


Crafting Comparison Poems

By Laura Candler



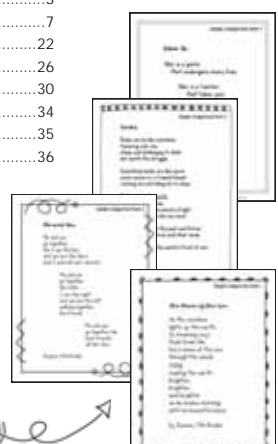
Comparison poems are composed from extended similes and/or metaphors that represent the writer's thoughts and feelings about a particular topic. *Crafting Comparison Poems* includes step-by-step lessons to teach children how to write vivid imagery and how to construct free-verse poems from those sentences or phrases. The first lesson is teacher-directed and guides students through the process of writing similes and metaphors. Next, the class crafts a comparison poem together. The next two lessons are collaborative activities in which students work with a partner or team to write a poem. You can use either or both lessons, or skip those lessons completely. Finally, students apply what they learned as they write poetry independently. This ebook includes directions for each lesson, poetry examples to share with your students, and ready-to-use printables.

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Examples of Comparison Poems

Comparison poems are generally focused on a single topic. In these poems, one object or idea is compared to other objects that are completely different; the poem could be based on a single extended metaphor or composed of several smaller similes and metaphors. Take a look at the sample comparison poems on pages 3-6. Some of them were written by my students several years ago, and the poem titled, "Books," was written collaboratively by a group of teachers working together online. Notice that these poems do not rhyme. These lessons focus on creating strong images, and it takes a very skilled writer to create strong imagery when attempting to make the poem rhyme.



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Sample Comparison Poem 1

The Mane of the Sun

As the sunshine
lights up the earth,
its beaming rays
flash from the
lion's mane of the sun,
through the clouds
rising
making the earth
brighter,
brighter,
and brighter
as he makes morning
with his beautiful mane.

by Keenon, 5th Grade

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Sample Comparison Poem 2

Me and You

Me and you
go together
like I am the key
and you are the diary
and I open all your secrets.

Me and you
go together
like socks.
I am the right
and you are the left
walking together
like friends.

Me and you
go together like
best friends
all the time.

Keyera, 5th Grade

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Sample Comparison Poem 3

Books

Books can be like mountains
towering over me,
steep and challenging to climb
but worth the struggle.

Sometimes books are like warm
ocean waves on a tropical beach
relaxing me and lulling me to sleep.

Books are fireworks
exploding in my brain,
red, green, and blue bursts of light
blasting new ideas into my mind.

Books are doors to the past and future,
to exciting adventures and other lands.

Reading opens up the world in front of me!

Sample Comparison Poem 4

War Is...

War is a game
that endangers many lives.

War is a twister
that takes your
parents away.

War is a NASCAR race
with a 1,000 caution flags.

War is a raging dog
that rips you apart.

~ Travis, 5th grade

Exploring Similes and Metaphors Step-by-step Lesson

Writing a strong simile or metaphor is more challenging than you might think! In this lesson, you'll guide your students through the process of creating vivid images.

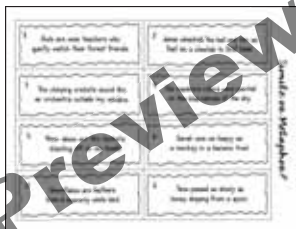
Materials Needed

It's helpful to have a document camera or other method for displaying the sample poems and your students' work during this lesson. In addition, your students will need individual dry erase boards and markers or paper and pencil for writing similes and metaphors.



1. Review Similes and Metaphors

It's best if your students have had prior experience with similes and metaphors, before they start writing them on their own. But even if they are already familiar with those terms, it won't hurt to start off with a quick review. The simplest method is to display the eight examples (page 11), one at a time, and ask your students to decide if each example is a simile or a metaphor. You can have them write an "S" or an "M" on a dry erase board to show you or use another response method. The eight simile and metaphor examples can also be used for a partner sorting activity. The answers are shown in blue on page 12.



2. Introduce Comparison Poetry

Before you teach your students how to write strong similes and metaphors, you'll need to show them how they will be using those images in the next lesson to compose comparison poems. Show the first example, "The Mane of the Sun," and ask your students what they notice about the poem. Hopefully they will recognize that it consists of one long metaphor comparing the sun's rays to a lion's mane. Discuss other features of the poem, such as the different line lengths, the lack of punctuation, and the lack of rhyme or rhythm. Explain that this is an example of "free verse" poetry.



Next, show the second example, "Me and You." Hopefully your students will notice that this one has a metaphor in the first stanza and a simile in the second one. The last stanza is not a simile or metaphor, but it makes a nice ending because it brings closure to the poem.



Display the third example, "Books," which consists of four different images. Read the poem aloud and ask your students to identify whether each stanza is a simile or a metaphor. After each stanza, stop to make sure they understand the comparison. How can a book be like a mountain? Notice that the last line is different from the others, and it starts with the word "reading" instead of "books." Sometimes poets will change a format because it makes a stronger ending, and that's fine.

You may also want to share the fourth example, "War," but you can skip it if you are short on time. However, this poem really appeals to boys, so if you teach 4th or 5th grade and have a lot of boys in your class, you should make time to share it. Sometimes boys think poetry is silly, so it's worth taking time to show and discuss this poem. It's also a great one to share if you live in a military community. Travis, the boy who wrote this poem, was writing from personal experience because his dad was stationed overseas frequently and he worried about his father.



Point out that all of the poems were based on one topic, and each writer compared his or her topic to objects that don't normally go with that topic. Explain that in the next lesson you will teach them how to write poetry. However, they first need to learn how to write strong similes and metaphors which are the building blocks of comparison poems.

3. Writing Similes and Metaphors for Books

If you shared the poem "War," switch back to the poem "Books" for the next activity. Ask your students if anyone can think of a different simile or metaphor for books, and give them time to think of a few ideas. If they have dry erase boards, they can work alone or with a partner to come up with an alternate simile or metaphor. Let students share their images with the class and discuss whether each image is a simile or a metaphor. If it's a simile, ask them how they could turn it into a metaphor. If it's a metaphor, challenge them to try it as a simile. For example, the simile, "Books are like wings that take me to new places," is a simile. To turn it into a metaphor, just remove the word "like."



Which do they prefer, similes or metaphors? In most cases, metaphors are stronger because writing that one thing IS another creates a more vivid image in the reader's mind.

TIP: If your students try to write rhyming phrases, remind them that similes and metaphors don't have to rhyme. When students attempt to make everything rhyme, they have difficulty creating strong images.

Spend as much time as you need to on this part of the lesson. Observing your students as they write will allow you to check for understanding and clear up any confusion.

4. How to Write Original Similes and Metaphors

Writing about books is fairly easy because the sample poem gives your students a starting place for ideas. It's more difficult to create similes or metaphors from a new topic. In this part of the lesson, you'll walk your students through the process of creating original imagery using the topic of "books."

Display page 13, *How to Write to Similes and Metaphors*. You'll find a condensed, half-page, version of these directions on page 14. You can give the smaller version to your students to help them follow along and to keep as a reference. Read each step of the directions, one at a time, stopping to discuss the important concepts in that step. The examples on the right side of the page show how the topic, "books," was developed.

In step 2, show the *Brainstorming Cloud Example* on page 15 so your students can see that the ideas written in this stage are very random. Some might be similes or metaphors, but many are just random thoughts about the topic. The more ideas, the better.

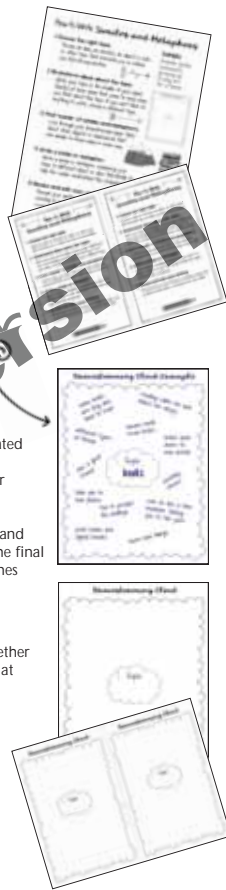
In step 3, explain that each brainstormed idea is a "seed" that can be "grown" into a fully-developed image. (Undoubtedly, one of your students will point out that you just created a metaphor!) As the writer looks through the ideas, he or she should think of related objects or events that are similar. For example, the idea that "some books are long and hard to read" will help the writer think of other things that are difficult or challenging in some way, like mountains.

In step 4, the writer crafts a simile or metaphor from the seed idea and adds details to develop the relationship between the concepts. In the final step, the image is revised by replacing weak words with stronger ones and edited for errors.

5. Writing Similes and Metaphors on a Class Topic

After you have explained the writing process, it's time to work together as a class to write original similes and metaphors. Choose a topic that you think most students can write about easily, such as "friends," "homework," or "cleaning my room." Display or draw the graphic organizer on page 16, *Brainstorming Cloud*. If you want each of your students to have a copy, give them one of the half-page versions (page 17) or just ask them to draw the graphic organizer in a notebook or on paper.

Write the class topic in the center cloud, and ask your students to brainstorm thoughts they have about that topic. Call on volunteers to write their ideas around the small cloud, or record their suggestions yourself.



After the class has brainstormed at least 10 or 15 ideas, work together as a class to select some of those "seeds" and generate ideas for possible similes and metaphors. Remind them to think about other objects or events that are similar to their thoughts about the main topic (i.e., books can be challenging, mountains can be challenging.)

Finally, have students work alone or with partners to take one of the ideas that you discussed as a class and write a fully-developed simile or metaphor. Call on volunteers to share their examples of imagery with the class, but don't try to use those images to write a poem until the next lesson.



Books can be like mountains towering over me, steep and challenging to climb, but worth the struggle.

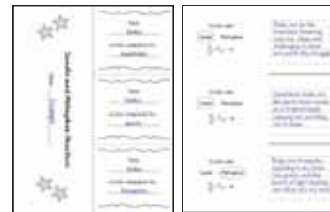
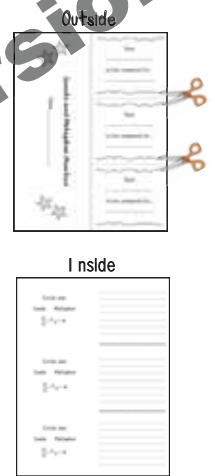
6. Additional Practice Writing Similes and Metaphors

If you want your students to have more practice before working on a collaborative poem, have them complete the foldable on pages 18 and 19. You'll find a completed sample on pages 20 and 21 that you can use when demonstrating how to complete the foldable.

Print the two pages of the foldable back to back and make a copy for each student. To use this foldable in an interactive notebook, print the foldable at 80% of the full size.

Demonstrate how to fold the page in half on the solid line, keeping the page with the stars on the outside and the page with the arrows on the inside. Then cut on the two dashed lines to form three flaps.

Assign a topic you think most students can write about, or give them a choice of two or three topics. Ask them to write the same topic on all three flaps and think of three different objects or experiences to use in their comparisons. Next, ask them to open their foldables and write one simile or metaphor on each set of lines, making sure they have at least one example of each type. After they write each example, they should circle the appropriate word on the inside flap to the left of the example.



Simile and Metaphor Practice
Sample Foldable on Books Topic

Simile or Metaphor?

2 Jamie whacked the ball and ran as fast as a cheetah to first base.	4 The rainbow's colors were painted on the blue canvas of the sky.	6 Sarah was as happy as a monkey in a banana tree!	8 Time passed as slowly as honey dripping from a spoon.
1 Owls are wise teachers who quietly watch their forest friends.	3 The chirping crickets sound like an orchestra outside my window.	5 New ideas are like rockets blasting off in my head!	7 Snowflakes are feathers from a heavenly white bird.

How to Write Similes and Metaphors

1. Choose the right topic.

Choose an idea, an emotion, an object, a color, or other topic that interests you or makes you experience strong feelings.

Examples:

friends, books, homework, growing up, trying out for a team

2. Brainstorm ideas about the topic.

Write your topic in the middle of your paper. Quickly jot down ideas that come to mind when you think about this topic. If you can't think of anything to write, choose a different topic.



3. Find "seeds" of similes and metaphors.

Look through your brainstormed ideas. Think about other objects or experiences that are similar to those ideas in some way.



4. Write a simile or metaphor.

Write a simile or metaphor comparing your topic to a different object or idea. Add details to help the reader understand the comparison.

Example:

Books can be like mountains towering over me, steep and challenging to climb, but worth the struggle.

5. Revise and edit your writing.

Reread your sentence or phrase. Revise the wording to include vivid vocabulary that paints a word picture for the reader.

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Similes and Metaphors**

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Look through your ideas. Think about other objects or experiences that are similar to those ideas in some way.
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Write a simile or metaphor comparing your topic to a different object or idea. Add details to help the reader understand the comparison.
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Reread and revise your sentence or phrase. Include vivid vocabulary that paints a word picture for the reader.



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Brainstorming Cloud

Topic

Brainstorming Cloud

Topic

Brainstorming Cloud

Topic



Simile and Metaphor Practice

Name _____



Topic

Is/are compared to...

Topic

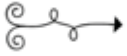
Is/are compared to...

Topic

Is/are compared to...

Circle one:

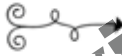
Simile Metaphor



Blank writing lines for student response.

Circle one:

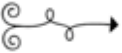
Simile Metaphor



Blank writing lines for student response.

Circle one:

Simile Metaphor



Blank writing lines for student response.



Name _____

Example

Simile and Metaphor Practice

Preview Version

Topic

books

Is/are compared to...

mountains

Topic

books

Is/are compared to...

waves

Topic

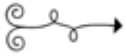
books

Is/are compared to...

fireworks

Circle one:

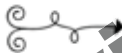
Simile Metaphor



Books can be like mountains towering over me, steep and challenging to climb but worth the struggle.

Circle one:

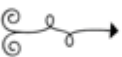
Simile Metaphor



Sometimes books are like warm ocean waves on a tropical beach relaxing me and lulling me to sleep.

Circle one:

Simile Metaphor



Books are fireworks exploding in my brain, red, green, and blue bursts of light blasting new ideas into my mind.

Crafting a Class Comparison Poem

Crafting a Class Comparison Poem builds on the skills your students learned in the previous lesson. Today, they'll learn how to craft a class poem from similes and metaphors. Some of the steps in this lesson are the same as those in the previous lesson, and you'll see them again in future lessons. Repeating the steps of this creative process will help your students become comfortable writing powerful similes and metaphors.



1. Brainstorm Topics for a Class Poem

Introduce the lesson to your students by explaining that today they will "craft" a comparison poem together as a class. Remind them that comparison poems are made of similes and metaphors, and explain that "crafting" means to create something using care or skill. Display page 13 with the directions the class followed in the previous lesson. Point out that the first step is to choose a topic, and for this poem, you're going to let them decide as a class what to write about.

Next, display page 24 or write the words "Comparison Poem Topics" on the board. Ask students to think of topics that would work well as the subject of a comparison poem. If they have trouble thinking of topics, share some of the ideas on page 25.

2. Narrow Topic Selection and Vote on a Class Topic

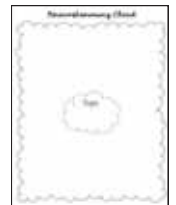
Stop the brainstorming session when you have at least 10 topics on the chart or when your students seem to be running out of ideas. Review the topics and narrow the selection to the five that you think most students will be able to write about. List those five topics on the board. Conduct a secret ballot or "heads down" vote to select which of those topics will be the subject of the class poem. Tip: Save the Comparison Poem Topic Ideas chart because you'll need it for the next lesson!

3. Brainstorm Ideas Related to the Topic

Remind your students that the next step is to brainstorm thoughts, feelings, and ideas about the topic. Display the Brainstorming Cloud graphic organizer and write the class topic in the center. Ask your students to record anything that comes to mind when they think about that topic. To increase engagement, ask everyone to write at least one idea on a dry erase board. After a few minutes, ask them to show you their boards, and record 10 or 15 ideas on the graphic organizer.

4. Find "Seeds" and Write Similes and Metaphors

Now ask your students to look at all of the ideas and choose a "seed" they would like to develop into a simile or metaphor. Provide time for them to write a sentence or phrase that "grows" the basic "seed" into a fully-developed image. If this task is too challenging for your students to do independently, assign partners and ask them to turn and talk to their partners about their ideas before writing.



Remind your students to provide enough detail to show how the two things being compared are similar. For example, if the topic is "fear" and the metaphor is "ghost," writing "fear is a ghost" does not provide enough detail about how a ghost is like fear. A stronger metaphor might be, "Fear is a ghost that haunts my dreams and chases me through a graveyard."

As some students finish writing, ask them to share their sentences and phrases with the class. This step will activate the imaginations of the other students, and soon they will all be writing metaphors.



5. Select Two to Four Similes or Metaphors

After the class has generated at least a half dozen similes or metaphors, choose at least two and no more than four of them to use in class poem. Each simile or metaphor will be one stanza in the poem. You can do this with a secret vote, or you can select the images you feel are the strongest. Do not write the students' names with their contributions because this will be a collaborative class poem. No one "owns" any part of the poem from this point on.

6. Edit and Revise Imagery

Remind your students that "crafting" means creating something with care or skill, so good writers examine their first drafts closely and revise them to make them better. They replace weak nouns, verbs, and adjectives with stronger or more precise words. They also correct any spelling errors. Demonstrate by suggesting a change to one of the similes or metaphors. Ask if anyone would like to suggest another revision to one of the four sentences. Remind them that the sentences were written by their classmates and to phrase any suggestions in a respectful way.

7. Model How to Craft a Poem

Model how to turn the similes or metaphors into the stanzas of a poem. Show two of the sample poems, "Me and You" and "Books," as examples of comparison poems with more than one stanza. Then ask your students to help you decide on the order of the stanzas in your class poem. If possible, the stanzas should be presented in a logical sequence, usually with the strongest image last. Explain that deciding on the order of the stanzas is part of the craft of writing poetry. Remind them that the last sentence does not have to be a simile or metaphor as long as it provides a powerful ending. Finally, give the poem a title, which might be the topic but could be different.



Write the class poem with a marker on a large sheet of chart paper so you can keep it as a reference for later. Explain that poems have lines and stanzas instead of sentences and paragraphs, and another important aspect of crafting a poem is deciding where to end each line. Poets often break lines where the reader would pause naturally in speech, but sometimes they choose to break them in other places to achieve a certain effect. As you record each stanza, explain why you are choosing to break the lines in certain places. Show your students how to arrange the stanzas so that there's plenty of white space on the page and the poem flows well. Point out that the poem doesn't rhyme, and that sometimes poems break rules of grammar and punctuation. When you finish recording the poem, ask a volunteer to read it aloud. Be sure to display it in a place of honor in the classroom!

Comparison Poem Topic Ideas

Preview Version

Comparison Poem Topic Ideas

(Examples)

sadness war
 homework anger
 joy friends love grief
 video games going to the dentist death
 music computers
 internet cell phones a pet
 gossip hope books
 loneliness forgiveness

Crafting Partner Comparison Poems



After your students have written a class poem together, it's time to have them craft a collaborative poem with a partner or a team. Partner Poems are easier than Team Poems unless your students are used to working together in teams, so this is a good place to start!

Planning Ahead

Near the beginning of this lesson, you'll ask your students to select five topics from the chart of ideas brainstormed in the previous lesson. Then you'll form partnerships based on those requests. To prepare for this, print enough copies of the *Collaborative Poetry Topic Requests* (page 28) so that each student will have one form. Then print enough copies of *Partner Poetry Assignments* (page 29) to provide one assignment slip for every two students. You'll also need a pad of small sticky notes for each pair of students.

Tip: You may want to conduct the first part of the lesson at the end of one day so that you can collect their requests slips. This will give you time to pair your students and fill out the assignment slips before the writing portion of the lesson.

Step-by-step Partner Poetry Lesson

1. Review Comparison Poems and Add Topics to Chart

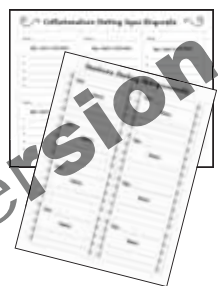
Start by reviewing the steps of crafting a class comparison poem. Display the page of *Comparison Poem Topic Ideas* that your class brainstormed together, and ask if anyone has suggestions for more topics to add to the chart.

2. Students Request Topics

Explain to your class that they are going to work with a partner to craft a comparison poem together. Give each student one of the topic request slips found on page 28. Ask them to list their five favorite topics from the class chart, and explain that you will assign them partners based on the topics they request. Collect the slips.

3. Form Poetry Partners

Sort your students' topic slips into categories according to their topic choices. Then form pairs of students who requested the same topic on their lists. If you have an odd number of students, you'll end up with one group of three students. Not every student will be able to get his or her first choice, but using the topic request slips will make it more likely that your students are able to write about something that interests them. Be sure to consider personalities as you pair students for the next activity. It's perfectly fine to create pairs of two boys or two girls; boys and girls are often more comfortable writing poetry in gender-alike groups.



Name: Julia

Topics I want to write about

- gossip
- growing up
- moving
- pets
- loneliness

Next, before you cut apart the *Partner Poetry Assignment* slips, write the names of the pairs and their assigned topics as shown. Then make a copy of each page before you cut apart the slips so you'll have a record of who is working with whom.

Topic	gossip
Names	Julia Sharon

4. Partners Brainstorm "Seeds" of Similes and Metaphors

Give out the *Partner Poetry Assignment* slips. Ask students to move next to their partners and place their assignment topic slips between them. Then give each pair a pad of sticky notes and ask them to brainstorm ideas for their topic. Tell them to whisper each idea to their partner, write it on a different sticky note, and place the sticky note next to the topic. If you prefer, you can give each pair a *Brainstorming Cloud* graphic organizer instead of the sticky notes. However, when students are generating ideas quickly, it's easier to write them on sticky notes than to have to take turns writing on a graphic organizer.



5. Partners Select Seeds and Write Similes or Metaphors

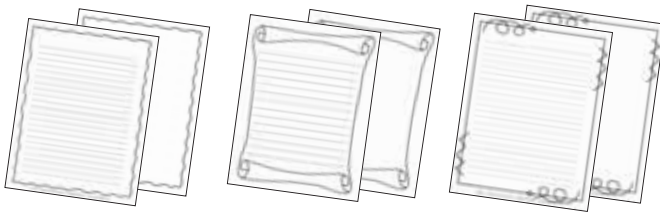
After at least 5 or 6 seed ideas have been generated, it's time for each person to choose one idea to develop into a stanza for the partner poem. Before they begin writing, they should talk over their ideas and discuss details they plan to use to develop their simile or metaphor. Finally, each student takes a few minutes to compose his or her simile or metaphor.

6. Partners Craft a Poem from Similes and Metaphors

Ask students to take turns whisper-reading their similes or metaphors to their partners. Each partner should share something they like about the image, and if they want to make a suggestion for revision, they may do that as well.



Next, they discuss the order they want the stanzas to go in their poem. They can choose to add another stanza or write a special ending together. If they would like, they may give their poem a title. They write a rough draft of their poem together and check it for errors. Finally, they each write the partner poem in a poetry journal, onto notebook paper, or onto one of the decorative pages shown below (pages 36 - 42).



Collaborative Poetry Topic Requests

Name _____ Topics I Want to Write About 1. _____ 2. _____ 3. _____ 4. _____ 5. _____	Name _____ Topics I Want to Write About 1. _____ 2. _____ 3. _____ 4. _____ 5. _____
Name _____ Topics I Want to Write About 1. _____ 2. _____ 3. _____ 4. _____ 5. _____	Name _____ Topics I Want to Write About 1. _____ 2. _____ 3. _____ 4. _____ 5. _____
Name _____ Topics I Want to Write About 1. _____ 2. _____ 3. _____ 4. _____ 5. _____	Name _____ Topics I Want to Write About 1. _____ 2. _____ 3. _____ 4. _____ 5. _____

Partner Poetry Assignments

Topic _____ Names _____ _____	Topic _____ Names _____ _____
Topic _____ Names _____ _____	Topic _____ Names _____ _____
Topic _____ Names _____ _____	Topic _____ Names _____ _____
Topic _____ Names _____ _____	Topic _____ Names _____ _____

Crafting Team Comparison Poems



The *Crafting Team Comparison Poems* lesson is almost identical to the partner lesson. Fortunately, if your students have already written partner poems, you should be able to move quickly through the early stages of the lesson. In fact, you can use the same topic request forms that your students filled out in the partner lesson.

Planning Ahead

Early in this lesson, you'll ask your students to select five topics from the chart of ideas brainstormed in the class lesson. Then you'll form teams based on those requests. To prepare for this, print enough copies of *Collaborative Poetry Topic Requests* (page 28) so that each student will have one form. Then print enough copies of *Team Poetry Assignments* (page 32) to provide one slip for every team. You'll also need a pad of small sticky notes for each team.

Tip: You may want to conduct the first part of the lesson at the end of one day so that you can collect their requests slips. This will give you time to form teams and fill out the assignment slips before the writing portion of the lesson.

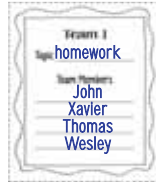
Step-by-step Team Comparison Poetry Lesson

- Review Comparison Poems and Add Topics to Chart**
Start by reviewing the steps of crafting a class comparison poem. Display the page of *Comparison Poem Topic Ideas* your class brainstormed together, and ask if anyone has suggestions for more topics to add to the chart.
- Students Request Topics**
Explain to your class that they are going to work with a team to craft a comparison poem together. Give each student one of the topic request slips found on page 28. Ask them to list their five favorite topics from the class chart, and explain that you will assign them to a team based on the topics they request. Collect the slips.
- Form Poetry Teams**
Sort your students' topic slips into categories according to their topic choices. Select enough topics so that each team will be able to write on a different topic. Then divide the class into teams of three or four students according to the topics they selected. Not every student will be able to get his or her first choice, but using the topic request slips will make it more likely that your students are able to write about something that interests them. Be sure to consider personalities as you make your teams. It's perfectly fine to create teams of all boys or all girls for this activity; boys and girls are often more comfortable writing poetry in gender-alike teams.



Name	Julia
Topics I Want to Write About	gossip growing up moving pets loneliness

Fill out the *Team Poetry Assignment* slips before you cut them apart. Write each topic in one box. Then list the names of the team members under their topic. Make a copy of each page before you cut apart the slips so you'll have a record of who is working with whom.



4. Team Members Brainstorm "Seeds" of Similes and Metaphors

Seat students on each team together, and place the *Team Poetry Assignment* slip in the middle of the group. Give each team a pad of sticky notes. Then ask students to brainstorm thoughts and ideas about that topic, and to quietly announce each idea as they think of it and write the idea on a sticky note. They should place the sticky notes with their ideas around the topic.

5. Team Members Select Seeds and Write Similes or Metaphors

After at least 5 or 6 seed ideas have been generated, it's time for each person to choose one idea to develop into a stanza for the team poem. If two people want to use the same "seed," the one who thought of the idea has the right to use it. Students may use ideas that they didn't contribute as long as the person who thought of the idea doesn't want to use it. Before team members begin writing, they should talk over their ideas and discuss how they plan to develop their similes or metaphors.

6. Team Members Each Write One Simile or Metaphor

Ask your students to work alone as they write their similes and metaphors. Having them write on individual dry erase boards can be effective at this stage. When it's time to share, it will be easy for them to see each sentence or phrase, and it will also be easy for them to make revisions on the fly.

7. Teams Edit and Revise Metaphors

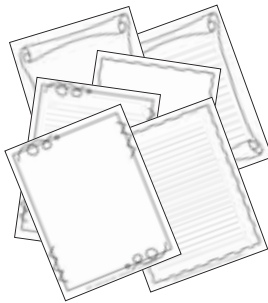
After they work alone, ask your students to take turns reading their images aloud to their team. Usually the similes and metaphors will need a little work to make them stronger, so ask students to spend time revising them to improve them. Remind them that this is an important part of the crafting process, and encourage them to work together to make sure all four images are equally powerful. They should also check each other's spelling.

8. Teams Determine the Stanza Order

Next they should determine the order of the stanzas. Sometimes there will be a natural beginning and ending stanza, but not always. If students become too focused on this issue, have them write their images on index cards, shuffle them, and arrange them in random order.

9. Teams Finalize and Record Comparison Poems

Ask your students to review the final team poem and decide if they would like to give it a title. They should also look closely at the way the poem ends to decide if it needs another sentence or two. Finally, everyone records the team poem in a journal, on notebook paper, or one of the decorative papers on pages 36-41.



Team Poetry Assignments (1-4)

Team 1

Topic _____

Team Members

Team 2

Topic _____

Team Members

Team 3

Topic _____

Team Members

Team 4

Topic _____

Team Members

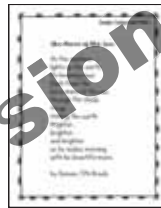
Crafting Poems Independently

Now that your students have explored similes and metaphors with the class and have written a partner or team poem, they will be ready to craft their own poetry. In fact, many of your students may already be writing original poems! Teaching kids how to write similes and metaphors seems to unlock their creativity, and after they get the hang of it, they don't want to stop!



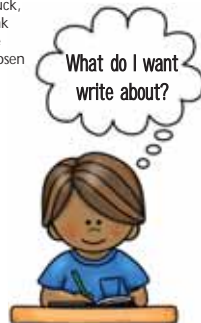
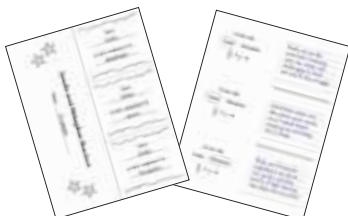
At this point, there's no need to follow a detailed step-by-step lesson. In fact, providing too much structure is likely to frustrate your students and may actually dampen their enthusiasm for writing poetry.

To begin the lesson, explain that it's time for your students to craft their own poems. Quickly show a few of the sample poems again and be sure to include, "The Mane of the Sun," which is different from the others, having only one stanza that consists of a single extended metaphor. Explain that when your students are crafting their poems, they will be able to decide how many similes and metaphors to include, where to break each line, how to arrange the lines and words on the page, and so on. If they have already studied poetic devices, you might point out the writer's use of repetition in the last part of the poem.



After sharing a few poetry-writing basics, provide a large block of quiet uninterrupted writing time, and allow your students to move away from their desks and get comfortable. Tell them not to worry about correct spelling during the first part of the writing process; they just need to get their ideas down quickly. Encourage creativity; let them play with unusual word choices and discover the fun of breaking a few rules of punctuation! This is all part of the poetry-crafting process.

While your students are writing, walk around and observe them quietly to be sure that they are on task and working. Make yourself available for writing conferences, and establish a system for students to request a conference. If some students seem completely stuck, remind them to use the *Brainstorming Cloud* graphic organizer to think of "seeds" for similes and metaphors. It might even be helpful to have them complete the *Simile and Metaphor Practice* foldable on their chosen topic first, and then turn the similes and metaphors into a poem later.



Sharing and Publishing Poetry

If you want to foster a love of writing poetry, provide opportunities for your budding poets to share their poems with others. Poetry-sharing sessions should be focused on enjoying each other's writing, and they should not turn into critiquing sessions. Poetry is very personal, so recognize that some students may be uncomfortable sharing their work. Please don't require them to read their poetry aloud if they seem anxious about doing so. Instead, provide opportunities for them to share their work in written form. Below you'll find six ideas to get you started sharing and publishing poetry.



6 Ways to Share and Publish Poetry

1. Sharing Within Teams

The quickest and easiest method of sharing poetry is to have your students share within cooperative learning teams. They may either take turns reading their poems aloud to their teammates, or they may prefer to pass their poems around the team to be read silently.

2. Sharing with a Document Camera

Because poetry is visual, it's important to be able to see a poem while listening to it being read aloud. That's why document cameras are so effective for sharing student work. If you have a document camera, invite volunteers to come to the front of the room and place their poems under the lens. After each person reads his or her poem aloud, he or she can explain how the poem was carefully "crafted."



3. Displaying Poems on a Bulletin Board

Have each student write and illustrate his or her favorite poem on one of the decorative writing papers at the end of this book. Create a bulletin board display in the hallway outside your room or in another location in the school to showcase their work.

4. Hosting a Poet's Tea

Why not host a Poetry Café or a Poet's Tea when you wrap up your poetry unit? Invite the family members of your students, and provide simple refreshments for them to enjoy while they listen to the children read their favorite original poems.



5. Creating Class Poetry Books

Create a class poetry book by having students type their poems and combine them in a digital document. Or use hand-written, illustrated copies to create a bound scrapbook of the poems. You can also have a class book published for free with Studenttreasures.com.

6. Publishing Poems on a Blog

Sharing within the class or school is fun, but it's even more exciting to share poems online! Be sure to check out any website thoroughly before allowing your students to use it. Many teachers recommend Kidblog.com, a kid-friendly, safe blog. If you have a class blog, you can ask your students to type up their favorite poems to feature on the blog.

