Haiku – Lesson 2

Lesson Plan

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Learning Objectives:

- To understand what fragments and phrases are and to be able to identify them in a haiku.
- To write my own haiku inspired by my surroundings, using fragments and phrases.

Key Words: Haiku, Nature, Kigo, Fragments, Phrases, Seasons, Senses

Main Resources:

Presentation: Haiku – Lesson 2

Worksheet: Fragments and Phrases

Worksheet: Write a Haiku

Additional Resources:

Worksheet: The Five Senses (from Lesson 1)

These contain useful background information for teachers as well as ideas, guides, and worksheets to use when introducing haiku:

Video: How to Haiku – Beyond 5-7-5 https://www.youtube.com/watch?v=-HRmcKqVmqg

Booklet: Beyond 5-7-5 by Paul Conneally https://www.japansociety.org.uk/resource?resource=21

STARTER

- **Slide 1:** Recapping what you learned last lesson, ask pupils what they can remember about haiku. Use the questions on the slide to prompt discussion. Challenge question: Can pupils remember what the traditional syllable structure is for Japanese haiku?
- **Slide 2:** Following on, ask pupils to read the haiku on the slide together with their partner or in a group, and ask them to think about what season they think the haiku is set in and why – they need to identify the kigo!
- **Slide 3:** There is an optional guided visualisation (similar to the last lesson) which should take roughly 2 minutes if included. See slide notes for the script.
- **Slides 4 and 5:** Introduce the Learning Objectives and Key Words of today's lesson. Can pupils remember what the Key Words mean? Highlight there are two new Key Words in today's lesson – Fragments and Phrases. Emphasise that you will be learning about these two things today as a class, and that they are fundamental aspects of haiku.

Estimated Time: 5 – 10 minutes

INTRODUCE LEARNING

- **Slide 6:** Recap what you did in the last lesson, and make sure that pupils have their Five Senses worksheet to hand, as they will be using this to help guide them when writing their haiku in today's lesson.
- **Slide 7:** Introduce fragments. They are short lines, describing one of the five senses, and are usually no more than 4 words long. Share the examples on the slide. Ask pupils to discuss with their partner or in groups some more examples of fragments; they may have already written some down on their worksheets last lesson. Feedback as a class.
- **Slide 8:** Introduce phrases. They are like "almost sentences" – they do not necessarily make sense on their own, however, they do describe the five senses in more detail than a fragment does. Share the examples on the slide. Ask pupils again to discuss with their partner or in groups some more examples of phrases. Feedback as a class.
- **Slides 9-12:** Read the example poems. Ask pupils if they can identify the fragments and phrase in this haiku. Click through to reveal the answers.
- Note that fragments usually only take up one line in a haiku, but there can be more than one fragment in a haiku (as seen in the example of The Old Pond). Mention also that phrases can run over two lines. Explain to pupils that reading haiku out loud may help them to hear the fragments and phrases more clearly.

Estimated Time: 10 – 15 minutes

TASK 1

- Hand out the Fragments and Phrases worksheet. Pupils can complete this activity either individually or in pairs. Ask pupils to read the haiku on the worksheet and label the fragments and phrases. Mention again that reading the haiku out loud could help.
- There may be more than one fragment, and phrases usually extend to two lines in a haiku.
- **Slides 14 – 19** contain the haiku on the worksheet. Click through to reveal the answers to pupils.
- Pupils do not have to use the worksheet for this activity; you could show the haiku on the slides and ask pupils to just discuss in pairs what they think the fragments and phrases are.
- **For a more challenging version of this activity, use The Haiku Seasons Worksheet (see Beyond 5-7-5 booklet, page 4 in additional resources) instead.**

Estimated Time: 10 – 15 minutes

WRITING A HAIKU

- **Slide 20:** Before pupils move onto writing their haiku individually, you may find it beneficial to model how to write a haiku by combining fragments and phrases. Use a flipchart or interactive whiteboard to write your class haiku on.
- The slide mentions writing a haiku about a tree, but you can write a haiku about anything.
- Either pre-select a number of fragments and phrases and write them on the board or ask pupils to contribute fragments first, then phrases, and select their favourites to combine and make a haiku.
- You can decide the structure; one fragment followed by a phrase that extends across lines 2 and 3 may be the easiest/most straight-forward way of writing a haiku.
- Once you have written your haiku, you could ask pupils how many syllables the haiku has in each line/in total.

Estimated Time: 5-10 minutes

TASKS 2 & 3

- You may want to do Tasks 2 and 3 outside again, in the same location where pupils filled in their Five Senses worksheet. This could help pupils with remembering what they saw, heard, felt, etc, but also could help them think of new ideas, too. However, if you feel pupils will focus better in the classroom, then you can still complete Tasks 2 and 3 indoors.
- Hand out the Write a Haiku worksheet to pupils.
- **Slide 21:** Introduce Task 2 to pupils. They will write down some phrases and fragments, using the Five Senses worksheet from last lesson to help guide them. You could show the examples on slides 7 and 8 again to help them when brainstorming.
- **Slide 22:** Introduce Task 3. Now that pupils have written some fragments and phrases, it's time to combine them together to create a haiku. Pupils can use the back of their worksheet for drafts, try to encourage them to get creative and consider combining different fragments and phrases in different ways.

Estimated Time: 10 – 20 minutes

REFLECTION

- **Slide 23:** At the end of the lesson, ask pupils to think about how they found the haiku writing process. Was it easier or more difficult than they expected? Did they enjoy writing their haiku? Ask

pupils to compare their experience of learning about haiku to other poems you may have previously studied in class; which did they enjoy more, and why?

- Traditionally, haiku are read out loud twice. Ask pupils to read their haiku out loud to their classmates. Pupils could stand up in front of everyone and read their haiku aloud to the rest of the class, or alternatively, pupils could walk around the classroom and exchange haiku with their classmates.

Estimated Time: 5 minutes

EXTENTION ACTIVITIES

- To extend your learning on haiku, pupils can draw an image to accompany their haiku; you could then display these in your classroom.
- Now that pupils are comfortable writing haiku you could take the Haiku Outside worksheets to another location and practice writing haiku on the spot.