast, slow, little, big. Freely help the children with spelling as this often broadens their word choice (or tell them they may use “inventive spelling,” spelling that goes by how a word sounds rather than the actual spelling).

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**Closing:**

Have students read their poem to the class.

If time, have them illustrate their poem then hang it up on the wall for others to enjoy.