



Lesson Plan Summary

Magic Tree House #6: Afternoon on the Amazon

Rainforest Haiku

Afternoon on the Amazon and Rain Forests

EACH STUDENT/GROUP WILL:

- create a haiku poem which demonstrates an understanding of the rainforest, its animals and or plants.
- Increase vocabulary
- Increase knowledge of different forms of writing
- Increase cooperative learning
- Reflect on what the rainforest, its plants and animals mean to you

COMMON CORE STANDARDS ADDRESSED:

READING:

- Literature
- Foundational Skills
- Informational Text

WRITING:

- Text Types and Purposes
- Production and distribution of writing
- Research to Present and build knowledge

LANGUAGE:

- Conventions of Standard English
- Knowledge of Language
- Vocabulary Acquisition and Use

6-2S112

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Lesson Plan

Magic Tree House #6: Afternoon on the Amazon

A Rainforest Haiku

Afternoon on the Amazon and Rainforest Fact Tracker

Objective: Students will be able to write a haiku using words that describe the rainforest, a rainforest animal, or a rainforest plant.

Materials: Chart paper
Markers/crayons/colored pencils
Copies of Afternoon on the Amazon
Copies of Rainforests
Decorative rainforest paper (for final copy)
Paper for rough draft

Procedure:

1. Using Afternoon on the Amazon and the non-fiction companion Rainforests, brainstorm a list of words that describe the rainforest, rainforest animals, and rainforest plants.
2. Using brainstormed list of words, remind students that words can be broken into syllables. Talk about how words are divided into syllables (i.e. VCCV). Practice breaking words into syllables. (rainforest—rain-for-est 3 syllables)
3. Have students practice, in small groups, dividing the words into syllables. Write the number of syllables in each word, next to the word. Ant - 1; toucan - 2...

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4. Explain to students that they will now write a special kind of poem called a Haiku. Haiku's are 3 lines long and each line contains a set number of syllables. The first line has 5 syllables, second line has 7 syllables, and the third line has 5 syllables. They will write a haiku about the rainforest in general, a specific rainforest animal or specific rainforest plant. The brainstormed words act as guides, students can supplement with other words not on list. Model a general haiku using some of the brainstormed words. For example:

Hot, humid, noisy
Green, ever-changing, unknown
Amazon alive!

5. After modeling a couple haiku's, have students work with a partner or individually to create their own haiku. Remind them of the pattern they will be using. (5 syllables, 7 syllables, 5 syllables....remind them that it is syllables NOT WORDS!)
6. After the rough drafts are complete, students can work in peer editing groups, or teacher can conference with students to edit their haiku's.
7. Copy edited haiku onto rainforest stationary. Illustrate to go with haiku.
8. Compile all haiku's into a class collection of Rainforest Haiku's, display in the classroom, or have a poetry reading in your class!

Rainforest Haiku

Title

by _____