



PLANNING, WRITING, AND ANIMATING A HAIKU

Four-Week Writing Workshop for Upper Elementary Students

Developed by:

Joyce Masongsong-Ray
University of Michigan ELMAC Program
Teacher Intern, 2005
Northside Elementary
Ann Arbor, Michigan

This unit was implemented in March/April 2005 in a fifth-grade classroom at Northside Elementary in Ann Arbor, Michigan. The following people made this unit possible:

Nick Mosher, Fifth Grade and ELMAC Cooperating Teacher

Joel Wyse, Art Teacher

Kevin Karr, Principal

Cathy Reischl, ELMAC Coordinator, University of Michigan

Helen Harrington, Research Methods Instructor, University of Michigan

Sheri Shultz, Apple Computers

Vincent Loque, Apple Computers

SEMAFX – Southeastern Michigan ACM SIGGRAPH Chapter

Charlie Reischl, Moviemaker

UNIT OUTLINE

I. Overview

In this unit, the students will brainstorm, plan, and write a haiku using charts and storyboards. They will then animate their haiku using teamwork, a digital video camera, a Mac with OS X and i-Stopmotion software. After animating, the students will write about their experience in an instructional letter or article.

II. Unit Length

This project will require four weeks' total project time during the regular, everyday, 45-minute writing workshop. The first week consists of brainstorming, writing the haiku, and making storyboards. During the second week, the students will animate and self-reflect in a journal. Writing, revising, editing, and typing the instructional piece will take up the last two weeks of the project. In addition, the students will need two art classes in order to make their animation props. Depending on how many animation stations you have, you will probably need extra time to animate.

III. Rationale

Animation is a part of many American children's everyday television habit. *Sesame Street* and *Blues Clues* taught a lot of these students their alphabet. Cartoons such as *SpongeBob Squarepants* keep them entertained. Computers are a part of these students' classrooms – so why not use them in a creative way? Having the students make their own stop-motion animation capitalizes on the students' interests in cartoons and computers. Going through the process of a stop-motion animation will give students a purpose to write and an audience to write for. It is also a meaningful experience that allows them to exercise different modes of intelligence – such as visual, spatial, and bodily kinesthetic. In the end, they will have a product to keep, take pride in and show to their loved ones.

IV. Materials

Writing:

- “**Planning, Writing, and Animating a Haiku**” booklet
- **6 + 1 Writing Trait Self and Buddy checklists**
- Thesaurus

Animation (per station):

- **Mac computer with OS X**
- Software: Boinx **iStopmotion**; www.istopmotion.com
- Software: **iMovie, iDVD, Garage Band** (all come installed on most Macs, if not, see www.apple.com for the iLife software package)
- **Digital video camera** with Firewire connection, such as an **iSight** webcam
- Blank **DVD-Rs** for burning DVDs. Buy in spindles – it’s cheaper per DVD!

Art Materials:

- Paper
- Paint
- Scissors
- Brass fasteners

Teacher Resources:

Higginson, W.J. (1985). Haiku handbook: How to write, share, and teach haiku. Tokyo: Kodansha International, Ltd.

Prelutsky, J. (2004). If not for the cat. Greenwillow Books.

Nishimoto, K. (1999). Haiku picturebook for children. Los Angeles: Heian International.

“Later Extending (Grade 5) Writing Rubric”. Ann Arbor Public School Benchmarks.

“6+1 Trait Writing Assessment Scoring Guide”. Northwest Regional Educational Laboratory.

Art Reference Books:

Picture books by Eric Carle such as The Very Hungry Caterpillar or The Very Quiet Cricket

Picture books by Lois Ehlert such as Waiting for Wings or Feathers for Lunch

Web Resources:

Haiku Lesson Plan Links:

<http://www.gardendigest.com/poetry/haiku4.htm>

<http://falcon.jmu.edu/~ramseyil/haiku.htm>

Animation Links:

<http://www.istopmotion.com>

<http://help.istopmotion.com/>

<http://www.mac.com/1/learningcenter/>

V. Teaching Areas of Focus

Language Arts Focus Areas:

A. Writing a haiku poem and an instructional article or letter.

Benchmark:

1. Students will write fluently for multiple purposes to produce compositions, such as stories, reports, letters, plays, and explanations of processes (English Language Arts Standard II, LE 1, *Michigan Content Standards and Draft Benchmarks*).

B. Investigating different methods of brainstorming through visual planning charts and storyboards.

Benchmark:

2. Students will develop and use a variety of strategies for planning, drafting, revising, and editing different forms of texts for specific purposes (English Language Arts Standard VII, LE 4, *Michigan Content Standards and Draft Benchmarks*).

C. Focusing on audience and voice via word choice.

Benchmark:

3. Students will independently write for different audiences, purposes, or tasks (Benchmark 1, *Ann Arbor Public School Writing Rubric – Grade 5*).

D. Focusing on paragraph organization in an instructional article.

Benchmark:

4. Students will write multi-paragraph text with a central theme (Benchmark 6, *Ann Arbor Public School Writing Rubric – Grade 5*).

E. Giving and receiving peer feedback during the writing process.

Benchmark:

5. Students will accept feedback from others and apply it appropriately (Benchmark 10, *Ann Arbor Public School Writing Rubric – Grade 5*).

Technology Focus Areas:

F. Using technology in a creative way with teamwork.

6. Students will produce multimedia reports and/or presentations (*Ann Arbor Public Schools Fifth Grade Outcomes, Technology*).

Learning and Social Behavior Focus Areas:

G. Putting forth effort in a challenging project.

7. Students persevere even when tasks are difficult.
8. Students are willing to take risks and try new things.
9. Students work to produce a quality product.

(*Ann Arbor Public Schools Fifth Grade Report Card, Learning/Social Behavior*).

H. Maintaining a positive work environment with peers.

10. Students work cooperatively with others (*Ann Arbor Public Schools Fifth Grade Report Card, Learning/Social Behavior*).

VI. Map of Lessons

| Writing Workshop – Planning, Writing, and Animating a Haiku *General Outline* (revised April 25, 2005) | | | | | |
|--|---|--|--|--|---|
| | <i>Monday</i> | <i>Tuesday</i> | <i>Wednesday</i> | <i>Thursday</i> | <i>Friday</i> |
| <i>Week 1 – Planning, and writing a haiku</i> | <p>Haiku Brainstorm – Lesson 1</p> <p>Read examples of haikus from books.</p> <p>Pass out booklets. Do a booklet “walk-through”.</p> <p>Do page 1, “Haikus”.</p> <p>Write in “Writer’s Log”.</p> <p>20 minutes for booklet walk-through and haiku mini-lesson.</p> <p>20 minutes for individual brainstorming.</p> | <p>Art Class Introduction</p> <p>Explain how we are going to elaborate the haiku – with animation!</p> <p><i>Watch</i> Examples/ Look at Eric Carle and Lois Ehlert books for inspiration.</p> <p>30 minutes for introduction and examples.</p> <p>* Do this lesson before art class one so that students will know what to expect during art. *</p> | <p>Haiku Visual Plan – Lesson 2</p> <p>Students now narrow down their themes to individual, concrete words.</p> <p>Students then draw what those words look like.</p> <p>10 minutes for visual plan mini-lesson.</p> <p>30 minutes for individual work.</p> | <p>Drafting a Haiku – Lesson 3</p> <p>Students draft their haikus and share during “author’s couch”.</p> <p>Read more examples of haikus from books.</p> <p>10 minutes for haiku structure mini-lesson.</p> <p>20 minutes for individual work.</p> <p>15 minutes for author’s couch.</p> | <p>Storyboards – Lesson 4</p> <p>Show sample storyboards.</p> <p>Movie-makers need these in order to plan sequence of events and to tell team members what to do.</p> <p>15 minutes for storyboard mini-lesson.</p> <p>30 minutes for individual work.</p> |
| <p><i>Week 2 – Animating and journal writing</i></p> <p>* Ideally, students would have finished making their props in art class before this week. *</p> | <p>Demonstrate Equipment and Brief Animation Principles.</p> <p>Students should be assigned to their teams of 3.</p> <p>Demonstrate proper equipment usage and team members’ roles.</p> <p>Although film animation runs at 24 frames per second, we are shooting 12 fps.</p> | <p>Animation, Audio Recording, Journal Writing</p> <p>Teams animate and record their audio (their own music and reciting their haikus).</p> <p>Teams that have finished animating can write about a specific topic in the “Dear Writer’s Diary”.</p> <p>Teams that have not yet animated can keep working on their credit slates or meet with their teammates and practice how their animation is going to go.</p> <p>JOBS: <u>Director:</u> tells the teammates what to do. Tells the cameraperson when it is “clear” to shoot. <u>Camera:</u> clicks to take pictures. <u>Animators:</u> moves the props.</p> <p>Ideally, one 20-second animation (including title/credits/haiku) can be shot in 30 minutes. But some students will need more time and some will need less. Depending on how many animation stations and students you have, you might need more time than the allotted 45-minute writing period.</p> | | | |

| | | | | | |
|--|---|--|--|--|--|
| | <p>Begin animating.</p> <p>50 minutes.</p> | | | | |
| <p><i>Week 3 – Instructional article or letter (Brainstorming, drafting, and revising)</i></p> | <p>Instructional Writing – Brainstorm!</p> <p>Now that the students are experienced animators, they are going to write a how-to animate article or letter.</p> <p>Students brainstorm an audience and things they need to include in their article.</p> <p>Mini-lesson and introduction: 15 minutes</p> <p>Individual writing: 30 minutes.</p> | <p>Organization: How to write a How-to article (or letter)</p> <p>Use the “How-to write a how-to article” lesson adjusted from <u>Time for Kids</u>.</p> <p>Let the students help you come up with the shell for how a “How-to” article or letter is written.</p> <p>Mini-lesson: 15 minutes</p> <p>Individual writing: 30 minutes.</p> | <p>Drafting</p> <p>Make sure the students have the list of materials!</p> <p>Mini-Lesson: 5 minutes</p> <p>Individual writing: 30 minutes</p> <p>Author’s Couch: 10 minutes</p> | <p>Drafting / Buddy Check: Ideas and Organization</p> <p>Stop. Students self and buddy check for ideas and organization using the “6 + 1 Trait” Writing Rubric.</p> <p>Mini-Lesson: 15 minutes</p> <p>Individual writing/checking: 25 minutes</p> <p>Author’s Couch: 10 minutes</p> | <p>Continue Drafting/ Second Draft Begins</p> <p>Students continue drafting and can start their second draft after they had a buddy check their paper and read during author’s couch.</p> <p>Deadline: Collect all first drafts today!</p> <p>Individual writing: 30 minutes</p> <p>Author’s Couch: 20 minutes</p> |
| <p><i>Week 4 – Instructional article or letter (Second draft, editing, and typing)</i></p> | <p>Second Drafting.</p> <p>Introduce self and buddy check for word choice and voice using the “6 + 1 Trait” writing rubric.</p> <p>Mini-Lesson: 15 minutes</p> <p>Individual writing/checking: 35 minutes</p> | <p>Second Drafting.</p> <p>Continue second drafts and revising.</p> <p>Individual writing: 40 minutes</p> <p>Author’s Couch: 10 minutes</p> | <p>Second Drafting.</p> <p>Introduce self and buddy check for conventions and sentence fluency using the “6 + 1 Trait” writing rubric.</p> <p>Mini-Lesson: 15 minutes</p> <p>Individual writing/checking: 35 minutes</p> | <p>Typing.</p> <p>Students should use editing tools to edit their first typed print-outs to check for typos, spelling, and punctuation usage.</p> <p>Typing: 45 minutes.</p> | <p>Typing.</p> <p>Students finish their papers!</p> <p>Watch movies! Students will get to watch their movies and discuss.</p> <p>Typing: 30 minutes</p> <p>Movie watching and discussion: 15 minutes</p> |

VII. Assessment Chart

Forms of assessment:

- Completed “Planning, Writing, and Animating a Haiku” booklet: Check the student’s booklet for evidence of brainstorming – webs, charts, or pictures. Use the “6+1 Trait Writing” rubric in order to assess the student’s word choice.
- Completed instructional article/letter: Use the “6+1 Trait Writing” rubric in order to assess the student’s organization, voice, word choice, sentence fluency, and conventions.
- Conferring with students: Informal formative assessment to check for individual comprehension on concept, brainstorming ideas, word choice, or paragraph organization.
- Informal observation of group work: Use the “Collaborative Skills” rubric in order to assess students’ social behavior during the animation process.

Assessment Plan:

| Focus Area: | Potential Assessments: |
|---|---|
| <p>A. Writing a haiku poem and an instructional article or letter.</p> <p>Students will write fluently for multiple purposes to produce compositions, such as stories, reports, letters, plays, and explanations of processes (English Language Arts Standard II, LE 1, <i>Michigan Content Standards and Draft Benchmarks</i>).</p> | <ul style="list-style-type: none"> • Completed haiku • Completed instructional article/letter |
| <p>B. Investigating different methods of brainstorming through visual planning charts and storyboards.</p> <p>Students will develop and use a variety of strategies for planning, drafting, revising, and editing</p> | <ul style="list-style-type: none"> • Evidence of brainstorming in the student’s completed “Planning, Writing, and Animating a Haiku” booklet. • Evidence of brainstorming for the “How-to” writing. |

| | |
|--|--|
| <p>different forms of texts for specific purposes (English Language Arts Standard VII, LE 4, <i>Michigan Content Standards and Draft Benchmarks</i>).</p> | |
| <p>C. Focusing on audience and voice via word choice.</p> <p>Students will independently write for different audiences, purposes, or tasks (Benchmark 1, <i>Ann Arbor Public School Writing Rubric – Grade 5</i>).</p> | <ul style="list-style-type: none"> • “6+1 Trait” writing rubric – “Voice” and “Word Choice” <p><i>Ann Arbor requirements for secure writing behavior:</i> Student writes for various audiences and purposes using appropriate writing forms.</p> |
| <p>D. Focusing on paragraph organization in an instructional article.</p> <p>Students will write multi-paragraph text with a central theme (Benchmark 6, <i>Ann Arbor Public School Writing Rubric – Grade 5</i>).</p> | <ul style="list-style-type: none"> • “6+1 Trait” writing rubric – “Organization” <p><i>Ann Arbor requirements for secure writing behavior:</i> Student writes a multi-paragraph piece of writing with a central theme; and with introductory, support, and concluding paragraphs in proper sequence.</p> |
| <p>E. Giving and receiving peer feedback during the writing process.</p> <p>Students will accept feedback from others and apply it appropriately (Benchmark 10, <i>Ann Arbor Public School Writing Rubric – Grade 5</i>).</p> | <ul style="list-style-type: none"> • Observation during “Author’s Couch” participation as author and as audience. How does student react to “pluses or wishes”? • Honest use of “6+1 Self and Buddy Checklists” • “Feedback” rubric <p><i>Ann Arbor requirements for secure writing behavior:</i> Student is willing to try something s/he has not previously attempted, or has not successfully attempted, in his/her past written work.</p> |
| <p>F. Using technology in a creative way with teamwork.</p> <p>Students will produce multimedia reports and/or presentations (<i>Ann</i></p> | <ul style="list-style-type: none"> • Student completes his/her animation. • Student records audio for his/her animation. |

| | |
|---|--|
| <p><i>Arbor Public Schools Fifth Grade Outcomes, Technology).</i></p> | |
| <p>G. Putting forth effort in a challenging project.</p> <ul style="list-style-type: none"> • Students persevere even when tasks are difficult. • Students are willing to take risks and try new things. • Students work to produce a quality product. <i>(Ann Arbor Public Schools Fifth Grade Report Card, Learning/Social Behavior).</i> | <ul style="list-style-type: none"> • Observation of student behavior and attitude during the writing and animation processes. |
| <p>H. Maintaining a positive work environment with peers.</p> <p>Students work cooperatively with others <i>(Ann Arbor Public Schools Fifth Grade Report Card, Learning/Social Behavior).</i></p> | <ul style="list-style-type: none"> • Observation of student behavior and attitude during the animation process. • “Collaborative Skills” rubric. |

RUBRICS

“6+1 Traits” Writing Rubric available from:

Culham, R. 6+1 traits of writing: The complete guide (grades 3 and up)
Teaching Resources, 2003.

“6 + 1 Traits” is a trademark of Northwest Regional Educational Laboratory.

Collaborative Skills Rubric

| CATEGORY | 4 | 3 | 2 | 1 |
|----------------------------|---|---|--|--|
| Time-management | Routinely uses time well throughout the project to ensure things get done on time. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination. | Usually uses time well throughout the project, but may have procrastinated on one thing. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination. | Tends to procrastinate, but always gets things done by the deadlines. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination. | Rarely gets things done by the deadlines AND group has to adjust deadlines or work responsibilities because of this person's inadequate time management. |
| Working with Others | Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together. | Usually listens to, shares, with, and supports the efforts of others. Does not cause "waves" in the group. | Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member. | Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player. |
| Attitude | Never is publicly critical of the project or the work of others. Always has a positive attitude about the task(s). | Rarely is publicly critical of the project or the work of others. Often has a positive attitude about the task(s). | Occasionally is publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task(s). | Often is publicly critical of the project or the work of other members of the group. Often has a negative attitude about the task(s). |
| Focus on the task | Consistently stays focused on the task and what needs to be done. Very self-directed. | Focuses on the task and what needs to be done most of the time. Other group members can count on this person. | Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on-task. | Rarely focuses on the task and what needs to be done. Lets others do the work. |
| Problem-solving | Actively looks for and suggests solutions to problems. | Refines solutions suggested by others. | Does not suggest or refine solutions, but is willing to try out solutions suggested by others. | Does not try to solve problems or help others solve problems. Lets others do the work |

Created with RubiStar for Teachers. <http://rubistar.4teachers.org/index.php>

Feedback Scoring Rubric and Criteria

| | 4: Distinguished | 3: Competent | 2: Basic | 1: Unsatisfactory |
|--|--|---|---|--|
| Receives feedback from others | <ul style="list-style-type: none"> • Student positively accepts feedback from others. • Student reacts to “Pluses and Wishes” as welcomed opportunities for improvement. | <ul style="list-style-type: none"> • Student accepts feedback from others with a mostly positive attitude. • Student generally accepts “Pluses and Wishes”. | <ul style="list-style-type: none"> • Student acknowledges feedback but shows signs of discomfort. • Student reacts defensively to “Pluses and Wishes”. | <ul style="list-style-type: none"> • Student negatively reacts to feedback from others. • Student dismisses “Pluses and Wishes” from others. |
| Gives feedback to others | <ul style="list-style-type: none"> • Student recognizes positives in other's work and can complement it with constructive criticism with suggestion for improvement. | <ul style="list-style-type: none"> • Student can recognize positives in other's work. • Student has constructive criticism of others but may not be able to offer suggestion for improvement. | <ul style="list-style-type: none"> • Student does not recognize positives in other's work. • Student has opinionated or negative criticism of other's work but cannot offer suggestion for improvement. | <ul style="list-style-type: none"> • Student cannot or does not give any positive feedback to others. |
| Honest evaluations on “Self and Buddy Checklists” | <ul style="list-style-type: none"> • Student has accurate self-evaluations: is self aware of own strengths and areas of improvement as compared to others' evaluations. | <ul style="list-style-type: none"> • Student has generally accurate self-evaluations: knows own strengths but is unaware of own areas of improvement as compared to others' evaluations (or vice-versa). | <ul style="list-style-type: none"> • Student has generally inaccurate self-evaluations: gives differing scores as compared to others' evaluations. | <ul style="list-style-type: none"> • Student does not self-evaluate. |
| Applies feedback from others on own work | <ul style="list-style-type: none"> • Student is offered suggestions for improvement and applies it to own work. • Student has valid, | <ul style="list-style-type: none"> • Student is offered suggestions for improvement and applies it to own work. | <ul style="list-style-type: none"> • Student is offered suggestions for improvement and does not apply it to own work because | <ul style="list-style-type: none"> • Student is offered suggestions for improvement and purposely does not apply them to own |

| | | | | |
|-----------------------------------|--|--|--|-------|
| | working reasons for not applying some discarded suggestions. | <ul style="list-style-type: none"> • Student does not have valid reasons for not applying some discarded suggestions. | s/he shows difficulty in comprehension (for example, does not understand editing symbols). | work. |
| STUDENT'S SUMMATIVE SCORE: | (Average from above criteria) | | | |

STUDENT'S NAME: _____

“Planning, Writing, and Animating a Haiku” Writing Assessment Sheet
 (S)- Secure (D)- Developing

| Focus Area: | Potential Assessments: |
|---|---|
| <p>A. Writing a haiku poem and an instructional article or letter.</p> <p>Students will write fluently for multiple purposes to produce compositions, such as stories, reports, letters, plays, and explanations of processes (English Language Arts Standard II, LE 1, <i>Michigan Content Standards and Draft Benchmarks</i>).</p> | <p>1. Student completed writing a haiku:</p> <p>YES (S) NO (D)</p> <p>2. Student completed a final draft of the instructional writing:</p> <p>YES (S) NO (D)</p> <p>NOTES:</p> |
| <p>B. Investigating different methods of brainstorming through visual planning charts and storyboards.</p> <p>Students will develop and use a variety of strategies for planning, drafting, revising, and editing different forms of texts for specific purposes (English Language Arts Standard VII, LE 4, <i>Michigan Content Standards and Draft Benchmarks</i>).</p> | <p>1. Student shows evidence of brainstorming via completed “Planning, Writing, and Animating” booklet:</p> <p>YES (S) NO (D)</p> <p>NOTES:</p> |
| <p>C. Focusing on audience and voice via word choice.</p> <p>Students will independently write for different audiences, purposes, or tasks (Benchmark 1, <i>Ann Arbor Public School Writing Rubric – Grade 5</i>).</p> | <p>1- Instructional writing: “6+1 Trait” writing rubric – “VOICE”</p> <p>1-----2-----3-----4-----5</p> <p>NOTES:</p> |

| | |
|---|--|
| | <p>2- Instructional writing: “6+1 Trait” writing rubric – “WORD CHOICE”</p> <p>1----2----3----4----5</p> <p>NOTES:</p> <p>3- Haiku: “6+1 Trait” writing rubric – “WORD CHOICE”</p> <p>1----2----3----4----5</p> <p>NOTES:</p> <p><i>Ann Arbor requirements for secure writing behavior: Student writes for various audiences and purposes using appropriate writing forms.</i></p> |
| <p>D. Focusing on paragraph organization in an instructional article.</p> <p>Students will write multi-paragraph text with a central theme (Benchmark 6, <i>Ann Arbor Public School Writing Rubric – Grade 5</i>).</p> | <p>4- Instructional writing: “6+1 Trait” writing rubric – “ORGANIZATION”</p> <p>1----2----3----4----5</p> <p>NOTES:</p> <p><i>Ann Arbor requirements for secure writing behavior: Student writes a multi-paragraph piece of writing with a central theme; and with introductory, support, and concluding paragraphs in proper sequence.</i></p> |

VIII. Modifications

Haikus give students at all writing levels a chance to succeed. More advanced writers should be expected to use more refined word choice and delve into imagery and symbolism.

Place students into animation groups that get along or in mixed talent pools. Every student gets the chance to do each of the jobs: director, animator, and camera. Since every student wears the director cap, s/he has an opportunity to show his/her leadership skills. Student's animation and artistic ability should not be graded for this project. Rather, use the animation aspect as a chance to observe social behaviors.

The instructional article can be modified to accommodate ESL or developing writers by having them write in "Steps" as opposed to descriptive paragraphs. Show them how the "steps" can become paragraphs. Or, developing writers can write in-depth about one aspect of the animation process instead of the whole process. For example, a student can write about what a haiku is and how to write one.

It is very challenging to animate and for some students, as equally challenging to write. However, this project has a great payoff; students can revel in their accomplishment: watching their own cartoon! The underlying lesson in this unit is that anything worth doing in life is going to be challenging. Students need to have patience, planning, and teamwork in order to succeed!