



Haikubox Lesson Grades 1-5

Write a Haiku Poem

Engage

Share Haiku poems.... <https://www.weareteachers.com/haiku-poems-for-kids/>

What do you notice about these poems? Do you see a pattern?



Haiku poems were first written in Japan and are written about nature and seasons, after careful observation of nature. Let's listen to some bird calls from the Haikubox. What do you like or dislike about the five bird calls I am going to share? Talk at your table.

Let's get inspired! We will be taking a nature walk around the playground. Use all of your senses as we walk. What do you see, hear, touch or smell? Write these in your journal so you can use them for your Haiku poem.

Explore

How did your nature walk inspire you? Let's practice writing some poetry.

Students will take 15 minutes (depending on age) to write and practice syllables. Write words on the board that may facilitate the process so students don't worry so much about spelling. Help to tap out syllables.

Explain

Haiku poems help people connect to nature and make visions possible even for the reader who may not be there. Stand up and pair up to share your poems. Bring your pencil to revise your writing.

Elaborate:

After sharing your poem with three people, and revising your writing, think about how you would publish your poem (computer, pictures, poster).

Evaluate

Was your poem a true Haiku? Did you center on nature and your senses? Success!

Standards: National Council of Teachers of English (NCTE). Depending on the age group, composition of the student group, connection to other lessons, or time spent on this lesson, it may address standards 1, 2, 3, 4, 5, 6, 8, 9, 10, 11, and 12.

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.
11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).