

## Lesson Plan

**Lesson: Haiku Poetry****Length: 2 forty minutes sessions****Age or Grade Level Intended: 3<sup>rd</sup> Grade****Academic Standard(s):**

3.3.1 Structural Features of Literature: recognize different common genres (types) of literature, such as poetry, drama, fiction, nonfiction.

**Performance Objective(s):**

Given an example of the proper format of Haiku poetry, the students will write a poem with three phrases using seventeen syllables on two out of three attempts.

**Assessment:**

I will assess students by having them create their own Haiku poetry.

**Advance Preparation by Teacher:**

- Get approval to take class outside
- Have enough copies of the Haiku Planning Sheet
  - Each student needs two copies
- Overhead projector
  - Overhead makers
- Construction paper
- Overhead of Haiku poems
  - Four Haiku Poems
    - Source: <http://abcteach.com/Contributions/HaikuContest.htm>
- Overhead of Haiku Planning Sheet

**Procedure:****Introduction:**

Read the students two Haiku poems. Then the teacher will ask “Boys and Girls do you know what kind of poem I just read?” The teacher will then ask “Have you ever heard of a Haiku poem before?”

1. Green grass in April  
Birds begin to sing in trees  
Children playing outside
2. Frogs jumping around  
Frogs hopping away from snakes  
Frogs doing cool tricks

(Source: <http://www.pocanticohills.org/occhicone/03/haiku.htm> )

**Step by Step:**

1. After completing the introduction go onto to tell the students about the history of Haiku and its unique characteristics :

- a. The poetry form of Haiku was **developed in Japan** and later became popular in the United States. Haiku is the **shortest form of poetry in Japan**. It tells a story or makes a picture in your mind of something that happens in **nature**. Many descriptive words are used in Haiku. The modern form of Haiku **dates from the 1890's** and developed from earlier forms of poetry, Hokku and Haikai. The great Japanese master of Haiku was Matsuo Basho (1644-1694). The name Basho means "banana tree," and was adopted by the poet when he moved into a hut located next to a banana tree.]

**Haiku consists of 17 syllables** and is **usually written in three lines**. There **are five syllables in the first line, seven in the second, and five in the third**. It does not rhyme. Use verbs in the present tense, and choose each word very carefully.]

2. After telling the students about the history Haiku ask them the following questions as a form of review. (Bloom: Knowledge)
  - a. **Questions to ask the about Haiku:**
    - i. **What country did Haiku originate from?** (Japan)
    - ii. **What year does the modern form of Haiku date from?** (1890's)
    - iii. **What is Haiku usually written about?** (Nature)
    - iv. **How many syllables are in the poem?** (17)
    - v. **How many lines does the poem usually have?** (3)
    - vi. **How many syllables should each line have?** (1st-5, 2nd-7, 3rd-5)
    - vii. **What verb tense should you use when writing Haiku?** (Present)
    - viii. **Does Haiku rhyme?** (No)

(Source for 1 and 2: [http://www.education-world.com/a\\_tsl/archives/02-1/lesson014.shtml](http://www.education-world.com/a_tsl/archives/02-1/lesson014.shtml) )

3. Now that students have a small understanding of Haiku poems ask the students how to find a syllable. Have the students explain to how you can determine how many syllables a word has. Give the students the list of words below and ask them to tell you how many syllables are in the word(s):
  1. Flowers (2)
  2. Hummingbird (3)

3. Tree (1)
  4. Snow (1)
  5. Hopping (2)
  6. Beautiful (3)
4. After talking about syllables and how unique Haiku poems, read the students four more Haiku poems. (The Haiku poems will be displayed on an overhead projector). While reading the Haiku poems with the class stop after each poem and have them check to make sure the first line has five syllables, the second line has seven syllables, and the third line has five syllables. Also ask the students what part of nature the Haiku is referring too. (Gardner: Verbal/Linguistic, Interpersonal, Intrapersonal)
- i. As you read the poem ask the students to come to the overhead and label the syllables in each word.
  - ii. Overhead attached
    1. Part of Nature
      - a. 1<sup>st</sup> poem: Trees or air
      - b. 2<sup>nd</sup> poem: The sun or skies
      - c. 3<sup>rd</sup> poem: Spring or weather
      - d. 4<sup>th</sup> poem: Night and Day
5. After reading over the Haiku poems and checking to ensure they have 17 syllables and three lines tell the students that we will be writing a Haiku as a class and then each students will write a Haiku for themselves.
- i. Tell the students that we will be traveling outside to see what we hear, see, smell, and possibly feel in the court yard before beginning to write our own Haiku poem. Ask the student why we would be going outside? (**We are going outside because Haiku are generally focused on nature**) Tell the students to bring their notebooks with them to write down everything that they observe. (If it is raining outside do the alternative activity.) (Gardner: Naturalist)
  - ii. While you are in the classroom tell the students that they should walk to the court yard quietly and then find a place to sit in the grass or on the sidewalk.

- iii. Once everyone is quietly sitting in the court yard tell the students to write down all the observations that they are seeing.
  1. (e.g. the blues sky, black bird, hearing a bird sing)
  - b. (Alternative) Have students close their eyes and imagine that they are walking through the woods, lying in the grass, walking through a field, etc. Create a list on the board of how the students are feeling about the nature around them.
    - i. Bring in some props that students would see outside...
      1. (e.g. flower, some grass, a leave)
    - ii. After having students close their eyes have the students take out their notebooks to write what they have seen in their mind.
6. Upon returning to the classroom the students should receive a Haiku Planning Sheet that will be done as a class. The teacher shall display that Haiku Planning Sheet on the overheard projector. After all students have received their handout turn on the projector and ask the students the first question (1. What did you observe?). Call on several volunteers and then as a class decide one thing that everyone will write down. (Gardner: Verbal/Linguistic and Intrapersonal **steps 7-11**)
  - i. Handouts attached
7. After completing number one the teacher should ask the students for a list of words that describe what the students observed. The teacher should call on about ten students to gather words. Make sure that all students have written down the list and then move onto the third question on the worksheet.
  - i. Remind the students to tell you words that they wrote down during their observation
8. Ask the students to use words from the list to write three sentences about their observations. The teacher should call on several volunteers for the three sentences. Upon calling on the student have them come up to the overhead and write their sentence on the projector. After gathering three sentences from the students' observation ensure all students have the three sentences wrote down before moving onto the fourth question.
9. Now have the students tell you what words are not needed in the sentences in the previous steps. (Reminder Haiku poetry does NOT need to be in complete

sentences.) The students will tell you words that are not necessary so the teachers should put an “X” through the words that are not needed.

- i. As the students are having you mark out words remind the students that Haiku does not have to be in sentences
  - ii. If the class started every sentence with “We saw...” you could cross out we saw in the last two sentences and have them add more words
    1. If the class wants to keep “we saw” at the beginning of the sentences that is fine!
10. Now the teacher and the students should revise the sentences from question number three to fit the proper format of Haiku poetry. (1<sup>st</sup> sentence five syllables, 2<sup>nd</sup> sentence seven syllables, and 3<sup>rd</sup> sentences five syllables) After completing the Haiku poem ask the students what you should after you are done writing? (Proof reading, and checking you spelling.)
11. Then as a class the teacher and students should look for spelling errors.
- i. (Reminder that these do not have complete sentences so punctuation is not needed)
12. Now that the class has written a Haiku together tell the students they will be given a blank planning sheet to write their own Haiku poem. As the students are writing their own Haiku poems the teacher should walk around and help the students that need help and ask students questions regarding their own Haiku. (Gardner:: Verbal/Linguistic, Intrapersonal)
- i. These questions can be asked to students as you walk around:
    1. What is the main idea of your Haiku? (Bloom: Comprehension)
    2. What elements would you choose to change to make your sentence fit the proper Haiku format? (Bloom: Application)
      - a. Format (1<sup>st</sup> sentence 5 syllables, 2<sup>nd</sup> sentence 7 syllables, and 3<sup>rd</sup> sentence 5 syllables)
      - b. Help the student come up with some new words to place in their sentence if needed.
    3. Would you please read me what you have finished already?

13. After the students have written their own Haikus and revised them have the students copy their own Haikus onto lined paper and then glue them onto colored construction paper. On the construction paper the student will need to draw pictures that relate to their Haiku Poem. The students will then turn in their poems to be hung up on the wall. (Gardner:: Visual/Spatial)

- i. Construction paper on back table

**Closure:**

1. The teacher will ask each student to read their own Haiku poems to the class. (Gardner:: Verbal/Linguistic, Interpersonal)

**Adaptations/Enrichment:**

**Student with Learning disability in reading comprehension**

- Read the directions with the student
- Using peer tutoring by having a student work alongside with this student to count syllables.

**Student with ADHD**

- The student would use the computer to plan their Haiku poem by using the planning sheet template saved on the computer.
- The directions would be clear and concise and be repeated to the whole class several times.
- The student would be provided with a checklist to mark off the steps that they had completed.

**Student with Gifts and Talents in Creativity**

- The student would write a Haiku poem limiting the amount of words they could use in each sentence.
  - The student will use no more than three words in the first sentence while still meeting the requirement of five syllables
  - While in the second sentences the student will use no more than five words and still meet the requirements of seven syllables.
  - Finally in the last sentence the student will use no more than three words and still meet the requirements of five syllables.

**Self-Reflection:**

1. What went well during the lesson?
2. What did not go so well during the lesson?
3. Did the assessment really test what the students know about shapes?
4. Was the assessment fair for all students?
5. What things will I do never in the past?
6. Did I keep the students engaged during the whole lesson?