

Lesson 4: Haiku and Onomatopoeia

☐ Getting Started

Today you will read poems focused on the Midwest and learn about a type of poem called haiku. You will also learn more about onomatopoeia and quatrain poems.

Stuff You Need

- *My America: A Poetry Atlas of the United States* by Lee Bennett Hopkins
- *R is for Rhyme: A Poetry Alphabet* by Judy Young
- journal

Ideas to Think About

- What relationships and patterns exist between words and syllables within poems?
- Why are the relationships among words and syllables within poems important?

Things to Know

- **Haiku** poems have a 5-7-5 syllable pattern within three lines.

☐ Reading and Questions

Read the poems in the sections "The Great Lakes States" and "The Plains States" in *My America: A Poetry Atlas of the United States*. Then answer the following questions.

1. Which poem in these sections was your favorite? Why?

2. Record three interesting adjectives from the poems, along with the nouns they modify.

3. In Lesson 1, you learned that a metaphor compares two unrelated things. What metaphor does the author make in "Kansas Boy"?
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4. What did you learn about the geography and culture of the Midwest after reading these poems?
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Activities

☐ Activity 1: Haiku

You will find that many poems have a kind of symmetry or balance within them. One example of this is a haiku poem. Reread the letter "H is for Haiku" in *R is for Rhyme*. Identify the haiku poem in the section "The Great Lakes States" of *My America: A Poetry Atlas of the United States*.

Write your own haiku poem. Do not use capital letters, except for proper nouns. Imagery is an important element of haiku, so do your best to create an image in the mind of the reader. The focus of the haiku should be something in nature. Ask your parent which option to complete.

☐ Activity 2: Onomatopoeia

Reread "O is for Onomatopoeia" in *R is for Rhyme*. Remember that onomatopoeia is a word that sounds like the noise it makes. Find an onomatopoetic poem in the section "The Great Lakes States" of *My America: A Poetry Atlas of the United States*. Answer the questions on the "Onomatopoeia" activity sheet.

☐ **Activity 3: Quatrain**

Reread "Q is for Quatrain" in the book *R is for Rhyme*. There are two poems in the "The Plains States" section of *My America* that are made up of quatrain stanzas. Record the titles of these poems and identify their rhyming patterns.

Poem _____ rhyming pattern _____

Poem _____ rhyming pattern _____

Ask your parent which option to complete.

Option 1

Write a quatrain for a poem that uses a rhyming pattern you have seen in quatrains. The subject can be anything you choose.

Option 2

Find a poem written in quatrains. Copy the poem and add a new stanza to the poem in your journal. Your new stanza can come at the beginning of the poem, the end, or somewhere in the middle.

Wrapping Up

Today you read some amazing poems about the Midwest. The poems revealed much about the people and the land of the region.

Review the definitions of onomatopoeia and quatrain. As you continue reading poetry, look for more examples of both.

Elements of Haiku

Elements of Haiku:

- about something in nature
- imagery is important
- no capital letters
- minimal punctuation
- 5-7-5 syllable pattern
- 3 lines

Directions: Follow the elements listed above and the example provided to create your own haiku.

Example:

waking up slowly
from a long sleep in darkness
the butterfly soars

豕兕卑倭卷旱宏宋克肌
忱沛決函兩求
杉迤狂我把妍吵吻判治

典兩兕咎坤奇

(5 syllables)

(7 syllables)

(5 syllables)

Elements of Haiku

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Example:

waking up slowly
from a long sleep in darkness
the butterfly soars

肌 典 兩 兇 咎 坤 奇 治
克 宋 宏 旱 卷 仝 卑 兇 豕
求 兩 函 決 沛 忱
杉 迤 狂 我 把 妍 吵 吻 判

Onomatopoeia

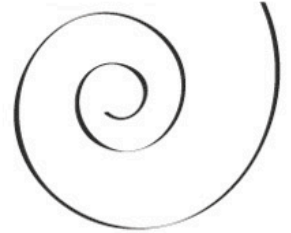


Directions: Find an onomatopoetic poem in the section “The Great Lakes States” of *My America*. Write the name of the poem and record the onomatopoetic words and then answer the questions.

Poem name: _____

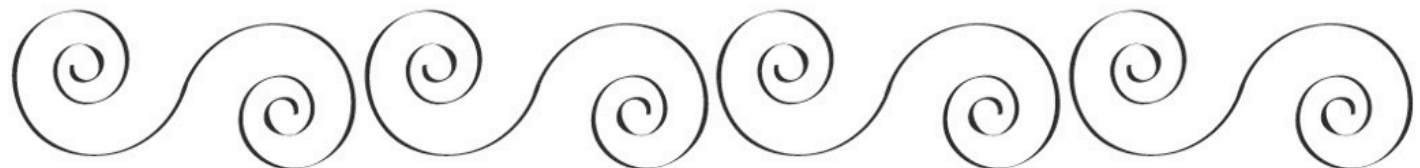
Poet: _____

Onomatopoetic words:



Why do you think the author repeats the same word so many times?

How does the poem make you feel?



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Getting Started

? Ideas to Think About

- What relationships and patterns exist between words and syllables within poems?
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Things to Know

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⦿ Skills

- Identify structural patterns found in text. (LA)
- Select a writing focus, organizational structure, and a point of view based upon purpose, audience, and format requirements. (LA)
- Use concrete sensory details in writing. (LA)

Introducing the Lesson

Explain to your child that she will read about poems that focus on the Midwest region of the US. Ask her what she knows about this region of the country.

Reading and Questions

1. Which poem in these sections was your favorite? Why?

Answers will vary.

2. Record three interesting adjectives from the poems, along with the nouns they modify.

Check to be sure your child's list includes three adjectives and nouns.

3. In Lesson 1, you learned that a metaphor compares two unrelated things. What metaphor does the author make in "Kansas Boy"?

He compares the cornfield to the sea.

4. What did you learn about the geography and culture of the Midwest after reading these poems?

Answers will vary.

Activities

Activity 1: Haiku

Students write a haiku in this activity. Select either Option 1 or 2 for your child. Option 1 provides a template for the structure of the haiku.

Activity 2: Onomatopoeia

Answer Key

The onomatopoeic poem in the section "The Great Lakes States" is "Wisconsin in Feb-b-rr-uary" by Lee Bennett Hopkins. The onomatopoeic words include "b-rr," "huff," and "puff." Answers to the last two questions will vary.

Activity 3: Quatrain

Review the titles and identified rhyming patterns from "The Plains States" section.

Answer Key

- "Midwest Town," abab
- "Grandpa's Tree," abcb

Next, assign one of the following options to your child.

Option 1

This simplified option asks the student to create a quatrain for a poem about any topic following a rhyming pattern she has seen in other quatrain poems (aabb, abcb, or abab).

Option 2

This option challenges the student to find a poem written in quatrains and create a new stanza for the poem that follows the same pattern.

Wrapping Up**Questions to Discuss**

1. Can you describe the structure of a haiku poem? (3 lines, 5-7-5 syllable pattern)
2. What is a quatrain? (a 4-line stanza)
3. Name three onomatopoeic words. (The words should sound like the noise the word makes, like "buzz," "chirp," or "meow.")

Things to Review

Review the different rhyming patterns often found in quatrains (aabb, abcb, abab). Review how an onomatopoeia can be an effective tool in poetry.