

Nutshell

In this lesson, students will use observations and experiences at the school forest to creatively write two haiku poems.

Objectives

Students will be able to....

- Produce clear and coherent writing
- Use sensory details to convey experiences and events
- Know and apply grade level word analysis skills, including syllabication patterns

WI State and Core Standards

English/Language Arts Common Core: RF.5.3; W.5.2.d; W.5.4; W.5.10; L.5.1.b, L.5.1.c; L.5.2.e, L.5.3

Materials

- Clipboards
- Copies of the student worksheet
- Writing utensil

Teacher Preparation:

- notify the main office that you will be outside for a certain amount of time
- be sure students are appropriately dressed for the weather
- gather all needed materials so you don't have to run back inside
- classroom behavior guidelines are the same outdoors as they are in the classroom

Procedure

1. As a group, introduce the concept of syllable patterns in words. Ask the students how many syllables the following words have: street (1 syllable), paper (2 syllables), and evergreen (3 syllables). Ask them to come up with other examples for different syllable amounts.
2. Tell students they will need to find a quiet place in the forest to make observations. They will be expected to write down descriptive words of sounds, sights, smells, and other things they are experiencing in the forest. They should record their observations on the front side of the worksheet.
3. Students will sit for 5 minutes and record their observations.
4. Students will then gather back together and be asked to individually write two haiku poems based on their observations. Explain to the students that haiku is a non-rhyming poem that has 3 lines. Line one contains 5 syllables, Line 2 has 7 syllables, and Line 3 has 5 syllables. Students will have approximately 10-15 minutes to create their own haiku poems. They should write their haiku poems on the backside of the worksheet.
5. Ask students to individually share their haiku poems. Discuss the similarities and differences in observations students made during their time in the forest.

Further Enrichment

- As a group or class, create one or two haiku poems that reflect the observations or experiences of the entire group while at the forest. Enlarge these poems and post them in the classroom or hallway at school, or publish them in the school's newsletter.

NAME: _____

Date: _____

School Forest Haiku



PART A. Observing the Forest

Directions: Find a quiet place to sit in the forest where you will not bother anyone else or be bothered by anyone else....but can still see and hear your teacher. You will have five minutes to make as many observations about the forest as you can. Please answer all questions below. You will need this information to complete Part B.

Answer the following questions and record observations of the school forest.

1. What time of day is it? It doesn't need to be exact.

2. What are the weather conditions?

3. Describe the area of the forest you are in.....

Be descriptive of all you see! Use adverbs to describe what you see, feel, hear, and smell.

What do you **see**? List all animals, plants, etc...

Make a list of what you **feel** as you sit here.

List everything you **hear**. Do you hear any sounds from nature?

What do you **smell**?

PART B. Writing Haiku



Haiku is a non-rhyming poem that has 3 lines. Line one contains five syllables, Line 2 has seven syllables, and Line 3 has five syllables.

Example:

Crispy, crunchy leaves
Swirling, whirling in the wind
Branches wave goodbye!

Directions: Look back at the observations you recorded in Part A. You will use these observations to write 2 haiku poems based on the things you saw, heard, smelled, felt, or thought during your quiet time. Work quietly to write your own poems below.

Title: _____

Line 1:

Line 2:

Line 3:

Title: _____

Line 1:

Line 2:

Line 3:
