Limerick’s

Materials:
- Youtube video: http://www.youtube.com/watch?v=k-rN3DGMCsE
- Poster boards: Limerick’s
- Colored pencils
- Colored construction paper

Objectives:
- Students will create a limerick using the appropriate rhythm and stressed syllables.

Anticipatory Set:
To introduce limericks, I will show the following youtube video:
http://www.youtube.com/watch?v=k-rN3DGMCsE . Limericks are all about rhyme and rhythm and are used frequently in song. This cute little song will help students get excited about poetry and limericks as well as introduce the format of limericks.

Input:
Using the poster board flower, I will introduce Limerick’s. A limerick is a five lined poem with the rhyme patter AABBA. Lines 1,2,&5 have 7-10 syllables and lines 3 &4 have 5-7 syllables. Remind students of what a rhyme scheme is. In the last lesson, students learned about the rhyme scheme for quatrains: ABCB, AABB. The rhyme scheme for limerick’s is AABBA. The rhyme scheme specifically tells you what lines contain the same rhyming words; however, in limericks, not only is the rhyme scheme important, but also the rhythm of the poem. The emphasis on the rhythm of the poem is where I want to focus on Limericks. Words have stressed and unstressed syllables to show us how to enunciate our words. The unstressed syllable is marked with the following syllable [˘]. The stressed syllable is marked with the following syllable [/]. In the word “today”, the unstressed syllable is “to” and the stressed syllable is “day”. We would label the rhythm of these stressed and unstressed syllables as such: [˘/]. In words with three syllables, the rhythm will look a little differently. The word “disagree”, the first two syllables are unstressed and the last syllable is stressed. The rhythm of this word looks like this [˘˘/]. When we write limericks, lines 1, 2, &5 contain 3 accented syllables, where lines 3 &4 only contain 2 accented syllables. (At this point I would begin guided practice activity number 1).

Guided Practice:
I will put an example of a limerick up on the board. I will ask students to identify the rhyme scheme of the poem first (AABBA). Then, with the students we will label the stressed and unstressed syllables in line one. Each line we do, I will scaffold the activity less and less.
Then I will put another poem up and ask them to label the rhyme scheme and rhythm together. I will have volunteers come up to the board and help label the new limerick.

**Independence Practice:**

For the limerick, students will create/draw a picture of the “harriest, scariest, slimiest, grimiest, horrible monster they can imagine!” (Poetry Portfolio). Students will then create a limerick about their monster they drew. Students must make sure they follow and label the rhyme scheme: AABBA. They will also need to follow the appropriate rhythm pattern or 3 accented syllables in lines 1, 2, & 5 and only 2 accented syllables in lines 3 & 4. They must draw the appropriate symbols above every syllable.

**Closure:**

Students will get with a partner and share their poems with each other. Students will read aloud each poem. This is particularly important for the limerick in order to feel and hear the rhythm of the poem. Each student will check to make sure there are at least 3 stressed syllables in lines 1, 2, & 5 of the limerick and only 2 stressed syllables in lines 3 & 4.

**Assessment:**

I will be assessing students during guided practice to see if they can help me label the stressed and unstressed syllables in the example limerick. I will be able to assess more independent understanding the more I take away the scaffolding. I will continue to assess student’s ability to identify and label stressed and unstressed syllables and rhythm when students generate their own limericks. They must show me their understanding of the rhythm by labeling the syllables. This is individual work, so I will be able to see who needs additional help.