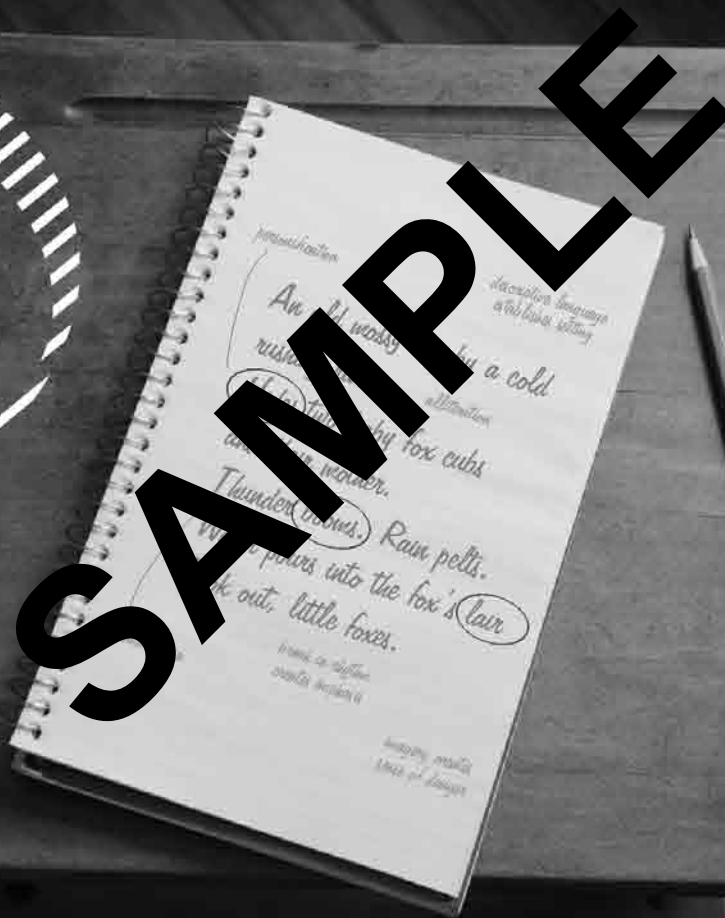


## Text Types Book 2

# Imaginative Poetry

Creating and appreciating poetry in all its forms.

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**SAMPLE**



June Keir

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*A poem usually has three parts.*



- A subject – what the poem is about.

- A mood or feeling – how the poet feels about the subject.

- A theme – ideas developed throughout the poem.

*The Wind (1)*

*Whistling, wailing,  
chilling my bones.  
Rustling, rattling  
breaking boughs.  
Roaring, wailing,  
keeping me awake.*

These two poems have the same title and are written by the same poet but they are very different.

*The Wind (2)*

*Gently whispering,  
swishing the leaves.  
Eddying ripples  
and white foam.  
Seagulls riding  
gently on the waves.*

\* Compare these two poems by completing the table below.

	<i>The Wind (1)</i>	<i>The Wind (2)</i>
What is the poem about?		
How does the poet feel about the wind?		
What words best reveal the poet's feelings about the wind?		



Haiku is a traditional form of Japanese verse.  
Haiku is usually serious verse that conveys feelings or emotions about ideas, thoughts or experiences.

A Haiku has only three lines.

(First line) – 5 syllables

(Second line) – 7 syllables

(Third line) – 5 syllables

### Grimy Fingernails

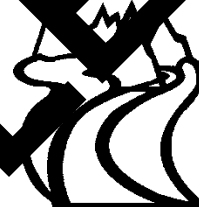
*grimy fingernails  
back bent with hours of digging  
green seedlings rising*



~ Venie Holmgren

### River

*such a long river  
weaving through the land so strong  
blue and beautiful*



~ Kelly Hall (aged 12)

\* What do you think this poet feels about gardening?

How does this poet feel about the river in her poem?

\* Think of something you like to do. What results from your efforts? Make this into a haiku poem.

\_\_\_\_\_  
(Line 1 = 5 syllables)

\_\_\_\_\_  
(Line 2 = 7 syllables)

\_\_\_\_\_  
(Line 3 = 5 syllables)

\* Write a haiku about an animal.

\_\_\_\_\_  
(Line 1 = 5 syllables)

\_\_\_\_\_  
(Line 2 = 7 syllables)

\_\_\_\_\_  
(Line 3 = 5 syllables)



## Ezra Pound Couplet

An Ezra Pound Couplet captures a precise moment.

The first line describes something and the second line describes something which can be compared to the first line.

Children dancing in a row,  
Ants marching in a line.



Flowers bobbing on their stalks,  
Old men nodding in their chairs.



An apple hanging from a tree,  
A bug dangling from a leaf.



\* Complete these Ezra Pound Couplets.

A traffic jam of cars on the road,  
\_\_\_\_\_

A gaggle of geese on the pond,  
\_\_\_\_\_

A bunch of grapes on a vine,  
\_\_\_\_\_

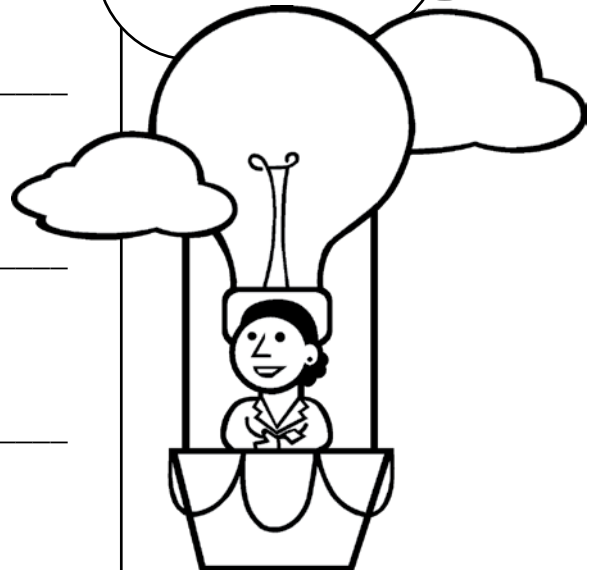
A basket of puppies playing,  
\_\_\_\_\_

A snake slithering over the grass,  
\_\_\_\_\_

Clouds drifting in the sky,  
\_\_\_\_\_

**SAMPLE**

*Sometimes the second line will just pop into your brain. For others you may have to gaze around the room, look out of the window or go outside (with your teacher's permission, of course).*



Poems can have unexpected endings just like narratives.

Poems with a twist have only a few lines, usually five or six.

The first lines describe an object.

The last lines say something negative about one aspect of the other lines.

The very last line often begins with 'No!'.

### BIRDSONG

Birds in the trees  
Wings folded  
Pretty colours  
Lovely voices  
No song



*Poems with a twist are easy and fun to write.*

### CAMPING

Hiking shoes on  
Backpacks shouldered  
Wearing sunhats  
Water bottles full  
Stormy weather



\* Write your own poem with a twist using your answers to these questions:

Think of something you like to do. \_\_\_\_\_

What do you need in order to do this activity? \_\_\_\_\_

What could go wrong to stop you from doing this? \_\_\_\_\_

#### Your Twist Poem

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Illustrate your poem in a humorous way.

\* Write a poem with a twist about school.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_