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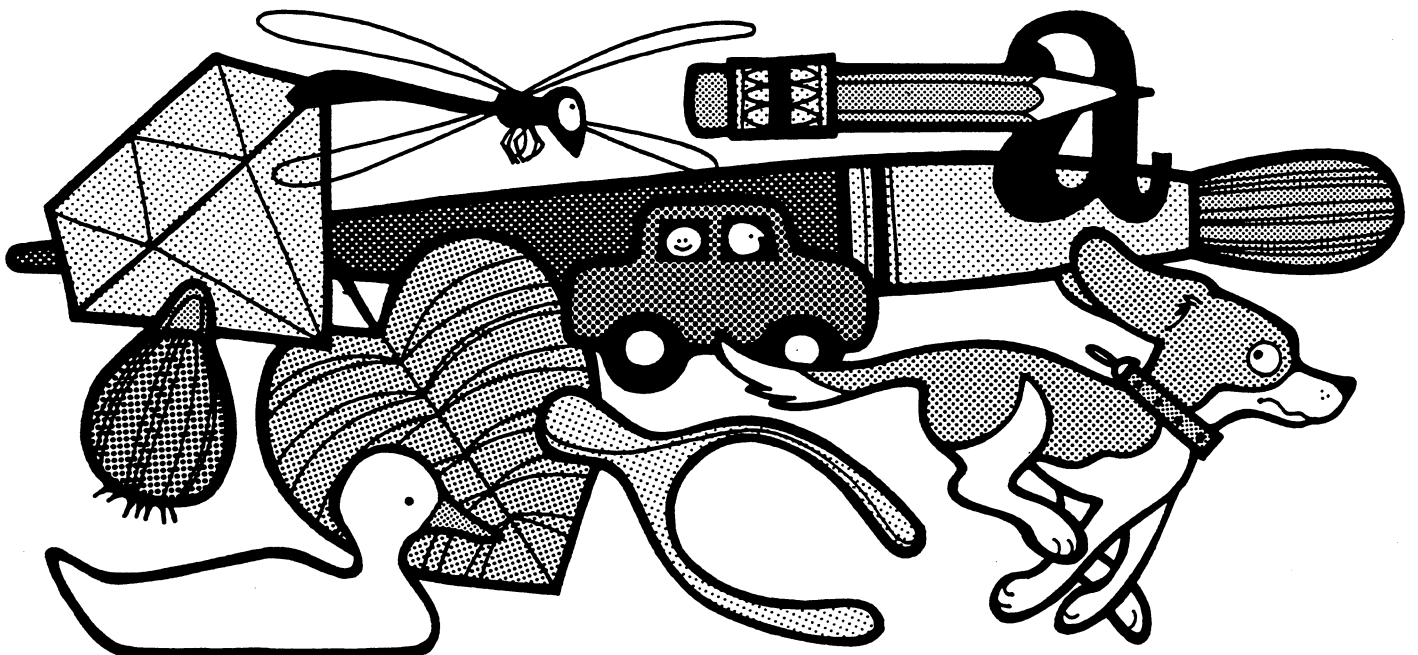
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To the Teacher

This book is designed to help boys and girls at the primary level to have fun with poetry and discover on their own that poems come in all sizes and shapes to express many feelings and to fit many moods.

Poetry Parade is divided into four sections. The first section, entitled **Poems That Follow a Pattern**, contains simple, nonrhyming poems that follow a predetermined pattern or fill a prescribed shape. The second section, **Poems That Rhyme**, introduces four types of poetry that conform to various rhyme schemes. The third section, entitled **Miscellaneous Poems**, offers additional experiences in poetry writing and introduces students to such literary devices as alliteration, metaphor, onomatopoeia, and simile. The fourth section, **Poetry Projects**, which includes both a list of special projects and a mini-book, offers creative outlets for student-generated poems.

In using **Poetry Parade** with your class, there are several things to keep in mind. First, reading poetry aloud, talking about rhyme schemes, and having students clap or move in rhythm may make them more sensitive to these essential elements of poetry. Second, even though the book has been written to allow students to work independently, they will derive greater benefit from their study of poetry if they share what they have written and learned. For this reason, you should schedule periods for poetry sharing on a regular basis. During these periods, encourage students to read aloud the favorites they have found or written. Third, the poetry contract on page 35 will help you provide appropriate poetry experiences for all of your students while making allowances for their individual differences. In each contract category, the second choice is geared to the gifted learner.



Cinquain

A **cinquain** is a simple, five-line verse that follows a specific pattern.

Structure:

line 1—one word of two syllables (usually a noun that names the subject of the poem)

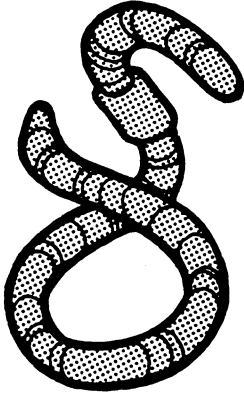
line 2—four syllables (often two two-syllable adjectives describing the noun in line 1)

line 3—six syllables (often three -ing words also describing the noun in line 1)

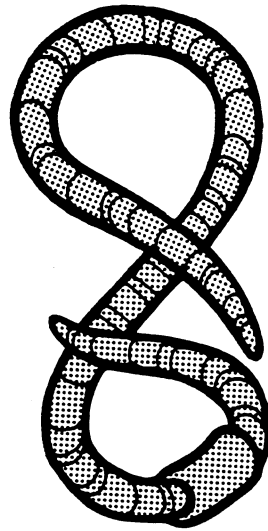
line 4—eight syllables (a phrase or sentence about the noun in line 1)

line 5—two syllables (a word or two that rename the noun in line 1)

Examples:

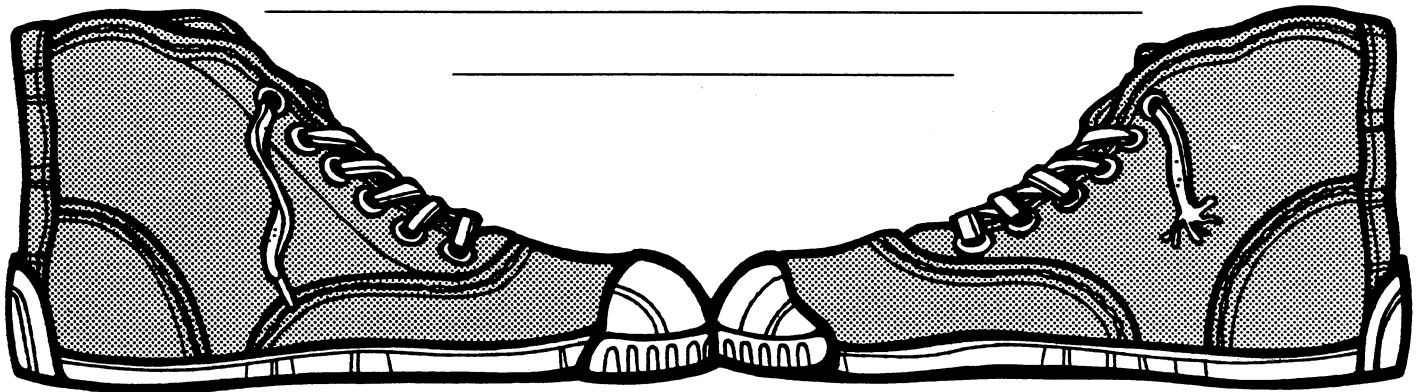


*Earthworm—
Wiggly, slimy,
Creeping, slinking, searching—
Slithers silently on his way.
Slowpoke!*



*Sneakers—
Threadbare, worn-out,
Fading, shredding, reeking—
Ahh! Finally comfortable!
Old friends.*

On your own: On the five lines below, write a cinquain.



Thesaurus ? Of Course!

To write interesting poetry or prose, you must have a storehouse of colorful, descriptive words and phrases at your disposal. One way to stretch your vocabulary is by using a thesaurus. A **thesaurus** is a book in which many of the words of a language are listed in alphabetical order, and synonyms are given for them.

On your own: Look up these common words in a thesaurus. Below each word list the most unusual synonyms you find for it.

big

cold

pretty

barbigerous · leucodermatous · grandiloquent
 mucilaginous · blithesome · pachydermatous
 obstreperous · effervescent · megalomaniacal

You can practice using some of the new words you have found in the thesaurus by substituting them for the “old” words in familiar song lyrics or nursery rhymes. For example, you might rewrite *Three blind mice* to be *A trio of sightless rodents*. Following this example, rewrite the nursery rhyme lines below by substituting less familiar synonyms for some of the more familiar words in them.

Little Bo-peep has lost her sheep

This little pig went to market
