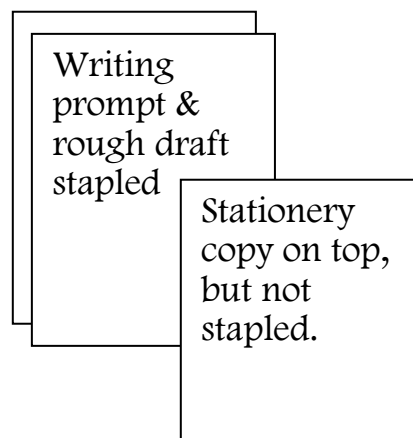Name _____ Date _____

What outrageous things would you serve to your teacher?

In the poem *"What I'd Serve My Teacher for Lunch,"* the student has some rather disgusting ideas. Using the same rhythm of that poem, think about what you would serve *YOUR TEACHER* for lunch.

1. Make a list of ideas. At first, do not worry about rhyming them. Think of as many creative ideas as you can. Notice, Poohberry Pie is probably a word the author made up. Think up some *alliterations* of your own and, on your rough draft, put them under the ones used by the author.

2. Using a pencil, lightly fill in the blank lines with some of your own ideas. Make lines 2 & 4 rhyme with each other, and lines 6 & 8 rhyme with each other (as in the poem). This will be trial and error. Figure you'll be erasing on this sheet or starting over on some of these lines. Use additional paper if you need to.

3. Once your draft is approved, you will write your final copy on the "Lunch for My Teacher" *stationery.* Be careful to follow *poetic format* by keeping Line 1 of your poem on the first line, line 2 on the second line, and so on. Each line of your poem should be capitalized – as is the case with all poetry. If you cannot fit an entire line of your poem on the same line, follow the rules provided in the sample poem "Ode to a Written Poem" which shows you how to stay within the poetic format. You may color the borders around your stationery to make your "published copy" more appealing. Be sure your name is on the *By* line at the top.

4. Your name must be on all three sheets of paper. Turn in your (1) final copy (on stationery) and underneath your copy, turn in (2) this writing prompt (this sheet of paper) stapled to your (3) rough draft. **Do not staple the final (stationery) copy** to the other two sheets – just place the stationery on top.

Writing prompt & rough draft stapled

Stationery copy on top, but not stapled.

Name _____ Date _____

Alliteration ideas:

Rattle**s**nake **s**tew
Centipede **s**alad
Milk, **m**ixed with glue
Poohberry **p**ie

"What I'd Serve My Teacher for Lunch"
                              by Bruce Lansky

If I served a hot lunch to my teacher
I'd start off with rattlesnake **stew**
Then I'd serve her a centipede salad
And a tall glass of milk mixed with **glue**
Next, a seaweed and jellyfish sandwich
And a large slice of Poohberry **Pie**
When my teacher finds out what she's eaten
I hope the old bat doesn't **die**

1 _____   _____

_____   _____

_____   _____

If I served a hot lunch to my teacher   **2**

I'd start off with _____

Then I'd serve him a _____

And a _____

Next a _____

And a _____

When my teacher finds out what he's eaten

_____

Help on Meter:

Some students will take to this assignment like a duck to water; however, some will be thrown off by having to keep the meter in tact. The funny thing about meter, the poem's rhythm, is that it depends on the combination of syllables and how the words are accented when you say them - all of this influences the meter of the poem. For example, if you applied the concept of meter to a lymric, you can understand how the number of syllables can change based on word accents. To illustrate:

I know a young lady from Iceland …
This works because Iceland is normally accented on the first syllable, but check this out ... same number of syllables ...

I know a young lady from Brazil …
This doesn't sound as good because Brazil is accented on the 2nd syllable, and if you say the word Brazil with the 2nd syllable accented, you can see the meter is thrown off. However, if we substitute the word **girl** for **lady,** the line above works a little better because there is a natural pause after we say the word, **Brazil**. All of this has to do with meter and rhythm.

Now let's apply this principle to the lunch poem. Reread the poem at the top of the worksheet (the one by the author) to get a good sense of the meter and try to capture the **same** meter. For you musicians, think of the meter as triplets. (One lolly, two lolly, three lolly, four lolly)

Here are some examples of using both proper and improper word rhythms in the first two lines of the lunch poem:

If I served a hot lunch to my teacher,   (first line of poem)

I'd start off with butternut squash.   (2nd line of poem) works great!
I'd start off with some butternut squash.   (alternative 2nd line of poem) also works great!
I'd start off with squash.   (too short - the line ends too abruptly for the meter)
I'd start off with some wonderful squash.   (this works well if you don't pause on any of the words)
I'd start off with a batch of acorn squash.   (much too long, too many syllables and it breaks the meter)

Take the case of the first two examples of line 2 of the poem above:
Both 2nd lines work fine. Why? Because we would naturally pause after the word **off** in the first example, but we would not pause in the second so the word **some** would work within the meter.

Poetry with a meter is like a song, but without a melody. When you say the words as you would naturally say them (accents in their proper places), they should form a natural meter that remains throughout the poem.

For more examples of how meter is used, check out the following poems on my website:
Click on: http://steveshapero.com/RhythmicPoemExamples.pdf

* Twistable Turnable Man * Bleezer's Ice Cream * I Will Not Tease Rebecca Grimes
* F's are Fabulous * Sick * Aunt Matilda

Note: Twistable, Turnable Man is a great one to look at because it has triplet rhythm just like the "Lunch with my Teacher" poem.

(Poetic format "Ode to a Written Poem" and Rubric follow on the next page …)

Ode to a Written Poem
by Steve Shapero

I'm trying to fit all these words on

each line.

Sometimes I can without even tryin.'

Each time the line's new, the first

word must be cap'd.

Unless when continued it makes

a text wrap.

Lunch with my Teacher Poem

Poetic Writing	3	2	1	0
Rhyme Scheme — Rhyme Scheme must be followed as stated in item 2. (lines 2&4, 6&8 rhyme)	Rhyme followed perfectly	Rhyme has 1 minor flaw (like" bake and aches" does not quite rhyme)	Rhyme has 2 minor flaws or 1 couplet doesn't rhyme	Rhyme scheme has major problems
Alliteration — Alliteration words in each line have many of the same alliterate sounds as described in item 1.	At least 2 lines contain 3 alliterative syllables	At least 3 lines have 2 allliterative syllables	Less alliteration than described for 2 points	No alliteration
Meter — Rhythm of the original model maintained by student as described in guidelines	Rhythm completely maintained throughout the entire poem.	Rhythm off in 1 line	Rhythm off in 2-3 lines	Rhythm off in more than 3 lines
Original Ideas — Student does not duplicate items from the original model, nor uses his own alliterations more than once.	Ideas are completely original; teacher did not have to give student any words that were used.	An alliterative was taken from the model, or, teacher had to supply some words for the poem	Ideas were barely original or several words were supplied by the teacher	No original thinking was demonstrated
Poem Makes Sense — Beyond proper rhythm, rhyme, and alliteration, the poem must make as much sense as the model.	Given the model as a standard, the student's poem makes sense to achieve humor.	One line of the poem does not make sense, losing a portion of the humor.	Two lines of the poem do not make sense, losing a portion of the humor.	More than two lines of the poem do not make sense, so the humor is lost.
Poetic Format — Using a model, student follows proper format: Each line capitalized or indented as indicated by text wrapping rule.	Poem perfectly follows poetic format.	One line of the poem does not use proper poetic format.	2-3 lines of the poem do not use proper poetic format.	More than 3 lines do not use proper poetic format.
Complete Assignment attached — **Complete Assignment Attached -** includes rubric, directions, and samples - everything in the packet			Complete Writing Assignment is attached	Complete Writing Assignment is NOT attached
Work is Neat & Legible — **Neat, Legible Work -** Work is neatly organized and can easily be read. Computer generated is acceptable (and encouraged).			Neatly organized and readable	Neither neatly organized, nor readable

Points: 20/20 = 100%