

Grade 6 English Language Arts  
Week of February 8 – February 12

Lesson 4-5: Writing Limericks



**Step One:**

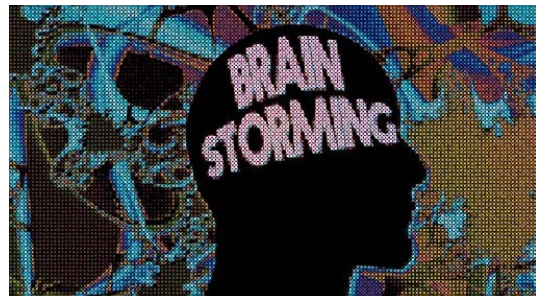
An easy way to begin to write a limerick of your own is to use a name in the first line. You can use your own name, the name of your town or a place, or another name that is easy to rhyme, like Jabba the Hutt.

For example: There once was a young boy named Brian / There once was a young girl named Anna / There once was a kid from Vancouver (hard to rhyme) / There once was a girl from a mountain

**Step Two:**

Brainstorm rhyming words for your first line - you will quickly see if you can think of "good rhymes" to use:

Brian	Anna	Vancouver	Mountain
Flyin'	Banana	Hoover	Fountain
Fryin'	Bandana	Mover	Count in
Cryin'	Piana	Prover	
Sighin'	Savannah	Louver	
Complyin'	Americana	Maneuveur	
	Cabana		



## Drafting

### Step Three:

Continue to write your limerick following the pattern.

Line one: (8 or 9 syllables, Rhyme "A") There once was a

Line two: (8 or 9 syllables, Rhyme "A")

Line three: (5 or 6 syllables, Rhyme "B")

Line four: (5 or 6 syllables, Rhyme "B")

Line five: (8 or 9 syllables, Rhyme "A")

## Revising

Did you use an AABBA rhyming pattern? This means the end of lines one, two, and five rhyme with each other. This also means the ends of lines three and four rhyme with each other.

Does your limerick have the proper number of syllables?

Is it original and creative?

Complete the Writing Task: Limerick

## Poetry Writing Task - Limerick

### Step One:

An easy way to begin to write a limerick of your own is to use a name in the first line. You can use your own name, the name of your town or a place, or another name that is easy to rhyme.

Example: There once was a young boy named Brian / There once was a young girl named Anna / There once was a kid from Vancouver (hard to rhyme) / There once was a girl from mountain

Your first line: There once was a

### Step Two:

Brainstorm rhyming words for the last word in your first line - you will quickly see if you can think of "good rhymes" to use:

**Word:** \_\_\_\_\_ - **Rhymes with:** \_\_\_\_\_ **and** \_\_\_\_\_

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### Step Three:

Continue to write your limerick following the pattern.

Line one: (8 or 9 syllables, Rhyme "A")

Line two: (8 or 9 syllables, Rhyme "A")

Line three: (5 or 6 syllables, Rhyme "B")

Line four: (5 or 6 syllables, Rhyme "B")

Line five: (8 or 9 syllables, Rhyme "A")

Follow the steps for revising in the lesson. Edit for capitals, usage, punctuation, and spelling. Then, evaluate your limerick with your home facilitator.

## Evaluating

With your home facilitator, go through your revised and edited poem as you think and talk about the questions below:

\_\_\_ Do my limericks show originality and have a strong “voice”?

\_\_\_ Has the format for limericks been followed?

\_\_\_ Do I develop some ideas or images in creative or unusual ways?

\_\_\_ Do I attempt to engage the reader and create an emotional impact (e.g., humour, surprise, strong message)?

\_\_\_ Have I used correct basic capitals, usage (grammar), punctuation, and spelling?