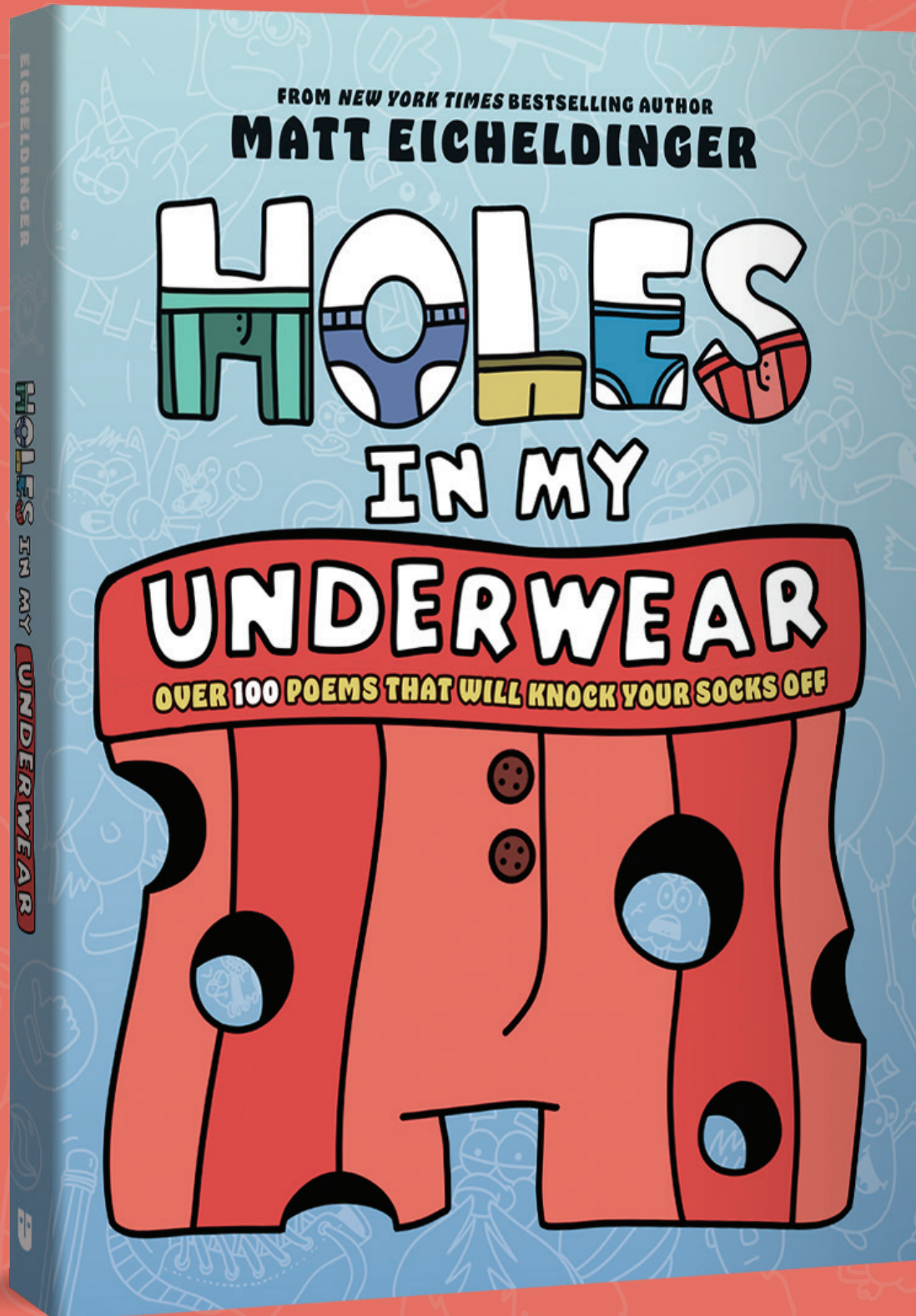


# Teaching Guide

to make poetry exciting for students



## POEM STRUCTURE/TYPE EXAMPLES:

### FREE VERSE:

a poem that does not use any strict structure or rhyme scheme (no rules!)

Begging, pg 12  
Flu, pg 40  
Video Games, pg 42  
Presentations, pg 90  
Hey!, pg 114  
Superhero, pg 167

### RHYME SCHEME:

repeated pattern of lines that rhyme with other lines in a poem/stanza.

Brother, pg 20  
Plumber, pg 26  
Egg Filled Burrito, pg 34  
Never, pg 128  
Plants, pg 140

### HAIKU:

short, three-line poem with a specific syllable structure: 5 syllables in the first line, 7 in the second, and 5 in the third.

Porta Potty, pg 84  
Gym, pg 107  
Flamingo, pg 119  
Dancing, pg 160  
Charley, pg 161



### **LIMERICK:**

a short, funny poem with five lines. It has a specific rhyme scheme (AABBA) and rhythm.

Toys, pg 118  
Music, pg 134  
Llama, pg 136

### **NARRATIVE:**

a poem that tells a story

Nine Lives of Jack, pg 70  
Pencils, pg 78  
Coffee, pg 132

### **REPETITION:**

A poem that often repeats the same line

You know what I mean?, pg 37  
Math, pg 64  
I learned a Lesson, pg 150





## FIGURATIVE LANGUAGE EXAMPLES:

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### **SIMILE:**

used to compare the characteristics of two unlikely things using the words like, as  
Locker, pg 56

### **METAPHOR:**

compares common characteristics of two unlikely things by implying that one thing is actually another. Unlike similes, metaphors do not use the words "like" or "as".  
Restaurant Menu, pg 156

### **ONOMATOPOEIA:**

words whose sounds suggest, resemble or imitate the sound of what they are describing. These words can sometimes be made up.  
Fly, pg 83

### **HYPERBOLE:**

form of extreme language that uses exaggeration to intensify the image created in the reader's mind. It is often humorous and isn't literally possible.  
Dad, pg 30

### **PERSONIFICATION:**

giving human characteristics or actions to non-human things such as objects or animals.  
Brain, Heart, and Mouth, pg 10

### **IDIOM:**

phrase or expression that has a double meaning. It's usually used to emphasize or exaggerate something.  
Stars, pg 68

### **ALLITERATION:**

technique in which the same initial sound or closely related syllables of a word is repeated in a sentence.  
World of Weird, pg 124



## REPEAT THE STRUCTURE:

Create your own poem by using the repetitive element from "Sleep" (pg. 85).  
It can have a rhyme scheme, or make it a free verse!

### STEP 1:

Identify what it is that you just want to do!

Some examples to help:

- I just want to play video games!
- I just want to win!
- I just want to find it!
- I just want to eat!
- I just want that car!

### STEP 2:

Create a list of things you don't want to do.

Examples:

- Clean toilet
- Complete homework
- Eat vegetables
- Sweep the floors

### STEP 3:

Using your "just" statement, and list of things you don't want to do, write a four stanza poem.

Each stanza will have four lines, and end with your just statement. Examples of one stanza:

No cleaning the toilet  
I'll skip my homework  
Eat vegetables, ew!  
I just want to play video games!

### STEP 4:

Bonus! Can you add a rhyme scheme?

### STEP 5:

Add a doodle to make your poem come to life!

### STEP 6:

Record yourself reading the poem. Make sure you emphasize that last line of each stanza!

## DISCUSSIONS:

Use the following questions to get more out of some of the poems with your students. The discussions might even inspire some future writing!

1. What poem do you relate to the most? What about it resonates with you?
2. *Brain, Heart, and Mouth* (pg 10) shows all three arguing with each other. Has there been a time when your heart and brain disagreed?
3. *Birds* (pg 15) gives a unique reminder about what birds do. Are there other animals you know of that do strange things?
4. What do you think the author wants readers to understand about themselves in the poem *Poem* (pg 18)?
5. *Egg-Filled Burrito* (pg 34) highlights a student's embarrassing moment. What is something that has happened to you at school you won't forget about? What memory might make a good poem topic?
6. *Flatbed Truck* (pg 38) includes something the author always wished he could do (even though it's super dangerous!). What is something you want to do that seems daring, or risky?
7. Try and read the poem *Huh?* (pg 49) outloud. Can you do it?
8. *Homework* has the common excuse for students who may have lost (or didn't do!) their homework. Come up with a better excuse that students should use from now on.
9. *Hot Dogs* (pg 54) lists a bunch of questions, some silly, and some more serious. What questions would you add to this poem?
10. *Growing Old* (pg 74) reflects on some of the best parts of being a kid. What experiences would you add to this poem to make it reflect the things you love most about childhood?
11. *Special Place* (pg. 96) talks about the authors favorite place/moment. Do you have a place you feel the same way as the author?
12. After reading *I learned a Lesson* (pg. 150), are there some more experiences you would add to the list?
13. After reading *To be Famous* (pg 162), what do you think of the growth of technology? Do you think it affects kids for better, or for worse? Both?
14. What are some annoying things you would add to the poem *Annoying* (pg 173)?
15. Which poem do you think the author could have improved? Is there one you wish was longer? Shorter? Maybe one with a more powerful message?

