

## Lesson Plan

<b>Grade:</b> fifth	<b>Subject:</b> english language arts
<b>Materials:</b> haiku template, pencil, google slides and computer for teacher, projector, computer, flipgrid	<b>Technology Needed:</b> computers - flipgrid
<b>Instructional Strategies:</b> € Direct instruction                      € Peer € Guided practice                            teaching/collaboration/ € Socratic Seminar                           cooperative learning € Learning Centers                           € Visuals/Graphic € Lecture    organizers € Technology integration                   € PBL € Other (list)                                    € Discussion/Debate € Modeling	<b>Guided Practices and Concrete Application:</b> € Large group activity                      € Hands-on € Independent activity                      € Technology € Pairing/collaboration                    integration € Simulations/Scenarios                   € Imitation/Repeat/ € Other (list)                                    Mimic  Explain:
<b>Standard(s)</b>  5.RL.2 - Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.	<b>Differentiation</b> <b>Below Proficiency:</b> <ul style="list-style-type: none"> <li>• Learners will be able to reference the examples that are presented on the board</li> <li>• Visuals of the poems presented on the board</li> <li>• A template provide for the students with the set syllables listed on the right of it</li> <li>• Turn and talk to generate their ideas for their topic with a peer</li> </ul> <b>Above Proficiency:</b> <ul style="list-style-type: none"> <li>• Freedom and creativity to write about any topic they want</li> <li>• Ability to write more then one haiku</li> <li>• Explain their thinking of how the poem connects together through the stanzas</li> </ul> <b>Approaching/Emerging Proficiency:</b> <ul style="list-style-type: none"> <li>• Template provided for guidance on the Haiku</li> <li>• Freedom and creativity to write about any topic they want</li> </ul> <b>Modalities/Learning Preferences:</b> <ul style="list-style-type: none"> <li>• Visual - visual template on how to create a haiku and how many lines should be in each poem</li> <li>• Auditory - listen to the background of haikus, how to create them, and examples of them</li> <li>• Verbal - writing their own haiku and being able to explain it on flipgrid</li> </ul>
<b>Objective(s)</b>  By the end of the lesson, students will create a Haiku poem and explain the theme of the poem to their peers using flipgrid.  <b>Bloom's Taxonomy Cognitive Level:</b> create	
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> <ul style="list-style-type: none"> <li>• Attention getter             <ul style="list-style-type: none"> <li>○ (give me ____, hold up ____ amount of fingers)</li> </ul> </li> </ul>	<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> <ul style="list-style-type: none"> <li>• Students will not blurt out when teacher is talking</li> </ul>

<ul style="list-style-type: none"> <li>○ Eyes and ears on me in three, two, one</li> <li>○ Back to your seats in five, ..., one</li> <li>● Students will be seated at their desks already from morning meeting, if not give a countdown, “find your desks in 10, 9..”</li> <li>● Students should have nothing on their desks <ul style="list-style-type: none"> <li>○ if they have something on their desks, then I will ask the students if their job is to be listening or to have materials out right now</li> </ul> </li> <li>● Teacher will use the “give me ___” method to gain the student’s attention back to start putting their things away</li> <li>● After turn and talks, I will call the students back to me by saying, “eyes on me in 5,.. 1”</li> <li>● Teacher will share out how many minutes the students have left so they can pace themselves through their writing process and creating their flipgrid</li> <li>● When i need to get the students attention back, I will call out “class, class” for them to reply “yes, yes” <ul style="list-style-type: none"> <li>○ Repeat if needed</li> </ul> </li> <li>● Remind students that voices should be at level 0 if it starts getting loud - gives students time to think</li> </ul>	<ul style="list-style-type: none"> <li>● Students must have whole body listening (listening with their eyes and ears)</li> <li>● Students must not lay their heads on the desk when teacher is talking</li> <li>● Students must raise their hands when they want to answer a question</li> <li>● Students will work independently when they working on building their Haiku</li> <li>● During turn and talks, students must participate with their peers</li> <li>● Students will work independently when they are working on their flipgrid <ul style="list-style-type: none"> <li>○ Students must use their computers properly and only be on flipgrid when they have their computers out. Failure to do so will get their computers taken away and the students written up with a fix it</li> </ul> </li> <li>● Students must be working, and if they have a question they may ask a neighbor for help or raise their hand so a teacher can help</li> <li>● Students must pick a spot around the room that they know they can work well in and not get distracted when they are making their flipgrid <ul style="list-style-type: none"> <li>○ Students must have appropriate comments back to their peers if they choose to comment</li> </ul> </li> <li>● Students must come back to their seats and clean up when they are called in by the teacher</li> </ul>
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Minutes	Procedures
	<p><b>Set-up/Prep:</b></p> <ul style="list-style-type: none"> <li>● Have the google docs presentation made and ready</li> <li>● Have the students template worksheets ready for the students</li> <li>● Have examples of the Haiku poems made and ready</li> <li>● Share google slides presentation with Mrs. Hintz</li> <li>● Have the flipgrid posted and shared with the students <ul style="list-style-type: none"> <li>○ “Directions on Flipgrid - “Read your poem so your class can listen to your creation! Once you are done, explain the theme of the Haiku and why you chose that theme. Comment on at least one other’s classmate’s post.”</li> </ul> </li> </ul>
	<p><b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b></p> <ul style="list-style-type: none"> <li>● Ask the learners if they know any other facts about Japan</li> <li>● Ask the learners if they have been to Japan or know anyone who has been there Use the google slides presentation</li> <li>● Use presentation will go through Facts about the Japanese culture and some brief history as the attention getter <ul style="list-style-type: none"> <li>○ <a href="https://docs.google.com/presentation/d/1-F3Tlv9BY-OW4XxXJdARQtTHY-Opx2wUOIQx4Slfc_A/edit?usp=sharing">https://docs.google.com/presentation/d/1-F3Tlv9BY-OW4XxXJdARQtTHY-Opx2wUOIQx4Slfc_A/edit?usp=sharing</a></li> </ul> </li> <li>● “Ladies and gentleman, what is a Haiku?”</li> <li>● “Have any of you ever written a Haiku before?” <ul style="list-style-type: none"> <li>○ Have the learners raise their hand if they have</li> <li>○ “What are key elements to remember when you are writing a Haiku?”</li> </ul> </li> </ul>
	<p><b>Explain: (concepts, procedures, vocabulary, etc.)</b></p> <ul style="list-style-type: none"> <li>● Vocabulary - poets, Haiku, lines</li> <li>● Use the Haiku part of the presentation for the explaining the poem and how to create them <ul style="list-style-type: none"> <li>○ <a href="https://docs.google.com/presentation/d/1-F3Tlv9BY-OW4XxXJdARQtTHY-Opx2wUOIQx4Slfc_A/edit?usp=sharing">https://docs.google.com/presentation/d/1-F3Tlv9BY-OW4XxXJdARQtTHY-Opx2wUOIQx4Slfc_A/edit?usp=sharing</a></li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>● Explain: <ul style="list-style-type: none"> <li>○ Haiku's are poems that originated from Japan <ul style="list-style-type: none"> <li>■ "What does originated mean?"</li> </ul> </li> <li>○ Created by a person named Masaoka Shiki in the 1890s! So they are not that old of poems</li> <li>○ "Learners, how many lines do you think that a Haiku consists of? (3)</li> <li>○ Haikus are known to be read fairly quickly - about 6 seconds</li> <li>○ Haikus typically don't have a direct meaning, the reader is supposed to find their own meaning <ul style="list-style-type: none"> <li>■ "Is there any other times that you can think of where you are supposed to find your own meaning and the creator doesn't directly state it?" (when observing pieces of artwork)</li> </ul> </li> <li>○ "Poets, in our google docs it stated that the structure of the Haiku is what? How do you think we can remember the number of syllables in each line?" <ul style="list-style-type: none"> <li>■ Use this saying for the students to remember the structure: <ul style="list-style-type: none"> <li>● "I am fist with five Then seven in the middle -- Five again to end."</li> </ul> </li> <li>■ Write this saying up on the board for students to see and they can reference when they are creating their own haiku</li> </ul> </li> <li>○ "What is challenging for you when you are creating a poem? Turn and talk with someone at your desk pod on something that is hard for you when you are creating your own poems?" <ul style="list-style-type: none"> <li>■ Give the students about 30 seconds to discuss</li> <li>■ Use an attention getter to gain the students attention back</li> <li>■ Have the students share out what they discussed by raising their hand</li> </ul> </li> <li>○ "Something that is always hard for me when I am writing poems is coming up with something to write about. Most of the time I usually try to think of my interests. Now turn and talk with your partners on a theme you could write about for your poem." <ul style="list-style-type: none"> <li>■ Turn and talk for 30 seconds or so</li> </ul> </li> <li>○ "Learners, each take out your white boards and write down the structure a Haiku poem needs to be <ul style="list-style-type: none"> <li>■ "5 syllables, 7 syllables, 5syllables"</li> <li>■ Have students hold up their white boards for me to see their answers - give the students about 15 seconds to write their answers on the white boards</li> </ul> </li> <li>○ During the Haiku Structure line this is where I am going to create my own Haiku poem <ul style="list-style-type: none"> <li>■ "Hannah drinks coffee Sipping each early morning The smell is so good</li> </ul> </li> <li>○ "What are some questions that you are having about my poem? How many syllables are in the first line? Second? Third? Does this poem meet the requirements of a standard Haiku?"</li> </ul> </li> <li>● "Now poets, we are going to create a Haiku together. What should our topic be about?" <ul style="list-style-type: none"> <li>○ Have students share different ideas about the Haiku - maybe 3 ideas <ul style="list-style-type: none"> <li>■ Have the students vote by raising their hand on the topic we should write on</li> </ul> </li> <li>○ Create the poem together as a class coming up with different lines</li> <li>○ Reevaluate the poem together to see if we should change different words</li> </ul> </li> <li>● "Today ladies and gentlemen, you are all going to become authors of your own Haiku."</li> </ul>
	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <ul style="list-style-type: none"> <li>● "Poets, you are going to create an original Haiku. You get to decide what the theme is that you want to write about. Remember when I had you do the turn and talk to discuss different theme ideas to write about? You can choose one that you discussed with a peer or you can choose a new idea."</li> <li>● "Remind me what the structure is that you are going to follow when writing your Haiku?"</li> <li>● "Where should you look if you are struggling to remember how to write a Haiku? (the write board and the examples presented up on google docs) Is it okay to copy a Haiku from the internet?" <ul style="list-style-type: none"> <li>○ Hand out the Haiku template structure worksheet</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>● “Poets, with this worksheet you have a space to write your name as the author, the date, and then three lines that all have numbers behind them. What do the numbers symbolize?” (make sure students are not confusing the numbers for number or words instead of number of syllables)</li> <li>● “At the bottom of the page, you will see a big box. What do you think that box is for?” <ul style="list-style-type: none"> <li>○ Let the students choose if they want to create another Haiku or create a picture describe thing theme of the Haiku written above</li> </ul> </li> <li>● “When you are done creating your Haiku, you are going to log on to the flipgrid that I shared with you and answer the question on there. Once you are done with that, you must respond to at least 1 peer on your thoughts of their poem.” <ul style="list-style-type: none"> <li>○ Directions on Flipgrid - “Read your poem so your class can listen to your creation! Once you are done, explain the theme of the Haiku and why you chose that theme. Comment on at least one other’s classmate’s post.”</li> </ul> </li> <li>● “Ladies and Gentlemen, are there any questions about the task at hand for you?” <ul style="list-style-type: none"> <li>○ Let the students work on creating their poems and flip grids for about 15 minutes.</li> </ul> </li> <li>● Call back the students with an attention getter</li> </ul>
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	<p><b>Review (wrap up and transition to next activity):</b></p> <ul style="list-style-type: none"> <li>● “Poets, today you all created your own Haiku. What is something new you learned about them? Where did they originate from? Where do you think you would see or read a Haiku at besides school? What gave you difficulty when creating your Haiku?”</li> <li>● “Thank you for all participating and creating Haiku’s, you are all poets! Now, it’s time to put our laptops away and get our our books and folders for social studies.”</li> </ul>
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<p><b>Formative Assessment: (linked to objectives)</b>  <b>Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.</b></p> <ul style="list-style-type: none"> <li>● Use the white boards for a formative assessment on the structure of the Haiku poem. <ul style="list-style-type: none"> <li>○ Reemphasize the structure of Haiku poems with the saying</li> </ul> </li> </ul> <p><b>Consideration for Back-up Plan:</b></p> <ul style="list-style-type: none"> <li>● Build more haiku poems together as a class if they are still confused</li> <li>● If they are confused on writing haiku poems, look some up as a class and talk about the themes of them</li> <li>● Use haikus that were already wrote to discuss the themes for their fligrid and why they chose to present that Haiku</li> </ul>
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<p><b>Summative Assessment (linked back to objectives)</b></p> <p><b>End of lesson:</b></p> <ul style="list-style-type: none"> <li>● Worksheet with the Haiku created on it</li> <li>● Flipgrid explaining the theme of their haiku</li> </ul> <p>● Grading:</p> <ul style="list-style-type: none"> <li>○ Flipgrid must have a complete haiku written</li> <li>○ Haiku must be original work by the student</li> <li>○ Haiku must follow the 5, 7, 5 syllable pattern</li> <li>○ Haiku should have at least one “sense” word within it</li> <li>○ Flipgrid must explain the theme of their Haiku and why they chose to write that for their poem</li> </ul> <p><b>If applicable- overall unit, chapter, concept, etc.:</b></p>
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**Reflection (What went well? What did the students learn? How do you know? What changes would you make?):**

I loved teaching this lesson! I know the students were engaged throughout the lesson because we had lots of class participation and discussion for the whole instructional and creative time during this teaching experience. I had never started a lesson out with a powerpoint/slideshow and in this case I like this idea way better than engaging the students with video because we were able to stop and discuss different cultural and geographical aspects of Japan. I also felt that the students were more engaged when writing their Haiku poems because they had the background knowledge of where it came from and more about them. I also like that this lesson was cross curricular because in the lesson we were able to talk about science topics like tectonic plates and volcanoes and then we were able to talk about social studies topics like monarchies and goods and services there. After the instruction part of the lesson, I modeled for the class how I came up with a Haiku and my thinking and how I could tell the amount of syllables in a word. I feel like I modeled this portion well because after I wrote mine, the class and I wrote one together and they were able to come up with lines/phrases easily. The students did turn and talks during this "we do" part of the lesson which helped the below proficient students see how to come up with ideas and lines for the poem itself. Another thing that I thought went well during this lesson was having the students talk with their peers on ideas of what to write about. I feel that part of creativity can be hard for some students and they sit there with no idea on what to write. This time the students all started working on their poem after I gave them the template and they all turned in their poem at the end of ELA time. If I were to do this lesson again, I probably would have the students make a Haiku in a small group during the we do section of the lesson after we did one as a class. I feel like this would give the students an extra step on really understanding what the expectation is, how to write a Haiku poem, and give them more ideas for when they're on their own. This would make the lesson better because I would have provided the students with an extra opportunity to practice. Overall I feel like this has been one of my best lessons and the students seemed to be really engaged because of how much they were contributing to the conversation and adding to discussion. I would definitely teach another poetry lesson in this fashion.