

---

## 3: Poetry to My Ears

---

### Based on the Idaho quarter reverse

---



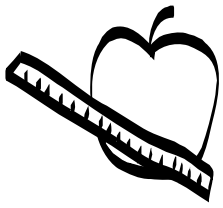
#### OBJECTIVES

Students will understand what syllables are and how to count syllables in words and phrases. Students will understand and demonstrate the basic components of haiku poetry.



#### MATERIALS

- 1 overhead projector
- 1 overhead transparency of the “Idaho Quarter Reverse” page
- 1 class map of the United States
- Chart paper
- Markers
- 1 overhead transparency of “Peregrine Falcon Haiku” worksheet
- 1 overhead transparency of the “Falcon Outline” worksheet
- Locate a copy of a text that provides basic information about falcons, such as:
  - *Wild Birds of Prey! Falcons* by Deborah Kops
  - *Peregrine Falcons* by Doug Wechsler
  - *The Peregrine Falcon* by Carl R. Green and William R. Sanford
  - *Flight of the Falcon* by Michael Tennesen
- Locate copies of texts that provide basic information about poetry, such as:
  - *Don't Step on the Sky: A Handful of Haiku* by Miriam Chaikin and Hiroe Nakata
  - *Painless Poetry* by Mary Elizabeth
  - *Knock Knock at a Star: A Child's Introduction to Poetry* by X.J. Kennedy, Dorothy M. Kennedy, and Karen Lee Baker
- Copies of the “Peregrine Falcon Haiku” worksheet
- Pencils
- Writing paper
- Dinner-sized white paper plates
- Crayons
- Yarn
- Single hole punch



---

# Poetry to My Ears

---



## PREPARATIONS

- Make copies of the “Peregrine Falcon Haiku” worksheet (1 per student)
- Make an overhead transparency of the following:
  - “Idaho Quarter Reverse” page
  - “Falcon Outline” worksheet
  - “Peregrine Falcon Haiku” worksheet
- Locate copies of texts that provide basic historical information about falcons (see examples under “Materials”).
- Locate copies of texts that provide basic historical information about poetry (see examples under “Materials”).



## GROUPINGS

- Whole group
- Pairs
- Individual work



## CLASS TIME

Three 30- to 45-minute sessions



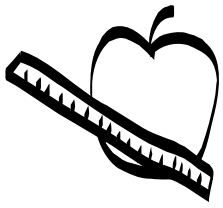
## CONNECTIONS

- Language Arts
- Social Studies
- Art



## TERMS AND CONCEPTS

- Obverse (front)
- Reverse (back)
- Characteristic
- Peregrine falcon
- Shape poem
- Haiku poem



---

# Poetry to My Ears

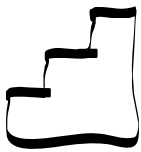
---



## BAC KGR OUND KNO WLEDGE

Students should have a basic knowledge of:

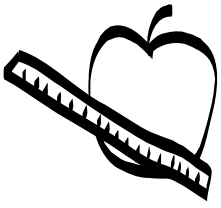
- Poetry
- Syllables
- Adjectives
- Migrating
- Raptor
- Things found in nature



## STEPS

### Session 1

1. Describe the 50 State Quarters<sup>®</sup> Program for background information, if necessary, using the example of your own state, if available, and display the “Idaho Quarter Reverse” overhead transparency. Locate Idaho on a classroom map. Note its position in relation to your school’s location.
2. With the students, examine the design on this coin’s reverse. Tell the students that the back of the coin is also called the reverse, and obverse is another name for the front of a coin. Have the students identify and describe the image on this coin.
3. Tell the students that the peregrine falcon is the state raptor of Idaho. (A raptor is a bird of prey.) Read the coin inscriptions to the class. Discuss that “Esto Perpetua” means “let it be perpetual” or “let it be forever.” Show them the date at the top of the coin and tell them that is the date Idaho became a state.
4. Tell the students that the outline is the state of Idaho, then compare it to the shape of Idaho on the class map. Explain to the students that the star represents Boise, which is the state capital.
5. Write “Peregrine Falcon” as the title on a piece of chart paper. Tell the students the word “peregrine” means “wandering” or “migrating” and that the peregrine falcon is the state raptor of Idaho. Ask the students why they think that the falcon might be important to Idaho, and accept all responses.
6. Discuss the term “characteristic” (a feature that helps to identify, tell apart, or describe recognizably, a distinguishing mark or trait) with the students. Ask the students to point out characteristics of the falcon. Write the student responses on the chart paper.
7. Introduce the students to the selected text about falcons. Preview the text and illustrations and allow the students to generate observations and predictions about what is happening at each point in the text.



---

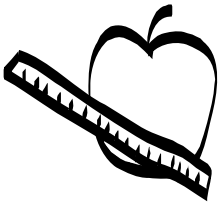
# Poetry to My Ears

---

8. Read the selected text to the class. Attend to any unfamiliar vocabulary and student questions.
9. Add the new information from the discussion and the text to the chart paper.
10. Engage the students in a discussion about the falcon, directing them to realize the important characteristics that birds of prey have and how these birds interact with other animals, referring back to the text wherever possible.
11. Ask the students to define the term “adjective.” The student responses should include that it is a word that describes or tells more about a noun. Remind the students that an adjective can tell the color, size, and number.
12. Based on the class discussion and the information from the text, as a class, highlight any adjectives on the chart paper and then brainstorm examples of adjectives describing the peregrine falcon and record student responses on the chart paper.
13. Using the information from the chart paper, have the students create sentences on a piece of writing paper to describe the peregrine falcon.
14. Have the students share their sentences with the class. Record them on a new piece of chart paper. Review the sentences as a class. Collect the students’ papers.
15. Tell the students that, as a class, they will be creating a type of poem called a shape poem. A shape poem is a poem about an object or thing and is written in or around the shape of the object.
16. Display the “Falcon Outline” overhead transparency. Have the students select sentences describing the peregrine falcon. Write in or around the shape of the falcon on the overhead transparency.
17. Once the poem is complete, read it aloud with the students. Talk about how the words and phrases used in the poem really describe the characteristics of the falcon.
18. Create a copy of the overhead transparency and display it in the classroom.

## Session 2

1. Review the poem and content covered in the previous session. Keep the charts displayed during this session.
2. Discuss the term “syllable” with the students. Remind them that it is a way to break words and phrases apart. Discuss ways to count syllables. Ideas can include tapping out the syllables on the desk, placing the top of the hand under the chin, or clapping. Provide the students with a list of words to divide into syllables. Do the first three together and then allow them to work in pairs to complete the rest and then review all the words as a class. Words can include: washing machine, elementary, nature, students, playground, and falcon.



---

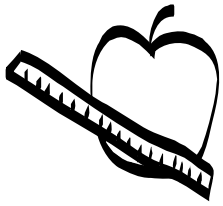
# Poetry to My Ears

---

3. Tell the students they will be creating another poem about the peregrine falcon. Write the word “haiku” (high-koo) on a piece of chart paper. Explain to the students that they will be using words and phrases about nature and the falcon. These words will contain a certain number of syllables for this special kind of poetry.
4. Display the “Peregrine Falcon Haiku” overhead transparency. Review the criteria and background for a haiku poem.
5. Tell the students that a haiku poem is an unrhymed poem that originated in Japan. It has three lines and seventeen syllables. The first and third lines each have five syllables and the second line has seven. Haikus usually describe something in nature.
6. Introduce the students to the selected text about haikus. Read examples of haikus to the students. Discuss the syllables in each line and the connection to nature. Remind the students of the syllables needed for each line. Discuss the syllables in each line, clapping or tapping them out as a class. Point out adjectives used to describe the topic of the poem.
7. Distribute a “Peregrine Falcon Haiku” worksheet to each student. Explain that this is their note taking guide for creating their haiku about the peregrine falcon.
8. Allow the students to use the poetry texts in the classroom as a resource and allow them a sufficient amount of time to complete and construct their haikus.
9. Have the students work in pairs to review the ideas for the poem and to check the syllables in each line.
10. Collect the students’ worksheets.

## Session 3

1. Review the content from the previous sessions.
2. Display the transparency or photocopy of the “Idaho Quarter Reverse” page. Keep this image available to the students throughout the session.
3. Distribute the “Peregrine Falcon Haiku” worksheet and a white paper plate to each student.
4. Tell the students they will write the final copy of their haiku on one side of the plate and draw an image of the peregrine falcon on the other.
5. Allow the students time to edit and revise their work.
6. Have the students share their poems and drawings with the class.
7. As a class, review the information gathered about the peregrine falcon, the content of the haiku, and the use of adjectives to describe an animal in nature.
8. Punch a hole in the top of the paper plates, attach yarn, and display them in the classroom.



# Poetry to My Ears



## ASSESSMENT

- Take anecdotal notes about the students' participation in class discussions.
- Review the students' worksheets and poems to evaluate whether they have met the lesson's objectives.



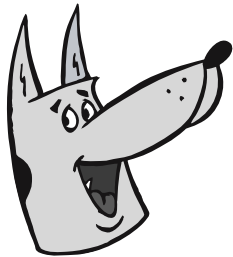
## ENRICHMENT/ EXTENSIONS

- Have students research other types of falcons and write a descriptive essay.
- Have students create more poems and invite other students in to hear a nature poetry reading.
- Have books about falcons in the classroom library for further reading.
- Have students create a tanka poem about something found in nature.



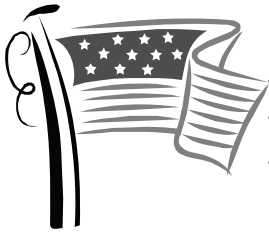
## DIFFERENTIATED LEARNING OPTIONS

Allow students to use a scribe to dictate written responses.



## CONNECTIONS TO WWW.USMINT.GOV/ KIDS

- Have students learn more about animals and nature by visiting the Games page and playing the Lewis and Clark Adventure at <http://www.usmint.gov/kids/index.cfm?fileContents=games>.
- Have students learn about other birds by visiting the Coin of the Month page and learning more about the California Condor and the California quarter at <http://www.usmint.gov/kids/index.cfm?fileContents=coinNews/cotm/2005/02.cfm>.



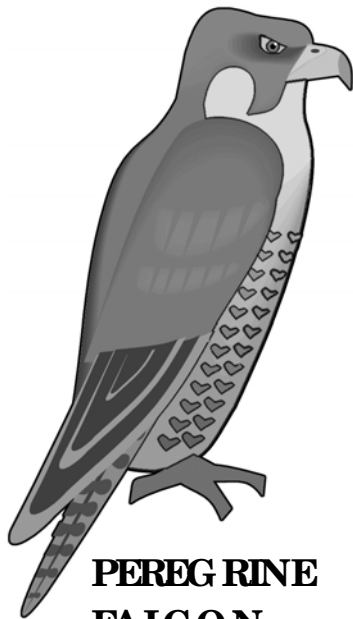
Name \_\_\_\_\_

# Peregrine Falcon Haiku

**Directions:** Use the information from class discussions and available resources to create a haiku poem about the peregrine falcon.

**Haiku poems** are unrhymed poems that originated in Japan. They have three lines and seventeen syllables. The first and third lines each have five syllables and the second line has seven. Haiku poems usually describe something in nature.

**Adjectives** are words that describe things. For example, an adjective can tell the size, shape, or color of something.



**PEREGRINE  
FALCON**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

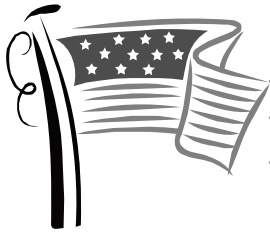
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

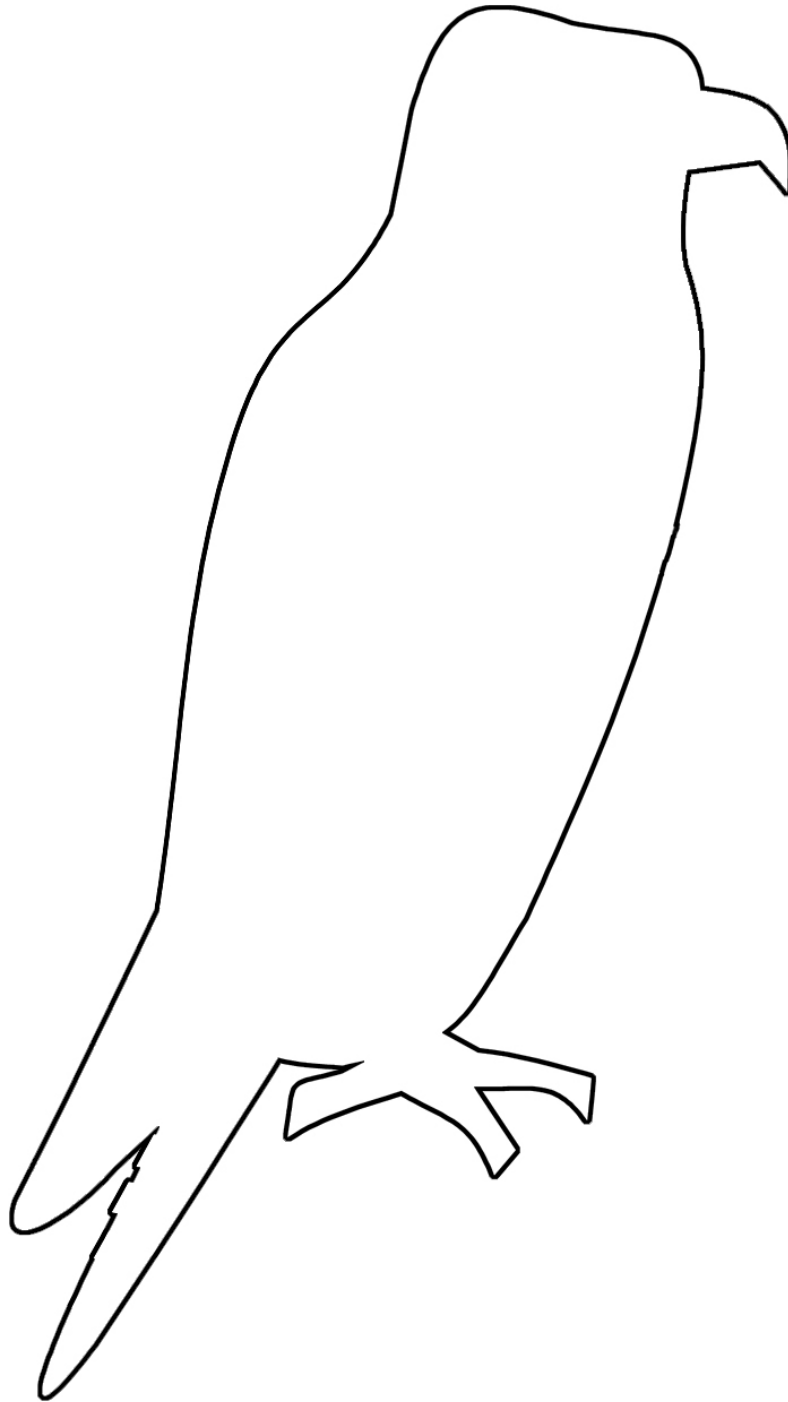
\_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

# Falcon Outline







# Idaho Quarter Reverse

