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**Lesson Plan Template (Revised 2020)**

**Elementary Years**

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| **Name:** | **Sydney Borden** |

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| **Grade** | 2/3 | **Topic** | English Language Arts – Poetry: Haiku |  |
| **Date** | Nov. 23, 2020 | **Allotted Time** | 55 mins |  |
| **STAGE 1: Desired Results****Cite sources used to develop this plan:**  |
| <https://curriculum.gov.bc.ca/curriculum/english-language-arts/2><https://curriculum.gov.bc.ca/curriculum/english-language-arts/3><http://www.fnesc.ca/wp/wp-content/uploads/2015/09/PUB-LFP-POSTER-Principles-of-Learning-First-Peoples-poster-11x17.pdf><https://www.youtube.com/watch?v=hRVp91K6RaQ> |

**Rationale**: *How is this lesson relevant at this time with these students? Why is it important?*

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| Students will be learning about many different types of poems. They will have the opportunity to create their own poems that will be complied into their own poetry book. This lesson on Haiku poetry may be completely new to some students or act as a refresher. It is important that students learn about different forms of poems and learn about the various ways language can be used. Haiku poetry also enforces further understandings of syllables, which helps students to understand the importance of rhythm and beats in poetry. |

**Core Competencies:** <https://curriculum.gov.bc.ca/competencies> (refer to “profiles” for some ideas)

*Which sub-core competencies will be the focus of this lesson? Briefly describe how and why:*

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| **Communication*** Communicating
* Collaborating
 | **Thinking*** Creative Thinking
* Critical & Reflective Thinking
 | **Personal and Social*** Personal Awareness & Responsibility
* Positive Personal & Cultural Identity
* Social Awareness & Responsibility
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|  | I can get new ideas to create new things. My ideas are fun,entertaining, or useful to me and my peers, and I have a sense of accomplishment. I can use myimagination to get new ideas of my own, or build on other’s ideas, or combine other people’s ideas innew ways. I can usually make my ideas work within the constraints of a given form if I keep playing with them. This lesson will incorporate creative thinking skills as it asks students to create a new form of learned poetry. Students will have a number of examples and sources to resources to help them write their own poem. Students will also have this time to play and experiment with their writing. |  |

**First Peoples Principles of Learning (FPPL):**

*How will Indigenous perspectives, knowledge & ways of knowing be acknowledged, honoured or integrated into this learning experience?* (Jo Chrona’s Blog: <https://firstpeoplesprinciplesoflearning.wordpress.com/>)

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| **FPPL to be included in this lesson:** | **How will the FPPL be embedded in lesson:** |
| Learning involves patience and time. | Students will first need to engage in learning what a Haiku poem is and how it is made. Then, students will have the opportunity to create their own. This activity may be new to students, so there will likely be times of questioning, editing, and revising. This learning process iterates the need for patience and time, as outlined in this FPPL. |

**Curriculum Connections:** <https://curriculum.gov.bc.ca/> (Curriculum)

*What Big Ideas (Understand), Curricular Competencies (Do), Content (Know) does this lesson develop?*

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| ***Understand***Big Idea(s):-Language and story can be a source of creativity and joy.-Playing with language helps us discover how language works.*Essential or Guiding Question(s):*-How can we create a Haiku to describe a topic?-How can we test and play with language in order to make it fit within our syllable count? |
| ***Do***Curricular Competencies (Learning Standards):**Comprehend and Connect**-Use developmentally appropriate reading, listening, and viewing strategies to make meaning -Recognize how different text structures reflect different purposes. **Create and Communicate**-Exchange ideas and perspectives to build shared understanding  |
| ***Know***Content (Learning Standards):-literary elements and devices-text features-writing processes-letter formation-sentence structure-conventions |

**STAGE 2: Assessment Plan**

FORMATIVE ASSESSMENT: (Assessment as Learning; Assessment for Learning)

-Participate in brainstorming/collaborative activity to create class Haiku poem

-Create Haiku poem to best of their ability

SUMMATIVE ASSESSMENT: (Assessment of Learning)

-Correct spelling of words

-Correct number of syllables in each line

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| **The Learning Intention:** *What will students learn in this lesson? (i.e. Learning Standards)* | -Students will learn what a Haiku poem is (3 lined-poem with specific set of syllables for each line; 5,7,5)-Students will learn to describe/tell about a given topic in the form of a Haiku poem-Students will learn how Haiku poetry can be used to express their ideas |
| **Evidence of Learning:** *How will students demonstrate their learning? What does it look like?* | -Take time to brainstorm ideas and think creatively about how to create poem on chosen topic-Follow instructions of how to follow Haiku formatting-Ask teacher or other students for help / help fellow classmates if asked |
| Criteria:*What do students need to do to meet or achieve the learning intention?* | -Write a Haiku poem that follows the syllable pattern of 5,7,5-Create a poem that centers around one theme; written thoughtfully on one topic-Be playful with writing; have fun with it |

**Planning for Diversity:**

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| **Learning Target:** *In what ways does the lesson meet the needs of diverse learners?* *How will you plan for students who have learning/behaviour difficulties or require enrichment?* |
| Students need to/must doBegin Haiku on winter, write 3 lines for this that have some errors to be reviewed by teacher, ask for helpCreate “good copy” of poem that has mostly legible writing, few spelling mistakes, displays understanding of correct syllable patternAccess/All | Students can doBegin Haiku on winter, write 3 lines that are close to following the correct 5,7,5 syllable pattern, have teacher review and extend help where neededCreate “good copy” of poem that has legible writing, few to no spelling mistakes, displays understanding of correct syllable pattern, completed some pictures/images to go along with poemMost | Students could do/try toBegin Haiku that centers around one specific aspect of winter, write 3 lines that follow the 5,7,5 pattern with very minimal to no errors, teacher provides guidance if neededCreate “good copy” of poem that is very neat, easily read, displays understanding of correct syllable pattern, effort and time taken is visible, creatively finished with coloured pictures to accompany poemFew/Challenge |

**STAGE 3: Learning Plan**

**Resources, Material and Preparation:** *What resources, materials and preparation are required?*

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| -*Dogku* storybook by Andrew Clements-Backup: *Dogku* reading accessed through YouTube: <https://www.youtube.com/watch?v=hRVp91K6RaQ>-Writing templates for poem (1st draft: three lines with syllable numbers) (Final/Good Copy: three lines to be filled in with room to draw picture to go along with poem)– create these in Word, print prior to lesson |

**Organizational/Management Strategies:** *(anything special to consider?)*

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| -Have example Haiku poem to look at with the class at beginning of lesson on board before-hand-Use this example Haiku to have students discuss (what do they notice? Is this familiar to them?)-Transition into *Dogku* reading over overhead projector (take a few moments to pause and point out some important features of Haiku’s on each page)-Have space on board (chalk or white) to draw 3 lines for Haiku poem to be created with class and syllable numbers beside each (topic: Summer) (before beginning poem, brainstorm some words with class that relate to summer)-Have students create poem on 1st Draft Haiku Template first (topic: Winter), so it can be looked over before they create their good copy on the Good Copy Haiku Template (give each template out separately so they are not confused by which to write on or feel overwhelmed)Classroom Management:-take time to scan the room throughout working periods – check that students are on task and not disrupting other students while working-Turn off the lights if room is beginning to get too loud – remind students that we need to be respectful of everyone’s learning-Use the bell at the front of classroom if needed |

**Lesson Development:**

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| **Connect:** *How will you introduce this lesson in a manner that engages students and activates their thinking? Activate or build background knowledge, capture interest, share learning intention.* | Pacing |
| **Teacher will** -Reference learning from other day on Acrostic poems; introduce new form of poetry will be learning about: Haiku poetry (originally came from Japan)-Direct students to look at Haiku poem written on the board-Ask students what they notice about this poem-Prompting Questions: What can you tell me about the lines of the poem, how many are there? Does this seem like a very long poem? What is this poem about?-Explain the basics of Haiku: 3 lines, syllable pattern for lines 5,7,5 -Remind students about syllables; “Remember last week when I asked you all to line up at the door based on how many syllables your name has?” -Demonstrate how to count syllables with fingers using my name and a few other student’s names-Ask students to count the syllables in each line with you together. Mark down how many syllables each word has above it-Explain that we will now look at some more Haiku poems through the book *Dogku* by Andrew Clements– which is entirely written through Haiku poems-Ask students to look for these patterns of syllables while we listen to the story being read; invite them to quietly count the syllables along with the reading using their fingers-Explain that we will be listening to Dogku through a read aloud video on the overhead projector  | **Students will** -Think back to their learning and creation of Acrostic poems on their names from last week-Some students will be curious about this new type of poetry, or remember a time when they learned about Haikus in the past-Take notice of the poem on the board as directed-Share any thoughts about the poem they have noticed-Listen as teacher describes what a Haiku poem is and realize that the poem on the board is a Haiku-Understand that the next step in the learning will be to listen to a story being read that uses Haikus, and that they will be watching this story over the overhead projector which is something they do not often do | 5 min. |

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| **Process:** *What steps and activities are you going to use to help students interact with new ideas, build understanding, acquire and practice knowledge, skills* *and/or attitudes? In what ways have you built in guided practice?*  | Pacing |
| **Teacher will** -Ask students to sit quietly at their desk while I set up the projector-Explain to students that we all need to be quiet and using good listening skills while the story is being played so we can all hear it, then press play on the video to begin -Pause the video on the 3rd page;*Morning brings children.**Hugs, licks, barking and laughing.**Warmer than sunshine.*-Ask students what they’ve noticed about the writing on each page?-Bring focus to this poem. Ask how many lines are there? Tell students to count the syllables of the first line all together. Ask how many syllables this has all together? (5) Continue onto the next line and the third line.-Ask students to continue to notice the Haiku poem in each page, and invite them to count the syllables with their fingers very quietly as the story goes on-Press play and let the video play until the end-Ask a student to turn on the light (Isabella is closest)-Engage in short discussion about the story *Dogku*-Explain to students that as a class we will now work together to create Haiku poem of our own-Tell the students the topic of our poem will be Winter-Ask the students to help you brainstorm some good words that make them think of winter first (place words into categories based on their number of syllables) – write these on the board-Prompt students to think of some good action “-ing” words (ex. Falling, twirling, sledding, playing, building, dancing etc.) –write on board-Prompt students to now think of some good “-ly” words, because action words and “-ly” words work really well together in creating good descriptive language (ex. Softly, slowly, quietly, gracefully, calmly, excitedly, etc.) – write on board-After each word, will ask students to help me count the syllables in each word – write word under numbered category -Thank students for all their great words on winter, and tell them we are ready to create our Haiku poem together now-Remind students that the first line needs to have 5 syllables (the number of syllables needed for each line will be written beside each line for reference)-Present how formula of putting one or more action words with a “-ly” ending word(s) can be used to create a line – use this idea to help students create first line-Remind students to raise their hand if they have an idea they want to share-Move onto second line (needing 7 syllables) – ask students for their ideas, then moving onto the third/final line (5 syllables)-Prompting Questions: How do we count syllables? Can we count this line together? Ex. If doing poem on snowflakes – How do snowflakes move (*floating* *down* *slowly*…)? What do they sound like (*falling* *softly*…)? What do they look like (*shimmering* *beautifully*…)? Etc.-Compliment their amazing work in creating this Haiku poem about Winter together! -Explain to students that it is now their turn to be poets and write their own Haiku poem that will be on the topic of Winter (can narrow it down if wish ex. Snowflakes, snowmen, birds, sledding, etc.)-Explain that they will be making a rough copy first so they can work out there ideas and check that they have the right syllables for each line – then they will be creating a good copy, but for most of you this will be done on a different day so don’t worry about having it done today (this will be on Good Copy Template)-Explain to students that they will be given 2 pieces of paper; 1 will be a list of a bunch of words that are about winter that they can use if they want (like how we brainstormed words for summer first), and the other 1 will be where they write their poem on-Show each paper separately by holding it up when explaining what it will be used for-Explain that on the paper they will be writing their poem on, there are 3 lines with the number of syllables that each line needs below it-Tell students that if they need any help to raise their hand and I will come around-Remind students that writing can be hard work and we all need to have a calm and quiet room so we can focus and work well-Invite Special Helper to help you hand out the papers to everyone-Instruct students they can begin when they have their paper-Walk around the room giving help/guidance where needed | **Students will** -Follow behavioral expectations (i.e. whole body listening, sitting quietly, etc.)-Watch as the video begins-Listen to the teacher when she pauses the story-Think about the question the teacher has asked them; think about what they have noticed about the story and the writing-Focus on the writing on the page the video has stopped at; notice how many lines this one has-Count out together how many syllables each line has using their finger method of counting syllables-Realize that this first line has 5 syllables – students may think back to the Haiku poem showed to them at the beginning of the lesson and remember that in Haiku poems the first line must have 5 syllables-Count together the syllables on the second and third lines – realize that the second line has 7 syllables and the last line has 5 again; just like they learned at the beginning of the lesson-Sit at desk and watch and listen quietly as the video is played again-Begin to take more notice of the writing on each page, notice that each page contains a Haiku poem-If choose, students will count the syllables quietly with their fingers as the story continues-Called on student (most likely Isabella) will turn on the lights-Refocus and quiet down as teacher asks for attention-Understand that as a class they will be writing a Haiku poem together about Winter, but first they will be brainstorming words that make them think about winter-Then help as a class to brainstorm some good action words and “-ing” words (ex. ex. Falling, twirling, sledding, playing, building, dancing etc.)-Move onto to helping to brainstorm some good “-ly” words (ex. Softly, slowly, quietly, gracefully, calmly, excitedly, etc.)-Begin to understand how the action “-ing” words can easily be put with the “-ly” words to help create their lines-Count and state together how many syllables each word has when prompted by teacher-Watch as words are written on board under the number categories of syllables they contain-Know that now we are done brainstorming words and will start to write the poem about Winter-Begin to see how the action words can easily be put with “-ly” ending words to form their phrase-Listen as teacher corrects any suggestions, gain more information/practice on how to properly count syllables-Continue to raise hand and contribute or watch and listen as the second and third lines are written for the poem-Listen as the teacher reads aloud their finished Haiku poem on Winter-Understand that they will now have the opportunity to write their own Haiku poem about the topic of Winter (can narrow this down if they want)-Listen as the teacher explains that they will be writing this poem and after having it checked over will be writing a good copy, but this will be done on a different day -Listen as the teacher explains that they will be given 2 pieces of paper; watch as she holds up the first paper and describes that this one has a bunch of words that are about winter to use to help them create their poem if they need, like how we brainstormed words on the board (those will also be left up for students to use)-Watch as their teacher holds up the second piece of paper and explains that this is the one they will be writing their poem on and that it has the right number of lines (3) they need to write with the number of syllables needed below each line -Special Helper will help teacher hand out the papers; rest of the class will wait at their desks-Begin writing their Haiku on Winter, using the list of winter words as needed-Count syllables with their fingers to check for correct amount-Ask for any help needed-When finished can draw picture/images to go along with their poem as directed by teacher  | 8 min.10 min.30 min. |

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| **Transform:** *How will students apply or practice their learning? Can they show or represent their learning in personalized ways? What are the choices for student task?* | Pacing |
| **Teacher will** -Allow for students to create a rough copy draft of their poem first before creating final good copy; allows for more practice with writing-Provide students with reference to use if needed on the board (Haiku created as a class on Summer)-Encourage students to think creatively about how they write about their topic/theme-Remind students to think carefully and review the syllables in their words/lines-Encourage students to use their paper of winter words to help them write their poem-Provide space to draw a picture to go along with their poem (good copy) | **Students will** -Create a rough copy of their poems first so they have a space to experiment, ask for help, and make corrections; allows for more practice with writing-Be given good copy paper to re-write their poem-Have class-made poem on board to use as reference and pull inspiration from-Think creatively to write their poem on wide topic of Winter – can choose to focus on specific aspect of winter (i.e. sledding, Christmas, snowball fights, etc.)-Look over their work careful to check for correct syllable count -Have opportunity to draw a picture to go along with their poem (on good copy) | Through-out(most students will complete their good copy the next day) |

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| **Closure:** *How will you solidify the learning that has taken place and deepen the learning process?* *Refer back to the learning intention, connect to next learning.* | Pacing |
| **Teacher will** -Collect papers from students at their desk, ask students to stay seated at their desk as I collect-After gathering papers: mention that we did a lot of amazing work today and I’m so proud of how well everyone did-Ask students to tell me 3 things about Haiku poems that they learned today?-Prompt students if needed: What did we learn about the lines in a Haiku? What can you tell me about syllables in Haikus? What are Haikus usually about? Where do Haikus originally come from?-Re-explain that we will be coming back to our poems and writing a good copy of them another day-Congratulate students on all their work and invite them to line up at the door for recess to be sanitized (ask them to line up based on eye colour, clothing, etc.) | **Students will** -Hand paper to teacher as she comes around to collect, will stay sitting at desk as she does this-Help to list their learnings about Haikus today (could be on how many lines it has, syllable counting, Haikus originated from Japan, Haikus are about nature)-Understand that even if they are not done writing their poem yet that they will have more time another day to continue this (will not be stressed or worried about where they are at after first day of lesson)-Stay seated until they are allowed to line up, based on how teacher asks students to go ahead (ex. Colour of eyes, clothing, etc.) | 8 min. for wrap up of lesson |

**Reflection** *What was successful in this lesson? If taught again, what would you change to make this lesson even more successful and inclusive for diverse and exceptional students?*

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Lesson Planning Guide (adapted from Thompson Rivers University)

*The lesson plan template is designed as a guide for students to use when planning lessons. The plan may be adapted to specific subject areas and modified as students gain experience or to suit their presentation style. The template is a basic outline that can be used directly as printed or expanded from the electronic version. It is important that the lesson plan be sufficiently clear and detailed so that another teacher could use the plan to teach the lesson.*

***Rationale****: Why are you teaching this particular lesson at this time? One consideration is the context for the lesson (e.g. this introductory lesson determines what students know and want to know about the topic, this lesson relates to previous and future learning by . . .) Another consideration is student motivation (e.g. what are some reasons the learner might care about the content/concepts/ skills for future learning, careers, or interests?).*

***Curricular Connections:***

The curriculum asks you to plan what the students will DO, what they will KNOW, and then what they will UNDERSTAND. ***Big ideas*** *capture the “big picture” or general area of learning (e.g. interdependence of living things with the environment, stories are a source of creativity and joy) and will be what students come to UNDERSTAND.* ***Curricular competencies*** *are what students will DO in their learning activities (e.g. using comprehension strategies, sorting and classifying data, making ethical judgments) that are related to each discipline. The* ***learning standards for content or concepts*** *are a more specific consideration of what students will come to KNOW. Many of the standards are written in broad, general terms to allow flexibility. You can, using the intention of the standard, make it clearer and more specific (e.g. learners will be able to describe the main idea in a paragraph or story, learners will be able to classify leaves based on properties they identify). The lesson should make a connection to both types of learning standards – curricular competencies as well as content. A reminder that the direction of new curriculum has identified core competencies of thinking, communication, and personal / social development as a foundation for all curricula.*

***Learning Intentions:*** *How can you make clear and share with your learners what they are going to learn or have learned or accomplished? Statements like: “I can add two fractions” help frame their learning in positive student language.*

***Prerequisite Concepts and Skills:***  *What concepts and skills are needed for students to be successful? This communication helps connect lessons together in a logical sequence by building/scaffolding new knowledge onto previous learning. For example, if students are going to be engaged in debate did you build or scaffold group work strategies, communication skills, expected etiquette, criteria beforehand?*

***Materials and Resources /References*** *List all materials and resources that you and the students will need. What things do you need to do before the lesson begins? (e.g. prepare a word chart.) What things do the students need to do? (e.g.read a chapter in the novel.) Have you honoured the sources of ideas or resources? Disorganized materials can ruin a great lesson.*

***Differentiated Instruction (DI): (accommodations):*** *How will you accommodate for diverse learners in your class? How will you allow for some variety in expression of learning? How can you modify the learning activities for success? How can you provide engaging extra challenges for those that are ready? How might you alter the learning environment if needed? Have you considered Aboriginal and cultural influences? IEP’s?*

***Assessment and Evaluation:*** *Did the students learn what you taught them? What tools might you use for assessment (e.g. check list, rubric, anecdotal record). How will you provide formative feedback to students about their learning? The results of the assessment should be directly connected to what your students were able to write say or do related to the learning intentions and or curriculum. Strive for accuracy and build assessment into teaching and learning and not as an “add on” at the end.*

***Organizational/Management Strategies:*** *Have you thought-out organizational management strategies to facilitate a proactive positive classroom environment? Some examples are: organizing for movement, distributing and collecting materials, grouping strategies, blended grade classroom logistics.*

***Aboriginal Connections / First Peoples Principles of Learning:***  *Are there any connections to Aboriginal or other cultural knowledge, worldviews, or principles of learning?*

###### Lesson Activities/Structure:

***Connect****: How will you get students interested/motivated/ hooked into learning? How will you connect this lesson to past and future lessons? How can you share the learning intentions in student friendly language? How will you provide a lesson overview?*

***Process****: What sequence of activities will the student’s experience? What will you do? What will they do? Estimate how much time will each activity take (pacing)? What are grouping/materials strategies? There are many ways to describe the body (step by step, two columns dividing student and teacher activities, visual flow chart of activities and connections, others?)*

***Transform****: How will students apply and personalize the learning? What will they do or create to show you that they have learned?*

***Closure:*** *How will the lesson end? (e.g. connecting back to learning intentions, summarizing learning, sharing of accomplishments, connecting to next lessons). Google “40 ways to close a lesson.”*

***Reflections****: Complete the reflections section as soon as possible after teaching the lesson. What went well? What revisions would you make to the lesson? Anything else***?**