Haiku Dance

<table>
<thead>
<tr>
<th>Name: Michelle Bartolowits</th>
<th>Lesson date: 12/5/18</th>
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<td>Class Location:</td>
<td>Supervisor:</td>
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<td>Age of children: 5th grade</td>
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<tr>
<td>Title of Lesson: Haiku Dance</td>
<td>Estimated lesson time:</td>
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Alaska State Content, Art &/or Cultural Standard: (short statement and cite number from websites)
- Determine the meaning of words and phrases as they are used in a text, including use of figurative language and literary devices (e.g., imagery, metaphors, analogies, hyperbole). (RL.5.4)
- Build content for choreography using several stimuli (e.g. music/sound, text, objects, images, notation, observed dance, experiences, literary forms, natural phenomena, current news, social events).

List of materials needed for the lesson:
- Haiku
- Large open Space (clear room)
- Projector

Procedures: (List step by step what you need to be able to do to accomplish this lesson)

Discuss with your class what a Haiku is. A haiku is a Japanese poem of seventeen syllables, in three lines of five, seven, and five, traditionally evoking images of the natural world.

Example:

Toward those short trees
We saw a hawk descending
On a day in spring

Or

Goblins, witches, ghosts
Loud banging on my front door
I hide the chocolate

Share these examples of haikus on your board, and read through with the class. Next work together to
identify the number of syllables in each word and write the number for each word. As a whole group think of one movement or shape for each syllable. Each step, movement, or shape should be a physical representation of the word. Each time you come up with a movement for the next word start your dance back from the beginning. Students should be saying the word as they are making the movement.

To dive deeper have the class identify the nouns and verbs in the haiku.
Nouns = shapes
Verbs = movement
The verbs act as transitions between the shapes, adding flow to your dance.

Vocabulary words or concepts you might need to teach to help children understand the lesson:
Syllable
Haiku
Noun
Verb

Adaptations for children with special needs, learning or language differences to assure as full engagement as possible:

Once we have chosen the movement per syllable I would video one student doing each movement step by step and give this video to a student who may need more practice. I would also pair them up with someone for the extension work.

Extensions: (What follow up activities, books enrichment that could be sued to extend the learning beyond this lesson?)

To dive deeper have the class identify the nouns and verbs in the haiku.
Nouns = shapes
Verbs = movement
The verbs act as transitions between the shapes, adding flow to your dance.

Then have students write their own haiku, create a dance flow, and perform their individual haiku for a range of audiences.

Plans to bring closure, clean up, and completion to lesson:

Once we have had several run throughs of our haiku dance we will present our haiku to other grade levels.
### Assessment /evidence of learning (How will you know if students have met the learning objective?)

I will know that students have met their objective when students create their own haiku with the appropriate number of syllables per line. I will also know they have met their goal when they have a finished dance that matches their haiku.

### After lesson reflection: