



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

Name: Cynthia Gonzalez

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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. You will have 3 minutes to complete it.</p> <p>At a level 0, read the following:</p> <p>Spring is in the air Flowers are blooming sky high Children are laughing and playing.</p> <p>Is this passage a haiku? Why or why not?</p> <p>Be ready to share your answers as I will be pulling popsicle sticks.</p>	<p>Students will be seated at a level 0. Students will read directions on the overhead. Students will work with their partners/table groups to complete the DO NOW.</p>
<p>“I Do” Input (1-2 Key teaching points): Check for Understanding:</p> <p>Teacher will collect Do NOW slips. Yesterday we learned about a special kind of poem. Teacher will reference Haiku chart.</p> <p>Haikus are short poems, containing only 3 lines. The poems originated from Japan, and they are usually written to talk about things in nature. Haikus follow a specific syllabic pattern of 5-7-5.</p> <p>Today your job was to determine if the following stanzas were a haiku.</p> <p>Teacher will pull sticks to have students share their answers.</p> <p>Teacher will point out that in order for a poem to be a haiku, it must have 3 lines, talk about nature and follow a 5-7-5 syllabic pattern.</p> <p>Let's go through the poem and see if it meets each one of those characteristics.</p> <p>Teacher will discuss the syllabic pattern. Teacher will point out that the first two line follow the 5-7 pattern, but line 3 does not.</p> <p>There are actually a total of 8 syllables. How can we fix this line so that the poem can be a haiku? (Take out and playing)</p>	<p>Students will pass their DO NOWs to the table captains. Table Captains will collect slips and turn them into teacher. Students will be seated at a level 0 as teacher reviews the Haikus characteristics. Students will share out responses if their popsicle stick has been called. Students will listen to peers responses.</p> <p>Students will go through the clapping syllabic check to alongside with teacher to determine if the poem is a haiku.</p> <p>Students will raise their hands to share responses on how to make the poem a haiku.</p>	



<p>Objective(s) SWBAT: Complete a cloze activity to create a haiku.</p>	<p>“We Do” Guided Practice: Check for Understanding:</p> <p>Today we are going to continue practicing our Haiku skills. As a group, we are going to look at some poems that desperately want to become Haikus, but they need our help. We will be Haiku detectives, and look for words that can help us complete our Haiku.</p> <p>Teacher will display stanza on the elmo:</p> <p>Easter Surprise!</p> <p>Easter bunny _____ Easter eggs _____ Kids _____</p> <p>Teacher will read the lines aloud to students. Teacher will ask students to discuss with their table groups, ideas to help make this stanza a haiku.</p> <p>Teacher will ask students to raise their hands to help teacher fill out poem</p>	<p>Students will be seated at a level 0. Students will observe and examine teacher demonstration on the elmo. Students will talk with their table groups at a level 1 to discuss ideas about words to complete the haiku. Students will raise their hands to share ideas for words to fill into the lines.</p>
<p>Vocabulary words/Key Concepts:</p> <p>Haiku</p>	<p>“You Do” Independent Practice: Check for Understanding:</p> <p>Now on your own, you will work to complete a cloze haiku activity with your partner:</p> <p>Beaches: Sand scatters the beach _____ Waves _____ Sand castles _____</p> <p>Teacher will walk around to monitor student work.</p>	<p>Students will be seated at their desks. Students will work with partners and table groups to discuss their ideas about words to complete the haiku syllabic line pattern.</p>
	<p>Exit Ticket (aligned to lesson objective) or assessment:</p> <p>Choose which words will help complete the poem to make it a Haiku. Remember that a Haiku follows a 5-7-5 syllabic pattern.</p> <p>Birds chirping their _____ (music, song, whistles)</p> <p>Building their nest for their (babies, branches, home)</p> <p>Getting ready for _____ (spring, winter, summer)</p>	<p>Students will be seated at a level 0. Students will work independently to complete their exit ticket.</p>



<p>Materials & Technology</p> <p>Haiku Characteristic Chart</p> <p>DO Now</p>	<p>Closing/Preview for next lesson:</p> <p>Remember that a haiku is a special type of poem. It has three lines and follows a 5-7-5 syllabic pattern.</p>
<p>Accommodations/Modifications:</p> <p>V: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>A: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>	

Name: _____

EXIT TICKET:

On your own and at a level 0, choose the best word that will help make this poem a Haiku.

Remember a Haiku follows a 5-7-5 syllabic pattern.



Birds chirping their _____ (5)

(music, song, whistles)

Building their nest for their _____ (7)

(babies, branches, home)

Get ready for _____ (5)

(spring, winter, summer)



Name: _____

DO NOW:

Read the following stanzas.

Spring is in the air
Flowers are blooming sky high
Children are laughing and playing.

Answer the following question.

Is this passage a haiku? Why or why not?

DO NOW:

At a level 0, read and complete the half sheet at the center of your table.

Use what you know about Haikus to help you answer the question.

Be ready to share your thoughts! 😊



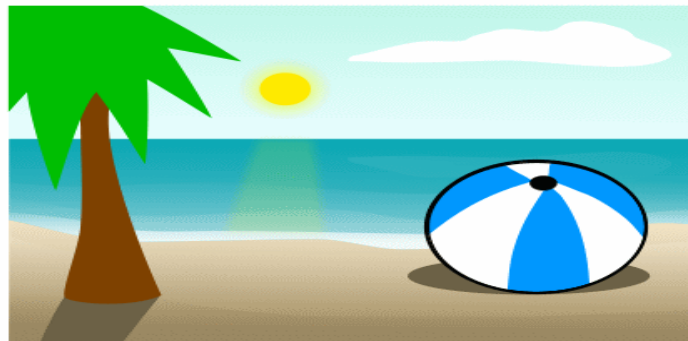
Easter bunny _____

Easter eggs _____

Kids _____

Name: _____

Work with a partner to complete the Haiku.



Beaches:

Sand scatters the beach _____

Waves _____

Sand castles _____