

Haiku: matching words with pictures

Book: *A hundred poems*

Time: 10-15 minutes.

Category: vocabulary in English as a foreign language.

Target group: learners of any age with basic knowledge of English as a foreign language.

Learning activity: matching activity for vocabulary learning.

Learning objectives: learners are able to read and associate a word of a haiku poem with the corresponding picture.

Learning of some basic vocabulary encountered in a haiku poem of the book.
Development of social skills through cooperative learning.

Steps

1. Prepare the matching activity before the lesson. Choose evocative pictures, which can clearly represent the corresponding word.

The words to learn are part of the haiku poem that the learners have already read. Put maximum five words to associate.

2. Divide the class into small groups of three or four learners. Create groups as heterogeneous as possible. Heterogeneity guarantees that all members of each group can contribute to accomplish the task.

3. Explain simply and clearly the rules to follow for the activity. Tell, display or write the rules on the board. Make sure everyone understands.

4. Give each group a worksheet to complete. Move around the class but do not interfere in the activity. Give advice only if they ask.

5. Display the solutions with a projector, tell or write on the board.

There is no evaluation for this activity in order not to increase learners' affective filter.

Variations

1. Learn basic vocabulary of haiku poems through the "hang man game".

Each learner chooses a word you have already explained in the previous chapter of the book; the learner writes the first letter and as many hyphens as the word is composed of. Then the learner also draws a tree on which the man is "hung".



Haiku matching words with pictures: Activity by Eleonora Pannacci

All the other learners have to guess the correct word by choosing a letter. Every time one says a wrong letter, the learner who has chosen the word will draw a part of the body of the man to be hanged.

2. Scramble the letters of each keyword of the haiku poem. Let learners rebuild the words in small and heterogeneous groups or individually.

Design worksheets for each learner and print them out before the lesson. This activity enhances the learners' spelling skills in English.

3. Create flashcards before the lesson and locate them in a casual order in hidden places in the classroom.

Once learners are in the room, show them a flashcard with the word written and read it aloud. They have to find the flashcard with the corresponding picture. Another option is showing the flashcard with the picture first. This is the *Total Physical Response Technique*.

4. Use this activity as a test for evaluation. Give a printed worksheet to each learner and make them complete it individually.

5. Ask learners to identify the key words of the haiku poem and to find their meaning. After that, ask them to broaden their vocabulary by creating lexical maps with words related to the topic of the haiku poem.

Tips

1. Use these vocabulary activities for any chapter of any Easy to Read book.

2. If you use this activity as a test for evaluation: self-assessment is fundamental. Before giving feedback, ask learners for their opinion about the activity through simple verbal or written questions.

Make them reflect on the difficulties encountered, the strategies implemented and what to do better. When evaluating learners, take into consideration their path to reach the goal, not only the final results.

3. If you know the learners' characteristics well, learning and cognitive styles, English proficiency, level of motivation, personality traits etc., assign a subtask to each member in each group while carrying out cooperative learning activities.

The subtask needs to be attainable for the learner. Thus, each group will be able to work efficiently and to accomplish the task given.

