
TABLE OF CONTENTS

<i>The Idea Place</i>	1
<i>Concrete Poetry</i>	3
<i>Formula Poetry</i>	6
<i>I Can't...But I Can</i>	12
<i>Acrostic Poetry</i>	13
<i>Onomatopoeia</i>	15
<i>Haiku</i>	16
<i>Modeling</i>	18
<i>Ballads</i>	22
<i>Rhythm</i>	24
<i>Limericks</i>	26
<i>Contrast Poems</i>	27
<i>Diamante Poems</i>	29
<i>Emotion Poetry</i>	31
<i>Multi-sensory Clustering</i>	32
<i>Outrageous Themes</i>	35
<i>Color Poems</i>	37
<i>Images</i>	38
<i>Free Association Imaging</i>	40
<i>Rhyming Couplets</i>	43
<i>Poetry Comics and Cartoons</i>	44
<i>Appendices</i>	60

THE IDEA PLACE

Purpose

To allow students to create a place in their minds where their creativity and self-confidence can grow.

Materials

None

Image

You are going to build a special place, just for you. It is a place where you can always feel safe and relaxed. It is a magical, special place that you're going to build in your mind. Once you have it made, you can go to it at any time. You may change it or add onto it. It is totally yours.

Close your eyes...get comfortable...see yourself beginning to build the floor...make it any color...any shape...any size that you wish...(longer pause)...when you finish the floor, begin to make the walls...make them any color you wish...put things on them that you like to see...(longer pause)...when you've finished the walls and the floors, examine them and make any changes that you want to...now put a ceiling or roof on it...don't forget to have some kind of lighting...(longer pause)...make the ceiling just as interesting as the rest of the place...Now it's time to furnish your idea place...put in furniture that you feel comfortable sitting in...lying on...and looking at...(pause 1 minute)...look all around at what you've built...notice every detail...change anything you think needs changing...now, add a place where you can write down ideas...it may be a desk, but doesn't have to be...(longer pause)...next add a movie screen...you will use it to see your ideas and to solve problems...if it takes up too much room, find a creative way to hide it until you need it...(longer pause)...see a door...notice that it is locked and only you have a key for it...you control who enters your special place...only people or animals who are your friends will enter...they will help you and give you ideas when you need them...open the door now and let someone in for a short visit if you want to...(longer pause)...it's time for your friend to leave...watch the door close....Know that your idea place is safe while you're gone...before you leave, put your special place somewhere so that you can find it easily when you want to return...(longer pause)...remember how wonderful it is and bring these good feelings back with you as I count to 10...1...2...3...wiggle your toes...4...5...6...7...wiggle your fingers...8...9...stretch slowly...10...open your eyes.

Write

Without speaking, quietly begin to map a floor plan of your special place. Label special things in it. Don't worry about spelling!

After you finish, write about your special place. You don't have to describe everything—just some of the most interesting things about it.

Variations

Younger children can each tell a little about their places and the teacher can print that on their drawings.

Modify the vocabulary to fit the age of the child.

Follow up

Display floor plans and writings. Read them aloud to the rest of the class.

Build a three-dimensional model of the Idea Place.

Take them back to the special places:

- before a test to see themselves on the screen as calm and confident while taking the test
- when they need to calm down
- before a guided fantasy or to get ideas for a project or assignment.

They can use the screen to view any idea.

Samples

Although drawings won't reproduce very well, here are some descriptions written by students about their Idea Places:

My Special Place

My special place is away from all
High on a hill in a tree
An occasional bird flutters overhead and
catches my attention, but then is gone
All alone on the damp bark
Looking over the jagged edge on the plains below
See the children, romping about
I come here often, but now I must leave
Matthew Eapen gr. 6

My Idea Place

My Idea Place is located in the sky above my house. I go to my climbing tree and climb to the top. At the top is a long hallway. The hallway leads to my Idea Place. When you get inside you will see my swimming pool, space door and fish tank. When you leave that room you can go two different ways. You can either go to my study room or you can go to my time portal. In my study room is a fun closet, computer and a desk. I have a drawer and a movie screen pops out of it. My Idea Place's walls are made of sand. The ceiling is made of Legos. Here is a map of my Idea Place.

Ryan Kooi, gr. 4

My Secret Room

I have a secret room in a trunk of a tree in my yard. You get there by going down a laundry chute under the ground to this tree. When you're going in through the laundry chute you shrink to about 6 inches tall. You do this so you can fit in the trunk of the tree.

You unlock the door with a special code. First you see some bookshelves with pictures of my family and books. Then you will see my Cabbage Patch Kids and a circular table on the right. On the left you will see a bunk bed with a desk and art-cabinet below it. Straight ahead you will see a huge tinted window. I use this to see if anyone is about to come in. There are pictures of my family on the walls and laser lights on the ceiling. My secret room has a TV, VCR, and a pullout movie screen. I like to sit and think in my secret room.

Cathy Pappas, gr. 4

My Idea Place

My Idea Place is made up of 21 walls. All the walls have something on them. All the rooms have something in them. There are 6 rooms in my place. One room is for my desk. My desk is a goldish-reddish color and is oval. I use this desk to put down formulas. Right across from my desk is another room. That room is a laboratory. There I find cures for deadly diseases. Next to my laboratory is a bathroom. Next to the bathroom is a doorway. The door can only be opened from the inside. The kitchen is next to my desk. The only thing that lives there all the time is my cat. Out of the whole place, I like the ceiling the best, it is made out of glass.

Asma Abbasi gr. 6

CONCRETE POETRY

CONCRETE POETRY is the use of words and their physical formation to convey meaning. This may be done with color, the shape of the letters, and/or the arrangement of words. Samples below show some of the many variations possible.

Purpose

To call attention to the concrete idea that the words represent. To encourage use of evocative language.

Materials

Pens/markers and paper.

Procedure

Ask students to graphically create a scene using only words. From a distance this will look like a picture but up close, it will consist only of words and phrases. No extra lines or shapes should be used. You may wish to suggest that a light pencil line be drawn first as a guide. Encourage the use of colors, shapes and sizes that will enhance the meaning of words.

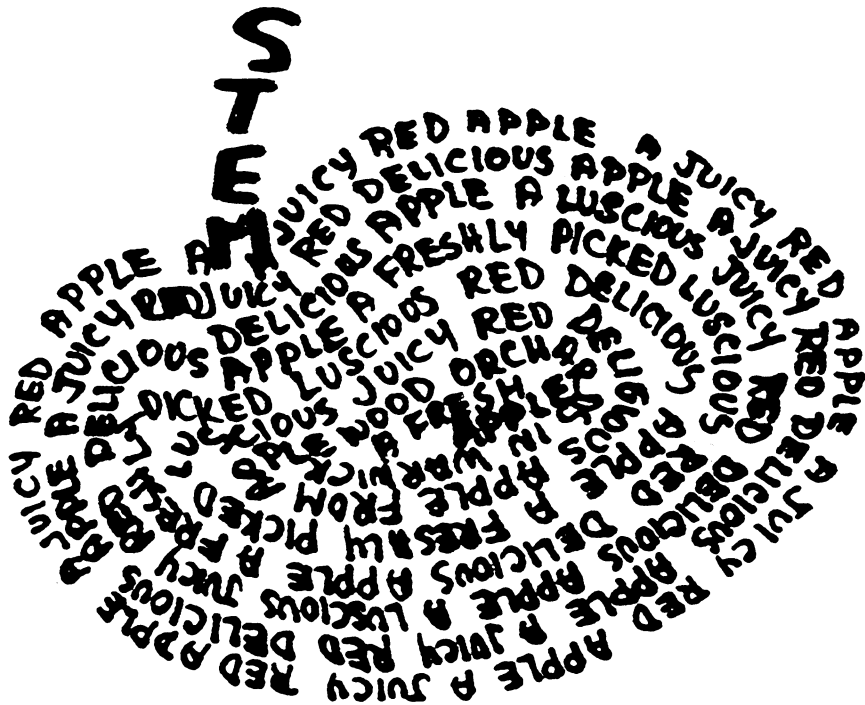
Samples

Using single words to convey meaning.



Concrete Poetry by Alice Trachtenbroit

Using words to describe an object, creating the shape of the object by "filling" it with those words.



Concrete Poetry by Wendy Dembeck

With
 golden
 sparks
 and
 yellow
 white
 radiance
 light
 the
 way
 for
 all
 to
 see.
 Born
 of
 a
 thousand
 and
 dripping
 nectar
 into
 a
 dragon
 of
 molten
 par
 a
 fin
 myst
 urd
 stalk
 proudly
 pro
 claims
 my
 useful
 ness.
 Shine,
 flicker,
 illuminate,
 causing
 a
 cat
 eye
 to
 gleam
 ,
 champagn
 e!
 !
 to
 spark
 l
 e,
 room
 to
 be
 com
 e
 cozy
 and
 anti
 mate
 as
 lov
 ers
 'smile
 gl
 ow
 .
 I
 bright
 en,
 and
 comfort.
 I
 am
 c
 and
 le.
 I
 am
 light.

Concrete Poetry by Susan Blank