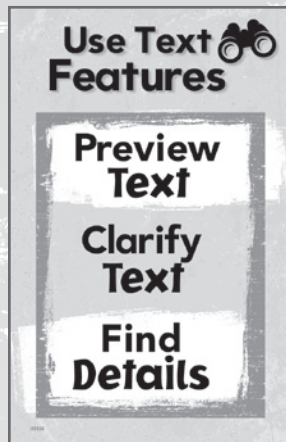


Unit 3: Use Text Features

Life in Numbers: Write Haiku



Big Idea

Patterns

Essential Question

How do patterns help you?

Unit Overview

Throughout this unit, students will learn and practice three different strategies that will help them identify and analyze text features. They will use text features to preview the text, clarify the text, and find additional details about the topic. As students read *Life in Numbers: Write Haiku*, they will use binoculars as a reminder to look carefully at text features and think about how they can help us comprehend the text.

Objectives

- › Use text structure to comprehend a variety of texts.
- › Preview the text by skimming the pages, looking at pictures, chapter headings, or other textual clues.
- › Use format, pictures, or textual clues to preview the text, locate information, or as support for understanding the text.
- › Pose and respond to specific questions or comments made by others through multiple exchanges.
- › Read aloud with fluency and expression to support comprehension.

Text Summary

People love haiku. They are fun to read and write. You can write one, too. Did you know that was a haiku? A haiku is a type of poetry that follows a pattern. Haiku started in Japan and has spread around the world. Learn more about why people love to read and write in patterns.

Key Words

patterns
revise
structure
syllables
traits

Text Measurements

Lexile: 530L

Materials

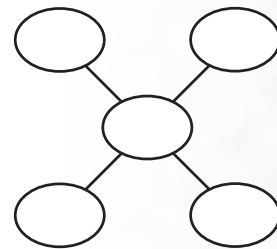
- › copies of *Life in Numbers: Write Haiku*
- › *Student Guided Practice Book* pages 52–57
- › Binoculars Think Mark on *Student Guided Practice Book* page 197
- › *Life in Numbers: Write Haiku* Interactiv-eBook
- › Use Text Features poster
- › digital tools

Text Structure: Description

Structure Vocabulary

main idea, detail

Structure Organizer



Day 1: Introduce the Strategy

Life in Numbers: Write Haiku

Use Text Features



Introduce the Unit

1. Introduce and describe the Explorer Tool: binoculars. Point to the binoculars on the Use Text Features poster. Say, "When we read, we always have to have our binoculars with us. It will help us focus on the text features as we read."
2. Have students cut out the Binoculars Think Mark on *Student Guided Practice Book* page 197. (**Note:** After each lesson, have students leave the Think Mark in their *Student Guided Practice Books*.)
3. Define and describe the Use Text Features strategy. Point to the first focus on the poster: Preview Text. Say, "Before we start reading, it is helpful to preview text features, such as headings and images. This detective work can help us learn a little about what we will read. As you use your binoculars, ask yourself, *What do the text features tell me about what I am reading?*"



Introduce the Lesson

1. Distribute *Life in Numbers: Write Haiku* and direct students to skim pages 3-9.
2. Guide a discussion based on the following questions:
 - › What does the title tell you about the book? What do you think the book will be about?
 - › What do you notice about the images? How does this help you understand the title?
 - › What do the chapter titles in the table of contents make you think about? What do you think you will learn in each chapter?

3. Have students shout out any answers, background knowledge, or any connection they may have to the questions.
4. Have students turn to *Student Guided Practice Book* page 52. Say, "Today, we are going to read pages 4-9. On these pages, we will encounter the words *patterns* and *structure*." Guide students to circle a heart or question mark for each word. If they know or have heard the word before, have them circle the hearts. If they have not, have them circle the question marks.

Beginner or Intermediate Language Learners:

Discuss the phrase *it took hundreds of years for it to catch on*, on page 5. Explain that it is a figurative way of talking. Figurative language is sometimes tricky because it doesn't always mean what it says. Explain to students that *catch on* does not literally mean something was latching on to something else. Instead, it is a figurative way to explain something becoming popular.



Model

1. Display the Binoculars Think Mark. Say, "I am going to use text features to preview the chapter. The chapter title, 'All Around Us,' will be about something that is everywhere. I see the bold word *patterns*. Maybe patterns are everywhere. I also see the title of the sidebar, 'Began in Japan.' So, this will be about something that began in Japan. As I read, I expect to learn about some kind of pattern that began in Japan."

2. Have students echo read pages 4–5 by repeating each sentence in unison after you read it. As students read, listen for fluency, accuracy, and decoding. Assist students as needed.
3. Say, “My prediction was correct! These pages taught me about a pattern that began in Japan—haiku. The images show things in nature because haiku are usually about nature.”
4. Turn to page 6. Say, “I am going to use my binoculars to help figure out what this page will be about. First, I look at the chapter title, “Patterns.” I know that a pattern is something that repeats. This butterfly has a pattern on its wing. The orange shapes are repeated on both sides. The shell has a pattern that repeats. I think this page will teach me more about patterns.”
5. Read pages 6–7. Say, “Put your thumbs up if my prediction was correct.”
- › Use your binoculars to find the text feature that shows an example of a poem with a pattern (*text box on page 9*).
3. Read the sidebar on page 9, and have students answer the questions aloud.

Technology:

Life in Numbers: Write Haiku can be accessed on the *Exploring Reading* USB Device and displayed for the group. Additionally, an audio recording is available for students to listen to while following along with the text.

**Reflect**

1. Direct students back to the vocabulary list on *Student Guided Practice Book* page 52.
2. Discuss how the words were used in the text, and add words or drawings in the Notes column.
3. Ask students how and when they might use text features throughout the school day.

**Collaborative Practice**

1. Have partners use their binoculars to preview pages 8–9. Ask students to share their predictions with their partners.
2. Say, “Today, we read pages 4–9 together. Pick up your binoculars to help me find a few of the text features in this section.” Prompt discussions about the text features with the following prompts.
 - › Use your binoculars to find the text feature that tells us how the book is organized (*Table of Contents, on page 3*).
 - › Use your binoculars to point to a text feature that shows a pattern in it (*images on pages 4, 6, 7, and 9*).

Day 2: Use the Strategy

Life in Numbers: Write Haiku

Use Text Features



Review Text and Tool

1. Guide students to use the graphic organizer on *Student Guided Practice Book* pages 54–55 to record information learned during the previous lesson. Say, “This book was written to describe what a haiku is. Let’s describe and write some of the facts we have learned so far. If you want to go back to scan pages 4–9 with your binoculars, you may do so.”
2. Have students add a few key details to the graphic organizer. Students will complete the organizer in a future lesson.
3. Review the Explorer Tool: binoculars. Say, “When we read, we always have to have our binoculars with us. They will help us focus on the text features as we read.”
4. Point to the second focus on the Use Text Features poster: Clarify Text. Say, “In our previous lesson, we used titles, images, and bold words to preview the text. This time, we are going to use text features to clarify the text. *Clarify* means to make something more clear or easy to understand. As we read, use your binoculars and ask yourself, *How do the text features help make things more clear?*”
2. Say, “Today, we are going to read pages 10–14. On these pages, we will encounter the words *traits* and *syllables*.”
3. Have students to turn to *Student Guided Practice Book* page 53, and invite them to shout out any background knowledge they have using only one word. If students know or have heard the word before, have them circle the hearts. If they have not, have them circle the question marks.
4. After 10 seconds, have students stop. Discuss their ideas about the words, and have students jot one or two words on *Student Guided Practice Book* page 53. Explain that they will add more information after reading the words in context.

Intermediate or Advanced Language Learners:

Preread the text to familiarize students with text structure, text features, and vocabulary. Have students share background knowledge about haiku and other forms of poetry.



Introduce New Text

1. Preview reader pages 10–14 and ask students:
 - › How can the titles, images, and captions help us understand what we will learn on these pages? What do you think this section of the book will be about?
 - › What do the images show? How do the images remind you about what you have already read?



Model

1. Have students read pages 10–11 in silly voices in unison after you read each sentence. As students read, listen for fluency, accuracy, and decoding. Assist students where needed.

2. At the end of page 11, direct students' attention to the Binoculars Think Mark. Say, "I am going to stop here to use my binoculars. Is there a text feature that helps clarify the text? The second paragraph teaches me that most haiku poems describe nature or a time of the year. The sidebar on page 11 gives me an example of a poem about a time of the year. That example makes the haiku poem more clear."



Collaborative Practice

1. Have students radio read pages 12–14 with partners.
2. Stop after the first paragraph on page 14. Say, "Pick up your binoculars and look for a text feature that can help clarify the text or make it more clear." Assign half the group to look at the chart on page 12 and explain how it clarifies what a syllable is. Assign the other half of the group to do the same with the sidebar, image, and caption on page 13.
3. Have each group share their responses.
4. Ask students to think about what they have read so far. Direct students to add a main idea about the reader on pages 54–55 in the *Student Guided Practice Book*.



Reflect

1. Review the types of text features that are included on pages 12–14.
2. Discuss which text features are most useful to help clarify the text.

Day 3: Continue the Strategy

Life in Numbers: Write Haiku

Use Text Features



Review Text and Tool

1. Say, "We know a lot about haiku. What have we learned so far?" Give students time to share.
2. Use *Student Guided Practice Book* pages 54–55 to review previous lesson. Say, "We already recorded information about what we read on this page. What did we learn about haiku in the previous lesson?" Provide time for students to add more details to the graphic organizer.
3. Point to the third focus on the Use Text Features poster: Find Details. Say, "Today, we will focus on using the text features to find details. The titles, headings, bold words, and images can help us find information."



Introduce New Text

1. Tell students that they will use their binoculars to find out more about what they are going to read on pages 14–17. Say, "Now, try to find a text feature that you think is interesting. Remember, a text feature is any special part of the text, such as pictures, headings, and charts (not regular paragraphs)."
2. Say, "When you find a text feature, give me a thumbs up." When students find one, ask, "What does that text feature tell you about what we are going to read?"

Beginner or Intermediate Language Learners:

Give sentence frames to support English language learners.

This _____ made me think _____.

Based on this _____, I think this section will be about _____.



Model

1. Have students take turns reading page 14 with partners (start at the *Don't Just Say It* section). As students read, listen for fluency, accuracy, and decoding. Assist students where needed.
2. Then say, "The heading on this page is helpful. If I want to find the details about what haiku poets do *not* write in their poems, I would turn to the 'Don't Just Say It' section. The paragraph teaches me details about what the poets do write."
3. Have students add notes to their graphic organizers on pages 54–55 in the *Student Guided Practice Book*.

**Collaborative Practice**

1. Have partners take turns reading pages 16–17. As students read, listen for fluency, accuracy, and decoding. Assist students where needed.
2. Then, have partners identify text features that would help them find details about how long haiku poems should be (*heading on page 16 and caption on page 17*).

**Reflect**

1. Review the types of text features that are included on pages 14–17.
2. Ask students how using text features makes them better readers.

Day 4: Know the Strategy

Life in Numbers: Write Haiku

Use Text Features



Review Text and Tool

1. Say, “We know a lot about haiku poems. What have we learned so far?”
2. Use *Student Guided Practice Book* pages 54–55 to review the previous lesson.
3. Review all three focuses on the Use Text Features poster. Have students review the text and tool. They should be able to explain what they have read and the importance of the Binoculars Think Mark when checking their understanding.



Introduce New Text

1. Say, “Today, we are going to read pages 18–27. Use your binoculars to preview the rest of the book. Pay close attention to the headers in this section. The titles of these headers can help you think about what you will learn and what you will need help understanding.”
2. Have students turn to *Student Guided Practice Book* pages 52–53. Say, “Today, we are going to read pages 18–27. On these pages, we will encounter the word *revise*.”
3. Have students circle the heart or question mark to reflect their knowledge of the word.



Model

1. Scan pages 18–19 to look for text features that will help preview the text. Say, “The chapter title ‘Do-It-Yourself’ should give us a clue about what we will learn in this chapter. Maybe the author is going to teach us to write a haiku poem.”
2. Have students use the **Choral Reading** protocol to read pages 18–22 aloud. As students read, listen for fluency, accuracy, and decoding. Assist students as needed.
3. Confirm your prediction by saying “I was right. The author is going to teach us how to write a haiku poem. That was a very useful chapter title.”

Cultural Responsiveness:

By using the Choral Reading protocol, you are validating verbally expressive and relational behaviors while building bridges to communication and community building.



Collaborative Practice

1. Have students take turns reading pages 24–27 in the book, *Life in Numbers: Write Haiku*. As students read, listen for fluency, accuracy, and decoding. Assist students as needed.
2. After each page, ask students to identify a text feature that clarifies the text or helps them find specific details.



Reflect

1. Direct students back to the vocabulary list on pages 52–53 in the *Student Guided Practice Book*.
2. Discuss how the words were used in the text, and add words or drawings in the Notes column.
3. Ask students how and when they might use text features throughout their school day.

Day 5: Wrap Up

Life in Numbers: Write Haiku



Review Text

1. Remind students that *Life in Numbers: Write Haiku* describes a special kind of poem. Turn to *Student Guided Practice Book* pages 54–55, and have student fill in remaining details about haiku poems in the graphic organizer.
2. Have students lead a discussion about what they learned in the reader, *Life in Numbers: Write Haiku*.

Intermediate or Advanced Language Learners:

Encourage students to use the new words they have learned in their graphic organizers.



Quick Check

1. Assign the Quick Check on *Student Guided Practice Book* page 56. Have students work independently or with partners to complete the Quick Check.
2. Review student responses as a group. Acknowledge incorrect answers, and guide students toward text evidence that supports the correct answers.



Discuss Big Idea/ Essential Question

1. Introduce the Big Idea: patterns.
2. Ask the Essential Question: *How do patterns help you?*
3. Use *Student Guided Practice Book* page 57 to record students' thoughts about the Big Idea and Essential Question. Explain that they will revisit this page at the end of the unit.
4. Review the poster, strategy, vocabulary, or Big Idea as needed. Say, "We just finished reading *Life in Numbers: Write Haiku*, and we talked briefly about the Essential Question: *How do patterns help you?* In the next few weeks, we will read three more texts that deal with patterns. I would like you to keep this question in mind as we read text cards 3A, 3B, and 3C."



Ask Questions

 **ThinkMark**



Use Text
Features

 **ThinkMark**



Summarize

 **ThinkMark**











Monitor
Comprehension

 **ThinkMark**





Name: _____ Date: _____





Words to Know

Directions: Do you know the word? Circle the  or . Write notes for each word. Choose a word from the text to add to the last row.

	Word	Notes
 	patterns (noun)	
 	structure (noun)	
 		

Words to Know *(cont.)*

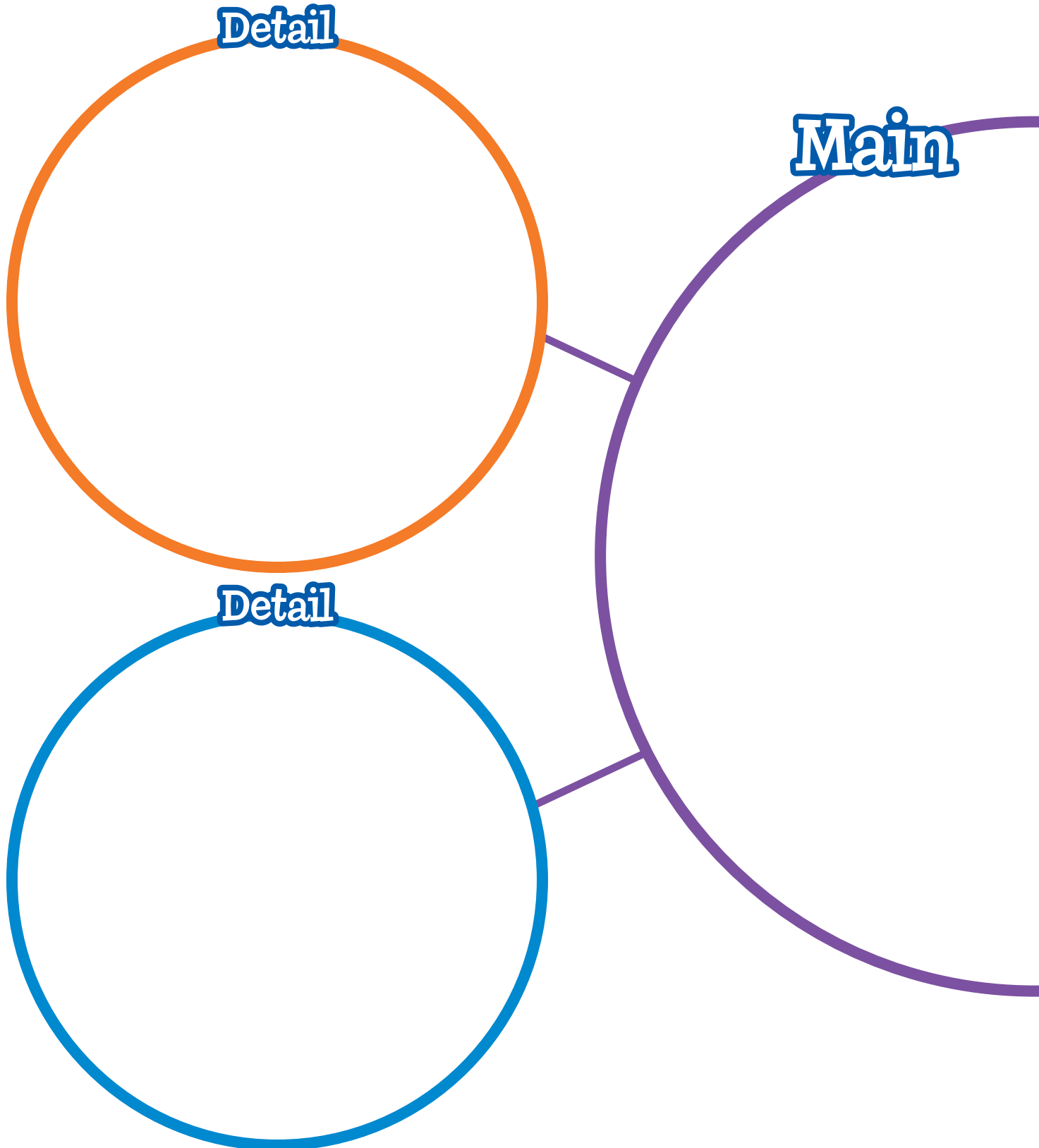
	Word	Notes
 	traits (noun)	
 	syllables (noun)	

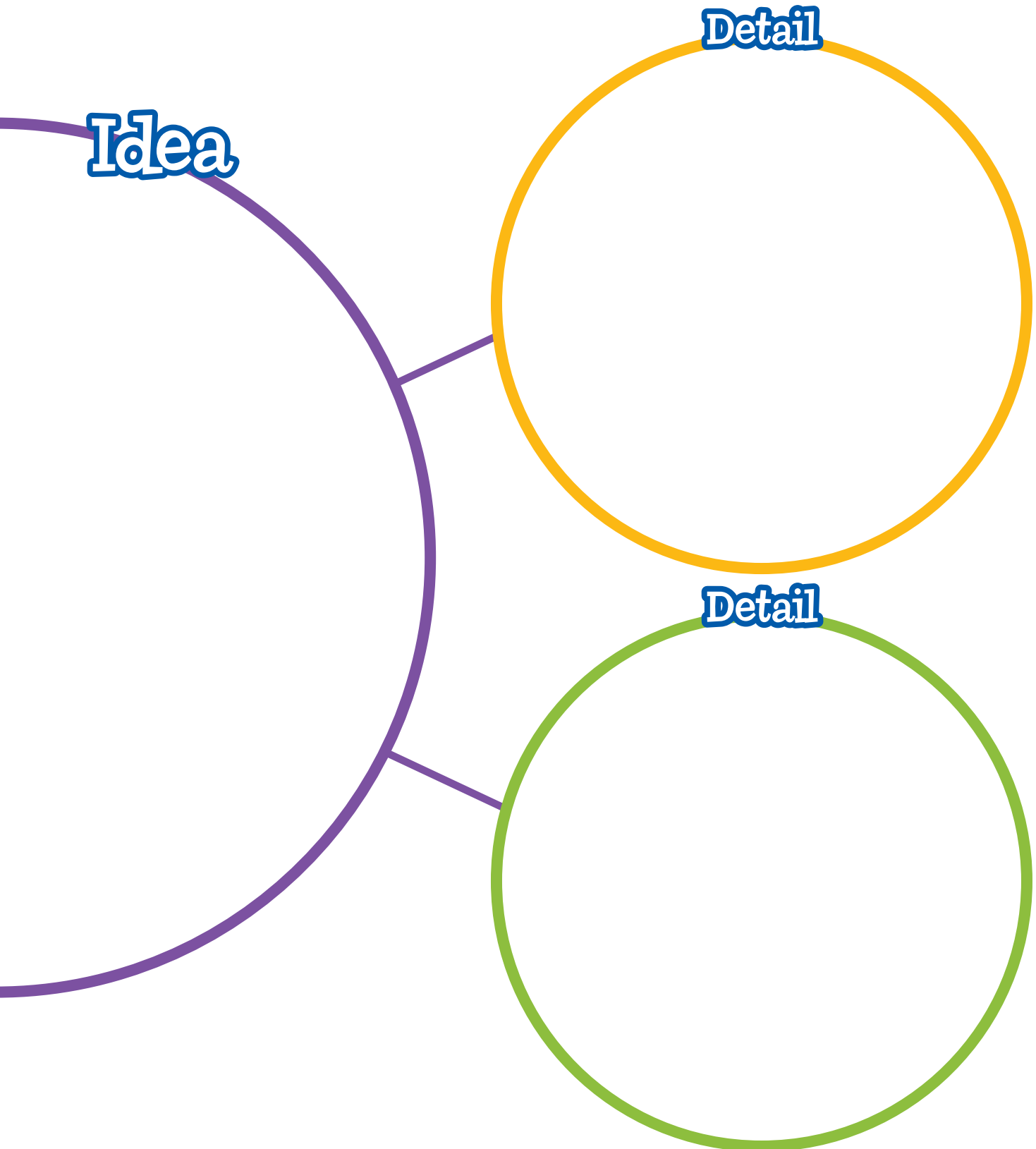
	Word	Notes
 	revise (noun)	
 		

Name: _____ Date: _____

Description Graphic Organizer

Directions: What is the main idea in the text? What are the details?
Write the main idea and details in the circles.





Name: _____ Date: _____

Quick Check

Directions: Choose the best answer to each question.

1. What text feature tells me what page each chapter is on?

- Ⓐ the glossary
- Ⓑ the title
- Ⓒ the table of contents
- Ⓓ the pictures

2. How many syllables are usually found in a haiku?

- Ⓐ 11
- Ⓑ 15
- Ⓒ 13
- Ⓓ 17

3. Use what you know about making a haiku to edit the haiku below. Remember, count the syllables in each line.

outside I see light blue
then the gray sets in
I know a storm is coming



Essential
Question



How do patterns help you?

Directions: Write your thoughts below.

First Thoughts

A large, empty rectangular box with a thick orange border, intended for writing initial thoughts.

Final Thoughts

A large, empty rectangular box with a thick blue border, intended for writing final thoughts. A black arrow points from the bottom of the orange box to the top of this blue box.

3 Life in 2
Numbers

TIME
FOR KIDS

Write Haiku



Lisa Holewa

³Life in ²
⁶Numbers³

Write Haiku



Lisa Holewa

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All Around Us

Have you ever looked closely at a pinecone, a leaf, or a flower? If you have, you might have seen **patterns**.

There are patterns in nature. Patterns can show us how things are made. Patterns also help us make new things. Writers use patterns, too. Haiku (hi-KOO) are an example of this. They are poems based on patterns. They are usually about nature.





Began in Japan


The art form of haiku is over 800 years old. It came from Japan. But it was not popular right away. It took hundreds of years for it to catch on. Haiku masters like Matsuo Bashō (mah-TSOO-oh bah-SHO) helped it grow.

Patterns

To find patterns, you must look closely. Start by asking questions. Can I see how this is made? Do I see the same parts again and again? If the answers to these questions are yes, you may have found a pattern.

Plants and seashells have patterns. Trees and butterfly wings have them, too. The patterns may form triangles. Or they may spiral out from the center.





This shell spirals out from the center to make room for the growing animal inside.

Patterns in Writing

Writers and poets use patterns, too. Poets may repeat words or sounds at the end of each line. Writers may make all of their sentences the same length. Sometimes, a poem's **structure** can send a message.

These patterns can give words more power. Haiku is based on patterns. They help poets tell strong stories.





Play Day

*maggie and milly and molly and may
went down to the beach (to play one day)*

—E. E. Cummings

Look at the names in the first line of this poem. They are all lowercase, and they all start with the same letter. Do you think the girls might be the same in other ways?

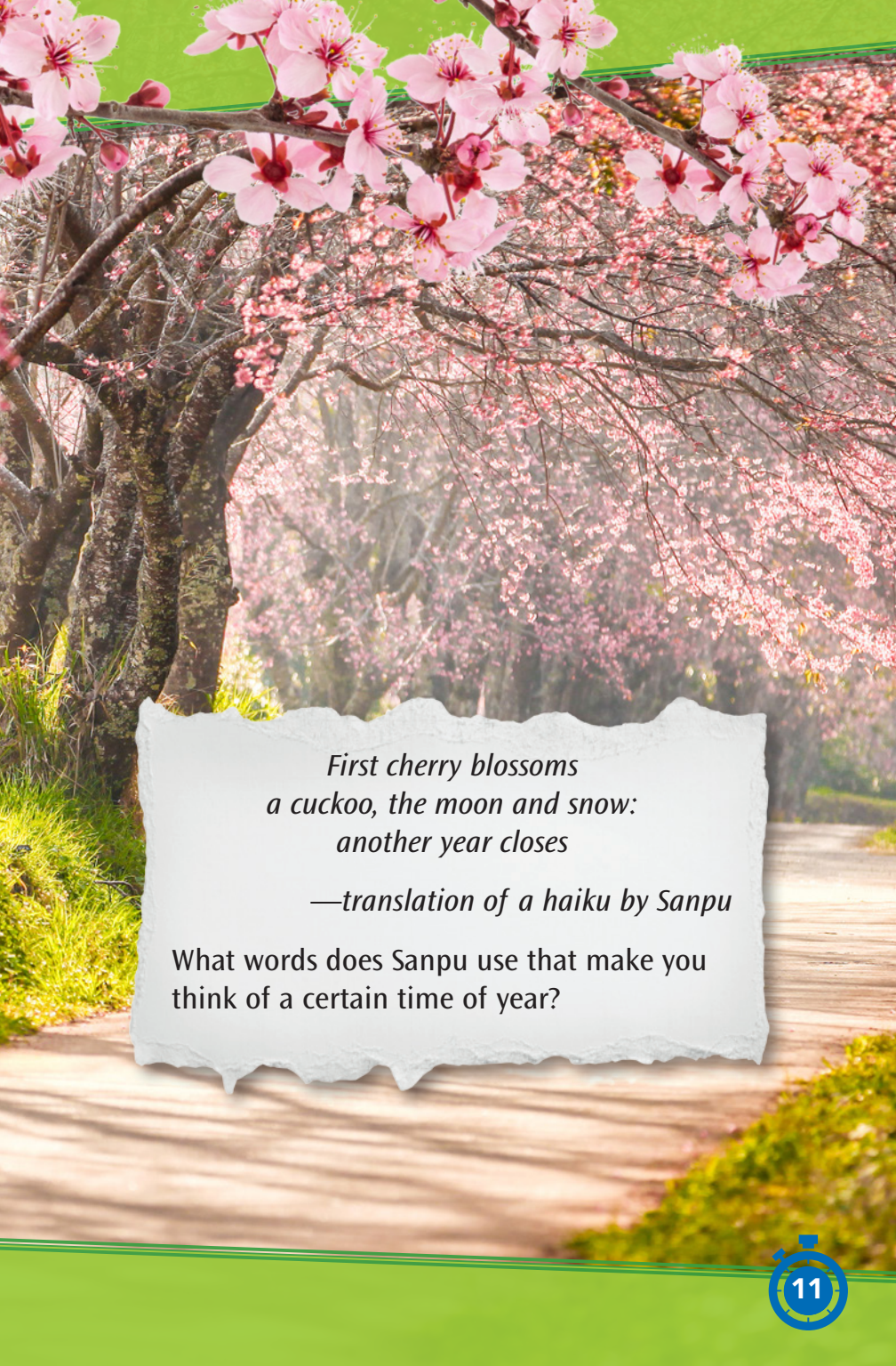
Haiku Dos and Don'ts

Haiku does not have any rules. But there are some **traits** that most haiku poems share.

Do Give a Nod to Nature

Most haiku poems describe scenes in nature. They may tell a tale about animals. Or, they may make the reader think of a time of year. Flowers may make the reader think of spring. Fireflies may be used to describe a warm summer night.





*First cherry blossoms
a cuckoo, the moon and snow:
another year closes*

—translation of a haiku by Sanpu

What words does Sanpu use that make you think of a certain time of year?

Do Write Three Lines

Most English haiku are three lines long. Each line follows a pattern with sounds. These sounds are called **syllables**. Haiku usually have 17 syllables. The lines follow this pattern:

*The first line has five.
The second line has seven.
The third line has five.*

Did you notice that was a haiku?

bird



1 syllable

lion



2 syllables

elephant



3 syllables

Most haiku poets follow the same patterns. There are also traits that most poets try to avoid.

Don't Just Say It

Haiku poets try not to just say what they are feeling. Instead, they describe a scene. This makes the reader feel a certain way. Most haiku poets would not write “I felt so lonely.” Instead, they would write about a frog alone in a still pond.



Don't Make It Too Long

Most English haiku have 17 syllables. Japanese haiku always have 17 *ons*. An *on* is a sound that forms words. English haiku poets try to follow the same pattern with syllables. But they do not have to do this.

In fact, there is only one rule for the length of haiku poems. A reader should be able to say the whole poem in one breath. So do not make it too long!



Make sure readers can say your
haiku without losing their breath!

Do-It-Yourself

Now that you know the patterns of haiku, you can try writing your own.

Step 1: Look Outside

If you are near a window, look outside. What do you see? If you cannot see nature right now, think. Did you notice something the last time you were outside? Maybe you saw leaves blowing in the wind. Or, maybe you saw a squirrel running up a tree. Try to capture the scene in your haiku.





From the Desk Of...

You can write haiku without being in nature. Just imagine what you might see. These poems are called *desk haiku*. They are not written from an actual moment but from an imagined or remembered one.



Step 2: Write It All Down

After you have picked a scene you want to share with the reader, start by writing a sentence. Describe what you saw. Try to make the reader see the same thing.

Do not worry if it does not look like a haiku yet. Just get your thoughts down on paper.

I saw a squirrel run up a tree
in my garden. The garden was
green with bright flowers. It
a sunny day.



Step 3: Rearrange

Now that you have written about your image, you can make it into a haiku. Try splitting it into three lines. You might need to add or change a thought.

Next, count the syllables in each line. Can you make your idea fit in 17 syllables? If not, do not worry! Just make sure the reader can say it in a single breath.



My¹ garden^{2 3 4} is ~~sunny~~⁵ bright

A¹ ² squirrel³ runs⁴ by⁵
^② little

It's¹ sunny^{2 3} and⁴ ~~hot~~⁵ warm



Step 4: Share Your Scene

After you are done, share your haiku with friends and family. Ask if they feel the same thing you felt when you wrote the poem. If not, go back and **revise** your work. When you are done, write your haiku on a new sheet of paper. Then, display your work!



National Haiku Writing Month

Write one haiku each day in February. That is when National Haiku Writing Month takes place. The event started in the United States. But it has spread all over the world.





My Haiku

Bright sun and cool breeze
Squirrels run up and down trees
Garden flowers sway



Picking Out Patterns

As you have read, patterns are all around us. They are in nature and in writing. Poets use them to make their writing more powerful.

You can find and use patterns, too. Read some haiku. See if you can spot any patterns. Then, try to add some to your writing. Pretty soon, you will be a pattern pro!





Winner!

The World Children's Haiku Contest takes place every two years. Children can send in their own drawings and haiku. The winners get prizes. They also get published in a book.

Glossary

patterns—things that are repeated

revise—to make changes to correct and improve something

structure—the way something is built or organized

syllables—the parts that words are split into when they are said out loud

traits—things that make people or things different from others





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“Thank you for helping us
create a world in which
children love to learn!”

