Poetry anthology series (Years 5–12)

Students select poems to create an anthology, and identify the conventions of each poetic form. They can also add their own poems to their collection.

Features include:
- examples of poetic forms and explanations of poetic features such as theme, imagery and mood
- audio for most poems
- an option to print the student’s anthology, including selected poems, student responses and their own poems.

Students:
- create their own online profile
- read from a selection of poems
- respond to the themes, moods or imagery of each poem, and then rate it
- select at least four poems to go into their anthology, and then create their own poem, or write the concluding line to a sample text.

Poetry anthology: haiku, sonnet, cyber
L7942 – Years 11–12

Students use the forms, structures or features of haiku, sonnets and cyber poems to create effective literary and imaginative texts.

Poetry anthology: clerihew, Ezra Pound couplet, cyber
L9457 – Years 7–8

Students read and rate poems from a selection of clerihews, Ezra Pound couplets and cyber poems. They use the poems to create a short poetry collection.

Poetry anthology: ghazal, concrete, cyber
L9453 – Years 11–12

Students read and rate ghazal, concrete and cyber poems, selecting some for a poetry anthology. They choose one of these styles and create their own poem or poems to add to the collection.
| **Poetry anthology: haiku, cinquain, cyber**  
| **L9454 – Years 11–12**  
| Students use the forms, structures or features of haiku, cinquain and cyber poems to create effective literary and imaginative texts. |

| **Poetry anthology: sense, concrete, cyber**  
| **L9458 – Years 5–6**  
| Students read and rate poems from a selection of sense, concrete and cyber poems. They respond to the theme, mood or imagery of each poem and select at least four poems to add to an anthology. |

| **Poetry anthology: villanelle, rhyming couplet, cyber**  
| **L9455 – Years 9–10**  
| Students read and rate villanelle, rhyming couplets and cyber poems for a poetry anthology. They choose one of these styles and create their own poem to add to the collection. |

| **Poetry anthology: haiku, list, cyber**  
| **L7943 – Years 5–6**  
| Students use the forms, structures or features of haiku, list poems and cyber poems to create effective literary and imaginative texts. |
Poetry anthology: haiku, limerick, cyber
L9456 – Years 7–8
Students use the forms, structures or features of haiku, limericks and cyber poems to create a poetry anthology.

Poetry writing tool: villanelle, rhyming couplet, cyber
L9462 – Years 9–10
Students create at least one villanelle, rhyming couplet or cyber poem for a poetry anthology. They comment on the theme, mood or imagery of each poem.

Poetry writing tool: haiku, cinquain, cyber
L9461 – Years 9–10
Students create at least one haiku, cinquain or cyber poem for a poetry anthology. They comment on the theme, mood or imagery of each poem.

Poetry writing tool: haiku, sonnet, cyber
L9459 – Years 9–10
Students create at least one haiku, sonnet or cyber poem for a poetry anthology. They comment on the theme, mood or imagery of each poem.

Poetry writing tool: haiku, list, cyber
L9465 – Years 5–6
Students create a short poetry collection, or anthology, containing at least one haiku, list or cyber poem. They comment on the theme, mood or imagery of each poem.
<table>
<thead>
<tr>
<th>Title</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poetry writing tool: ghazal, concrete, cyber</td>
<td>L9460</td>
<td>Students read guidelines on how to write ghazal, concrete or cyber poems before composing their own for a short anthology.</td>
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<tr>
<td>Poetry writing tool: haiku, limerick, cyber</td>
<td>L9463</td>
<td>Students create at least one haiku, limerick or cyber poem for a poetry anthology. They comment on the theme, mood or imagery of each poem.</td>
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<tr>
<td>Poetry writing tool: clerihew, Ezra Pound couplet, cyber</td>
<td>L9464</td>
<td>Students create at least one clerihew, Ezra Pound couplet or cyber poem for a poetry anthology. They comment on the theme, mood or imagery of each poem.</td>
</tr>
<tr>
<td>Poetry writing tool: sense, concrete, cyber</td>
<td>L9466</td>
<td>Students read guidelines on how to write sense, concrete or cyber poems before composing their own for a short anthology.</td>
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</tbody>
</table>

This series contains non-TLF content. See Acknowledgements in the learning objects.