ENGLISH LANGUAGE ARTS ACTIVITY SHEET
Writing 5-Senses Poems
Standard 2



Five senses poems encourage you to use your senses to explore a topic. There are many types of sense poems. We will explore two.

Activity 1: Writing about Where You Are

The easiest sense poem requires you to sit still and pay attention to what is around you and write about what you see, hear, touch, taste, smell and feel. For example:



I am in my room.
I see the purple walls.
I hear the clickety clack of my fingers hitting the keys of my laptop.
I smell the coconut bake that just came out of the oven.
I will taste the hot, delicious bake soon!
I feel the smooth surface of my desk.

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Let us try one! Complete the following statements to create your own poem.

Where are you right now?

_____

Look up. What is the first thing you see?

_____

Sit very still and listen. What do you hear?

_____

What can you smell?

_____

What can you taste? (If nothing, what will you taste later?)

_____

Touch the nearest thing to you (if it is safe). What does it feel like?

_____

Use these details to create your poem below.

I am in _____.

I see _____.

I hear _____.

I smell _____.

I taste/will taste _____.

I feel _____.

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Activity 2: Writing About A Favourite Fruit

Here is another poem you can try. Think about your favourite fruit and write about what you see, hear, touch, taste, smell and feel. For example:



I see a rosy mango.
I hear juicy sounds as I bite into it.
I feel the smooth skin of the mango.
I smell its sweet aroma.
I taste the juicy, delicious mango.

Let us try one! Complete the following statements to create your own statement.

What fruit have you chosen?

_____

What does it look like?

_____

What sound does it make?

_____

What does it feel like?

_____

How does it smell?

_____

How does it taste?

_____

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Use these details to create your poem below.

_____

Name of Fruit

I see _____.

I hear _____.

I feel _____.

I smell _____.

I taste _____.

Do not forget to read your wonderful poem to someone after you have finished it.

