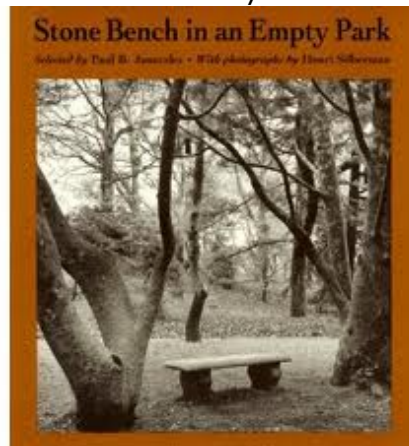


STONE BENCH IN AN EMPTY PARK
selected by Paul B. Janeczko, photographs by Henri Silberman
A Mentor Text Lesson Plan by Marcie Flinchum Atkins



Writing Skills Focus: Haiku, Visualizing, Revising

Target Audience: 2nd grade-5th grade

Objectives:

Students will create an image with their words in the form of a haiku and use a drawing technique to see if they have captured the desired visual.

Students will listen to each others' haiku and visualize the words in their mind.

Standards:

Virginia Standards of Learning:

Standards are listed here for referencing by number in your lesson plans. For link to complete standards, go to:

http://www.doe.virginia.gov/testing/sol/standards_docs/english/2010/stds_all_english.pdf

2nd Grade Standards

2.8 j, 2.12

3rd Grade Standards

3.5 k, 3.9 b, j

4th Grade Standards

4.5 g, k

4.7 b, c, e, i, j

5th Grade Standards

5.5 d, e, e, l

5.7 b, f

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Common Core:

Standards are listed here for referencing by number in your lesson plans. For link to complete standards, go to: http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

2nd Grade Standards

CCSS.ELA.RL 2.4, 2.7, 2.10

CCSS.ELA.W 2.5, 2.6

CCSS.L. 2.5, 2.6

3rd Grade Standards

CCSS.ELA.RL 3.5, 3.7, 3.10

CCSS.ELA.W. 3.4, 3.5, 3.6, 3.10

CCSS.ELA.L. 3.3a, 3.6

4th Grade Standards

CCSS.ELA.RL 4.2, 4.5, 4.10

CCSS.ELA.W. 4.4, 4.5, 4.6, 4.10

CCSS.ELA.L 4.3 a, b, 4.6

5th Grade Standards

CCSS.ELA.RL 5.2, 5.5, 5.10

CCSS.ELA.W 5.4, 5.5, 5.6, 5.10

CCSS.ELA.L 5.3 a, b, 5.6

Text(s):

STONE BENCH IN AN EMPTY PARK by Paul B. Janeczko, photographs by Henri Silberman

* Note: This book is out of print, however, your school or local library might have a copy. The used book seller ABEBOOKS also has copies

(<http://www.abebooks.com/servlet/SearchResults?sts=f&tn=stone+bench+in+empty+park>)

Other Materials Needed:

Blank index cards

Digital camera (optional)

Haiku Ingredients sheet (attached)

Lesson:

Setting the purpose:

Giving students a chance to visualize the written word helps them to become more active readers and more conscientious writers.

Students who have difficulty starting a piece of writing, especially one with as many rules as haiku, find comfort in using drawing as a pre-writing and revision technique.

Utilizing the Mentor Text

1. Select one or two of the haiku from the mentor text STONE BENCH IN AN EMPTY PARK. Don't show the photographs at first. Read the same haiku several times. While you are reading, have students draw what they see in their mind. A blank index card works well for this and helps keep their drawings a reasonable size.
2. In pairs or in small groups, have them share their pictures. Hopefully, they will notice similarities in their pictures. Explain that the reason why they were able to draw the same picture is because the poets created pictures with their haiku. Remind students that haiku is very, very short and every word counts.
3. Then show the photograph from the book that matches the haiku. Students will likely notice how their drawing is a similar to the photograph.

Transferring the Skill to Student Writing

1. Introduce students to the rules of haiku using other haiku books and the Haiku Ingredients sheet. Janeczko has a great instructional book called HOW TO WRITE HAIKU: AND OTHER SHORT POEMS. I have adapted some of his "Haiku ingredients" into a sheet for students to use (attached).
2. **PRE-WRITING** for the haiku

Photography Option:

If your school has access to a digital camera that students are allowed to use, allow each student to take a photograph outside. Encourage them to take a picture of a moment that makes them say, "Wow!"

Drawing Option:

Alternately, if you do not have access to a digital camera, drawing works just as well. Give students a blank index card. They can go outside and take a nature walk. Have them find something that captures their attention. Draw it on the index card.

3. **DRAFTING** the haiku

They can use the photographs OR the drawings to write their haiku. Students should write their haiku based on the photograph they took or the drawing they made. A common error is for students to write about something different on each line. Helping them to focus only on the ONE moment in the picture, along with showing them examples from mentor texts, will hopefully eliminate this common mistake.

4. **REVISING** the haiku

Once the students have checked their haiku themselves, have them find a revision partner. The writer will read the haiku out loud several times to the revision partner. The revision partner will draw the picture the partner sees in his/her mind while the writer is reading. The revision partner should show the drawing to the writer. If the writer finds that the reader is seeing something very different than he/she intended, then a revision might be needed. If the partner's drawing matches the photograph or drawing that the writer originally drew, then the writing probably does a good job of capturing the intended image.

To extend the activity, have the writer collect drawings from three friends. If the drawings are consistently alike, then the writer is doing a great job of creating an image in the reader's mind.

Other Resources:

HAIKU RESOURCES:

HOW TO WRITE HAIKU: AND OTHER SHORT POEMS by Paul B. Janeczko (This book is also tricky to find, but it usually shows up in Scholastic Book Club flyers near National Poetry Month).

See my annotated haiku bibliography at: <http://wp.me/p2HJRK-7h>

VISUALIZING RESOURCES:

MOSAIC OF THOUGHT by Ellin Oliver Keene and Susan Zimmerman
STRATEGIES THAT WORK by Stephanie Harvey and Anne Goudvis

HAIKU INGREDIENTS



(Adapted from Paul B. Janeczko's list in **HOW TO WRITE HAIKU**)

If you are making a chocolate cake, would you put onions in it? Ewww! No! If you are making a lasagna, would you put vanilla flavoring in it? Never! Not all ingredients are **BAD**, but some ingredients should not go in certain dishes.

Haiku is kind of like that. Haiku contains just a few ingredients to make it work. Every word must count and you have to make sure it's the **RIGHT** word.

PERFECT HAIKU INGREDIENTS

- **5-7-5** The first line has **5** syllables, the second line has **7** syllables, the third line has **5** syllables.
- Haiku is about nature.
- Haiku contains a seasonal word.
- Haiku captures one moment in time. It should be a moment that makes you say **WOW!**

INGREDIENTS THAT DON'T WORK IN HAIKU (think about onions in chocolate cake-eww!)

- Try not to use filler words like **AND, BUT, THOUGH, BECAUSE** unless they are necessary.
- Avoid anemic adjectives like **COOL, NICE, AWESOME, GREAT**.