

HAIKU LESSONS

Haiku Lesson 1:

“Animation Project Goals and Expectations” and “Brainstorming a Haiku”

(35 minutes)

Materials Needed:

- “Planning, Writing, & Animating” booklets (one per student)

Haiku books for children:

- Nishimoto, K. (1999). Haiku picturebook for children. Los Angeles: Heian International.
- Prelutsky, J. (2004). If not for the cat. Greenwillow Books.

Rationale/Overview:

This is the start of an exciting, new project. The students will be spending this week writing a haiku. Today, we will hear some examples of haikus, read about haikus, and brainstorm ideas for a haiku.

Key Concepts:

Haiku: A Japanese lyric verse form having three unrhymed lines of five, seven, and five syllables, traditionally invoking an aspect of nature or the seasons.

Planning! Using this booklet will help the students plan for the duration of this project.

Sequence of Activities:

1. Make sure students are ready for a read-aloud of some **haiku** poems.
What is a haiku?

Haiku: A Japanese lyric verse form having three unrhymed lines of five, seven, and five syllables, traditionally invoking an aspect of nature or the seasons.

2. **Read-aloud** some selections from Haiku Picturebook for Children by Keisuke Nishimoto or If Not for the Cat by Jack Prelutsky. Let the students reflect on the haikus you have just read. This read-aloud is to help the students get into “haiku mode”. **(7 minutes for read aloud)**
3. Paper passers pass out the booklets.
4. **Introduce these books:** “Planning, Writing, & Animating a Haiku.” Students should put their names on the cover.

- Explain the project as **a new way to think about planning and brainstorming your writing**. “These books are to keep all your thinking together and to keep a record of this project. Please do not lose it and do all of your haiku writing in this book. It helps to have all your materials together when you do a project.”
5. Do a brief **walk-through of the book pages**. Emphasize the “**writer’s log**” and note that the students should write down what they did today. **The students should write something in the “writer’s log” every day!**
 6. Explain the schedule/expectations of this project. Have a **calendar** so the students know how much time they have for this. “It takes a lot of time to do, so plan **REALISTICALLY**.”
 - Students are only required to animate the prop that they will make in art, so any backgrounds are more than what’s expected and should be considered as homework.
 - In order for the students to know how big their animating prop should be, the animating field will be a 4:3 block approximately the size of a 11 x 14 sheet of paper.
 7. **Take other comments/questions** pertaining to the details of the project. **(6 minutes for book introduction/walk through/comments)**
 8. **Read page 2, “Haiku introduction” with the class**. Have different students read different sentences and haikus. Stop and reflect on the beauty of each haiku. **(7 minutes)**
 9. If there is time, the students begin brainstorming. If students are “stuck”, suggest they look through the poetry books or informational books about nature in order to get some ideas. **(20 minutes for individual brainstorming)**.
 10. **Closing**: “This week, we will continue planning our haiku. Think of the nature and seasonal themes that you thought of today. Tomorrow, we keep planning and we will also watch animation examples!”

“Planning, Writing, and Animating a Haiku” Art Class Introduction **(30 minutes)**

Materials Needed:

- Examples of stop-motion animation
"Fifth-Grade Haiku Animations", made by students from Northside Elementary are available online at:
<http://northside.aaps.k12.mi.us/classes/fifthgrade/haiku/animationweb.htm>
- Picture books by Eric Carle such as The Very Hungry Caterpillar or The Very Quiet Cricket
- Picture books by Lois Ehlert such as Waiting for Wings or Feathers for Lunch

Rationale:

This lesson is a primer to art class where they will be making their animation props. Students will need two art classes to complete their props. This lesson will let the students start thinking about ideas and color schemes.

Key Concepts:

Haiku: A Japanese lyric verse form having three unrhymed lines of five, seven, and five syllables, traditionally invoking an aspect of nature or the seasons.

Stop-motion animation: Form of animation where the animator takes a picture of some props, moves the props and then takes another picture. When the sequence of images is played back, the props appear to “move”. Common forms of stop-motion are “claymation” and “time-lapse photography”.

Sequence of Activities:

1. *Scripted Intro*: “For the next two weeks, we will be planning, writing, and animating our haikus. How will we animate our haikus? What does your haiku look like?”
2. **Show Eric Carle and Lois Ehlert books.** “This is pretty much the style we will be going for – paper cut-outs. Moving collages. In art today, you’ll be making painted paper. Then next week, you’ll be making the cut-out props that you will be animating.
3. You will be making a **stop-motion animation**. In stop-motion, you take a picture of something, move it, then take another picture. You keep taking pictures until you have a sequence of events! Here are some examples of work done by animators about your age!” **(Show animation examples).**

4. “Cartoons made professionally, such as the ones in the movies, take a lot of time to do. We won't have that luxury of time, so we've got to keep our work simple. “
 5. **Take comments/suggestions.**
 6. Anticipate a lot of excitement. Tell the students; “just think of ideas, think of colors you might want to use today in art.”
 7. Students continue brainstorming ideas for a haiku.
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Haiku Lesson 2:
“Visual Planning for a Haiku”
(40 minutes)

Materials Needed:

- “Planning, Writing, & Animating” booklets

Rationale:

Many students do not brainstorm, rather, they just write. This lesson aims to have the students try out new forms of brainstorming – making charts and drawing pictures. Also, the students need to make something in art class to animate. At the end of this lesson, the students should have a solid idea of what they are going to make in art.

Objective:

2. Students will develop and use a variety of strategies for planning, drafting, revising, and editing different forms of texts for specific purposes (English Language Arts Standard VII, LE 4, *Michigan Content Standards and Draft Benchmarks*).

Key Concept:

Visual Plan: a way to brainstorm by writing concrete words for abstract concepts, charting, and drawing pictures. How do you “see” your words?

Sequence of Activities:

1. *Intro:* “Yesterday, we brainstormed ideas for a haiku. Now, we are going to begin to write! You are going to animate these haikus. **What are your haikus going to look like?** What are you going to make in art class? Using a visual planner will help you.

For example, let's say I am going to write something about “winter”. I can say, “winter is fun.” But what does FUN look like? What is fun to me might not be fun to you. Or I can say, “winter is cold.” But what does COLD look like? How am I going to make something LOOK cold out of pieces of paper?

We talked about **word choice** in our 6+1 Rubrics. I want you all to choose **interesting words**. Here is a rule: DO NOT USE GOOD. DO NOT USE GREAT.

Let's use this visual planner on **page 3** to help you find interesting words.”

2. On the board, model finding seasonal words using the example:


Winter – icicles, snow ...

Have the class make a list of other **concrete representations** for winter. **(6 minutes from intro to this point).**

3. Turn to **page 4** in the haiku books. Once we have a few good seasonal words, write them down on this column, "My words..."

On the chalkboard, write your sample words that the students generated.

4. In the next column, "...look like...", draw what those words might look like. For example, draw a picture of an icicle or snowflake. **Remind the students that they will be making a prop in art class.** This section should be where the student gets a solid idea of what they are going to make in art and animate.

<i>My words...</i>	<i>look like...</i>
snowflakes	
icicles	
hot chocolate	

5. In the last column, "...sound, smell, taste, or feel like..." write those words down. Have the class help you with this column. For example write, "feel like ice cubes" or "smell like a mint". Although an animation could not show smell, taste, or feeling, having the students writing these words down can help them generate an image.

(5 minutes to model page 4).

6. Now, students work on their own haikus. Monitor activity, assist and confer with individual students.

(30 minutes for individual work).

7. Take some comments on how students liked or disliked visual planning. Did this help the students “see” their season or nature theme?
 8. **Closing:** “You should all pretty much know what you are going to make in art class. Tomorrow, we will use those words you came up with and put them together in our haikus! Also, we’ll hear your haikus tomorrow during author’s couch!”
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Haiku Lesson 3:
“Drafting a Haiku”
(45 minutes)

Materials Needed:

- “Planning, Writing, & Animating” booklets

Rationale:

We will be animating a haiku. In this lesson, the students will now write one. They should be concerned with word choice and creating the feeling of an experience.

Objectives:

1. Students will write fluently for multiple purposes to produce compositions, such as stories, reports, letters, plays, and explanations of processes (English Language Arts Standard II, LE 1, *Michigan Content Standards and Draft Benchmarks*).
5. Students will accept feedback from others and apply it appropriately (Benchmark 10, *Ann Arbor Public School Writing Rubric – Grade 5*).

Key Concept:

Haiku: A Japanese lyric verse form having three unrhymed lines of five, seven, and five syllables, traditionally invoking an aspect of nature or the seasons.

Sequence of Activities:

1. Students should be at their desks with their “Planning, Writing, and Animating a Haiku” booklets. Remind the students that yesterday they were visually planning the words for their haiku.
2. “Now that you have a few good, solid words down, you can turn to **page 5** and start drafting a haiku, remembering the haiku’s syllable rule. What is the basic rule for syllables in a haiku?” **3 lines of poetry, 5 lines on the first line, 7 syllables on the second, and 5 on the third.** Draft one with the class using the lists generated on the chalkboard yesterday.

Sample:

Snowflakes, icicles
Trudging through two feet of snow
Hot cocoa calls me.

(5 minutes)

3. Students have **25 minutes to draft their own haikus**. Anticipate that some students may finish early. If so, they can check their own word choice and buddy check others’ word choice. NO “GOOD”. NO “GREAT”. NO “FUN”.

The students can also check for syllable count.

4. **Walk around and hit your target students.** Re-read instructions. Do more examples with them; especially your ESL students. It might be helpful for them to draw pictures of words that they don't know the vocabulary for.
 5. **Author's Couch.** The remaining **15 minutes** are for students to share with the class their haikus and to take "Pluses or Wishes" (comments or questions). You may wish to do this at their tables instead of on the couch in order to save for transition time.
 6. **Closing:** Thank the class for sharing their marvelous haikus. Tomorrow, the movie-making process starts with storyboards!
 7. **P.S.** Have the students been writing every day in his/her "Writer's Log"?
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Haiku Lesson 4:
“Storyboarding”
(45 minutes)

Materials Needed:

- “Planning, Writing, & Animating” booklets
- Examples of storyboards in Powerpoint presentation are available online - <http://www.thecatfilms.com/teachers.html>
- 11 x 17 paper with blank storyboard boxes (at least 3)

Rationale:

The students will be animating their haikus. Real filmmakers plan their movie sequences using storyboards. Storyboards will help the students and their teammates know what the animation is supposed to look like.

Objective:

2. Students will develop and use a variety of strategies for planning, drafting, revising, and editing different forms of texts for specific purposes (English Language Arts Standard VII, LE 4, *Michigan Content Standards and Draft Benchmarks*).

Key Concept:

Storyboard: the way that moviemakers tell shot sequence. It is akin to a comic book where each panel tells a part of the story. Storyboards make it easier for other people who work on the production to know the director's intent.

Sequence of Activities:

1. **Intro:** “Yesterday, we wrote our haikus. Today, we are going to visually plan our animations. This is done through **storyboards**. Professional movie-makers use storyboards in order to tell the many other people working on their movie (including themselves) what each shot will look like.”
2. **Show examples to students.** Walk around and talk about each shot. Discuss how storyboards are like **comic books** in which each panel tells part of the story.
3. Using the blank 11 x 17 storyboards, model making the storyboard for your haiku,

First storyboard box: *Snowflakes, icicles*

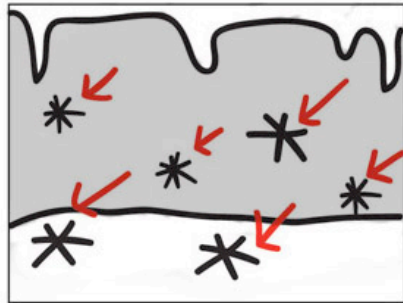
Second box: *Trudging through two feet of snow*

Third box: *Hot cocoa calls me.*

Each haiku line has its own storyboard box (or panel). Draw what each

line should look like in the box. Draw arrows in different colors to show direction of the objects' movement. In the line below the drawing, write the line of the haiku. In the lines below that, write directions, i.e.

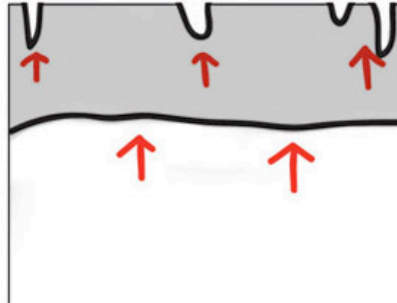
“snowflakes blow quickly to the left and go off the screen.” **(15 minutes)**



Haiku line: **Snowflakes, icicles**

Directions: **Snowflakes fly down to the left hand corner and disappear off the screen.**

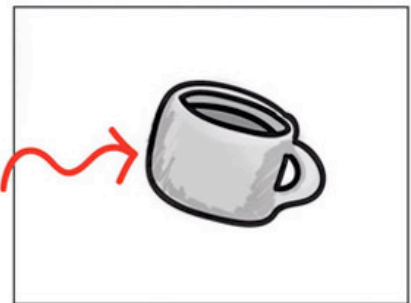
icicles hang at the top.



Haiku line: **Trudging through two feet of snow**

Directions: **The icicles move up until it is out of the shot.**

The ground snow moves up until the whole screen is white.



Haiku line: **Hot cocoa calls me.**

Directions: **Cup of hot cocoa moves in a wavy line until it is in the center of the shot.**

4. Take comments or questions.
5. Students have the remainder of the class to finish drafting their haikus and make storyboards on **page 6 of their haiku booklets. (30 minutes). Remind the students** that they should fill in his/her “Writer’s Log”.
6. **Closing:** “I hope storyboarding has been helpful to you. Now you will know where the action will be in your haiku! Next time, we will begin to animate!”