

COMMON CORE STANDARDS ADDRESSED IN THIS RESOURCE

The following Common Core Standards are addressed throughout the writing activities found within this resource.

Writing

- 1.W.3 - Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- 1.W.5 - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- 2.W.3 - Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- 2.W.5 - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- 3.W.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- 3.W.4 - With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- 3.W.5 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- 3.W.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- 4.W.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- 4.W.4 - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- 4.W.5 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- 4.W.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Language

- 1.L.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 1.L.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 1.L.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).
- 2.L.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 2.L.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 2.L.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 2.L.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).
- 3.L.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 3.L.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 3.L.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 3.L.6 - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).
- 4.L.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 4.L.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 4.L.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 4.L.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation, and endangered* when discussing animal preservation).

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Alliteration

Low Level

Alliteration happens when two or more words in a row begin with the same letter or sound.

1. Let's create alliteration. First, think of any word. Write it down.

brown

2. Now, all you have to do to make alliteration is to think of another word that begins with the same letter. Let's try writing a word that starts with the letter **B** and is something that is brown.

brown **b**urger

3. There you have it: alliteration! You can add more words beginning with the same letter to make your alliteration more interesting or specific. Alliteration can be tricky when it comes to letters like X, Y, or Z, but dictionaries can help.



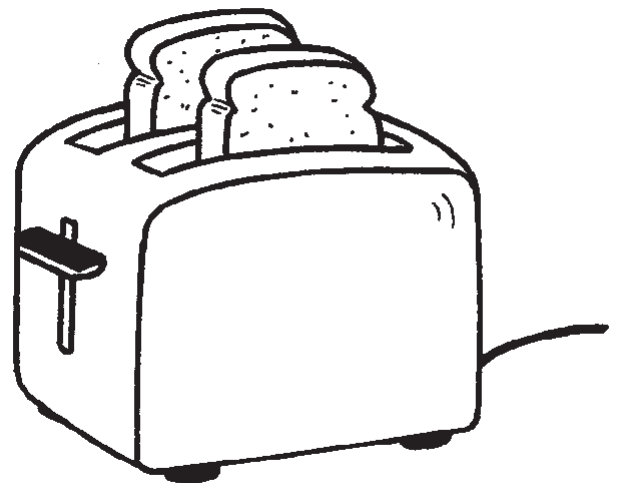
More Alliterations

chocolate **c**hips

french **f**ries

tan **t**oast

warm **w**ater



Alliteration

High Level

Alliteration is a poetry tool that uses repeated letters or sounds in words. The words are often in a row, but they don't need to be. Alliteration can give your poems personality and rhythm. While it's easiest to create alliterations using the same letters, you can also use similar sounds. Here are some examples: city and seat; food and phone; and quiet and couch.



Brenda **b**uttered **b**read for **b**reakfast.

Carl's **c**ookie **c**ost a **c**ouple **q**uarters.

Harry **h**eld **h**is **h**ot **h**ot dog with one **h**and.

Sarah **s**lurped **c**ereal from her **s**poon.

Joe **d**runk **j**uice from a **j**ug.



Alliteration

Look at the items on each shelf. One doesn't belong! Say the name of each food out loud. Cross out the item that begins with a different letter or sound.



Alliteration

Look at the word magnets below. Use them to write three alliterative sentences on the blank lines provided. An example has been completed for you.

Example: Percy's playmate Peter plays piano.

1. _____

2. _____

3. _____



Extension Activities

1. Assign a different letter of the alphabet (or a sound) to each student. Have (or help) students cut out images and words from magazines that start with their assigned letter or sound. Use images and words to complete an alliterative alphabet poster to hang in the classroom. Younger students may need help with letters like Q, X, Y, and Z.
2. Write sets of alliterative words on index cards. Do this for at least three different letters or sounds. Shuffle the cards and have students organize them into alliterative categories.
3. Assign each student a letter of the alphabet. Have them write an alliterative sentence using that letter. Provide dictionaries or other reference materials for assistance. Students should read their completed sentences aloud.
4. Have students sit in a circle. Starting with the letter A, have students say aloud words that begin with that specific letter. Go around the circle until a student can't think of another word that begins with A. Then move to the letter B and continue through the alphabet.
5. Create several alliterative phrases. Write them on the board, leaving some words out. Go around the room and let students guess the missing words, one at a time.

