



## Task Title: Write a Haiku

### OALCF Cover Sheet – Practitioner Copy

**Learner Name:** \_\_\_\_\_

**Date Started (m/d/yyyy):** \_\_\_\_\_

**Date Completed (m/d/yyyy):** \_\_\_\_\_

**Successful Completion:** Yes ☐ No ☐

**Goal Path:**

Employment	<input type="checkbox"/>	Apprenticeship	<input type="checkbox"/>
Secondary School	<input type="checkbox"/>	Post Secondary	<input type="checkbox"/>
		Independence	<input type="checkbox"/>

**Task Description:** The learner will review examples of traditional and modern style haiku, practise breaking words into syllables, then write their own haiku.

### Main Competency/Task Group/Level Indicator:

- Find and Use Information/Read continuous text/A1.3
- Communicate Ideas and Information/Write continuous text/B2.2
- Communicate Ideas and Information/Express oneself creatively/B4

### Materials Required:

- Pen/paper and/or digital device

### Notes for Practitioners

- 1) All of the information that students need is on the Haiku hand out, however, this activity is most effective when learners themselves read the poems out loud to the class and participate in discussions after each poem. The questions were included to provide a way to assess the learner's completion of the A1.3 performance descriptors, but depending upon the size of your class, it may be possible to assess the learning through oral responses.
- 2) Learners may need some review about syllables. You may want to give them an opportunity to practise breaking words into syllables. Start with items in the classroom and have them count syllables as they say the words.
- 3) If your learners are up to it, have them read their haiku out loud for the rest of the class once they are written.

## Learner Information

Students are often required to write poems at school. Poems allow us to slow down and pay attention to the experiences of reading and writing them. Reading contemplative poems and reading poems contemplatively offer a different way of being. Inviting students to write poetry contemplatively creates a space for mindfulness and personal reflection.

Read “Haiku” and “Modern Haiku”.

### Haiku

Haiku is a kind of poetry that started in Japan around the year 1650. Haiku are very short poems; each haiku is only three lines long. Because they are short, haiku usually focus on a single image. In traditional haiku, this is usually an image from nature that can be associated with a particular season. Usually, these images imply a deeper meaning. The following are examples of traditional style haiku:

The grass grows greener;  
With each day that passes by,  
The world is reborn.

The snow has returned,  
Like a shroud upon the world  
As nights grow longer.

If you look closely, you will notice that the first line of each poem has five syllables, or distinct units of sound. The second line has seven syllables, and the last line has five. Haiku that are written in the Japanese language follow slightly different rules, but this is the accepted format for writing haiku in English.

### Modern Haiku

Modern style haiku use the same format as more traditional haiku, but sometimes use images from outside the world of nature or discuss different types of ideas. Many modern haiku are meant to be funny. Take a look at the following haiku:

She collects dead pens  
To recapture the lost ink  
Of dreams unwritten.

Opening windows  
On an air conditioned bus;  
People are stupid.

## Work Sheet

Choose one of the Haiku poems (not modern haiku).

**Task 1: What season do you think of when you read this poem?  
Why?**

Answer:

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**Task 2: How does the poem you chose make you feel? Why?**

Answer:

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**Task 3: Which style of haiku do you prefer, traditional or modern?  
Why?**

Answer:

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**Task 4: Now that you know what a haiku looks like, and you've seen some examples, try writing a haiku of your own; it can be traditional or modern. Writing haiku takes practice; you may want to write two or three in order to find one that you really like.**

Answer:

## Answers

Answers will vary.

### Performance Descriptors

Levels	Performance Descriptors	Needs Work	Completes task with support from practitioner	Completes task independently
A1.3	Integrates several pieces of information from texts			
	Infers meaning which is not explicit in texts			
	Makes meaning of short, creative texts			
B2.2	Writes texts to explain and describe			
	Begins to sequence writing with some attention to organizing principles			
	Begins to organize writing to communicate effectively			
B4	The tasks in this task group are not rated for complexity			

This task: Was successfully completed ☐ Needs to be tried again ☐

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Learner Comments:

Instructor (print):

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Learner (print):

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