



**Title:** Acrostic (Name) Poetry

**Grade Levels:** 3-6

**Objectives:** Students will:

- Write an acrostic poem
- Understand that adjectives are words that describe something
- Understand and use synonyms to write poetry

**Sunshine State Standards:** LA.B.1.2, LA.B.2.2, LA.D.2.2, LA.E.1.2, LA.E.2.2, LA.A.1.2

**Materials:**

- Samples of Acrostic Poetry (handouts or overheads)
- Student Acrostic Poetry Worksheet
- Dictionary
- Thesaurus
- Pencil, crayons, markers, etc.

### **What is Acrostic Poetry?**

Acrostic poetry is written using the letters in a topic word. The topic word letters are used as the beginning letters for words and phrases that tell about the topic word. The topic word is written vertically along the left side of the page, and words or phrases that describe the topic are written left to right using the letters in the base word. Encourage students to use colorful words or phrases that describe the topic.

### **Introduce and Define Acrostic Genre:**

1. Define acrostic poetry and review samples with students.
2. Using the sample poems, ask students to identify similarities and differences between the two. Discuss how each word or phrase begins with a letter within the topic word.

3. Point out how two different acrostic poems can share common letters and how these common letters can sometimes be used to write the same word in both poems or two completely different words.
4. Ask students to volunteer other words that begin with the same letters used in either poem. Point out and discuss how the chosen words reflect on the main subject of the poem.
5. Encourage students to stretch their vocabulary and use a dictionary or thesaurus to find more colorful "r" words, such as roaring, rolling, rocking, etc. Remind students that good poets are always searching for the word that most accurately conveys the meaning they want to express. Dictionaries and thesauruses are good tools to use to find those words.

### **Word Work: Adjectives and Synonyms:**

1. Review the meaning and function of the following terms:
  - **Adjective:** A word or phrase that is used to describe a noun.
  - **Synonym:** A word having the same or almost the same meaning as another word.
2. Discuss how understanding adjectives and synonyms can help a poet find words that fit the criteria of an acrostic: the words must describe the topic and begin with one of the letters of the topic. For example, if the poet wants to describe *sun* by using the adjective *light* but the letter he/she is working with is *r*, then the poet must search for a synonym for the adjective *light* that begins with the letter *r* (*ray* or *radiant*).
3. Use this opportunity to introduce and model using a thesaurus. Explain to students how to locate an adjective in a thesaurus and then list the synonyms for that adjective. Encourage them to practice the activity with other words before they use a thesaurus for their acrostics.

### **Model Writing an Acrostic Poem:**

1. The first step in writing an acrostic poem is to choose a good topic. Acrostic poems may be written about any topic. Choose a topic that can be described using a variety of words or phrases. Write the word vertically on the board or on an overhead.
2. Have students brainstorm possible words that can be used to describe the topic of the poem using the letters found in each topic word. Record students' suggestions on the board or overhead projector next to the corresponding letter.

3. Allow students to pick the best word from the list for each letter. Voting by show of hands is a fast and effective way to identify the most popular word or phrase. Ask for a volunteer to record student responses using tally marks.
4. Write the subject word vertically on the board or on another overhead slide and model how to create an acrostic poem using the chosen word or phrase for each letter in question.

### **Independent Practice Activity:**

1. Hand out Lighthouse Acrostic Poem worksheet and inform students that they will be writing their own acrostic poem using the letters in the word LIGHTHOUSE.
2. Remind students that each line in an acrostic poem typically begins with a capital letter and that the letters used in the base word, or topic, are usually stressed with bold print or with an ornate design.
3. As the students write, encourage them to brainstorm to find words and phrases that communicate and fit the structure of their acrostic poem by listing possible words or phrases for each letter on a separate piece of paper that fit the structure of their acrostic poem.
4. Have students revise their work in order to improve understanding and flow by adding, deleting, consolidating, and rearranging words as necessary.
5. Encourage students to use a dictionary or thesaurus to find synonyms or adjectives that may be used to make their poems more interesting.

### **Extend the Activity**

- Celebrate the writing process by having students read their poetry aloud with fluency, rhythm, and expression.
- Encourage students to write acrostic poetry on a topic that is the opposite of one they have already written. For example, if they wrote an acrostic on peace, have them write one on war. Publish the opposing poems on facing pages in a class book.
- Have students share their writing with as many different audiences as possible. Poetry may be published through classroom or school-wide displays, a poetry book, a school newsletter or website, an online poetry contest, or any other creative form of communication.
- Extend acrostic poetry across the curriculum using a variety of topics.
- Use the alphabet in alphabetical order to write an acrostic on a given topic, such as friendship, animals, or landmarks.

**K**eeps on jumping day after day  
**A**ustralia's most interesting mammal  
**N**ever leaves its babies alone  
**G**reatest marsupial of all time!  
**A**lways on the lookout for hungry dingoes  
**R**eady to spring away when danger is near  
**O**ften carries joey around in its pouch  
**O**utback jumper from Down Under!

**C**URIOUS

**A**FFECTIONATE

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**Title:** Lighthouse Haiku

**Grade Levels:** 2 - 6

**Objectives:** Students will learn the syllable structure of haiku poems by writing their own lighthouse themed haiku.

**Sunshine State Standards:** LA.B.1.2, LA.B.2.2, LA.D.2.2, LA.E.1.2, LA.E.2.2

### **Materials**

- Samples of haiku poetry
- Lighthouse Haiku Worksheet
- Crayons/Markers/Colored Pencils
- Sounds of the ocean shore to inspire and set the tone

### **Procedures**

1. Discuss with students the requirements of a haiku poem - a three-line poem, the first line with five syllables, the second line with seven syllables, and the third line with five syllables. (**Note:** Beginners often try to evoke too many different ideas. A good rule is to have at least two concrete images, and no more than three.)
2. Discuss with students the sounds of the sea and the beauty of a lighthouse during the night and day. A lighthouse haiku can focus on a wide variety maritime and lighthouse related subjects including the lofty height of a lighthouse tower, a keeper maintaining the light, or a lighthouse's guiding light on a dark stormy night.
3. Write a sample haiku with the class. (**Note:** See sample haikus below)
4. Read the short lighthouse summary on the student worksheet with the class and discuss.
5. Have students write their own haikus. Nautical music or the sounds of the sea can be played during activity to help inspire the students' descriptive writing. (**Note:** Sounds of Nature CD can often be found online, in the media center, or as MP3 files on the web- *see YouTube*)
6. Students will rewrite their completed haikus on the Lighthouse Haiku worksheet.
7. Student can color and decorate their Lighthouse Haiku Sheet using crayons, markers, colored pencils, pictures from magazines etc.

Student Name: \_\_\_\_\_

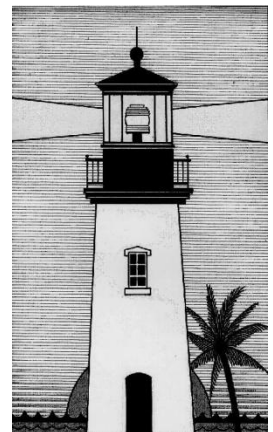
### Lighthouse Haiku

Lighthouses help guide ships away from dangerous areas like reefs, sandbars, and rocky coastlines. They also help sailors safely navigate (or steer) their ships into harbors, inlets, and along rivers. Lighthouses were built close to the shore line. They can be found on top of tall cliffs overlooking the ocean, on barren rocky islands, and far out to sea near dangerous reefs and sandbars.

All lighthouses have a light at the top called a beacon. A lighthouse keeper was responsible for maintaining the lighthouse and for making sure the light never went out at night. A Lighthouse beacon is very bright and often flashes. Each lighthouse has its own unique pattern of light flashes to help sailors identify it at night. This pattern is called the beacon characteristic. Did you know that the light from some lighthouses can be seen more than 20 miles away!

For this activity you will write a haiku poem about lighthouses. A Haiku is at traditional form of Japanese poetry that does not rhyme. Every haiku poem has three lines, each with a specific number of syllables or beats. The first and third lines have five syllables. The second line has seven syllables. Here is an example of a haiku poem:

*Flashing out to sea  
Warning Ships... Beware! Beware!  
Guiding sailors home*

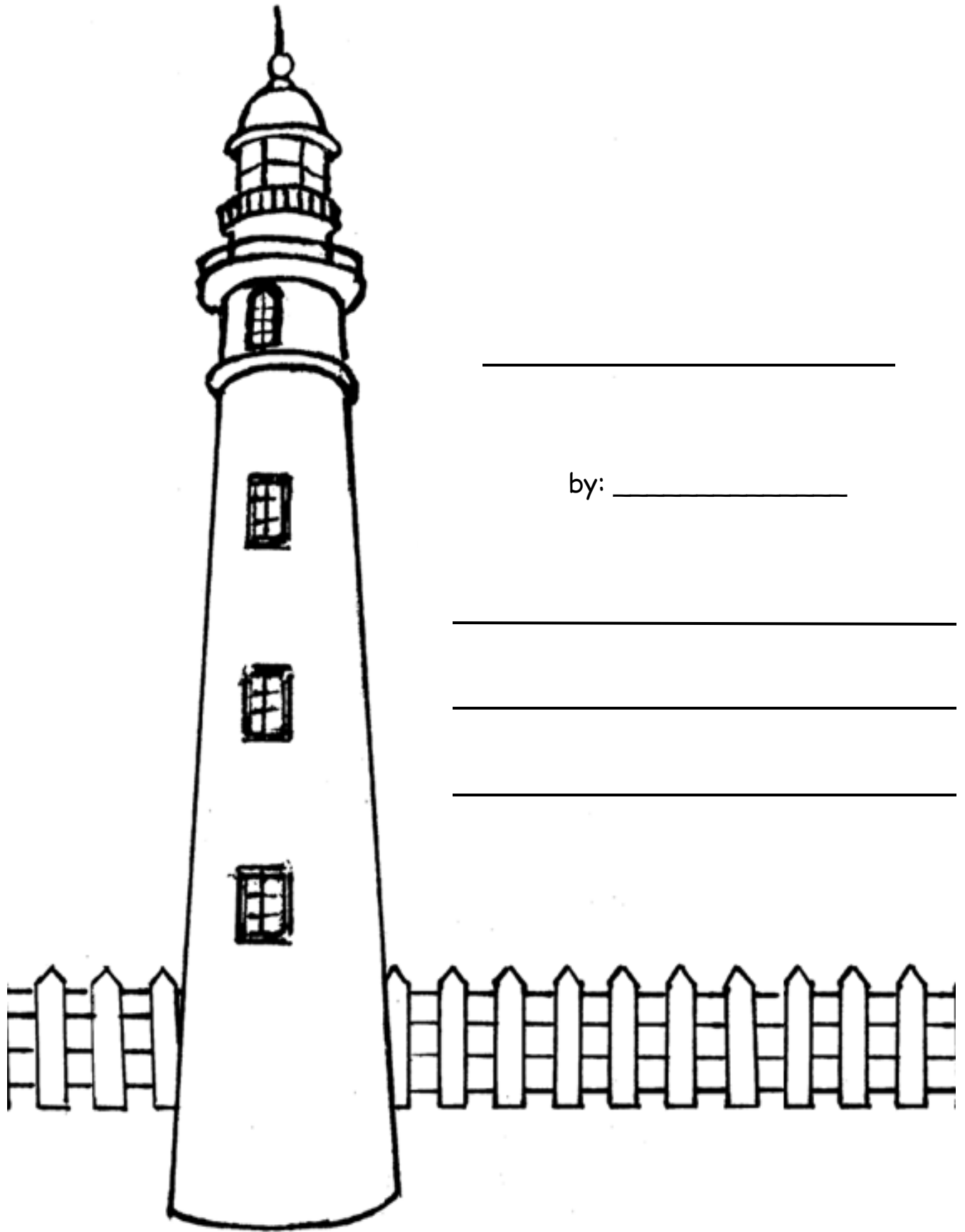


Try writing your own lighthouse haiku below:

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by: \_\_\_\_\_

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## Sample Haiku Poems

### **Lighthouses**

Raymond A. Foss

Lighthouses on shore  
beacons of light shining out  
love guiding us home

### **The Journey Home**

Michael Bennett

Thirty days at sea  
a shining beacon at night  
guides the weary home

### **The Lighthouse**

Cathy Burgess

Newlyn lighthouse stands  
alone at the harbor mouth  
watching over us