



## 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 style="list-style-type: none"> <li>• Use personal experience and knowledge to connect to text and develop understanding of self, community, and world.</li> <li>• Utilize <u>literary elements, techniques, and devices to communicate meaning in texts</u></li> <li>• Use language in <u>creative and playful ways</u> to develop style</li> <li>• Develop and apply expanding <u>word knowledge</u></li> </ul>	<ul style="list-style-type: none"> <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
<ul style="list-style-type: none"> <li>• Build sentences which follow the 5,7,5 syllable rule of haiku structure</li> <li>• Apply figurative language concepts to poetry writing</li> </ul>	<ul style="list-style-type: none"> <li>-Students will work in groups to create one line of a haiku and will be assessed on the correct rules i.e., did it have the right number of syllables, and did it match the topic</li> <li>-Students will present the line they created to the class</li> <li>-Students will hand in a finished Haiku which will be assessed for understanding of Haiku rules: 5,7,5 syllables.</li> </ul>

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



and practice for 5 mins		5 mins
<p>Closure:</p> <ul style="list-style-type: none"> <li>-Get the attention of the class using callout</li> <li>-Ask the students to reiterate the rules of a haiku</li> <li>-Ask students questions about poetry in general, does it always need to make sense? Does it need to rhyme? Do all poems follow the haiku pattern?</li> <li>-Congrats students! You just learned haikus!</li> <li>-Ask class to tidy up and hand in their haikus</li> </ul>	<ul style="list-style-type: none"> <li>-Students respond to callout</li> <li>-Students discuss haikus and poetry and what they learned in the lesson</li> <li>-Students tidy up and hand in what they wrote</li> </ul>	5 mins

**Organizational Strategies:**

<ul style="list-style-type: none"> <li>-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</li> <li>-Make sure to write all suggestions students give on the board</li> <li>- Ask the class what their questions are before work time begins</li> <li>-Make sure materials are organized and ready to go for students</li> <li>-Ask students to raise their hands if they need assistance</li> <li>-Watch for raised hands if students need help</li> <li>-Put a timer on the board so students know how much time they have left</li> </ul>
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**Proactive, Positive Classroom Learning Environment Strategies:**

<ul style="list-style-type: none"> <li>-Fun callouts for attention</li> <li>-Provide examples of haikus so students know what they are expected to create</li> <li>-Give plenty of opportunities for students to contribute to class discussion</li> <li>-Try to call on different students each time</li> <li>-Allow students creative freedom with class haikus by telling them they can choose the topic</li> <li>-Allow students to try haikus in a group</li> </ul>
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**Extensions:**

<p>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.</p>
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**Reflections (if necessary, continue on separate sheet):**

<p>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</p>
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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.