



Subject/Time: Mini Lesson-Haikus
9:00-9:15

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Date: April 16, 2012

Overview	Key Lesson Elements	
<p>Unpacked Benchmark, CDAS, CRS, or IL State Standards.</p> <p>2.B.1a Respond to literary materials by connecting them to their own experience and communicate those responses to others.</p> <p>1.C.1b Identify important themes and topics.</p> <p>1.C.1d Summarize content of reading material using text organization (e.g., story, sequence).</p> <p>1.C.1d Summarize content of reading material using text organization (e.g., story, sequence).</p>	What is the Teacher Doing?	What are the Students Doing?
	<p>Do Now (3-5 minutes):</p> <p>Teacher will inform students that it is time for the mini lesson. Teacher will read learning statement to students.</p> <p>We are going to begin with a quick DO NOW. For this DO NOW, we are going to close our eyes, and use our listening ears. Your job while listening is to try and create a picture in your head based upon what you hear.</p> <p><i>What voice level will we be at?</i> <i>What will you be thinking about as I read aloud? (teacher will pull popsicle sticks to get student answers)</i></p> <p>When a cuckoo sings on a hill, tea-pickers stand stock-still to listen.</p> <p>Listen again as I read it aloud for a second time.</p> <p>Now with the person directly in front of you, at a voice level 1 discuss what kind of images came to your head/what picture did you paint in your mind as I read it to you?</p> <p>Be ready to share what you and your partner talked about because I will be pulling sticks.</p> <p>Teacher will call on students to share what their partnerships discussed.</p> <p>Teacher will chart down student responses.</p> <p>Teacher will then discuss with students.</p> <p>“when a bird sings, other birds stop to listen”</p>	<p>Students will be seated at a level 0. Students will share responses about expectations once their popsicle stick has been called.</p> <p>Students will close their eyes and use their thinking skills to paint a picture in their head, as teacher reads aloud the haiku poem.</p> <p>Students will discuss the images they thought of with their partners directly in front of them at a voice level 1. Students will be seated at a level 0 as other students share their response. Students will listen to teacher model/demonstrate how to analyze the haiku.</p>
<p>“I Do” Input (1-2 Key teaching points): Check for Understanding:</p> <p>We just finished reading a special type of poem. This special poem is called a Haiku. Haiku’s originated from the country of Japan. Haiku’s are usually written to express special events/experiences in nature.</p> <p>(Teacher will demonstrate with Haiku Chart) Haiku’s are usually written in three lines with a</p>	<p>Students will be seated at a voice level 0. Students will observe and examine as teacher explains about the different characteristics of a haiku.</p>	



	<p>specific rhyming pattern. The three lines follow a 5-7-5 syllabic pattern. This means that in each of the three lines of the poem, there are a specific number of syllables. The first line will have 5, the second will have 7, and the last line will have 5 syllables again.</p>	
<p>Objective(s) SWBAT: identify the characteristics of a haiku.</p>	<p>“We Do” Guided Practice: Check for Understanding:</p> <p>Let’s see if this syllabic pattern is true for the Haiku we just read. Remember a Haiku follows a 5-7-5 syllabic pattern. So our first line must have 5 syllables. I’m going to test it out first by clapping, and then you will follow along with me.</p> <p>Teacher will read aloud first line, clapping to the syllables. Did we hear 5 syllables? Now you do it with me.</p> <p>Let’s do line two together.</p> <p>How many syllables should there be in line two? (7)</p> <p>Who can show me how to clap out the syllables in line 3?</p> <p>Let’s look at another haiku together. This haiku was written by another 3rd grade student just like you in a different state:</p> <p><u>The SUN:</u></p> <p>The shiniest sun was up in very blue skies and happiness grew</p> <p>Night and Day The stars are shining they will shimmer and they’ll glow until the sun shines</p>	<p>Students will be seated at a voice level 0. Students will observe and examine how teacher claps aloud the syllables to each line within the haiku. Students will call out answers as a group.</p> <p>Students will be seated at their desks. Students will read along with teacher as they investigate more haikus. Students will clap along with teacher to identify the syllabic pattern in the different lines.</p>
<p>Vocabulary words/Key Concepts:</p> <p>Haiku</p>	<p>“You Do” Independent Practice: Check for Understanding:</p> <p>Read the following Haiku with a partner. Discuss what the main idea about the Haiku is. Determine how many syllables are in each line.</p>	<p>With partners, students will read haiku at a level 1. Students will discuss the theme and main idea of the poem. Students determine the number of syllables per line in each of the lines.</p>
<p>Modifications/ Accommodations</p>		



	<p>Exit Ticket (aligned to lesson objective) or assessment:</p> <p>Independently complete the following exit ticket at a voice level 0.</p>	
<p>Materials & Technology</p> <p>Haiku Characteristic Chart</p> <p>Individual frog haiku slips (23)</p> <p>Exit Tickets (23)</p>	<p>Closing/Preview for next lesson:</p> <p>Today we have learned about a specific type of poem. This special poem is called a Haiku. Haiku's originated from the country of Japan. Haiku's are usually about special things or experiences in nature. They follow a very specific format, with a haiku having three lines and a 5-7-5 syllabic pattern.</p>	
<p>Accommodations/Modifications:</p> <p>KL:Give verbal directions in clearly stated steps. Embed choices when eliciting information</p> <p>JD:Ask student to summarize information to check for understanding.Provide extra examples when teaching new vocabulary/concepts.Offer choices for responses.</p> <p>SW:Walk by student's desk to check for accuracy every 5 minutes.Ask student to repeat directions back to confirm understanding.Provide visual cues and guides.</p> <p>DA:Give verbal directions in clearly stated steps.Walk by student's desk to check for accuracy every 15 minutes.</p> <p>Provide motivation and verbal rewards on a daily basis.</p> <p>AK:Walk by student's desk to check for accuracy every 2 minutes.Ask student to repeat directions back to confirm understanding.Provide visual cues and guides.Provide motivation and verbal rewards on a daily basis</p>		

EXIT TICKET:

1. A haiku is a
 - a. Story
 - b. Song
 - c. Poem
2. Haiku's originated in:
 - a. Mexico
 - b. Japan
 - c. China
3. Hakiu's follow a syllabic pattern of:
 - a. 3-2-3
 - b. 4-5-4
 - c. 5-7-5
4. Haiku's are usually about:
 - a. Cars
 - b. Nature
 - c. People's feelings.



DO NOW:

At a voice level 0, close your eyes, and use your listening ears.

Your job while listening is to try and create a picture in your head based upon what you hear.

Think Pair Share:

With the person directly in front of you, at a voice level 1 discuss what kind of images came to your head.

What picture did you paint in your mind as I read it to you?

Be ready to share! 😊



Night and Day

The stars are shining
they will shimmer and they'll glow
until the sun shines

When a cuckoo sings
on a hill, tea-pickers stand
stock-still to listen.



The shiniest sun
was up in very blue skies
and happiness grew



**Green and speckled legs,
Hop on logs and lily pads
Splash in cool water.**