

# Limerick Poetry Writing Workshop

This resource includes everything you need to explore limerick poetry with your students



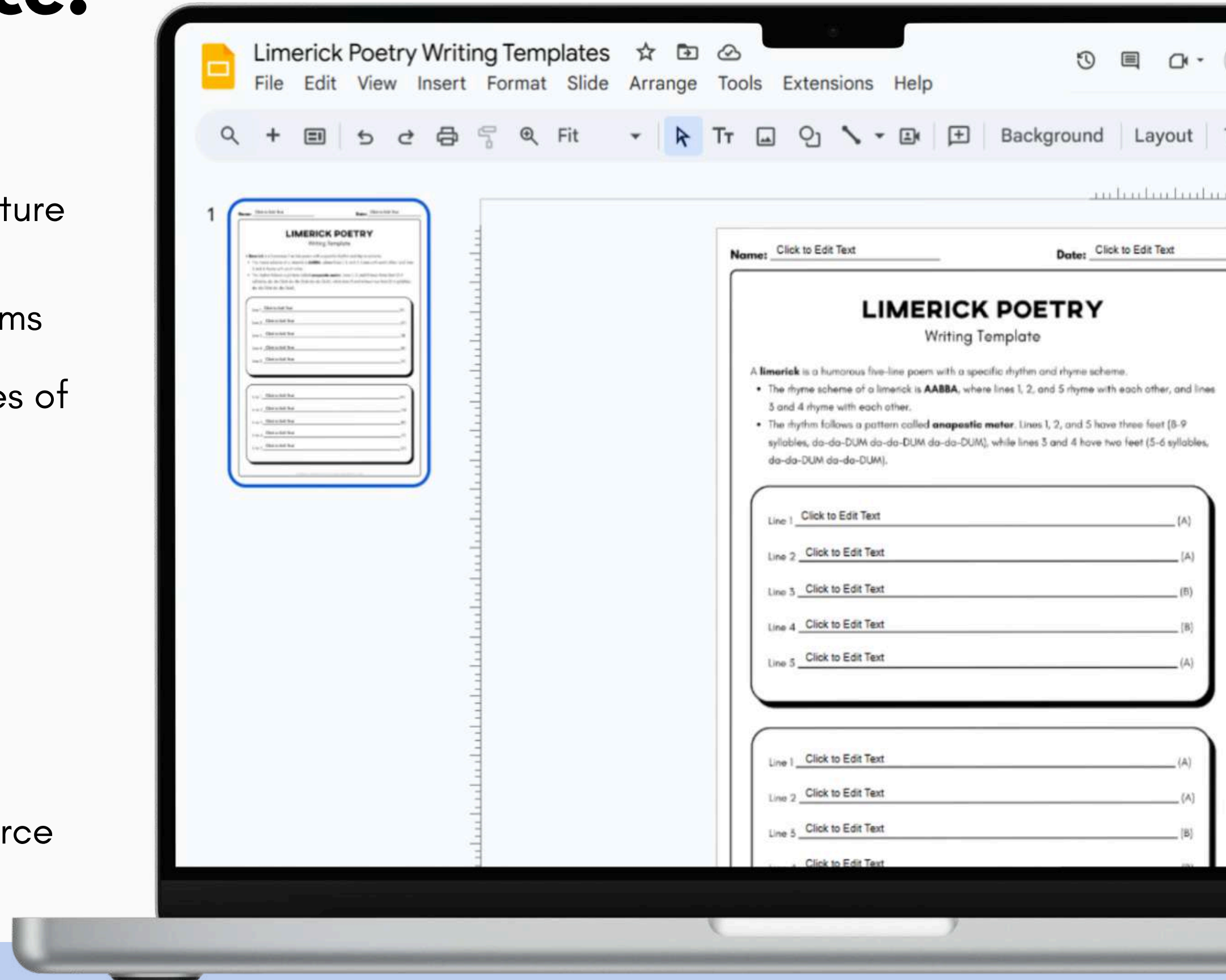
- **Engage students with an interactive slideshow** on limerick history, structure, and rhyme scheme using examples and multimedia links.
- **Guide creativity with structured templates and outlines** that simplify the writing process while ensuring proper rhyme and meter.
- **Assess with ease using a 4-level editable rubric** that aligns with curriculum expectations and provides clear success criteria.

Explore limerick poetry using this hands-on writing workshop!

**PURCHASE HERE**

# Included with this resource:

- ✔ Limerick Poetry **Introductory Slideshow**
  - Explore the history of the limerick
  - Teach the rhyme scheme and rhyming structure of limericks
  - Discuss engaging examples of limerick poems
- ✔ **Informational Handout:** Structure and Features of Limericks
- ✔ **Editable** Limerick Poetry **Assignment Outline**
- ✔ Limerick Poetry **Writing Templates**
- ✔ **Editable** 4-Level **Rubric** for Evaluation
- ✔ **Teacher Instructions** for how to use this resource



Includes Digital Version for Google Drive®

# Interactive Slideshow Lesson

Activate background knowledge, recall essential vocabulary, and explore examples of limerick poems

What is a  
**LIMERICK?**

A **limerick** is

WRITING POETRY

**LIMERICK**

**P**  
DE

**Recall: Essential Terms**

**RHYME**  
Rhyme is created when the **last one or more syllables** within separate words **match** in sound.

**SCHEME**  
A **scheme** refers to the **rhyming pattern** within a verse of poetry.  
We **signify** the rhyme

What is a  
**LIMERICK?**

**What do you know about this type of poem?**  
Have you written this type of poem before?

The **limerick**, named after the Irish town, gained fame in the 19th century through Edward Lear's "*A Book of Nonsense*."  
May 12 (Lear's birthday) is National Limerick Day.

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# Limerick Poetry Informational Handbook

Students can use this informational handout to reference poetic structures and examples as models for their writing

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Writing Limericks

Writing a limerick can be a fun and creative challenge! Here's a step-by-step guide to help you craft your own:

- Pick a Topic**  
Choose a fun or quirky subject to base your limerick on. It could be an animal, or situation. Limericks are often humorous, so think of something whimsical.
- Create Rhyming Words**  
Find rhyming words for the first, second, and fifth lines. Then, come up with rhyming words for the third and fourth lines. Ensure they fit the structure of the limerick.
- Focus on Meter**  
Limericks typically follow an anapestic meter (da-da-DUM), meaning:
  - Lines 1, 2, and 5 have three feet (8-9 syllables, da-da-DUM da-da-DUM da-da-DUM)
  - Lines 3 and 4 have two feet (5-6 syllables, da-da-DUM da-da-DUM)
- Write Your Limerick**  
Start writing your limerick, keeping the structure, rhyme scheme, and meter in mind. Focus on making it flow with rhythm and sound fun.
  - Line 1:** Introduce a character or situation
  - Line 2:** Develop the character or situation
  - Line 3:** Introduce an unexpected or funny twist
  - Line 4:** Build upon the twist
  - Line 5:** Deliver the punchline or conclusion
- Revise and Refine**  
Once you've written the limerick, read it aloud to ensure it flows. Adjust any lines that feel off or don't fit the rhythm.

Due Date for Assignment Outline: \_\_\_\_\_

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Limerick Poetry

### 2 Scheme

The scheme refers to the specific pattern of rhymes in a limerick. Limericks follow an **AABBA** rhyme scheme, meaning you'll need five lines of copy:

- The first and second lines rhyme with each other (A).
- The third and fourth lines rhyme with each other (B).
- The fifth line rhymes with the first and second lines (A).

*There was an Old Man with a beard, (A)  
Who said, "It is just as I feared!— (A)  
Two Owls and a Hen, (B)  
Four Larks and a Wren, (B)  
Have all built their nests in my beard!" (A)*

### 3 Meter

The meter in a limerick is one of its defining features, especially its rhythmic structure. Limericks typically follow a type of meter called anapestic meter, which consists of unstressed syllables followed by a stressed syllable (**da-da-DUM**). The difference between trimeter and dimeter is in the number of feet:

- Lines 1, 2, and 5:** Written in **anapestic trimeter**, these lines have three feet resulting in 8-9 syllables (da-da-DUM da-da-DUM da-da-DUM).
- Lines 3 and 4:** Written in **anapestic dimeter**, these lines have two feet, 5-6 syllables (da-da-DUM da-da-DUM).


*There was an Old Man with a beard, (da-da-DUM da-da-DUM da-da-DUM)  
Who said, "It is just as I feared!— (da-da-DUM da-da-DUM da-da-DUM)  
Two Owls and a Hen, (da-da-DUM da-DUM)  
Four Larks and a Wren, (da-da-DUM da-DUM)  
Have all built their nests in my beard!" (da-da-DUM da-da-DUM da-da-DUM)*

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Limerick Poetry

### Informational Handout



When people think of poetry, they often imagine love poems, not something funny or lighthearted. But there's one exception: **limerick poems**. This quirky, humorous form of poetry has been making us laugh for centuries. While the exact origins of limericks are unclear, they might date back to medieval Ireland and could be named after the Irish city or county of Limerick.

The version of limericks we recognize today first appeared in the 18th century. They became especially popular in England, thanks to Edward Lear, who introduced them in his *Book of Nonsense* in 1846. Lear wrote and published 212 limericks in total, cementing his place as one of the most famous limerick writers. His playful nonsense poems are still enjoyed by both kids and adults alike.

### The Structure of Limericks

Limericks are known for their distinctive structure, which revolves around three key elements: **rhyme**, **scheme**, and **meter**. Each of these components plays an important role in giving limericks their playful, rhythmic quality.

#### 1 Rhyme

One of the most recognizable features of a limerick is its rhyme. The poem follows a specific pattern where the first, second, and fifth lines rhyme with each other, and the third and fourth lines share a different rhyme. This gives the poem its characteristic bounce and flow. For example, in the following limerick:

*There was an Old Man with a beard,  
Who said, "It is just as I feared!—  
Two Owls and a Hen,  
Four Larks and a Wren,  
Have all built their nests in my beard!"*

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Explore the rhyme schemes of limericks!

# Limerick Poetry Writing Activity

This step-by-step graphic organizer helps students select a topic, plan their lines, and incorporate the humor and clever twists typical of limericks.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## LIMERICK POETRY

Assignment Outline

**5 Final Draft**

Revise and edit your limerick:

- Check the rhyme scheme (AABBA).
- Count the syllables: Make sure lines 1, 2, and 5 have 7-9 syllables, and lines 3-4 have 5-6 syllables.
- Read it aloud: Does it sound fun and flow well?
- Now that you've written your limerick, write it neatly below.

Line 1 \_\_\_\_\_

Line 2 \_\_\_\_\_

Line 3 \_\_\_\_\_

Line 4 \_\_\_\_\_

Line 5 \_\_\_\_\_

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## LIMERICK POETRY

Assignment Outline

**3 Brainstorm Your Limerick Topic**

Think of a funny or unusual subject for your limerick, such as a quirky animal, situation, an unusual adventure, or a silly person or character.

My chosen topic is: \_\_\_\_\_

**4 Write Your Lines**

**Line 1:** Introduce a character or situation

- Example: *There once was a cat from the zoo.*

Write your first line here: \_\_\_\_\_

**Line 2:** Develop the character or situation

- Example: *Who loved to wear shoes that were blue.*

Write your second line here: \_\_\_\_\_

**Line 3:** Introduce an unexpected or funny twist

- Example: *One day she jumped high.*

Write your third and fourth lines here: \_\_\_\_\_

**Line 4:** Build upon the twist

- Example: *And flew up to the sky.*

Write your fourth line here: \_\_\_\_\_

**Line 5:** Deliver the punchline or conclusion

- Example: *And landed in a bowl of stew!*

Write your fifth line here: \_\_\_\_\_

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## LIMERICK POETRY

Assignment Outline

**Objective:** Learn how to create your own limerick poem by understanding its structure, rhythm, and rhyme scheme, and applying your creativity to write one.

**1 Understand the Structure of a Limerick**

A **limerick** is a 5-line poem with a specific rhyme scheme and rhythm.

- Rhyme Scheme: AABBA
  - Lines 1, 2, and 5 rhyme with each other.
  - Lines 3 and 4 rhyme with each other.
- Syllable Pattern:
  - Lines 1, 2, and 5: 7-9 syllables
  - Lines 3 and 4: 5-6 syllables

**2 Analyze the Example**

Read the limerick below, underline the rhyming words, and identify its rhyme scheme and syllable count.

*There was an old lady of France, \_\_\_\_\_  
Who taught little ducklings to dance; \_\_\_\_\_  
When she said, "Tick-a-tack!" \_\_\_\_\_  
They only said, "Quack!" \_\_\_\_\_  
Which grieved that old lady of France. \_\_\_\_\_*

Syllable Count:

- Line 1: \_\_\_\_\_ syllables
- Line 2: \_\_\_\_\_ syllables
- Line 3: \_\_\_\_\_ syllables
- Line 4: \_\_\_\_\_ syllables
- Line 5: \_\_\_\_\_ syllables

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Includes **writing templates!**

# Includes Editable & Ready-to-Print 4-Level Rubric

Modify this rubric to meet the unique needs of your classroom

Poetry Writing Workshop: Limerick 4-Level Rubric

File Edit View Insert Format Tools Extensions Help

100% Normal text Lato 9 B I U A

Name: \_\_\_\_\_ Grade (%) \_\_\_\_\_

**Poetry Writing Workshop: Limerick 4-Level Rubric**

Category	Level 1	Level 2	Level 3	Level 4
<b>Knowledge</b>	Shows an emerging understanding of the structure, rhyme scheme, and syllable count Demonstrates effort and is beginning to refine understanding See comments below	Displays a growing understanding of the structure, rhyme scheme, and syllable count, with several accurate elements and room for consistency See comments below	Demonstrates a clear and accurate understanding of the structure, rhyme scheme, and syllable count	Demonstrates a thorough and confident understanding of the structure, rhyme scheme, and syllable count of a limerick
<b>Inquiry</b>	Makes initial attempts to brainstorm and develop the limerick, showing potential for further creativity and elaboration See comments below	Demonstrates emerging creativity, with some originality in topic and development Further depth can enhance the result See comments below	Shows creativity in brainstorming and developing a mostly original, engaging topic	Exceptional creativity shines through in brainstorming and crafting a unique, engaging, and humorous limerick
<b>Communication</b>	Begins to convey ideas, with opportunities to strengthen rhythm and coherence Progress is evident in the communication of humor or intent See comments below	Conveys ideas with increasing clarity, though rhythm or coherence could become more consistent Shows a developing sense of humor or twist See comments below	Communicates ideas effectively, with good rhythm and coherence Humor or twist adds to the impact	Communicates ideas seamlessly, with excellent rhythm, coherence, and a humor or twist that is impactful and clear
	Makes initial attempts to revise and refine the poem, with a growing alignment to the	Revises the poem with growing success	Successfully revises and refines the poem	Demonstrates exceptional ability to revise and refine the poem, with all elements skillfully executed



Name: \_\_\_\_\_ Grade (%) \_\_\_\_\_

**Poetry Writing Workshop: Limerick 4-Level Rubric**

Category	Level 1	Level 2	Level 3	Level 4
<b>Knowledge</b>	Shows an emerging understanding of the structure, rhyme scheme, and syllable count Demonstrates effort and is beginning to refine understanding See comments below	Displays a growing understanding of the structure, rhyme scheme, and syllable count, with several accurate elements and room for consistency See comments below	Demonstrates a clear and accurate understanding of the structure, rhyme scheme, and syllable count	Demonstrates a thorough and confident understanding of the structure, rhyme scheme, and syllable count of a limerick
<b>Inquiry</b>	Makes initial attempts to brainstorm and develop the limerick, showing potential for further creativity and elaboration See comments below	Demonstrates emerging creativity, with some originality in topic and development Further depth can enhance the result See comments below	Shows creativity in brainstorming and developing a mostly original, engaging topic	Exceptional creativity shines through in brainstorming and crafting a unique, engaging, and humorous limerick
<b>Communication</b>	Begins to convey ideas, with opportunities to strengthen rhythm and coherence Progress is evident in the communication of humor or intent See comments below	Conveys ideas with increasing clarity, though rhythm or coherence could become more consistent Shows a developing sense of humor or twist See comments below	Communicates ideas effectively, with good rhythm and coherence Humor or twist adds to the impact	Communicates ideas seamlessly, with excellent rhythm, coherence, and a humor or twist that is impactful and clear
<b>Application</b>	Makes initial attempts to revise and refine the poem, with a growing alignment to the assignment criteria See comments below	Revises the poem with growing success Some elements of the rhyme scheme and syllable count are accurate, with opportunities to refine further See comments below	Successfully revises and refines the poem Most elements, including rhyme scheme and syllable count, are accurate	Demonstrates exceptional ability to revise and refine the poem, with all elements skillfully executed

Comments:

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