

# Bachelor of Education (Elementary) & Bachelor of Education (Secondary) STEM Lesson Plan

Lesson Title:	Hooray For Haikus	Lesson #	4	_ Date:	November 17,2021
			Language	-	
Name:	Jenna Churchill	Subject:	Arts	Grade(s):	5

#### Rationale:

This lesson is important as it introduces students to Haikus which will be a new form of poetry to them. This lesson will allow them to connect and collaborate by creating haikus as a class through various challenges. This lesson will also allow students to practice writing their own haikus independently and creatively. This will allow students to begin thinking deeper about poetry and how it can be used as a creative tool for self-expression.

Communication	Thinking	Personal & Social
• Communicating -Connecting and engaging with others by working together as a class and in smaller groups to create haikus -Acquiring and presenting information by working together to create lines from a haiku or a completed haiku and present it to their peers	Critical and Reflective Thinking -Developing and designing by expanding their thinking and coming up with new ideas that create a haiku  Creative Thinking -Creating and innovating by taking the ideas they worked on with their groups and transferring that knowledge the haiku they will create on their own -Evaluating and developing by listening to their peers' ideas and suggestions and forming a poem	<ul> <li>Personal Awareness &amp; Responsibility</li> <li>Self-regulating by acknowledging and monitoring their behavior a they work in groups as well as independently, being mindful of their peers</li> <li>Positive Personal and Cultural Identity</li> <li>Identifying personal strengths and abilities through what they contribute during the lesson and sharing when they feel confident</li> <li>Social Awareness and Responsibility</li> <li>Building relationships by collaborating with peers they may not always work with to create a poetry together</li> <li>Resolving problems should they arise during group work time or during circle time at the beginning of the lesson</li> </ul>

# Big Ideas (Understand)

- -Language and text can be a source of creativity and joy.
- -Texts can be understood from different perspectives.
- -Using language in creative and playful ways helps us understand how language works.
- -Questioning what we hear, read, and view contributes to our ability to be educated citizens.

# Learning Standards

(DO) (KNOW)

Learning Standards - Curricular Competencies	Learning Standards - Content
<ul> <li>Use personal experience and knowledge to connect to text and develop understanding of self, community, and world.</li> <li>Utilize literary elements, techniques, and devices to communicate meaning in texts</li> <li>Use language in creative and playful ways to develop style</li> <li>Develop and apply expanding word knowledge</li> </ul>	<ul> <li>Text features</li> <li>Literary elements</li> <li>Literary devices</li> <li>Perspective/ point of view</li> <li>Writing processes</li> </ul>

#### Instructional Objectives & Assessment

Instructional Objectives (students will be able to)	Assessment
• Build sentences which follow the 5,7,5	-Students will work in groups to create one line of
syllable rule of haiku structure	a haiku and will be assessed on the correct rules
<ul> <li>Apply figurative language concepts to</li> </ul>	i.e., did it have the right number of syllables, and
poetry writing	did it match the topic
	-Students will present the line they created to the
	class
	-Students will hand in a finished Haiku which will
	be assessed for understanding of Haiku rules:
	5,7,5 syllables.

### Prerequisite Concepts and Skills:

- Students should have a basic understanding of the purpose of figurative language techniques
- Students should be able to write a basic sentence
- Students should understand what syllables are and how to count them
- Students should have knowledge of what a poem is

#### Indigenous Connections/ First Peoples Principles of Learning:

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships and a sense of place). Students will consider places such as the beach to trigger their senses and create poetry that relates to it. This is encouraging students to reflect on things or places they have experienced. Students will also sit in a circle for most of the instruction in an attempt to decolonize direct instruction and create a more cohesive and collaborative environment that integrates Indigenous culture.

# Universal Design for Learning (UDL):

After the students work in smaller groups to form whole haikus together as a class, they will have the opportunity to work on their own and practice writing their own haikus. The important part of this lesson is not the content of the haiku but the structure of the haiku itself. Students will have the choice to demonstrate they understand the structure in whatever way they choose. This could include a written haiku, a dance, a drawing, or an oral presentation. If students feel they would work better with a partner they will be allowed to do so.

### Differentiate Instruction (DI):

This lesson will benefit audio and visual learners through examples of haikus on the board as well as having the haikus read aloud by the teacher and fellow students. Audio and kinesthetic learners can clap or snap as they hear syllables to grasp how syllables work. Interpersonal learners will have time to work and collaborate with groups while intrapersonal learners will have the opportunity to develop a haiku on their own at the end of the lesson.

#### Materials and Resources

- -Haiku examples
- -Whiteboard Marker
- -Paper for students

#### Lesson Activities:

Teacher Activities	Student Activities	Time
Introduction (anticipatory set – "HOOK"):		
-Bring students in using a fun callout, "heyo!"	-Students respond	
-Quick breath and sensory exercise, ask		1 min
students to touch their nose, touch their toes,	-Students move tables and sit down	
etc., then three big deep breaths		2 mins
-Have students move tables to the side and ask		21111115
everyone to sit in a circle on the floor		
-Read out a haiku and ask students what they	-Students answer	
notice about it		
-Write anything they say on the board		3 mins
-Ask students to raise hands if anyone knows		
what you just read		
-Write "haiku" on the board		
Body:		
-Ask students what they know about syllables		
-Can anyone give me an example of a word	-Students give examples	
with two syllables? Write it on the board		
-Explain that the format of a haiku is a poem		
made of 5,7,5 syllables		5 mins
-Read out another example and write it on the		0
board		
-Go through the haiku by asking the students to		
clap or snap every time they hear a syllable	-Students clap and snap	
-Reiterate the 5,7,5 pattern the students just		
saw		
-Ask the class if we could write a haiku		
together		

-Tell the students we will write about the beach -Start by giving them the first line "The blue waves crash hard" write on the board -Ask for volunteers to keep going with the next 7 syllables, encourage everyone to work together, write suggestions on the board	-Students brainstorm and respond	10 mins
-Continue to use clapping or snapping to check the syllable count -Now we need the next 5 syllables, ask for volunteers - Write each suggestion on the board to see if it will work	-Students give suggestions	
-After you have created the haiku, ask for a volunteer to read it -If the students are struggling, try another example together -If they have it, split the class in half, tell students one side of the room will write a haiku, and so will the other side -Split each half into groups of three -Explain that each half of the class is going to create a haiku, each group on either side will have to come up with one line	-Students move to either side of the class	5 mins
-Make sure the groups know which line the students are responsible for and how many syllables it should be -Give each side of the room a topic, ask students first if they would like to choose or if they would like teacher to give them a topic -Tell students they have 5 minutes to come up with their line and we will all share at the end to see how they work together and if they fit the haiku rules	-Students say whether they want to choose or not	
-Ask if students have questions -Send to students to work in groups, set timer -Watch for students who need help -Give one minute warning, check if students	-Students begin working	5 mins
need more time -Bring students back together and ask for one reader of each line -Have the first group share their haiku -Have the class clap and snap through the syllables	-Students read out what they came up with  -Students discuss if the rules of haikus were met	
syllables -After each group goes, discuss with the class if the haiku rules were met - If there is time tell the students they are going to try and write a haiku on their own -Ask them to grab a piece of paper and pencil	-Students get paper and pencils and begin writing	

and practice for 5 mins		5 mins
Closure:		
-Get the attention of the class using callout	-Students respond to callout	
-Ask the students to reiterate the rules of a		F .
haiku		5 mins
-Ask students questions about poetry in	-Students discuss haikus and poetry and	
general, does it always need to make sense?	what they learned in the lesson	
Does it need to rhyme? Do all poems follow		
the haiku pattern?		
-Congrats students! You just learned haikus!	-Students tidy up and hand in what they	
-Ask class to tidy up and hand in their haikus	wrote	

#### Organizational Strategies:

- -Use attention grabbing techniques when necessary, such as "touch your shoulders if you can hear me" or raise hand and wait for students to follow suit
- -Make sure to write all suggestions students give on the board
- Ask the class what their questions are before work time begins
- -Make sure materials are organized and ready to go for students
- -Ask students to raise their hands if they need assistance
- -Watch for raised hands if students need help
- -Put a timer on the board so students know how much time they have left

### Proactive, Positive Classroom Learning Environment Strategies:

- -Fun callouts for attention
- -Provide examples of haikus so students know what they are expected to create
- -Give plenty of opportunities for students to contribute to class discussion
- -Try to call on different students each time
- -Allow students creative freedom with class haikus by telling them they can choose the topic
- -Allow students to try haikus in a group

#### Extensions:

This lesson could be extended by having the students create an art piece to present their haiku. It could be a painting, drawing, or dance piece. Students who are in extending in haikus can be encouraged to integrate descriptive language.

# Reflections (if necessary, continue on separate sheet):

I feel that this lesson is strong in many aspects but there are a few points of concern that could arise while teaching. In order to make a strong Indigenous connection in this lesson, I have changed the seating arrangement so the students and the teacher will be in a circle rather than at their tables. Though I feel this is very necessary change, it could result in some behavioral challenges. The students are typically always seated at their assigned tables during lessons so having a seating change may cause distractions. Another concern is that the students may not have as much prior knowledge that is assumed in the plan. If the students do not know what a syllable is for example, that will require more time and focus before we can move on to the structure of a haiku. However, this lesson is strong in that it is flexible. If there seems to be success and progress with the students working together as a group, then we can continue on that path and move on to practicing haikus independently in the next lesson as this lesson is introductory. The overall structure of a haiku is the focus. This

lesson also does not require any tech or worksheets which removes the possibility of delays. An area for potential growth in this lesson could be with the assessment piece, because there is a lot of group work, it may be difficult to tell how well the students are grasping the concept if we do not get to the independent work time. Overall, I feel that this lesson is a fun introduction to a new style of poetry for the students.