



HARVEST POETRY TEA TIME

Subject Area:
English Language Arts



LearnAlberta
Program of Studies
**General Learner
Outcomes:**

Students will:
English Language Arts 5-8

- 1: Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.
- 2: Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.
- 3: Students will listen, speak, read, write, view and represent to manage ideas and information.
- 4: Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



**Specific Learner
Outcomes:**

Students will: 5-8

- 1.1: Discover and explore, Clarify and extend
- 2.2: Respond to texts
- 2.3: Understand form, elements and techniques
- 2.4: Create original text
- 3.4: Share and Review
- 4.1: Enhance and improve
- 4.2: Attend to conventions
- 4.3: Present and Share



**Student Learning
Objectives:**

Students will:

- 1.1 Express ideas and develop understanding; experiment with language and forms; set goals
- 2.2: Appreciate the artistry of texts
- 2.3: Experiment with language
- 2.4: Generate ideas; elaborate on the expression of ideas; structure texts

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Student Learning Objectives (continued):

- 3.4: Share ideas and information
- 4.1: Appraise own and others' work; revise and edit; enhance legibility; expand knowledge of language; enhance artistry
- 4.2: Attend to grammar and usage; attend to spelling; attend to capitalization and punctuation
- 4.3: Present information; enhance presentation; use effective oral and visual communications



Assessment:

(Observation, written assessment, performance assessment)

Students will provide evidence of learning by:

- ✓ Writing 3 harvest poems that follow assignment criteria (Couplet, Limerick, and a Free Verse)
- ✓ Present one harvest poem at “Harvest Poetry Tea Time”



Materials:

(includes videos)

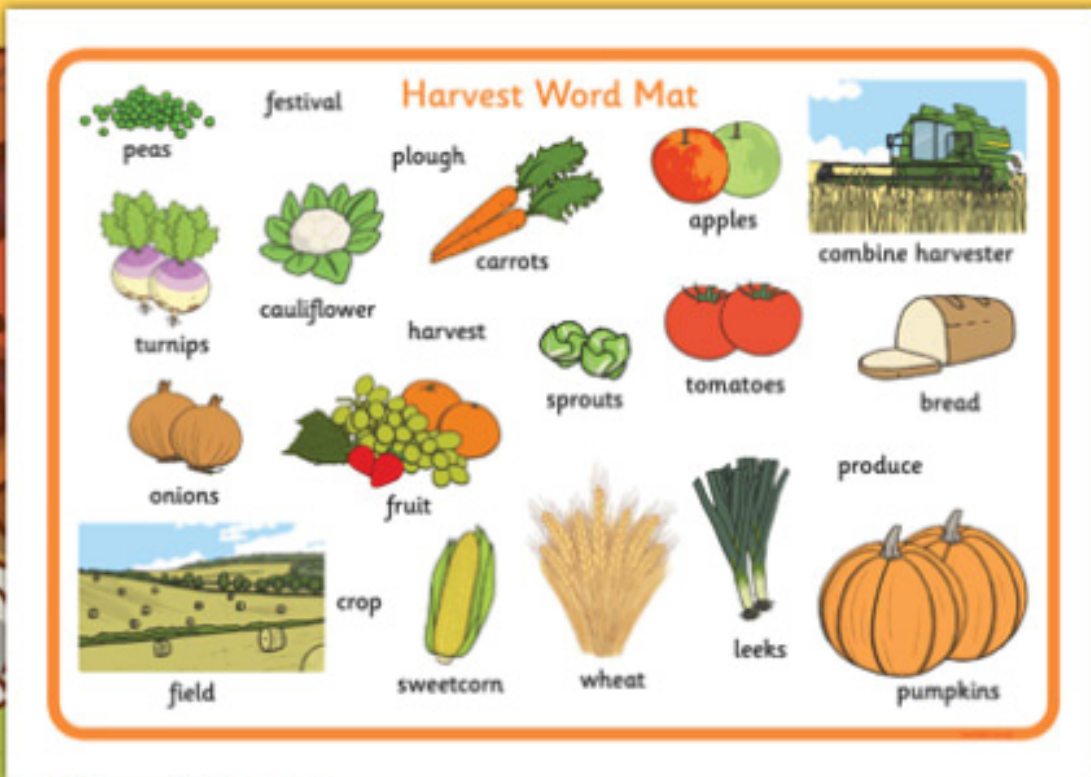
- A Guide to Writing A Poem (2:28 min)
<https://youtu.be/pYB3u9714IQ>
- How to Write a Great Opening Line for Poetry: Tips and Examples
<https://www.masterclass.com/articles/how-to-write-a-great-opening-line-for-poetry#why-is-the-opening-line-of-a-poem-important>
- How to Write a Poem (8:07 min)
https://youtu.be/Qap_5aHX1q4



Learning Resources:

- Alberta Education Programs of Studies

Harvest Poetry Tea Time



TEACHER INSTRUCTIONS:

Harvest season!!! What food will inspire student poetry ideas? Take advantage of a great time of year to introduce poetry and have a Tea Party!

This assignment introduces 3 types of poems (Couplet, Limerick and Free Verse) that have Harvest Food as a theme. Assignment criteria for each type of poem, as well as the 6 figures of speech to include (metaphor, personification, synecdoche, onomatopoeia, hyperbole, and alliteration), are expanded upon in the Student Assignment.

In order to explore student poems together, culminating with a Poetry Teatime, provides the opportunity in a relaxed setting to share some completed Harvest Food poems and special harvest time treats.

Poetry - Opening Line

“Regardless of the type of poem, the opening line serves the same purpose: to hook the reader and encourage them to read the whole poem, not stopping until the very last line”

- How to Write a Great Opening Line for Poetry: Tips and Examples
<https://www.masterclass.com/articles/how-to-write-a-great-opening-line-for-poetry#why-is-the-opening-line-of-a-poem-important>

This article suggests **4 tips** for starting poems:

- Consider your form
- Begin by free writing
- Draw from personal experience
- Read your first line out loud

Poetry Writing Process

View:

- **How to Write a Poem** (8:07 min) https://youtu.be/Qap_5aHX1q4
 - *This video suggests several steps to take in poetry writing:*
 - Generate material to find a starting point for your poem
 - Select the form that will most benefit your idea
 - Write a first draft as if no one is reading
 - Don't be afraid to experiment
 - Give yourself time to reflect and take a break
 - Read your poem out loud to fine-tune line breaks, rhythm, and word choice
 - Focus on efficiency and streamline the language



Harvest Poetry Tea Time

STUDENT ASSIGNMENT:

In this poetry writing assignment “Harvest Poetry Tea Time”, you will submit 3 poems (1 Couplet, 1 Limerick and 1 Free Verse) that have Harvest Food as a theme.

You can decide where to use each of the 6 Figures of Speech listed, in your poems. Figures of speech or literary devices, are ways of using words imaginatively to make writing more descriptive and colourful. All 6 Figures of Speech listed must be used and noted when you submit your poetry.

Writing needs revision, especially poetry. Since poems are usually compact and precise, they almost always need rethinking and rewriting. Enjoy the process as you think about Harvest Time foods.

When you submit your 3 poems (on Google Slides, Docs or Handwritten), you must also include an illustration that enhances and gives a visual description of your poems’ content.

In order to complete this poetry writing activity, you will present one of your poems at a Harvest Tea Time activity. What Harvest recipe inspires you the most? Plan on sharing it with your classmates as a tea time treat! You can insert a video link on your Google Slide or Doc of your poem reading, if you are unable to attend the Tea Party.



6 FIGURES OF SPEECH TO INCLUDE:

1. Metaphor

Metaphors compares two unlike things, but without the words *like* or *as*.
Metaphors simply say *This is That*

- My brother was **boiling mad**. (This implies he was too angry.)
- The assignment was a **breeze**. (This implies that the assignment was not difficult.)
- It is going to be **clear skies** from now on. (This implies that clear skies are not a threat and life is going to be without hardships)
- The skies of his future began to **darken**. (Darkness is a threat; therefore, this implies that the coming times are going to be hard for him.)
- Her voice is **music to his ears**. (This implies that her voice makes him feel happy)

2. Personification

Personification gives **human traits**, characteristics, or qualities to a **non-human subject**.

- Look at my car. She is a beauty, isn't it so?
- The wind whispered through dry grass.
- The flowers danced in the gentle breeze.
- Time and tide waits for none.
- The fire swallowed the entire forest.

3. Synecdoche

Synecdoche refers to the whole of a thing by the name of any one of its parts.

- "All hands on deck!" (sailors)
- "Are you paying with plastic?" (credit card)
- "Canada took home gold" (won first place)
- "Nice wheels!" (car)
- Many white hairs attended the show. (elderly people)

4. Onomatopoeia

Onomatopoeia is using **words that make a sound**, such as *buzz*, *bing*, *bang*, and *bong*.

- The sheep went, "*Baa!*"
- Silence your cell phone so that it doesn't *beep* during the movie.
- The bridge collapsed creating a tremendous *boom*.
- It is not unusual for a dog to *bark* when visitors arrive
- The bird's *chirp* filled the empty night air.

5. Hyperbole

Hyperbole is an **exaggeration** or overstatement. It is often, but not always, used for comic effect.

- That was the easiest question in the world.
- I can smell pizza from a mile away.
- I went home and made the biggest sandwich of all time.
- They ran like greased lightning.
- He is older than the hills.

6. Alliteration

Alliteration is the repetition of the beginning sounds of neighboring words.

- She sells seashells.
- Walter wondered where Winnie was.
- Blue baby bonnets bobbed through the bayou.
- Nick needed new notebooks.
- Fred fried frogs' legs on Friday.



3 TYPES OF POETRY

1. Couplets

Couplets are composed of two-line stanzas that rhyme.

Stanza- a unit within a large poem; an arrangement of a certain number of lines, usually four or more; sometimes having a fixed length or rhyming scheme

Couplet Planning

- ✓ **Subject** – Harvest Food
- ✓ You are to **write 8 lines** in your couplet that give information about your chosen Harvest Food
- ✓ Your couplet lines must have a rhyming pattern

Examples of Couplet Poetry:

Music

Voice of instruments fill the air
Sounds of music everywhere.
The violins sing
As the tambourines ring.

Kelly Meyer

Friends

My friends are fun to have around
Except when they stomp their feet and frown.
My friends like to bother boys
But I'd rather play with toys!
My friends like to ride the bike
But I'd rather take a hike.

But that's okay!
We're friends anyway!

Breanne Franey



2. Limerick

A limerick is a humorous poem consisting of five lines. The first, second, and fifth lines must have seven to ten syllables while rhyming and having the same verbal rhythm. The third and fourth lines should only have five to seven syllables; they too must rhyme with each other and have the same rhythm.

There Was A Small Boy Of Quebec

There was a small boy of Quebec,
Who was buried in snow to his neck;
When they said, "Are you friz?"
He replied, "Yes, I is—
But we don't call this cold in Quebec."

Rudyard Kipling

There was an Old Man of Peru

There was an old man of Peru,
Who never knew what he should do;
So he tore off his hair,
And behaved like a bear,
That intrinsic Old Man of Peru.

Edward Lear



3. Free Verse

Free Verse is poetry that does not have a rhyme scheme or a consistent metrical pattern.

What are the traits of a free verse poem?

- Does not have a rhyme scheme or a consistent metrical pattern
- Imagery ... “show don’t tell”; create a mental image of the scene or emotion through description
- Often uses figures of speech

Examples:

My Shadow

I have a little shadow that goes in and out with me,
And what can be the use of him is more than I can see.
He is very, very like me from the heels up to the head;
And I see him jump before me, when I jump into my bed.
The funniest thing about him is the way he likes to grow—
Not at all like proper children, which is always very slow;
For he sometimes shoots up taller like an India-rubber ball,
And he sometimes gets so little that there’s none of him at all.
He hasn’t got a notion of how children ought to play,
And can only make a fool of me in every sort of way.
He stays so close beside me, he’s a coward you can see;
I’d think shame to stick to nursie as that shadow sticks to me!
One morning, very early, before the sun was up,
I rose and found the shining dew on every buttercup;
But my lazy little shadow, like an arrant sleepy-head,
Had stayed at home behind me and was fast asleep in bed.

Robert Louis Stevensen - 1850-1894

NOW

With the past as a brilliant teacher
And the future as a beckoning light
She rode the buoyant waves of now--
Reveling in the cool, wet sparkle of being.

By Joanna Fuchs



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MARKING RUBRIC:

ELA Grade 4-9	EXCELLENT	PROFICIENT	ADEQUATE	LIMITED
Meaning and Originality LANG: 1.1 2.3 2.4 3.4	Poem is creative and original. It is evident that the poet put thought into their words and uniquely conveyed their ideas and emotions.	Poem is thoughtful and creative. A couple of phrases or ideas may be revisited, but the overall product is carefully written.	Most of the poem is creative, but appears to be rushed. This is evident in the poet's overuse of an idea.	Poems appear to be thoughtless or rushed. Work is very repetitive, and ideas are unoriginal.
Sensory Details LANG: 2.2 4.1 4.3	Vivid, detailed images and intensely felt emotion make the poems come alive. Illustration and expressive reading strengthens poems' ideas.	Clear sensory images are used to portray ideas or emotions. Illustration and expressive reading generally strengthens poems' ideas.	Some use of image, idea, or emotion. Illustration and reading slightly strengthens poems' ideas.	Difficult to visualize image or emotion. No illustration present. Reading is difficult to understand.
Form LANG: 1.1 2.3	The poem is complete and follows its intended form.	The poem is written in its proper forms with a few mistakes.	The poem is somewhat written in its proper form.	The poem is not written in its proper form.
Grammar 4.2	Proper use of English spelling and grammar is used consistently throughout the poems. Punctuation is utilized when necessary.	A couple of spelling or grammar mistakes are evident, but do not diminish the meaning of the poems. Punctuation is utilized when necessary.	The poet's intended meaning is confused by several spelling or grammar errors. Punctuation may be misused.	There are numerous spelling or grammar errors, making the poems difficult to understand. Punctuation is used incorrectly.