

Florida B.E.S.T. TYPES OF POEMS



CINQUAIN

ALLITERATION

REPETITION

Repetition repeats words, phrases, lines, and even stanzas in poems. It puts emphasis on an idea or creates a rhythm.

Example:

How the danger bell and swells,
By the sinking or swelling in the anger of the bells,
Of the bells,
Of the bells, bells, bells,
Bells, bells, bells—
In the clamor and the clangor of the bells!

Highlight the repeated words or phrases.

examples of repetition can you find in the poems studied?

ellyfish (it opens and closes)

s (a tree)

has seen the wind? (several phrases)



A Jelly-Fish

By Marianne Moore

Visible, invisible,
A fluctuating charm,
An amorphous colored

Ranck

was an old crocodile
d on the banks of the Nile.
a meal,
wed a wheel,
dessert, an automobile.



LIMERICK



- Often humorous or nonsensical
- Often describes a silly character
- Has five lines
- Lines 1, 2, 5 have 7-10 syllables and the same rhythm
- Lines 3 and 4 have 5-7 syllables and the same rhythm
- Has a rhyme pattern AABBA

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Name: _____

Which lines rhyme?

lines 1, 2 and 5 rhyme.

lines 3 and 4 rhyme.

What is the syllable pattern?

The syllable pattern is 8/8/5.

the main character in the limerick? What adjectives describe the character?

character is a crocodile, old, and then an entire animal.

impact the mood of the poem?

this poem is ridiculous and funny.

NT: TYPES OF POEMS

m. Answer the corresponding questions.

ALLITERATION

any different kinds of repet
together is alliteration. Poe
and of words.

armth makes them shed crystal shells
s a father, this fighter prince:
t born of earth, upheaved

les of alliteration can you fir
er-colored Amethyst
the crag with cbs
and a fly in a

Name: _____

Date: _____

CINQUAIN

November Night

- Has exactly 5 lines
- Has a 2-4-6-8-2 syllable pattern
- Has no rhyme pattern
- Often follows a da-DUM rhythm

Draw an illustration to show w



Write your own cinquain pattern. Make

Name: _____

Date: _____

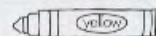
REPETITION

Poets repeat words, phrases, lines, and even stanzas in poe
This puts emphasis on an idea or creates a rhythm.

Example:

How the danger sinks and swells,
By the sinking or the swelling in the anger of the bells,
Of the bells,
Of the bells, bells, bells, bells,
Bells, bells, bells—
In the clamor and the clangor of the bells!

Highlight the repeated words or phrases.



What examples of repetition can you find in the poems studied

A jellyfish (it opens and closes)
Trees (a tree)
Who has seen the wind? (several phrases)

FREE VERSE



ne pattern

CRICK



or nonsensical
s a silly character
ve 7-10 syllables and the same
have 5-7 syllables and the same



CINQUAIN

Date: _____

ALLITERATION

Date: _____

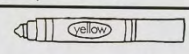
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Example:

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In the clamor and the clangor... the bells!

Highlight the repeated words or phrases.



examples of repetition can you find in the poems studied?

ellyfish (it opens and closes)
s (a tree)
has seen the wind? (several phrases)



- Has a regular rhyme pattern at the end of the line
- Must have a fixed rhythm
- Must have a pattern of syllables, long or short
- About any topic

A Jelly-Fish

By Marianne Moore

Visible, invisible,
A fluctuating charm,
An amber-colored
amethyst
Inhabits it; your arm
Approaches, and
It opens;
It closes;
You have meant
To catch it,
And it shrivels;



TYPES OF POEMS

3rd grade

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Digital Links

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ABOUT LEXILE LEVELS



MagiCore is a certified Lexile® Partner. These texts are officially measured and approved by Lexile and MetaMetrics® to ensure appropriate rigor and differentiation for students.

The Lexile Framework® for Reading measures are scientific, quantitative text levels. When the Lexile of a text is measured, specific, measurable attributes of the text are considered, including, but not limited to, word frequency, sentence length, and text cohesion. These are difficult attributes for humans to evaluate so a computer measures them.

Florida B.E.S.T. State Standards uses Lexile level bands as one measure of text complexity. Text complexity ranges ensure students are college and career ready by the end of 12th grade. Lexile measures help educators scaffold and differentiate instruction, as well as monitor reading growth.

Grade Band	Lexile® Bands Aligned to Florida B.E.S.T. Expectations
K-1	N/A
2-3	420L-820L
4-5	740L-1010L
6-8	1185L-1385L

Keep in mind when using any leveled text that many students will need scaffolding and support to reach text at the high end of their grade band. According to research, "It is important to recognize that scaffolding often is entirely appropriate. The expectation that scaffolding will occur with particularly challenging texts is built into the Standards' grade-by-grade text complexity expectations, for example. The general movement, however, should be toward decreasing scaffolding and increasing independence both within and across the text complexity bands defined in the Standards."



How to Use This Resource

This resource was modified to fit the Florida B.E.S.T reading standards. It includes:

Anchor Charts: These anchor charts should be used to introduce each type of poetry. You can make copies for student journals and create a large class-sized poster. Teachers should review anchor charts with students during each mini lesson. Students can refer to journal anchor charts while completing independent work.



Anchor Chart

Introductory Activity: On the first day of this unit, review the Types of Poetry anchor chart and complete the Types of Poetry chart. This will give your students a general overview of the unit.

TYPES OF POETRY				
	Rhyme?	Syllables / Rhythm	Topic	Other
Free Verse				
Rhymed Verse				
Haiku				

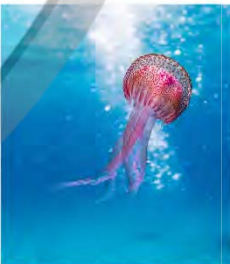
Introductory Activity

Practice Passages: These passages are include standards-based questions. These are designed to be used for guided practice, independent practice, and small groups. Please note, all passages will not be used in one unit. I provide extra so you can use them for later review.

A Jelly-Fish
By Marianne Moore

Visible, invisible,
A fluctuating charm,
An amber-colored
anemone!
Inhabits it; your arm
Approaches, and
It opens and
It closes;
You have meant
To catch it,
And it shrivels;

You abandon
Your intent—
It opens, and it
Closes and you
Reach for it—
The blue



Practice Page

How to Use This Resource

Here is the recommend lesson layout and schedule for this resource:

Day 1: Introduce the Types of Poems anchor chart. Work as a class to complete the corresponding Types of Poems chart.

Day 2: Introduce free verse poetry with the anchor chart. Model how to read and analyze the first poem. Have students complete one free verse independently.

Day 3: Introduce rhymed verse poetry with the anchor chart. Model how to read and analyze the first poem. Have students complete one free verse independently.

Day 4: Introduce Haiku poetry with the anchor chart. Model how to read and analyze the first poem. Have students complete one free verse independently.

Day 5: Introduce limerick poetry with the anchor chart. Model how to read and analyze the first poem. Have students complete one free verse independently.

Day 6: Have students practice any poem of your choice with a partner. Then, have students practice a different form of poetry independently.

Day 7- ?: Continue reviewing types of poems until your students master the four focus types. This may take a few more days. For differentiation with students who need a challenge, have them explore some of the extra types of poetry (cinquain, ode, etc.). By the end of the unit, most of your class should be showing mastery of the poems. This is time to give the assessment. I recommend giving both assessment passages together, but you can also separate the poems and use the different levels to differentiate.

**Follow your students lead. These lessons may take more or less time. Do not move on to subsequent lessons until your students are showing progress.*



FREE VERSE



- Has no regular rhyme pattern
- Has no fixed rhythm
- Has no pattern of syllables
- Can be long or short
- Can be about any topic

Name: _____ Date: _____

Fog

By Carl Sandburg

The fog comes
on little cat feet.

It sits looking
over harbor and city
on silent haunches
and then moves on.

Name: _____ Date: _____

Questions: Fog

1. What is the rhyme pattern?

2. Is there a rhythm or pattern of syllables?

3. Would you say this poem is long or short?

4. What is the topic of the poem?

5. If the "Fog comes on little cat feet," what is it like?

6. What are haunches?

7. What two adjectives does the author use?

1. _____ 2. _____

8. What lifelike things does the fog do?

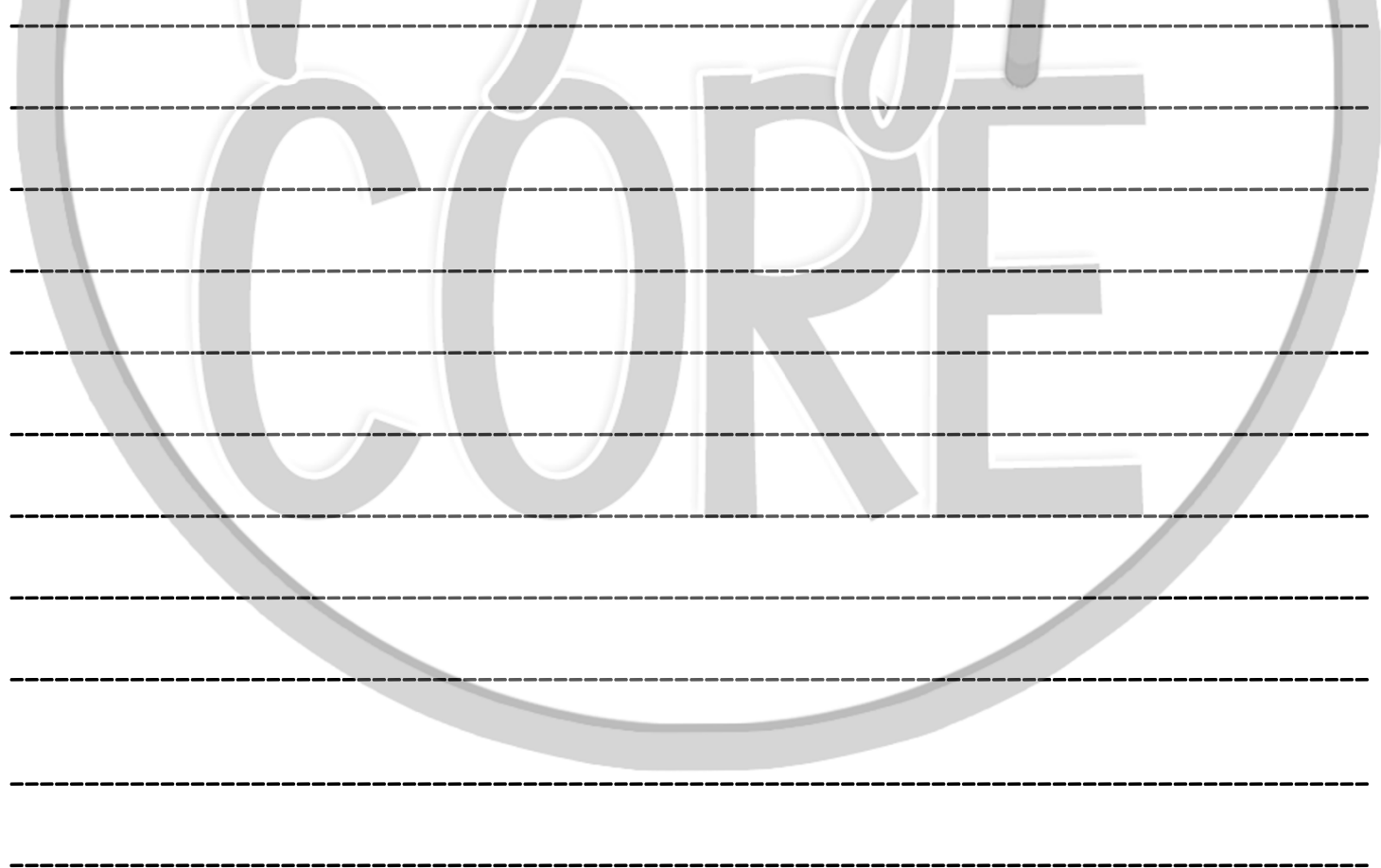
Name: _____ Date: _____

WRITING: FREE VERSE

A free verse poem can be about anything. What's on your mind? Choose a topic and write a free verse poem about it. There's no rhythm or rhyme, but you should still choose your words carefully!

For a challenge, see if you can include:

- Descriptive language (strong adjectives, personification, simile, action verbs)
- Words that appeal to the senses
- Repetition
- A clear tone or mood



Name: _____ Date: _____

CINQUAIN

- Has exactly 5 lines
- Has a 2-4-6-8-2 syllable pattern
- Has no rhyme pattern
- Often follows a da-DUM rhythm

November Night

By Adelaide Crapsey

Listen. . .

With faint dry sound,

Like steps of passing ghosts,

The leaves, frost-crisp'd, break from the trees

And fall.

Draw an illustration to show what this poem is about.

Write your own cinquain. Make sure it has 5 lines and a 2-4-6-8-2 syllable pattern.

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Good to Go



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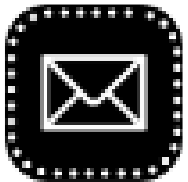
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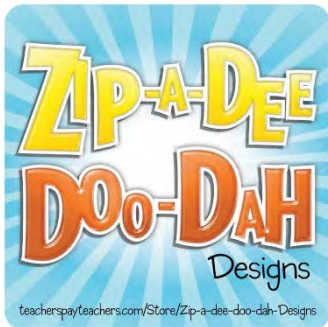
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