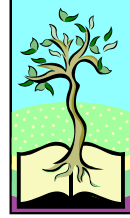


Magnet Poetry:

Grade : 3-6

An integrated lesson plan covering 1 session of approximately 2 hours.



Lesson-Planning Approach

Some learners perceive their “world” as a whole, where all things are interconnected and dependent upon each other. These “integrated” students face major challenges in coping with our dominant educational, social, and economic systems, which tend to present information in a linear fashion without the necessity of integration into meaningful context. Integrated students are at-risk of failing as they attempt to grasp information in ways that do not match their experience. Among large populations of at-risk students are many from Native American and similar cultures who do not regard their world as a sum of parts but as a blend of all that they experience.

This lesson plan does include some traditional, linear approaches to delivering information (checklists, rules, analysis, problem solving and organization). In addition to the traditional, linear delivery of information, this lesson plan also includes some of the following strategies, designed to appeal to at-risk students as they learn academic/life skills:

- ❖ Integration of technology
- ❖ Story telling/anecdotal information
- ❖ Non-competitive group and team work
- ❖ Performance-based assessment and rubrics
- ❖ Visual presentations and practice through technology and other means
- ❖ Project-based assignments that integrate family and community
- ❖ Activities appealing to multiple intelligences (Gardner)

Lesson Overview

Poetry is a process. The words contained in a poem must have meaning to the writer (or student) which goes beyond letters on paper. They should hold imagery as their goal. This is all a concept which must be developed. This lesson involves students in the process of selecting words, formatting them onto magnets, and using those magnets to create poetry. In this process, they are gaining a greater connection to those elusive, imagery words.

Lesson Objectives

Lesson Project: Create Magnetic Poetry

Project Objectives: When students complete this project, they will be able to...

- **Use the Dictionary**
- **Release their creativity through poetry**
- **Use Microsoft Word for the creation of a simple database**
-

Integration of Other Functional/Academic Skills: (Critical thinking is required throughout the lesson.) Students will be able to...

Reading:	Find and use dictionary entries
Writing:	Create simple poetry
Technology:	Apply the table features of Microsoft Word to create a simple database, and navigate this database to create poetry words.

State/National Standards

Reading and Writing Skills:

1. **Students read and understand a variety of materials.**
2. **Students write for a variety of purposes and audiences.**
3. **Students write using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.**
4. **Students apply thinking skills to their reading, writing, speaking, listening, and viewing.**
5. **Students read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources.**
- 6.

Websites

Required:

<http://www.tecnet.or.jp/~haiku/>

Click a thumbnail and enjoy a haiku verse with an illustration written and drawn by children.

Support:

<http://www.zianet.com/cjcox/edutech4learning/onlinewritingresources.html>

Tools for the teacher, help students get published- find worksheets- valuable writing sites.

http://www.kagawa-jc.ac.jp/~steve_mc/haiku.html

Bilingual Haiku Scroll

Haiku poems that have been published in Japanese, English, or both together. They represent a unique genre inasmuch as they were imagined and composed in Japanese, in 5-7-5 syllables with a seasonal reference, then an English version was composed that could either stand alone as an independent poem or help bilingual readers understand the underlying message more deeply.

Pre-requisites

Read at a 3rd grade level or above. Basic knowledge of Microsoft applications (i.e. opening a program, etc.)

Required Materials

- Examples of short poetry, like Haiku
- Avery Magnetic Sheets (comes in packages of 10 full-size sheets)

Handouts

All handouts are included at the end of the lesson plan.

- Haiku Examples
- Haiku Writing Worksheet

Required Equipment/Technology

- 1 computer with Microsoft Word for every group of 2 or 3 students.
- Printer.

THE LESSON

Note: Students do not learn from what you do but from what you have them do.

Preparation

Activity	Time Estimate	Instructor Notes
Show & Tell: Haiku	15 –20 min	<p>The purpose of poetry- including haiku- is imagery. However, we have to develop the skill of imagery. The haiku handouts at the end of this lesson have photos contained in them. If you can, try printing these pages in color and laminating them. The students begin to develop poetic imagery by sharing the haiku combined with photos.</p> <p>Point out the style of haiku, but stress imagery! The purpose of this lesson is not the creation of perfect stanzas or meter, but to use poetry creatively.</p>

Presentation

Activity	Time Estimate	Instructor Notes
Develop a Word List	20 min	<p>Begin teaching the use of a dictionary with words you have provided. Then involve the students in adding more words to these, creating a word sheet. These words will then be used in the poetry database.</p>
Poetry Database	30-45 min	<p>Gather the students into groups of two or three. When creating the groups, think about the strengths of students you place together. This type of activity enables students to help one another, without singling out individual students' weaknesses.</p> <p>For the database activity, you might decide to create the database yourself, and only have the students fill the database in.</p> <p>When the database has been created, show the students how to navigate the database, entering in the words from their Word Sheet.</p> <p>* When entering words, require that all words be written in CAPS LOCK- learning disabled students recognize upper-case letters more easily.</p>

Practice and Performance

(Students help you perform the project steps. You help them perform project steps. They perform steps with little or no instructor help.)

Activity	Time Estimate	Instructor Notes
Print	10 min	The student groups should work together to print their database onto the magnetic sheet. They will then cut the sheet, separating each word into blocks.
Create Poetry	30 min	Now for the fun part- let the students create their own poetry. A fun idea would be to allow the students a magnetic area to post their masterpiece, or to create an "Artist Showcase". This would involve framing the finished poem, along with a photo that the student felt represented what their imagery was about.

Lesson Assessment Strategy (Formative – As the lesson progresses)

Preparation, Presentation and Overall Implementation (Instructor)

Performance and Practice (Student)

Technology

Handouts

The following pages contain the handouts associated with this lesson plan.

1. Haiku Writing Worksheet (4 pages)
2. Haiku Examples (5 pages)

Haiku Writing Worksheet

Haiku History

Haiku began in Japan during the 17th century. Haiku are short, imagistic poems about things that make people feel a connection to nature. In Japanese, haiku traditionally have seventeen short sounds divided into three lines of a fixed five-seven-five pattern. In Japan, people of all ages write haiku as a way to relax and gain perspective. Today, haiku has grown in popularity worldwide. Haiku is written in many different languages and is now a unique art form that reflects different cultures.

The Haiku Form

Languages differ, and Japanese and English are very different. Because of the differences in English language, in order to achieve the highest quality haiku, we allow for flexibility in the 5-7-5 syllable pattern. We typically require that the poem be three lines with the middle line longer and totaling no more than 17 syllables.

For example, if a haiku is written in a combination like 4-6-4 or 3-5-4 instead of a 5-7-5 haiku, and it is felt that adding extra syllables or words detracts from the poem, it is better not to change it. Haiku poets try to avoid unneeded words. In this haiku,

A cold winter wind
the rolling hills of night
frosty in starlight

a Japanese haiku poet would say that the poem does not need words like cold or frosty for temperature. A winter wind is already cold. In fact, this haiku example tells us it is cold three times (cold, winter, frosty) and tells us it is night twice (night, starlight). Watch what happens when we keep only the words that appeal most to the senses, and rewrite like this:

A frosty wind
the hills roll away
under starlight

This is a much better haiku, even though it is not in the 5-7-5 pattern. Redundancy, such as bright sunny and dark stormy should also be avoided as they are words that imply judgment such as beautiful or pretty.

The Essence of Haiku

A haiku should share a moment of awareness with the reader. Peace, sadness, mystery--these are only a few of the emotions that haiku evokes and which we can feel when we read a haiku. The key to our feelings about the things around us and to the feelings we have when we read a good haiku, are the things themselves. The things produce the emotions.

In haiku you have to give the reader words that help recreate the moment, the image or images that gave you the feeling. Telling the reader how you feel does not make the reader feel anything and does not make a good haiku. The words of the haiku should create in the reader the emotion felt by the poet, not describe the emotion.

Even though some haiku come from memories or things made up in the mind, each haiku should sound as though it is happening as you read it, in a specific place and a specific time. So write your haiku in

the present tense, as if they are right here and now. Haiku should not cover a lengthy time span. A haiku freezes one moment in time the way a photograph does.

Nature, the Seasons and Haiku

Most though not all haiku reflect nature or one of the four seasons.

Although not applicable to haiku in English or any language other than Japanese, it is interesting to note that in Japan, nature is so much a part of haiku that there are over 6,000 Japanese season words used in haiku. These words may actually name the season directly, such as 'spring day'; they may be a temperature word, such as 'cold wind', or they may be a word which is particularly identified with a particular season. For example, we especially notice the sound of a frog in the spring because we take it as a sign of spring. In Japan, any haiku containing the word frog is automatically recognized as being about an experience of spring.

Capitalization and Punctuation

There is no firm rule regarding capitalization and punctuation in English haiku, nor as to whether the haiku comprises a complete sentence. The same applies to the physical arrangement of the poem. These things are usually decided by the poets on a poem-by-poem basis. The following samples provide excellent examples of the content and spirit of haiku.

The breeze brought it--
a moment of moonlight
to the hidden fern.
-Foster Jewell

After I step
through the moonbeam--
I do it again
-George Swede

autumn twilight--
in the closed barbershop
the mirrors darken
-Cor van den Heuvel

The fog has settled
around us. A faint redness
where the maple was.
-Claire Pratt

On the gray church wall
the shadow of a candle
...shadow of its smoke
-L.A. Davidson

In the hook
of a wave--
the tide.
-Virginia Brady Young

How to Begin Writing Haiku

Writing haiku is fairly easy for people of all ages. Among the haiku that have come down to us from the great masters of Japan, the best ones are those that show us something in a fresh and new way.

Before trying to write haiku, it is a good idea to look over some examples, like the ones included in these pages. Think about each one. What makes the moment it talks about special? What word or phrase tells you the season? How does that affect the meaning of the haiku? Notice how many haiku create emotions by connecting two or more images (things you can see, hear, touch, taste, smell) together in a new way.

Have you had any experiences like these? How did they make you feel? Can you put one of these experiences into words that will make someone else feel the same thing? Try looking around you. Many of the best haiku were written right after the author saw, heard or touched something. Do you see anything that might be interesting to play with in words? See if you can find words that will fit together to make other people see something the special way you see it. To help with this, it may be good to go for a walk or look outside to see what is going on.

Try remembering things that you noticed a day, week, month or years ago. See if you can recreate those moments in words. Try making up word-pictures to see if any seem so real that they make you have a special feeling. Because haiku have that alive-now quality, most haiku do not have any metaphors or similes. For the same reason, haiku poets do not use rhyme unless it happens accidentally and is hardly noticeable. In making a haiku, we try to present something in the most direct words possible. Haiku are about common, everyday experiences and avoid complicated words or grammar.

Haiku Revision

Like all forms of writing, much of the art of writing haiku comes from revising. You may have to rewrite your haiku several times to make it really good.

More Examples

Here are some additional haiku examples, all written by schoolchildren.

Soap bubbles!
My face is flying
too!
-Masahiro Suzuki, Japan, Gr. 4

Mr. Ant,
do you mind if I set you
on my leaf boat?
-Norimasa Oikawa, Japan, Gr. 1

Where I buried
the little bird, only there
the ground bumps up.
-Norikako Miyashita, Japan, Gr. 6

A heron rises
In the middle of the swamp
Under the full moon.
-Nahanni Stevenson, Canada, Gr. 6

A snowman
turned into a shield
snowball fight
-Tooru Usui, Japan, Gr. 5

A little girl stands
Holding her finger out and
A butterfly comes
-Reuven Freesman, Canada, Gr. 6

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<http://www.worddance.com/magazine/worksheet.html>

A string pulled back
A streak of wind whistling
Through the air.

by Shana Solowitz
Grade 5



White dusty clouds
across smooth darkness
thoughtful surface
by David Anderson
Grade 4





unexpectedly
staring me down
a large dragonfly

(VERSE)Hironobu Takematsu 6yrs
(PICTURE)Yuri Hatashi 15yrs



**a playful kitten
trying to step on its shadow
through the leaves**

(VERSE)Hiroko Nishioka 8yrs
(PICTURE)Junko Watanabe 12yrs



Drip Drop Drip Drop Drip
Drop Drip raining in the spring
and I'm Soaking wet

Jen Peterson
Spring Green Elementary School
Wisconsin

Activity Checklist

Technology Checklist

Lesson Rubric