



2.3.2 Using haiku

The following activity illustrates how haiku, another type of language arts text, can be used to consolidate students' skills in syllable recognition.

Suggested Activities



Level: S2-S3

- Materials:**
- Activity Sheets (pp.59-60), with six haiku written by Lyn Austin
 - A PowerPoint slide showing a haiku (PowerPoint file 3)
 - An audio clip of the six haiku (Track 6 on the CD-ROM)

- Objectives:**
- Language-arts-related
- Understanding what a haiku is, including its formal structure
 - Understanding the syllable requirements of haiku
 - Using knowledge of syllables to replace words in a haiku with other words with the same number of syllables in order to modify the haiku meaning
- Phonics-related
- Understanding what syllables are
 - Understanding how a word can be broken up into syllables

Summary of the activities: Students read six haiku and learn about their defining characteristics in terms of their syllable patterns. They then rewrite these haiku by replacing selected words with words that have the same number of syllables.

Sharing learning intentions	
Step 1	Introduce the objectives of the activities.
Presenting and reading a haiku	
Step 2	Display Haiku 1 (PowerPoint file 3). Read it out. Ask Ss questions to help them understand the haiku better, e.g. <ul style="list-style-type: none">– What colours of the sky can you see from the haiku?– What happens to the leaves?– What time of the year could the haiku describe?– How does the writer feel? (For more able students, mention what haiku are usually written about.)
Focusing on phonics and the meaning of the haiku	
Step 3	Revisit the concept of syllables using examples from Haiku 1. For example, show Ss that both “yellow” and “flutter” contain two syllables by inserting the syllable marker in the appropriate place, i.e. “yel/low”, “flut/ter”. Ask Ss to look for the third two-syllable word in the haiku. (“a/way”) Show and explain to Ss that each of the other 11 words in the haiku contains only one syllable.

Step 4	Tell Ss that all haiku have a unique sound pattern. Ask Ss to count the number of syllables in each line of Haiku 1. Have Ss work out what the sound pattern of haiku is, in terms of the number of lines, the number of syllables per line and the total number of syllables. (<i>A haiku is made up of three lines of a total 17 syllables, 5 in the first line, 7 in the second and 5 in the final line, i.e. the 5-7-5 syllable pattern.</i>)
Step 5 	Have Ss read out Haiku 1 in chorus or listen to the recording of the haiku on the CD-ROM (Track 6). Remind them to pay attention to the multi-syllabic words in particular.
Step 6	Give out the Activity Sheets (pp.59-60). Focus Ss' attention on the multi-syllabic words in Haiku 1, i.e. "yellow", "flutter" and "away". Work with Ss to modify the meaning of the haiku by replacing these words with other words with the same number of syllables, e.g. <ul style="list-style-type: none"> - "yellow" can be replaced by "orange"; - "flutter" by "falling"; and - "away" by "crying".
Step 7	Tell Ss to form groups of four. Assign one of Haiku 2 to Haiku 6 to each group. (Assign Haiku 4 & 6 to more able groups.) Ask appropriate questions to help Ss understand the ideas expressed in the haiku, e.g. <ul style="list-style-type: none"> - What kind of noise is being described in this haiku? - What can you "see" from this haiku? Then ask them to identify the 5-7-5 syllable pattern in their haiku and insert a syllable marker wherever appropriate.
Step 8 	Check if Ss can identify the 5-7-5 syllable pattern in their haiku by having them read them out or listen to the recording of the haiku on the CD-ROM (Track 6). Emphasise the syllable boundaries, if necessary.
Step 9	Tell Ss to modify the meaning of the haiku by replacing the underlined words with words carrying the same number of syllables.
Step 10	Check the revised haiku from each group by asking Ss to read it out.
Reviewing progress	
Step 11	Guide Ss to reflect on what they have learnt, with reference to the objectives of the activities.

Activity Sheets

In Part I, in groups of four, study the original version of the haiku assigned and identify its 5-7-5 syllable pattern. Then, in Part II, rewrite it by replacing the underlined words with one or two words that make up the same number of syllables. Make sure that the rewritten haiku still makes sense.

Part I

Haiku 1

Yellow sky turns grey
Leaves flutter down from the trees
My love is away.

Haiku 2

Pink dolphins jump high
Whales frolic in the water
Waves prance in delight.

Haiku 3

Rain thundering down
Trees arch away from the storm
Typhoon season starts.

Haiku 4

Cycling from Shatin
Feet pedalling steadily on,
A magpie wheels by.

Haiku 5

Evening in Sai Kung:
The sea blushing fuzzy pink
The sky a red gash.

Haiku 6

Rainy Monday night:
Bamboo creaking in the breeze
Frogs croaking loudly.

Lyn Austin

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Part II

Haiku 1

_____ sky turns grey
Leaves _____ down from the trees
My love is _____.

Haiku 2

Pink _____ jump high
_____ in the water
Waves prance in _____.

Haiku 3

Rain _____ down
Trees arch away from the storm
_____ starts.

Haiku 4

_____ from _____
Feet _____ steadily on,
A _____ wheels by.

Haiku 5

_____ in Sai Kung:
The sea _____
The sky a red gash.

Haiku 6

_____ night:
_____ in the _____
_____ loudly.

Suggested Answers

Part II

Haiku 1

Orange sky turns grey
Leaves falling down from the trees
My love is crying.

Haiku 2

Pink salmon jump high
Frogs jumping in the water
Waves prance in great joy.

Haiku 3

Rain bucketing down
Trees arch away from the storm
Monsoon climate starts.

Haiku 4

Walking from North Point
Feet trundling steadily on,
A big bike wheels by.

Haiku 5

Morning in Sai Kung:
The sea sparkles darkly red
The sky a red gash.

Haiku 6

Stormy Friday night:
Shop-signs swinging in the winds
Cars hooting loudly.



References

For song lyrics, the following ad-free websites can be investigated:

Lyrics-bank.com

www.lyrics-bank.com/search/

For more haiku, the following websites can be visited:

Haiku For People

www.toyomasu.com/haiku/

Haiku from the Japanese Haiku Master Matsuo Basho

thegreenleaf.co.uk/hp/basho/00bashohaiku.htm

Haiku from an American Poet Richard Wright

www.terebess.hu/english/haiku/wright.html

UCLA Asia Institute – Haiku Examples

www.international.ucla.edu/shenzhen/2002ncta/cunningham/Webpage-HaikuPoems.htm

