



Name: Cynthia Gonzalez

Subject/Time: Writing
9:15-945

Date: April 17, 2012

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>Do Now (3-5 minutes):</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. You will have 3 minutes to complete it.</p> <p>At a level 0, read the haiku about Ms. Metzger. While you read think about what the haiku tells you about Ms. Metzger's personality</p> <p>Ms. Metzger</p> <p>Loves school and teaching. Wants her scholars to succeed. Helps her students soar.</p> <p>When I say go, talk with your table about what the haiku tells you about Ms. Metzger. I will be pulling popsicle sticks so be ready to share.</p> <p>Teacher will call on 3 students to share ideas about Ms. Metzger.</p>	<p>Students will be seated at a level 0. Students will read aloud learning statement at teacher's direction. Students will independently read the haiku about Ms. Metzger at a level 0. Students will share their ideas with their table group at the teacher's direction. Students who's popsicle sticks will share out response to the whole group.</p>
	<p>"I Do" Input (1-2 Key teaching points): Check for Understanding:</p> <p>Today we are going to write our own haikus but before we start, I want to review the draft of our haiku about nature. Review the exit slip. Teacher will display chart of haiku Discuss student responses. Teacher will identify that "time" is the only word that will fit the 7 syllable requirement.</p>	<p>Students will be seated at a level 0. Students will observe and examine teacher model/demonstrate the classroom haiku chart. Students will raise their hands to share ideas about word that completes the haiku.</p>
<p>Objective(s) SWBAT: I am learning how to create an individual haiku to describe my personality with the support of a word bank.</p>	<p>"We Do" Guided Practice: Check for Understanding:</p> <p>Today our goal will be to complete a haiku about ourselves. First we must brainstorm ideas about who we are. We can brainstorm by using a web organizer. If I were going to complete a web organizer about myself, I would fill it out like this. Teacher will model how to use and identify information about ourselves. I would include that I love soccer, my dogs, I like dance, I love teaching. I love food.</p> <p>Students will write down words/ideas/phrases that describe who they are.</p> <p>Classroom Chart- How would we describe some of our character traits?</p> <p>You can use these words for your haiku.</p>	<p>Students will observe and examine teacher model/demonstration about how to use the web organizer. Students will work with partners and table groups to identify words/phrases/ideas to put down on their web organizers.</p>



<p>Vocabulary words/Key Concepts:</p> <p>Haiku</p>	<p>“You Do” Independent Practice: Check for Understanding:</p> <p>Students will use their individual web organizers to create individual haikus using a teacher generated handout with syllable outlines.</p>	<p>Students will work with partners and their table groups to discuss and brainstorm ideas about how to create their individual haiku poems at a level 1.</p>
	<p>Exit Ticket (aligned to lesson objective) or assessment:</p> <p>Student individual haikus will be collected to assess student’s ability to create a haiku about themselves.</p>	<p>Students will pass their “you do” slip to the table captains at a level 0.</p>
<p>Materials & Technology</p> <p>Charts with 308 poem</p>	<p>Closing/Preview for next lesson:</p> <p>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>	

Modifications/ Accommodations:

KL: 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.

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

DO NOW:

At a level 0, read the haiku about Ms. Metzger. While you read think about what the haiku tells you about Ms. Metzger's personality

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Talk with your table about what the haiku tells you about Ms. Metzger.

I will be pulling popsicle sticks so be ready to share.

Show me your best! 😊



By: _____
