

Shannon Walsh
Haikus
Grade 6

Description of learners:

1. The class is an evenly mixed majority between white and Hispanic with a very small percentage of African American and Asian students. They are from a mid to low class demographic. These students are motivated to learn and the majority of students shows interest and participates in activities when it comes to this Balanced Literacy class.
2. The major concepts or “big ideas” in this lesson are learning the format of a Haiku and being able to produce their own.
3. Students must have a general concept of what a poem is and how it is different than regular prose writing, they must be able to brainstorm, take notes and write.
4. Students may have misconceptions about haikus thinking that they may have to rhyme since a lot of poems that have been presented to them as young students are that way.

Learner Objectives:

1. Students will learn how to write haikus. They will understand that they have 17 syllables and 3 lines where the first line has 5 syllables, the second has 7 syllables and the third goes back to having 5 syllables. They will learn that Haikus are poems that are usually centered on nature and that the specific name for this is a “Kigo”. They will learn how to brainstorm while being taken on a sensory journey, which I will read out to them.
2. National/ state/ district outcomes related to this lesson:

1. Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.

9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

Learner Assessment:

1. I will know the students have learned by their production of the Haikus at the end of class. I will be able to observe them counting the syllables on their fingers while they work. I will be able to know they had a successful sensory journey based on the amount of words they brainstormed and wrote down on their note sheet.
2. Rubric/ checklist to assess student learning of concepts:
 - a. Completed note sheet with the brainstormed words (nouns/ verbs/ adjectives)
 - b. Syllable counting observed
 - c. Completed Haiku

Instructional Procedure:

1. Attention getting opener- Introducing Haikus as a fun way to examine the seasons especially as they are changing now around us. Different than prose writing because you can be creative and express yourself.
2. The purpose of this lesson is to have students produce their own Haiku poem so they have a basic concept about how to write a form of poetry.
3. I will build on student's prior knowledge by asking first what they know about poetry and then use that to introduce the new form of Haiku.
4. Teacher modeling/ demonstration- I will model some of my own Haiku poems as well as other examples written by other poets. I will walk them through their sensory journey, first explaining what the purpose of the sensory journey is and what the outcome of it should be.
5. I will have them review back to me the format of haiku poems- syllables, lines, content, rhyming scheme (none). Then they will write their own so I will see on paper is they have learned.
6. While students are working independently on their poems, I will walk around to see if they are counting syllables, I will see if they have sufficiently completed word sheets from the brainstorming as well. I will be available for any questions while I walk around.
7. They will have time at the end of my instruction to create their own Haiku.
8. Wrap up lesson- students will have the opportunity to present their poems.

Materials/ Resources/ technology

1. PowerPoint on Haiku poetry, 3 pieces of loose-leaf paper.

Addressing diverse learners:

1. If students have a hard time writing about a season and have something more to their interest in mind that can be adjusted. I will give individual attention about content during independent practice for diverse learners to ensure they understand what is to be done and how.

2. Different teaching and learning strategies I will use include: visual PowerPoint, read aloud poems, use my fingers to show how to count the syllables, reach out to their senses through the sensory journey, and having students repeat certain instructions and content. One on one attention for those who need it.
3. Not all have to present their poem but there needs to be evidence of brainstorming words and effort to create a poem.
4. If students have a hard time seeing the powerpoint presentation they can move to a different available desk. My walking around while they work will show them that I am available for any assistance.