

LUNES AND MORE

Fun
October Poetry



ELA Core Plans

Teacher-Written Standards-Based Lesson Plans



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(Except for your own classroom)



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Lesson Plan

Lunes

Materials Needed

Gummy “body parts” candy. You can find a big bag of individually wrapped gummy fingers, ears, eyeballs, etc. with the Halloween candy.

Handouts included in this packet

Paper and pencil

Objective

Students will write a lune –a poem that follows a certain pattern.

Common Core 6-12 Writing Anchor Standard: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Procedures

- **Tell students that they are going to write an interesting type of poem called a lune. Next, tell them they are going to write one about a body part.**
- **Give each student a gummy body part.**
- **Give out the handout on lunes and explain how they are written. You may want to write one together as a class.**
- **Explain that the best lunes have surprise endings. Challenge students to be creative with their last lines and not to be predictable.**
- **Have them write three or four lunes for the body part that they have been given and to choose their best.**
- **You may want to have them trade the gummy body part with another student and have them write a different one too.**
- **Read some of them out loud, and display the final poems. You could have students illustrate their poems as well.**

Lune Poems

The lune is an American form of poetry similar to the Haiku. Lunes have three lines and follow a 3, 5, 3 or 5, 3, 5 pattern. One way of writing a lune is to count the syllables (5,3,5). Another way is to count the words (3,5,3). While Haiku do not rhyme, lunes can rhyme, but they don't have to.

Line 1: three words **or** five syllables

Line 2: Five words **or** three syllables

Line 3: Three words **or** five syllables

Write three or four lunes about the "body part" that you are given. Make sure you follow one of the patterns of a lune. Don't eat your candy until your poems are complete. Choose your best two poems, and illustrate them on a clean sheet of white paper.

Examples

5/3/5 Syllable format

Fingers

Fingers are short, bloody
Chopped all off
Come to tap your window

3/5/3 Word counting format

Fingers

Fingers are missing
Nothing remains but the stubs
Short and bloody

Sample Lune:
Small and bloody
Sitting still on my palm
Beats once more!

Your Body Part Lune:

Your Body Part Lune:

Your Body Part Lune:

Your Body Part Lune:

More Fun October/Halloween related poems!

- 1. Body Beast Poetry – Include some research in the poem writing process.**
- 2. Epitaph – Students will choose a character from a story or novel to write an epitaph.**
- 3. Pop Rocks Poetry – October brings to mind candy! You can usually find small packets of pop rocks in the Halloween candy aisle. Give each student a packet, and have them write pop rocks poetry!**
- 4. Extended Metaphor Poetry – Students begin with a metaphor and extend it into a poem!**
- 5. Acrostic Poem – Students will write an acrostic poem about Halloween.**

Body Beast Poetry

Name _____

Date _____

This is a chance for you to write about something downright disgusting to many people! Do some research on a “body beast” (lice, tick, bed bug, mite, etc.) and then use the following form to complete your pre-writing.

Body Beast I chose: _____

Facts about this body beast:

-
-
-
-
-



At least three of these facts must be woven into your poem.

In this poem, I will use one of the following poetry elements. Circle one.

Alliteration Onomatopoeia Imagery Figurative Language Rhyme
Repetition Refrain Meter

Now, write your poem. **It needs to be at least eight lines long.** You can do a free verse poem, an acoustic poem, or a poem that rhymes. Experiment with your words, phrases, and line breaks. Poetry is all about sounds, so write what sounds right, and take out what doesn't. Work with it until you are satisfied with your poem. **Be sure to include your facts about the body beast and the poetry element that you chose.**

After writing your poem, write out your facts in paragraph form. This paragraph should be written underneath the final draft of your poem to be turned in.

Character Epitaphs

Name _____

Date _____

An epitaph is a short, rhymed poem that would be written on a tombstone.

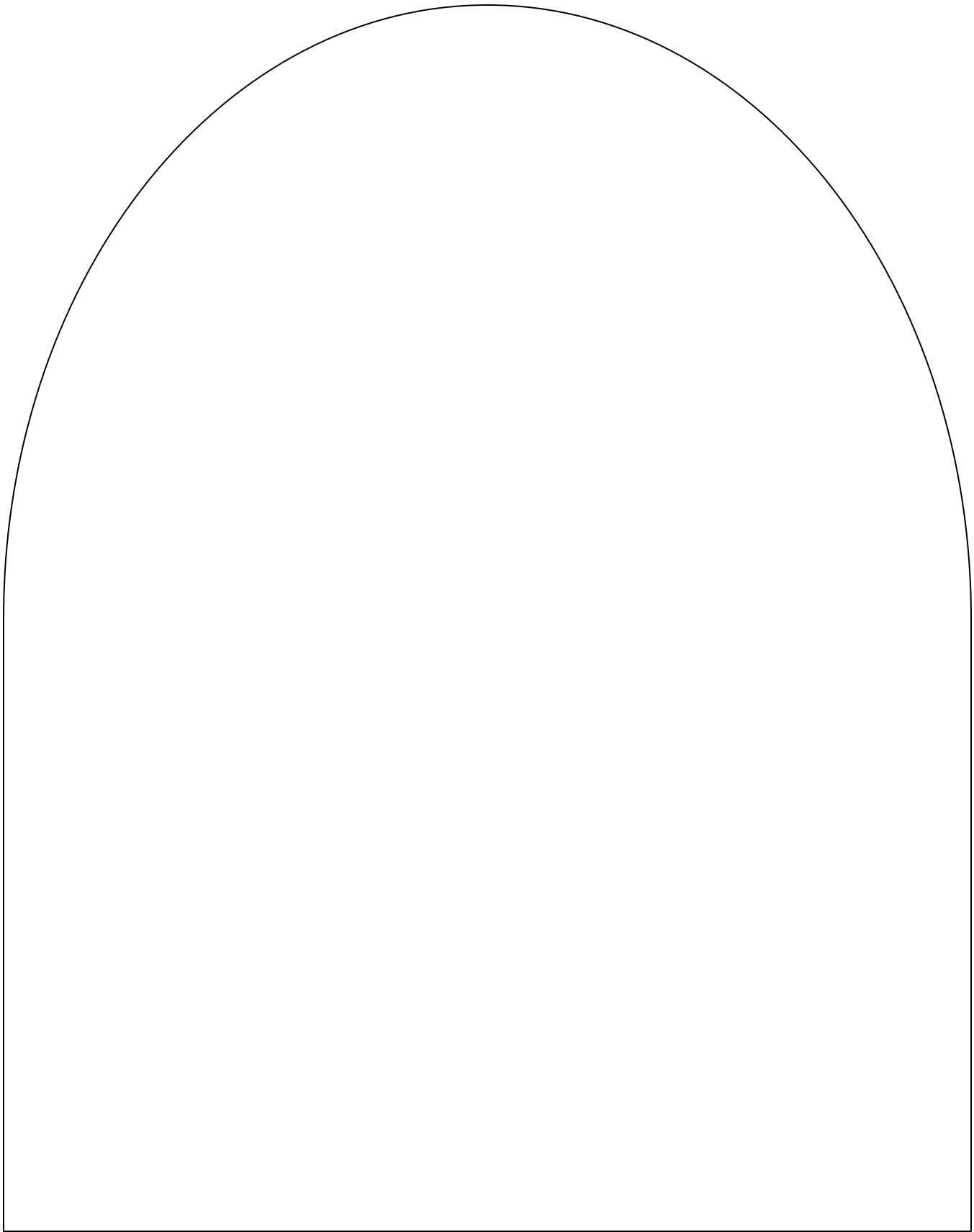
Choices

- Write the epitaph from the point of view of a character that we have read about in class and have that character speak from the great beyond. If you do this, think about this character's outlook on life or his/her advice to those still living.
- Write the epitaph as a loved one who misses one of your favorite characters. Think about what this character meant to surviving friends and family, and put those thoughts into a poem.

Write

- Use an aabb rhyme scheme. It should not be longer than four lines because it has to be short enough to fit on a tombstone. It can be as short as two lines. The length is not as important as what is written.

Write a draft on the lines below. Try a couple of them, and choose the best one.



POP ROCK

Poetry

Materials Needed:

Pop Rocks candy
Pop Rocks Senses Chart
Pencil and paper

Procedures

Give each student a pack of Pop Rocks and the Pop Rocks Senses chart. Watch out for these during holidays; you can find the smaller packs then.

- Before opening the pack, have the class shake their packs at the same time. Tell them to close their eyes and think about what it sounds like. Have them write their thoughts under *sound* on the chart.
- Have students open the pack by tearing it all the way across the top of the package. Have them smell the pop rocks inside and then record anything that comes to mind to describe the smell.
- Next, have students sprinkle a few Pop Rocks in their hands to examine up close. They are now going to describe in detail what they look like. They should describe the color, shape, texture, etc. Tell them to include similes too.
- Tell students that when you count to three, the entire class will pour some of the pop rocks in their mouths and sit quietly with their mouths wide open. This will intensify the sound. Tell them to try not to giggle and to close their eyes and think about what it sounds like. As they listen tell them to try to come up with similes to describe the sound. Once this is done, have them fill out the chart under "sounds like".
- Finally, students can finish their pop rocks and describe what they feel like and taste like. Tell them to describe what they feel like in their hands and inside their mouths.
- Encourage them to think about other adjectives and similes that can be used in each category of the chart.
- Provide criteria for your students' poems. Sample criteria are listed below.

Sample Criteria for Poem

Your pop rock poem should:

- Be at least ten lines long
- Have at least two similes and/or metaphors
- Use at least one line of personification
- Have at least one example of onomatopoeia
- Use Imagery (it must appeal to ALL FIVE senses!)
 - Sight
 - Sound
 - Smell
 - Taste
 - Touch
- Use One of these:
 - Alliteration
 - Symbolism
- It should be neat and be decorated / illustrated.

POP ROCKS ~ SENSES CHART

Use this chart to help you take notes as you eat your pop rocks.

Pop Rocks Poetry

Looks Like	Sounds Like	Smells Like	Feels Like	Tastes Like

POP ROCKS!

Pop rocks are explosions,
electric shocks to my mouth!
As they jump and dance on my tongue
I can't help but smile.
The smells of fluffy pink cotton candy
and strawberry smoothies
are wrapped up together in these small
crystallized pieces of magic.
The popping party reminds me of
The sizzling grease during a fish fry,
bubble wrap being swiftly pressed,
and a crackling camp fire.
The taste is sneaky.
It's hard to taste such spastic sugar
that won't be still!
But once it calms down
you can taste the
sweet fruity essence
until
Pop!
It decides to awake again!



Battle Field

You sprinkle them in your palm.

**The aroma of cotton candy
smacks you in the face.**

**A fleet of mint green monsters
scamper along your hand
and prepare for war.**

**Their sharp rigid edges
cut, slice, and dice their way
up your hand
and into your mouth.**

**When they reach
their destination
they immediately start
firing off bombs
and bullets
that taste like sugar.**

**When the war ends
your realize
that you
have won!**

- 7th grade student

Extended Metaphor Poem

1. Create a metaphor that fits the theme of October – fall, Halloween, pumpkins, etc.
2. List words that describe the second word in the metaphor.
3. Write your poem weaving in the words that you listed.

1. Our future is a vampire bat.

2. Bat

Blind

Fly

Swoop

Blood sucking

Black

Hangs upside down



3. Write the poem.

Our future is a vampire bat.
It hangs out there waiting for us to find it.
We are blind to what it holds for us.
It awaits us, calls to us, and we fly toward it.
We can never quite catch it; for once we think we reach it,
It becomes black and swoops away.
The future beckons us, bamboozles us, and taunts us,
And if we focus on it too much,
It will suck the blood right out of today.

Haunted houses are a fright

And ghosts come out on this dark night

Lots of monsters roam the streets

Looking for those yummy treats

Orange and black are everywhere

Witches' brew is in the air

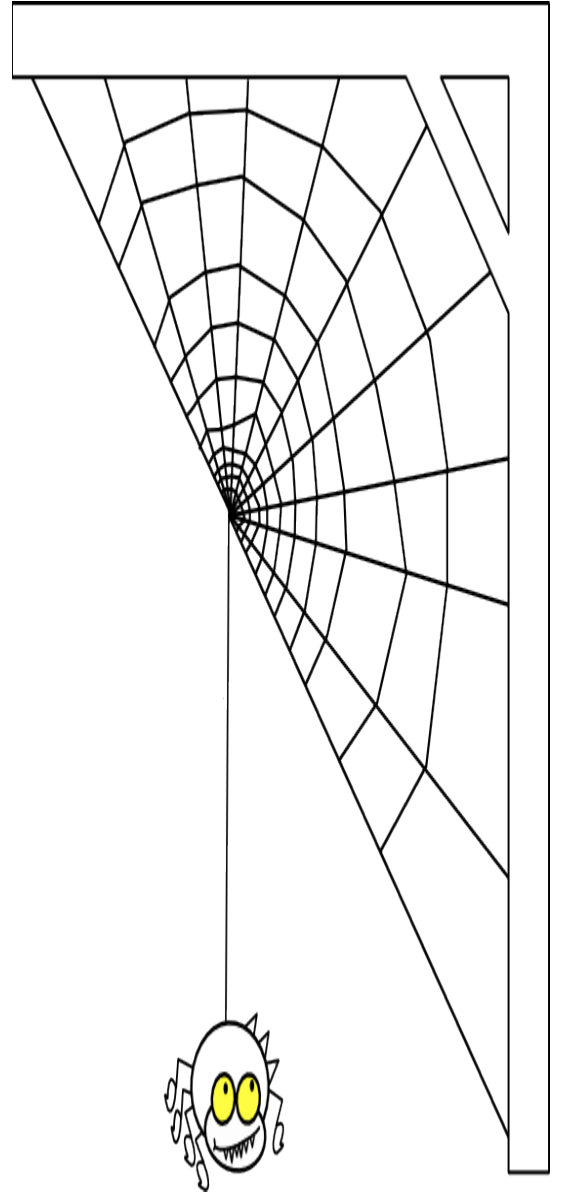
Every pumpkin sits and waits

Enjoying the leaves and awaiting the date

Now October 31st is finally here, and all little goblins give a cheer!



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Candy Corn Haiku

Materials

Candy corn for your students – you can buy small individually wrapped packages of them.

Candy corn haiku worksheet – included in this packet

Objective

Students will write a traditional haiku about candy corn.

Procedures

- Explain haiku and go over the elements and rules of writing one.
- Give each student some candy corn.
- Have them list adjectives and imagery on the chart as they examine and eat the candy.
- Have students write a haiku using the traditional rules.
- After writing a traditional haiku, you may want to allow them to write an untraditional one. An untraditional haiku still needs three lines with the same amount of syllables, but may include metaphors and can rhyme.
- Have students write three haiku. Use the candy corn shape provided in this packet for students to write their final three haiku. They can write one poem in each section of the candy corn.



Candy Corn Haiku



Haiku is a Japanese form of poetry. A haiku uses just a few words to capture a moment and create a picture in the reader's mind.

Traditionally, haiku is written in three lines, with five syllables in the first line, seven syllables in the second line, and five syllables in the third line. Also, traditional haiku poems are about something in nature and do not rhyme and do not contain metaphors. Today, let's write a traditional haiku about candy corn. We are breaking the rules a little because candy corn is not something found in nature, but we will keep the other rules.

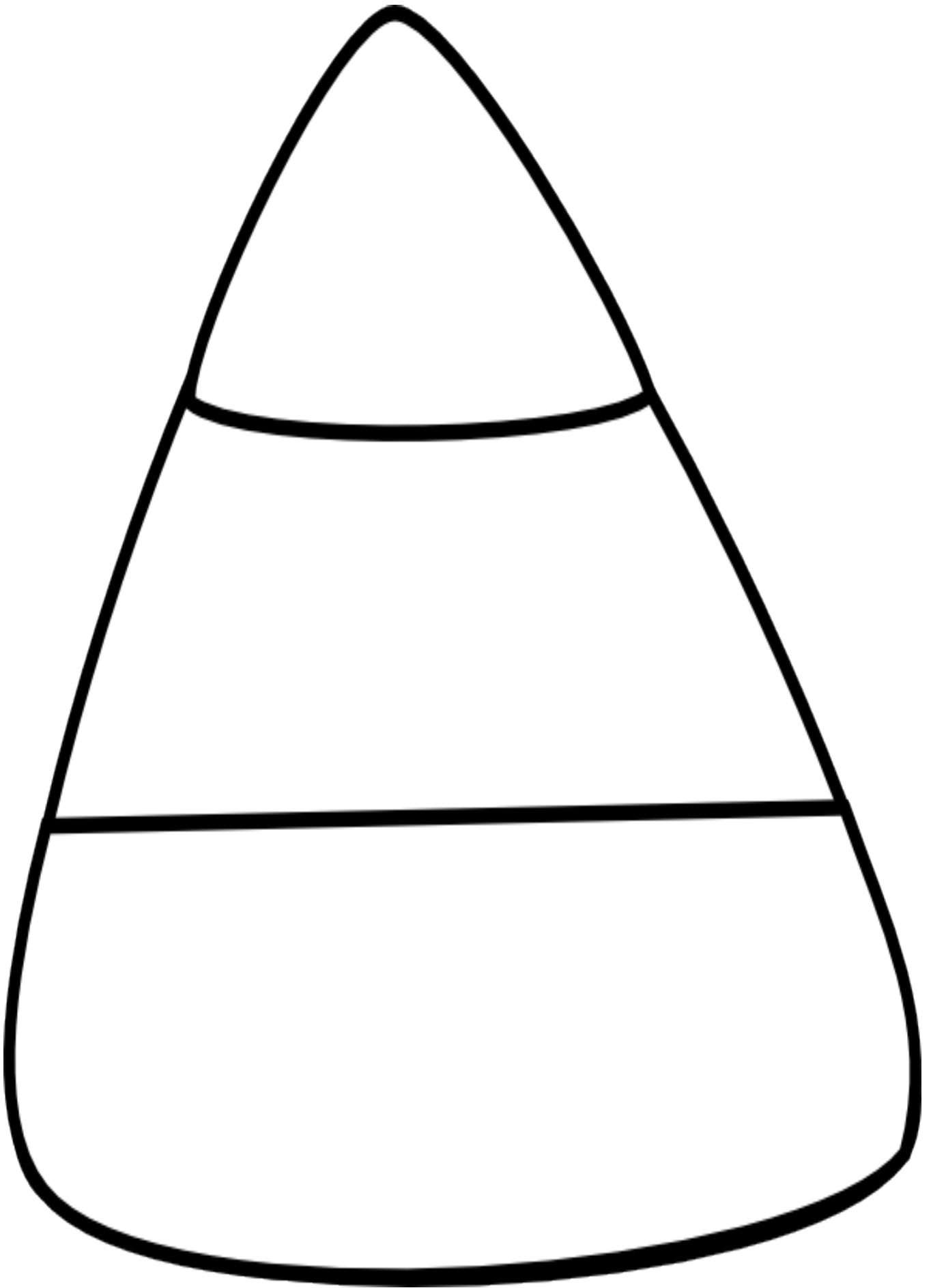
Rules for traditional Haiku

Three lines
Five syllables in line one
Seven syllables in line two
Five syllables in line three
No rhyme
No metaphors

As you look at and eat your candy corn, make a list of everything that comes to mind in the box below.

Adjectives and imagery to describe candy corn

Now, try writing your haiku. The best haiku have surprising or fresh lines at the end. Try making the third line of your haiku something unexpected.



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