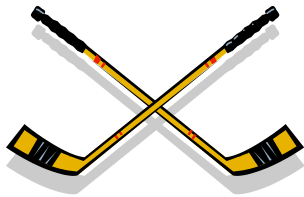


As a class, combine your creative energies and try writing 3 poems related to the poetry activities and topics given to you, below:



# Poetry Writing Marathon

## Activity Centre:

### Tapeworms and Acrostic Poetry

This picture is a good writing device, called a pun (Though it is a putrid pun). Do you get it?

**Tapeworms:** Parasites found in fish can show up on our dinner plates. If we eat improperly cooked fish, we may receive a guest into our small intestine: a tapeworm. It grows by adding segments, and can grow as long as our “guts,” up to 10 meters in length. It produces an electric-field-like barrier so the acids in our guts do not kill it. Each day it can release 1 million eggs into our intestine: one flush in the bathroom can the eggs can end up in our lakes and ponds. Once they hatch, this parasite can move up the food chain and end up in a fish. The cycle is complete.

**Acrostic Poem:** A poem that starts with a noun, where each letter of the noun is used to begin a line of the poem.

#### Example acrostic poems:

	<u><b>Spring*</b></u>	
<b>Messy</b> <b>Optimistic</b> <b>Over-sized</b> <b>Scruffy</b> <b>Eaters</b>  -Naomi D., Grade 5 student-	<b>S</b> unshine days get longer. <b>P</b> atient plants ready their roots. <b>R</b> ising sap will tell the leaves <b>I</b> t’s time to pop from twigs. <b>N</b> ew life begins again. <b>G</b> osh, I’m glad it’s spring!  -W.B. Blocksidge-	<b>F</b> lying high in the sky <b>L</b> ike a baby butterfly <b>Y</b> ou are small but you can’t see, you are really bugging me!  -Caylen M., Grade 5 student-

- 1) Look at the example acrostic poem, above, or find the examples in the books and/or pages at your centre.
- 2) Pick a noun (a person, place, or thing) from your class topic.
- 3) Write the noun vertically on the left hand side of your blank page.
- 4) Each of the letters of the noun begins a line of you poem.
- 5) The poem should give the readers some information on your report topic. It should tell us something about the science noun you have selected.

**Checklist for evaluating your acrostic poem (Does it meet each of these criteria?):**

- An acrostic poem begins with a noun. It can be a person, a place, a thing, or a feeling.\*
- Each of the letters in the noun is used to begin a line of the poem.\*
- Each of the lines has a word or group of word that tell about the noun.\*
- Are the words in your poem as descriptive, and “poetic” as possible? You can ask someone else in your group for creative ideas.



# Poetry Writing Marathon

## Activity Centre:

### Rat Tail Maggots and Simile Poetry

If someone is “scombroid,” it means they have “a face like a \_\_\_\_\_.” This is a rude simile, but it is still a simile.

**Rat Tail Maggots** live on the bottom of ponds. They breathe through their long tail, which reaches up to the surface of the pond. The maggot grows into an adult as a drone fly, which looks and acts like a honeybee, with a yellow color. Colorful flowers attract them, especially yellow ones.

**Simile Poetry:** A simile poem starts with a simile that compares two unlike things using *like* or *as*.

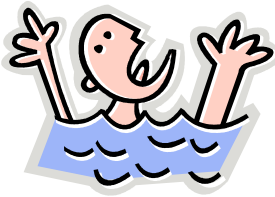
#### Example simile poems:

Salamanders are as cool as a fish, Quick as an alligator, They dart back and forth, Some white like a cloud.  -Richard B., Grade 5 student-	She is as thin as a toothpick As tall as a tree, But carries a heart as big as a mountain!	Birds are like a plane, High in the sky. They drift like clouds, Their nest is like an airport.  -Jeff P., Grade 5 student-
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- 1) Look at the example similes, above, or find the examples in the books and/or pages at your centre.
- 2) Pick a word from your class topic.
- 3) Start your poem, by writing it in the first blank, and fill in the other blanks to make your comparison: “The \_\_\_\_\_ is as \_\_\_\_\_ as a \_\_\_\_\_.”
- 4) Write a few other lines in your poem, expanding creatively on your comparison.
- 5) The poem should give the readers some information on your report topic. It should tell us something about the science word you have selected.

**Checklist for evaluating your acrostic poem (Does it meet each of these criteria?):**

- Does your poem contain a comparison between two unlike things using *like* or *as*?\*
- Are the two things you are comparing quite different, but similar in at least one way?\*
- Is your simile unusual or ordinary? Authors try to think of unusual comparisons when they write so that their writing is fresh, original, and exciting!\*
- Did your poem have extra lines, which creatively explained the comparison?
- Are the words in your poem as descriptive, and “poetic” as possible? You can ask someone else in your group for creative ideas.



## Poetry Writing Marathon Activity Centre: Water Beetles and Cinquain Poetry

I am afraid this picture is another  
abysmal excuse for a pun. Do you get it?

**Water Beetle:** Most swimming insects need to breathe air. Beetles that live in the water carry their own air supply underwater by trapping an air bubble under their wings before they dive. Many water beetles also have divided eyes so that they can see above and below the water when they are on the surface.

**Cinquain (“sin-cane”) Poem** – A poem that is five lines long, which can follow this pattern:

- 1) One word: title or topic of poem\*
- 2) Two words: describe the topic\*
- 3) Three words: describe the action of the topic. Often, an “ing” word is used\*
- 4) Four words: describe a feeling or thought about the topic\*
- 5) One word: a synonym is given for the topic in the first line\*

### Example cinquain poems:

**Marathon race research example:**

Finish  
Very near  
Seconds on clock.

Cows\*  
Chocolate brown  
Thoughtfully chewing cuds  
Feeling content, very drowsy

Can I go faster? Terminate!	Bovines
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**Checklist for evaluating your acrostic poem (Does it meet each of these criteria?):**

- Does your poem follow the 1,2,3,4,1 pattern of words, as described above?
- Is the last line a synonym for the word on the first line? Use a dictionary or thesaurus if you are stuck for ideas.
- Does the third line describe action?
- Does the fourth line describe a feeling or thought on your topic?
- Are the words in your poem as descriptive, and “poetic” as possible? You can ask someone else in your group for creative ideas.