

Kerpoof Lesson Plan

Haiku for You

Title: Haiku for You

Topics: Japanese culture, literature, English, writing, math

Grade level: 4-6

Student assignment:

Create an illustration in the Japanese Scroll Kerpoof scene and write two haiku based on the scene.

Materials and Resources:

- Kerpoof haiku information sheet
- <http://www.pocanticohills.org/occhicone/03/haiku.htm> (this website has a wide selection of example haiku)
- Recommended books on Japan and haiku (see attached list)

Activity:

1. Pass out the Kerpoof haiku information sheet and your own materials about Japan.
2. Read the sheet aloud discussing how to write a haiku. You may also want to read various examples of haiku or have the students read them aloud, demonstrating how to identify syllables.
3. Go to the computer lab.
4. Ask students to create an illustration using Kerpoof's Japanese scroll scene. Remind them of the traditional haiku focus on nature. They might want to include cherry trees (the ones with the pink blossoms), stream, waves, lake, owl, crane, tree, cloud, etc.
5. Ask the students to write one or two haiku about Japan using the Kerpoof haiku information sheet as a guide. At least one of their haiku should use a "kigo," a word that shows what season or where the poem takes place.
6. Back in the classroom, have the students choose one of their haiku to read aloud to the class.

Kerpoof Introduction to Haiku

History

The Haiku was first written in Japan thousands of years ago. Early haiku poets often wrote about nature, like birds and trees. Haiku poets now write about almost everything from dogs to airplanes!

Kigo

“Kigo” is a word in a haiku that lets the reader know either what season it is in the poem or where the poem takes place. Using “blossoms” usually means that it is spring because that is when most flowers bloom. Using “cold” or “icy” would probably mean that it is winter.

Syllables

Just like words are made up of letters, words are also made up of **syllables**. For example, “cat” has one syllable while “panther” has two syllables. To find out how many syllables are in a word, put your hand under your chin and say the word. Every time your hand moves, that is a syllable.

How to Write a Haiku

Everyone can write a haiku! They are poems made up of three lines. The first line has 5 syllables. The second line has 7 syllables. The last line also has 5 syllables.

Red and pink and white	5 syllables
The cherry blossoms falling	7 syllables
At Mount Fuji’s base.	5 syllables

Kerpoof Student Task List

1. Go to www.kerpoof.com
2. Look for the scene that has a blank cream-colored background.
3. Create a Japanese scroll that you can write a haiku about.
Remember that traditional haiku is based on nature.
4. Print your Japanese scroll.
5. Using your scroll for inspiration, write two haiku. At least one of the haiku should be a traditional haiku. That means it will:
 - a. Be about something in nature
 - b. Contain a “kigo” as we discussed in class
6. You will choose one of your haiku and read it out loud to the class while you show your scroll.

Recommended book list

- *Look What Came from Japan* (includes a short description of haiku), by Miles Harvey
- *We're from Japan* (includes interesting cultural facts about Japan) , by Victoria Parker
- *Grass Sandals: The Travels of Basho* (including several examples of his famous haiku), by Dawnine Spivak
- *Haiku: Asian Arts and Crafts for Creative Kids* (includes five haiku related projects) by Patricia Donegan
- *One Leaf Rides the Wind* (includes several examples of haiku and teaches how to count to ten in Japanese)by Celeste Mannis

Educational Standards (Based on information from McRel Compendium (www.mcrel.org) :

Language Arts Standard 1. Uses the general skills and strategies of the writing process

Topics 1. Literary/Narrative writing; 2. Style, diction, and voice; 3. Organizing information and ideas

Level II [Grade 3-5] Benchmark 8. Writes narrative accounts, such as poems and stories (e.g., establishes a context that enables the reader to imagine the event or experience; develops characters, setting, and plot; creates an organizing structure; sequences events; uses concrete sensory details; uses strategies such as dialogue, tension, and suspense; uses an identifiable voice)

Australian Education Council; California: English-Language Arts Content Standards; Council for Basic Education: Standards for Excellence; International Baccalaureate; Massachusetts: English Language Arts Curriculum Framework; Mississippi: English Language Arts; New Standards: Elementary School; National Assessment of Educational Progress: Writing Achievement Levels-Setting Process; Texas: English Language Arts and Reading: Elementary; Utah Core Curriculum: Language Arts, Grade 5; Board of Education, Commonwealth of Virginia: Standards of Learning

Language Arts Standard 6. Uses reading skills and strategies to understand and interpret a variety of literary texts

Topic Literary genres

Level II [Grade 3-5] Benchmark 1. Uses reading skills and strategies to understand a variety of literary passages and texts (e.g., fairy tales, folktales, fiction, nonfiction, myths, poems, fables, fantasies, historical fiction, biographies, autobiographies, chapter books)

Australian Education Council; California: English-Language Arts Content Standards; Council for Basic Education: Standards for Excellence; Massachusetts: English Language Arts Curriculum Framework; Mississippi: English Language Arts; New Standards: Elementary School; National Assessment of Educational Progress: 1992 Reading Assessment; National Council of Teachers of English: Standards in Practice: K-2; Texas: English Language Arts and Reading: Elementary; Utah Core Curriculum: Language Arts, Grade 5; Board of Education, Commonwealth of Virginia: Standards of Learning

Language Arts Standard 6. Uses reading skills and strategies to understand and interpret a variety of literary texts

Topic Literary genres

Level II [Grade 3-5] Benchmark 2. Knows the defining characteristics of a variety of literary forms and genres (e.g., fairy tales, folk tales, fiction, nonfiction, myths, poems, fables, fantasies, historical fiction, biographies, autobiographies, chapter books)

California: English-Language Arts Content Standards; Council for Basic Education: Standards for Excellence; International Baccalaureate; Massachusetts: English Language Arts Curriculum Framework; New Standards: Elementary School; National Assessment of Educational Progress: 1992 Reading Assessment; Texas: English Language Arts and Reading: Elementary;; Board of Education, Commonwealth of Virginia: Standards of Learning