



Task-based Activity Cover Sheet

Task Title: Write a Poem

Learner Name:	
Date Started:	Date Completed:
Successful Completion: Yes ___ No ___	
Goal Path: Employment ___ Apprenticeship ___ Secondary School ✓ Post Secondary ___ Independence ✓	
Task Description: Write a poem to express oneself	
Competency: B Communicate Ideas and Information A Find and Use Information	Task Group(s): B4 Express oneself creatively A1 Read Continuous Text B2 Write continuous text
Level Indicators: B4: Express oneself creatively, such as by writing journal entries, telling a story, and creating art A1.2: Read texts to locate and connect ideas and information B2.2: Write texts to explain and describe information and ideas	
Performance Descriptors: see chart or click here	
Skill Building Activities: see last page or click here	
Materials Required: <ul style="list-style-type: none">• Pen• Paper or notebook• Sample poems (attached)	
ESKARGO: Skills and Knowledge Required for Successful Task Performance B4 Expresses oneself creatively such as by writing journals, telling a story, and creating art <ul style="list-style-type: none">• Write a poem to express oneself B2.2 Style – Voice, Vocabulary and Sentence Variety <ul style="list-style-type: none">• Begins to select words and tone appropriate to the task• Selects appropriate language (i.e., formal/informal)• Selects words to create effect	



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Attitudes:

Practitioner,

We encourage you to talk with the learner about attitudes required to complete this task set. The context of the task has to be considered when identifying attitudes.

With your learner, please check one of the following;

- Attitude is not important Attitude is somewhat important Attitude is very important



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Learner Information and Tasks:

People of all ages and from all cultures write poems for a variety of reasons. Writing a poem is a unique way to express your observations, ideas, or feelings about the world around you. Students are often asked to write poems as writing practice. There are many styles of poetry, but in all styles the writer uses descriptive words to paint a picture of an observation, idea, or feeling for the reader. Look at the sample poems.

Think of an observation, idea, or feeling you would like to put into descriptive words or use an idea from the following list:

- Love
- Winter
- Spring
- Summer
- Autumn
- Rain
- Wind
- Mountains
- Rivers
- Lakes
- Marriage
- Money
- Education
- Poverty
- Health

Task 1: Create a poem to express your observations or feelings. You can use any style of poetry you prefer.



Sample Poem

(Untitled)

Snow-covered pine trees
line the frozen pathway home,
but we turn away.
The world is a lake of ice,
and we have one warm hand each.

Retrieved from <http://www.wikihow.com/Sample/Tanka> free download

Sample Poem

(Untitled)

Water
Restless, rugged
Flowing, crashing, smashing
Creator of valleys and crests
Power

Retrieved from <http://www.wikihow.com/Sample/Cinquain> free download



Sample Poem

Bears

Bears are
creatures that
slash their
mighty claws
to fish for
their prey
In the winter
they lie
like a rock
and wait
for the
dawn of spring

Retrieved from <http://www.edu.pe.ca/stjean/playing%20with%20poetry/Hickey/freeexamples.htm> free download

Sample Poem

Skunk

See me
White and black,
If I spray you don't come back.
I am coming through.
Move away or I might just spray you.
I am shy as you can see.
So go away and let me be.
Please leave! I told you to
Sssssssssspray
I sprayed you.

Retrieved from <http://www.edu.pe.ca/stjean/playing%20with%20poetry/Hickey/freeexamples.htm> free download



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Answer Key – Notes to Instructor

As with any creative work, marking a poem can present challenges. The instructor may wish to develop their own rubric to share with the student, outlining the basic requirements for the poem such as suggested topics, number of lines or stanzas, and features expected (eg. specific structures such as open or haiku, or the use of literary devices). Check-mark rubrics can be particularly effective for creative work.

Expressing oneself creatively produces vulnerability. In order for learners to feel comfortable with writing poetry in the classroom, a climate of trust and confidentiality must be established between instructor and learner. Sensitive or controversial topics must be handled with care. The instructor may wish to institute a consistent marking period for creative work, allowing for a day or two to consider the work before making any comment. The instructor's considered written or oral response (feedback) to creative work is often more important to the learner than the mark or grade. Feedback should be designed not only to assess the work but to encourage the creative spirit.



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Performance Descriptors		Needs Work	Completes task with support from practitioner	Completes task independently
B4	<ul style="list-style-type: none"> the tasks in this group are not rated for complexity 			
A1.2	<ul style="list-style-type: none"> Follows the main events of descriptive, narrative and informational texts 			
B2.2	<ul style="list-style-type: none"> writes texts to explain and describe 			
	<ul style="list-style-type: none"> uses limited range of vocabulary and punctuation appropriate to the task 			
	<ul style="list-style-type: none"> begins to select words and tone appropriate to the task 			

This task: was successfully completed ___ needs to be tried again ___

Learner Comments

Instructor (print)

Learner Signature



Skill Building Activities

Link to online resources:

- <http://www.bbc.co.uk/skillswise/worksheet/en13styl-e3-w-writing-a-descriptive-text> (A handy worksheet containing questions that prompt learners to consider the five senses and the use of suitable adjectives/adverbs when writing a descriptive piece of text)
- <https://www.youngwriters.co.uk/glossary-poetry-types> (A website containing a list of different types of poetry, learners can click on a type and be taken to a webpage with detailed explanations/examples)
- <https://www.youtube.com/watch?v=e0jepXp8qdc> (A short Youtube video that contains descriptions and examples of common poetic devices)
- <http://www.wikihow.com/Write-a-Poem> (A detailed step-by-step guide to writing poetry, breaks down the act of planning/writing poetry into manageable steps and contains suggestions for sample activities that aid in writing descriptive text)

LearningHUB online courses available:

- **Reading & Writing, Independent Study (assigned by practitioner following assessment):**
 - Writing Level 2 (“Spelling and Punctuation 2 + Diction and Style 2 + Writing Directions 2 + Business Letters 2”)
- **Short Courses (Moodle) – Creative Writing: Telling Your Story**

***To access LearningHUB courses**, learners must register for the LearningHUB e-Channel program by completing the registration form on their website and completing the course selection (page 2 of the registration form): https://www.learninghub.ca/get_registered.aspx

***To Access LearningHUB Course Catalogue:**

<http://www.learninghub.ca/Files/PDF-files/HUBcoursecatalogue,%20December%202023,%202014%20revision.pdf>