

**Curriculum objectives**

- To identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
- To assess the effectiveness of their own and others' writing.

**Resources**

Media resource 'Natural world' on the CD-ROM; copies of traditional and modern haikus for reference

**Curriculum objectives**

- To identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
- To assess the effectiveness of their own and others' writing.
- To perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.

**Resources**

The children's haikus from lesson 4; the pictures that inspired their haikus

## 4: Haiku writer

### Introduction

- Recap what the children know about haikus and ask what kind of subject they would choose if asked to write a haiku. Show them pictures from media resource 'Natural world' on the CD-ROM, that could inspire haikus and ask them to vote for the one to write about.

### Whole-class work

- Try writing a haiku as a shared writing activity. Ask the children not to think about the number of syllables or lines to begin with, but to suggest sentences about the picture. Write their sentences on the board. Ask them to think about the words. Ask: *Do they create the right atmosphere? What other words could we use?*
- Read parts aloud and ask if the rhythm sounds right. Repeat this and ask if the pace is right. Ask: *How can we slow it down?* Ask them to count the syllables. *Do we need to change anything?* Suggest changes, if necessary.

### Independent work

- Ask the children to choose a picture to write a haiku about and to begin by writing sentences, as you did in the shared writing. They should read their sentences quietly to check if the words sound right and then make any changes they think help.

### Review

- Read some of the haikus as examples. Ask them to comment on the rhythm, atmosphere and pace.
- They could suggest changes. Keep their writing for lesson 5.

## 5: Haiku review and performance

### Introduction

- Continue from the Review of lesson 4 by reading some of the children's haikus and highlighting the parts that work well and why, considering rhythm, pace, atmosphere, choice of words.

### Paired work

- Ask the children to read their haiku with a partner and to talk about the words they used. They could suggest other words and try them out. They could help one another to alter the haiku in order to arrive at the correct number of syllables: line 1 five, line 2 seven, line 3 five – total 17 syllables.
- Once they are happy with their haiku they can practise reading it to their partner who should say whether they should read it more slowly/quickly, emphasise any words, and so on. Encourage them to try to memorise their haiku.

### Review

- Have the children standing in a large circle, as for lesson 3. Ask what they should do to be a good audience: look at the person performing, listen attentively, applaud at the end.
- Ask each of them to read or recite their haiku, working clockwise round the circle. They should show the class the picture they used for inspiration.
- Ask if they thought anyone did this especially well. Ask for an encore from anyone chosen. Ask: *What did they do so very well?*