

# Creating a cinquain

*Fay Middleton, the contributor, explains ...*

Attached are resources for writing a cinquain.

This activity makes a useful starting point for discussing and using grammar.

It can also be used to: reinforce spelling, practise breaking words into syllables, and encourage presentation / handwriting skills.

The optional planner (page 5) may be useful for Entry level learners.

As an extension, poems can be word processed and images added (see example on p3) or use blank sheet on p4 for final handwritten copies.

## Main Curriculum References

*Actual references covered will depend on the learner group and level, and how the resource is used by the teacher.*

Wt/E2.1	Use written words and phrases to record or present information
Ws/E2.2	Use adjectives (d) know and understand the term <i>adjective</i>
Rw/E2.3	Use phonic and graphic knowledge to decode words (f) Understand that each beat in a word is a syllable
Ww/E2.2	Produce legible text
Wt/E3.1	Plan and draft writing
Ws/E3.2	Use correct basic grammar (e) know and understand the term <i>verb</i>
Rs/E3.2	Use implicit and explicit knowledge of different types of words (e.g. connectives, nouns, verbs, adjectives), of word order, and of possible plausible meanings to help decode unfamiliar words & predict meaning (a) understand that grammatical patterns, word order, types of word and meanings are inter-related and that only certain types of words and certain meanings will make sense in any particular place in a sentence
Ww/E3.2	Use developing knowledge of sound-symbol relationships and phonological patterns to help spell a greater range of words and longer words (c) understand how segmenting words into phonemes and breaking them into syllables, phonemes or components (compounds) helps work out spelling
Ww/E3.3	Produce legible text (a) understand that handwriting is the most suitable / only medium for some tasks and word processing is preferable for others (b) understand the features of a clear, legible handwriting style
Wt/L1.1	Plan and draft writing
Ww/L1.2	Produce legible text

To obtain an editable version of the original Word document please send teaching ideas or any adult basic skills resource that you would like to share to [maggie@skillsworkshop.org](mailto:maggie@skillsworkshop.org)

**THANK YOU**

# Creating a cinquain

What is a cinquain?

*(pronounce sin-kane)*

A cinquain is a 5 line poem whose rhythm relies on the number of syllables in each line.  
The poem has one topic.

Line 1 has 2 syllables

Line 2 has 4 syllables

Line 3 has 6 syllables

Line 4 has 8 syllables

Line 5 has 2 syllables

Think of a setting or person. E.g. a garden.

List some words associated with your setting – see the example below.

Noun	Verb ( -ing form )	Adjective
Plants	Digging	Green
Flowers	Relaxing	Scented
Shrubs	Shovelling	Lush
Pond	Mowing	Reflected
Statue	Sitting	Overgrown
Lawn	Planting	Neglected
Birds	Weeding	Maintained
Trees	Hoeing	Full
Goldfish		Vibrant
Cats		Colourful
Rabbits		Inviting
		Peaceful
		Private
		Open

Use words from your list to write your poem.

Make sure the correct number of syllables appear on each line.

Expand your list as necessary.

**Garden**  
**Mowing lush lawn**  
**Planting colourful shrubs**  
**Statue reflected in the pond**  
**Relax**

# The Garden



garden  
mowing lush lawn  
planting colourful shrubs  
statue reflected in the pond  
relax



Oct 2006. To print your own copies of this document visit: <http://www.skillsworkshop.org/>

# Cinquain planner

My Setting \_\_\_\_\_

Noun	Verb ( -ing form )	Adjective

First draft

- (2) \_\_\_\_\_
- (4) \_\_\_\_\_
- (6) \_\_\_\_\_
- (8) \_\_\_\_\_
- (2) \_\_\_\_\_

Second draft

- (2) \_\_\_\_\_
- (4) \_\_\_\_\_
- (6) \_\_\_\_\_
- (8) \_\_\_\_\_
- (2) \_\_\_\_\_