**This is the poem that was used in this activity. You can replace it with any other poem of your choice.**

MCFD00848_0000[1]**Poetry Unit**

**Pizza, Oh Pizza!**

Pizza, oh pizza, I have to confess

When pizza’s for supper I always say “yes.”

It’s great for your breakfast, it’s great after school,

It’s great when you’re sitting outside by the pool.

Pizza, oh pizza, the love of my life;

I eat with my fingers, I don’t use a knife.

It goes on my T-shirt, my chin and my face;

Tomato sauce dribbles all over the place.

Pizza, oh pizza, the food I adore.

I finish one pizza and I want more.

More mushrooms, more wonderful cheese,

Salami and bacon and ham, if you please.

Pizza, oh pizza, the food I love best.

I’ll order a jumbo. Please come as my guest.

So come to my table! Sit down on a chair!

Pizza is even more fun when you can share.

Source: The source of this poem was not found. If you information about the source, please let us know.

**Students complete the notes in their student booklet while the teacher explains the vocabulary.**

**Poetry Notes (Teacher’s)**

**Poetry:**

A type of literature that is written in meter.

**Metre:**

The arrangement of a line of poetry by the number of syllables and the rhythm of accented (or stressed) syllables.

**Foot/Feet:**

It is the term used to count the number of syllables in a word.

**Verse:**

It is a single line of poetry.

**Rhyme:**

The occurrence of the same or similar sounds at the end of two or more words.

**Rhyme Scheme/Pattern:**

It is the [pattern](https://en.wikipedia.org/wiki/Pattern) of rhymes at the end of each line of a [poem](https://en.wikipedia.org/wiki/Poem) or [song](https://en.wikipedia.org/wiki/Song). It is usually referred to by using [letters](https://en.wikipedia.org/wiki/Letter_(alphabet)) to indicate which lines [rhyme](https://en.wikipedia.org/wiki/Rhyme); lines designated with the same letter all rhyme with each other.

* + [Ballad Stanza](http://thepoetsgarret.com/2011Challenge/form1.html)
    - A. B. A. B.
  + [Clerihew](http://www.thepoetsgarret.com/quatrain/clerihew.html)
    - A. A. B. B.
  + Envelope
    - A. B. B. A.
  + Heroic
    - A. B. C. B.

**Stanza:**

It is a group of lines in a poem. It separates ideas and acts as paragraphs.

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It is a group of lines in a poem. It separates ideas and acts as paragraphs.

**You can change the structure of the poem depending on the students’ level. You could model with an example (the initial poem) of a poem and deconstruct its structure as a practice.**

**Now, you write your own!**

Your poem will need to have the following structure:

1. 4 Stanzas

2. 4 Verses per Stanza

3. 3 identical rhyming pattern stanzas + 1 different rhyming pattern (Free)

4. The verse foot numbers needs to be identical in your identical rhyming pattern.

|  |  |
| --- | --- |
| **Example A**  A: 8 feet  B: 9 feet  A: 10 feet  B: 11 feet  A: 8 feet  3 identical rhyming patterns with identical feet numbers  B: 9 feet  A: 10 feet  B: 11 feet  A: 8 feet  B: 9 feet  A: 10 feet  B: 11 feet  A: 12 feet  1 different rhyming pattern with different feet numbers (free)  B: 10 feet  B: 9 feet  A: 9 feet | **Example B**  A: 12 feet  1 different rhyming pattern with different feet numbers (free)  B: 10 feet  C: 9 feet  B: 10 feet  A: 13 feet  A: 11 feet  B: 9 feet  B: 8 feet  A: 13 feet  3 identical rhyming patterns with identical feet numbers  A: 11 feet  B: 9 feet  B: 8 feet  A: 13 feet  A: 11 feet  B: 9 feet  B: 8 feet |

**To structure your writing, this is what you should do:**

1. Brainstorm (topics/themes) and write all the ideas you want to write about for each topic/theme.

2. Then decide which topic/theme you want to write about.

3. To create a deeper line of thoughts, I would suggest you find a point of view and intention (The main point you/the narrator tries to communicate: to describe, to inform, to tell a story, to express…, etc.).

4. Also, think about what message/impression you want to leave the reader with. (Emotional content: Writing that will take hold of the audience attention and engage them emotionally.)

5. With this said, your poem does not have to be serious and gloomy. It can easily be fun and light.

**Now! It is Brainstorming Time!**

**Title:**

R.P/Feet

(see teacher to have final copy sheet)

**How to with Spark Video**

1. Get a free Adobe ID: Use your office 365 email or another email but you must use a different password (more secured one). **Write it down in your agenda.**
2. + *Create a New Story.*
3. Write a Title and your name. (Pizza! Oh! Pizza! By Annie)
4. Then press ***Next.***
5. Select ***Start from scratch***
6. You can then select a layout for each of your slide. The theme you will select will be the same throughout however.
7. **You MUST write the Title on the first slide.**
8. Record your poem, add pictures, change the music…Have fun! To record, you must hold the microphone.
9. If you are not finished by the end of the period, disconnect yourself from the application. (Select the ***House icon*** on the top left, then ***the gear*** and then ***account*** and **disconnect.**) The application will save your work automatically.
10. When you’re done, Select the **send button** (top right corner of your screen) then ***Save to camera roll.*** The video is now in the video album of the iPad.
11. See you teacher to transfer your movie to her iPad.

Name:

**Evaluation/Appreciation Poem Rendering**

|  |  |
| --- | --- |
| **Evaluation descriptors** | **Points allotted** |
| **Voice**  **(Spoken Language)**  Emotion, intonation and inflection that the narrator uses to give greater meaning to the poem. | **/5** |
| **Music and Volume**  The sounds and music are thoughtfully selected and  The volume does not overpower the narrator’s voice | **/5** |
| **Visuals**  The poem is illustrated effectively with a small number of images or fairly short text. | **/5** |
| **Rhythm of the story**  The rhythm of a story and how slowly or quickly it moves. | **/5** |
| **Pronunciation**  The student pronounces with a **high degree** of accuracy; errors are minor, and communication is **effective** | **/5** |
| **Total** | **/25** |
| **General appreciation: (strong points and what should be improved upon)** | |

Name:

**C3: Poem Rubric**

|  |  |
| --- | --- |
| **Evaluation descriptors** | **Points allotted** |
| **Spelling**  **(0.5 deducted per mistake)**  The student spells with a **high degree** of accuracy; errors are minor, and communication is **effective** | **/** |
| **Grammar**  **(0.5 deducted per mistake)**  The student uses grammar, syntax and punctuation with a **high degree** of accuracy; errors are minor, and communication is **effective** | **/** |
| **Vocabulary is clear and appropriate**  The student **effectively** uses a range of appropriate vocabulary, sentence structures and forms of expression | **/** |
| **The message is clear throughout**  The student produces a poem that demonstrate a **high degree** of personal engagement with the creative process; demonstrates a **high degree** of insight, imagination and sensitivity | **/** |
| **Rhyming scheme is followed as instructed** | **/** |
| **The feet numbers are consistent** | **/** |
| **Total** | **/30** |

Name:

**Title:**

R.P/Feet