



**Subject/Time: Writing**  
**9:15-945**

**Date: April 16, 2012**

**Name: Cynthia Gonzalez**

Overview	Key Lesson Elements	
<p>Unpacked Benchmark, CDAS, CRS, or IL State Standards.</p> <p>3.B.2a Generate and organize ideas using a variety of planning strategies (e.g., mapping, outlining, drafting).</p> <p>3.C.2a Write for a variety of purposes and for specified audiences in a variety of forms including narrative (e.g., fiction, autobiography), expository (e.g., reports, essays) and persuasive writings (e.g., editorials, advertisements).</p>	What is the Teacher Doing?	What are the Students Doing?
	<p><b>Do Now (3-5 minutes):</b></p> <p>Teacher will inform students that it is time for writing. Teacher will read aloud learning objectives.</p> <p>We are going to start with a DO NOW, we will have 3 minutes to complete it.</p> <p>At a level 0, listen to the sounds of the audio. Think about what you hear and what you think may be going on.</p> <p>Write down as many words as you can that describe what you hear or think about as you listen.</p>	<p>Students will be seated at a level 0. Students will read aloud learning objective at teacher's direction.</p> <p>Students will at a level 0 listen to the audio segment. Using a teacher generated hand out, students will write down as many words as they can that help describe what they hear and what they think is happening.</p>
	<p><b>"I Do" Input (1-2 Key teaching points):</b> <b>Check for Understanding:</b></p> <p>Last week you learned about different types of figurative language.</p> <p>Teacher will reference chart and provide quick review of definitions.</p> <p>We are going to listen to the sound again. This time try to use what you know about figurative language to help you identify words, sounds or, phrases that will help you paint a picture about what you think is going on.</p> <p>Today during our mini lesson we learned about Haiku's. It is a 3 line poem, with a syllabic pattern of 5-7-5, and it is usually about nature.</p> <p>Today your job as writers is going to be to create our own classroom haiku about nature using the audio sound that we have just heard.</p>	<p>Students will be seated at a level 0 as teacher reviews figurative language charts.</p>
<p><b>Objective(s) SWBAT:</b> Use audio sounds to help me construct a haiku.</p>	<p><b>"We Do" Guided Practice:</b> <b>Check for Understanding:</b></p> <p>We are already done with the first step in the process. We have brainstormed ideas about what we heard and what we thought might be happening in the background.</p> <p>I am going to be pulling popsicle sticks and when I call your name, I want you to share one of the words you came up with. I am going to call on 4 people, so be ready to share.</p> <p>Teacher will write down student responses.</p> <p>Now that we have some awesome words for our haiku, we need to create the first line of our poem.</p> <p>Remember that we have to follow the syllabic pattern. So our first line can only have 5 syllables. Im going to use_____ word to start.</p>	<p>Students will be seated at their desks at a level 0. Students whose popsicle sticks have been pulled will share word responses that they have come up with. Students will observe and examine the teacher model/demonstration. Students will raise their hands to share ideas of words that can be used to help to construct the haiku.</p>



	<p>(Teacher will model clapping or finger tap to help students identify the syllables)                  Now that word has _____ syllables, and I need to add _____ more syllables.                  Who can think of a word/s that we can use to complete our first line.</p> <p>Teacher will repeat process with students until haiku is complete.</p>	
<p>Vocabulary words/Key Concepts:</p> <p>Haiku                  Figurative language (similies, metaphors, idioms, onomatopoeia)</p>	<p><b>“You Do” Independent Practice:                  Check for Understanding:</b></p> <p>Now that we have created our first haiku together as a class. I want you to practice your haiku skills. I started a haiku about our classroom and I need your help and your creative ideas to help me finish it.</p> <p>Read the rough draft of our haiku. Choose a word from the word bank for each line that will help to complete the haiku.</p> <p><b>Brainstorm student responses: how would you describe 308</b>  <b>How many 1,2,3,4,5 syllable words do we have</b></p> <p><u>Room 308</u></p> <ol style="list-style-type: none"> <li>1. NTA scholars (5)</li> <li>2.</li> <li>3. soaring to ninety (5)</li> </ol>	<p>Students will be seated at their desks. Students will work with their partners to read the haiku.</p>
	<p><b>Exit Ticket (aligned to lesson objective) or assessment:</b></p> <p>Student Rough Drafts will be collected and analyzed to assess student’s abilities to choose words that will complete the syllabic pattern of the haiku.</p> <p>List of words-create their own syllables</p>	<p>Students will pass their “you do” slip to the table captains at a level 0.</p>
<p>Materials &amp; Technology</p> <p>Charts with definition of:                  Onomatopoeia                  Similes                  Metaphors                  Idioms.                  Audio-nature</p>	<p><b>Closing/Preview for next lesson:</b></p> <p>We are going to continue working on our rough draft of 308’s haiku. Remember Haiku’s are a special type of poem. They are short poems that only have 3 lines. They are mostly about nature, but just like the Haiku we started today, they can also be about other things. Every haiku must have the specific syllabication pattern of 5-7-5.</p>	
<p><b>Modifications/ Accommodations:</b>                  V:Give verbal directions in clearly stated steps. Embed choices when eliciting information                  JD:Ask student to summarize information to check for understanding.Provide extra examples when teaching new vocabulary/concepts.Offer choices for responses.                  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.                  DA:Give verbal directions in clearly stated steps.Walk by student’s desk to check for accuracy every 15 minutes.                  Provide motivation and verbal rewards on a daily basis.                  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>		



## **DO NOW:**

At a level 0, listen to the sounds of the audio. Think about what you hear and what you think may be going on.

Write down as many words as you can that describe what you hear or think about as you listen.

Be ready to share! 😊

## **You Do:**

**With a partner, work together at a level 1 to help develop the Haiku about Room 308.**

**Read the rough draft of our haiku. Choose a word from the word bank for each line that will help to complete the haiku.**



Name: \_\_\_\_\_

**YOU DO:**



Read the rough draft of our haiku. Choose a word from the word bank for each line that will help to complete the haiku.

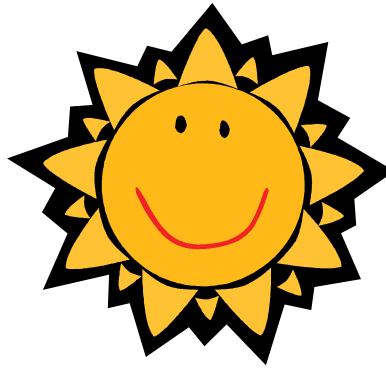
Room 308

1. Bright third grade scholars (5)
2. respecting our learning \_\_\_\_\_
3. soaring to ninety (5)

school    environment    community    time

**Name:** \_\_\_\_\_

**Use the words below to create a haiku about the sun!**



**Bright   Shining   Warm   Million   Miles**  
**Away Summer**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Large, bright, and shining.  
Long rays heat million miles away  
Warming summer days