

Grade 6: One lesson = 40 minutes

Inclusion Social Studies class with a cross over of English class: Students with reading disabilities and ADHD/ADD

Essential Question: What is a Haiku made up of and how is the poem written?

Objective: Students will be able to employ relevant pre-writing strategies and organizational technique to create a Haiku poem around the topic of nature, which consists of the correct components of the poem, with less than two errors.

1.1 Integration of Learning Outcomes

- Students will use the writing process to create a Haiku poem about nature.
- Students will be able to use correct punctuation in their poems.
- Students will create a poster with their poem and a picture.
- Students will be able to orally read their poster to the class.

1.2 Standards:

Production and Distribution of Writing

CC.8.6.6-8.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.8.6.6-8.D.

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Key Ideas and Details – Text Analysis

CC.1.2.6.C Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

Informative/Explanatory Conventions of Language

CC.1.4.6.F Demonstrate a grade- appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

1.3 Anticipatory Set:

1. Today we are going to talk about poems. Ask the students the following questions (present on powerpoint):
 - a. What are poems?
 - b. What types of poems do you know?
2. Today we are going to discuss a specific type of poem called a Haiku

1.4 Procedures:

Direct Instruction

1. Discuss the history (present on powerpoint)
 - a. It was a social requirement to be able to recognize, appreciate and recite Japanese poetry during the 700's – 1100's
 - b. In 1664, Basho, the great Japanese poet, took the Hokku poem and turned it into an independent poem called the Haiku.
 - c. The Haiku poem is a tiny poem filled with love and nature
 - d. Until the 1950's the Haiku poem was unknown to the United States
2. Discuss what a Haiku is with the students (present on powerpoint)
 - a. Haiku is a Japanese poem consisting of 17 syllables
 - b. The poem consists of three unrhymed lines
 - c. The first line has five syllables, the second line has seven syllables and the third and final line has five syllables
3. Discuss syllables as a review

- a. A syllable is a unit of pronunciation having one vowel sound
- b. The vowel can be alone or consonant sounds can be a part of it
- c. Example
 - o Hai – ku has two syllables
 - o Po - et - ry has three syllables

4. Here is an example Haiku, read over the samples with the students one time, read them as a group the second time, and the third time clap the syllables out so students can recognize the difference in the lines. (present poems on powerpoint)
- a. Inclusive students will have a sheet with the poems on them. The students must read the poem and correctly circle the number beside each line of the poem that has the correct number of syllables in that particular line.

The Sky

Clouds float slowly by,
Fluffy, lumpy cotton balls,
Silver , gray, and white

The Rose

Smooth and soft petals,
Sit atop a tall green stem,
Rough thorns say, “Don’t touch.”

- 5. Discuss punctuation marks.
 - a. Discuss that punctuation is left up to the poet, but complete thoughts should end with a period and new thoughts should start with a capital letter.
- 6. Now I want you to close your eyes as I read the two poems to you
 - a. Can you picture the two poems as I read them?
 - b. Students should answer yes.
 - c. Ask the students what it is called when you can picture a piece of writing.
 - d. Students’ answers will vary.
 - e. This is called imagery
- 7. Discuss the physical characteristics of a poem
 - a. Short
 - i. Haiku are very short poems!
 - b. One moment in time
 - i. Haiku generally describe one brief moment in time. For example, “one tombstone with a crow” tells us only about the moment of noticing the crow
 - c. Images
 - i. The poems contain sensory images (not only visual, but involving other senses as well)
 - d. Seasonal reference
 - i. You can often tell what season it is by the references in the poem. For example, “the coarse wool of my blanket”
 - e. Everyday Language
 - i. Haiku’s generally contain common everyday words. Nothing fancy or complicated!
 - f. Surprise
 - i. There is often a break or shift in the poem which creates a moment of surprise or sudden awareness. This is often called the “aha” moment.
- 8. Making connections
 - a. Have students get their books and turn to page 697
 - b. Read the informational text and then the poems.
 - c. After reading the poems answer the three questions
 - Q1- How does the poet Shigyoku think most people react to New Year’s Day?
A- It makes them feel lighthearted and carefree
 - Q2- From his poem, how can you tell that Ichiku sees the New Year as a new beginning?
A- He conveys the idea that yesterday is gone and forgotten
 - Q3- Compare the two poems by Issa. How his mood change from one to the other?
A- In the first poem, Issa indicates that his life will continue being miserable. In the second, he feels blessed by the beauty of the world around him.

9. Discuss the rules for writing a Haiku
- Write in fragments! Never write in complete sentences
 - Always write in the present tense
 - Write about everyday things in common language
 - Traditional Haiku references the seasons and nature
 - Most is left unsaid
 - Remember punctuation is up to the writer

Guided Practice

10. How do you make poetry interesting to a reader who does not like poetry?
- Make the Haiku a riddle and have a guessing game with the rest of the class
 - Have the group try and guess what the Haiku is talking about
 - Green and speckled legs,
Hop on logs and lily pads
Splash in cool water.
 - The answer is frog

Closing

11. Review the parts to a Haiku
- Where were Haiku poems invented?
 - What topic do Haiku poems usually have?
 - How many lines are in a Haiku?
 - How many syllables are on each line of a Haiku?
 - How many syllables are in a Haiku all together?

Independent Practice

- 12.. Ticket out the door
- Have students create a Haiku poem about spring
 - Students will share their poems with the class
 - Hang the poems on a tree as students are leaving
 - The tree represent the cheery blossom that Japan is known for

1.5 Differentiation

Multiple means of Representation:

- After I have shown the video on the sample Haiku, I will give the direct instruction to the students. I will check for understanding by the sample questions that I ask and how well the questions are answered. I will then show sample Haiku poems to the students and we will discuss the different components of the poems and clap the syllables out.
- Students will be divided up into groups of five and each group will be given a sheet of paper to create their Haiku on. Inclusive students groups will be given a special sheet for their sample. After the students complete their sample they will meet with another group and have a think-pair-share and discuss their poems and see if their poems have the correct components.
- After the students have completed their think-pair-share groups and have fixed their poems where needed, the students will start to create their own Haiku poems based on the components of the poem and the topic of spring.
- Inclusive students will have a special sheet called a Haiku starter where they will choose a topic and then make a list of fifteen words that deal with that topic. Once they have all their words, they will write the number of syllables in each circle that go with each word. They will then use the second sheet that has the Haiku lines labeled and they will begin to write their Haiku. The lines will be a guide and are labeled with the number of syllables needed for each line.

Multiple Means of Engagement:

- Students will watch the example video of the Haiku. This will be a visual representation for them, so they can visually see what Haiku is before we go in depth on the concept.
- Students will work in a heterogeneous group when completing the group Haiku. This will allow for her knowledge to come to life with the guidance from the other students.
- Students will have a sheet for them to work out their Haiku in stages as a visual representation with each section labeled for better understanding.
- Students will check in with me at the end of the class period to have their agenda checked for homework and to check for any questions that they may have regarding homework.
- Students will be given the chance to go over their Haiku with me and we will make corrections as needed

Multiple Means of Expression:

- As the students are working in groups, I will be walking around listening to their conversations as they create their group Haiku
- Inclusive students groups will have the Haiku started guide that they can use to write their group Haiku. The guide will have lines for words and circles for the words syllables. The main sheet will have the three lines for the Haiku and each line will be labeled with the number of syllables that is needed.
- Inclusive students will be given a list of titles that they can choose from for their Haiku. Once they has chosen a topic, they will be given a list of words that they can chose from to write their Haiku. This list will be used as a guide to help them.

Reading Disabilities Accommodations

- Extended time for completion
- Starter sheet with words and poem lines
- Check frequently for understanding
- Repeat directions for understanding
- Mixed ability groups

ADD/ADHD Accommodations

- Starter sheet with words and poem lines
- Allow for frequent breaks
- Allow students to stand during group time or individual work time
- Repeat directions for understanding
- Mixed ability groups
- Have students seat changed to front of the room or closer to the teacher

1.6 Closure:

Students will present their Haiku poems to the class and the audience is going to check for the correct number of syllables and the topic is about Spring

1.7 Formative/Summative Assessments of Students:

Formative assessment- discussions, questioning, group work, meeting with the teacher to discuss any questions pertaining to their poems

Summative Assessment- The ticket out the door of the Spring Haiku poem

1.8 Materials/Equipment:

Sample Haiku poems
Paper
Haiku Starter sheet
Textbook

White boards
Markers

1.9 Technology:

Computer
Internet,
YouTube Clip
PowerPoint

2.1 Reflection of Planning:

I must ask myself if I activated the students' background knowledge for better understanding to take place. I need to make sure the information will be presented in an orderly fashion so one topic builds upon another. The most important questions that I have for myself, is there enough information being presented for the students to learn what a Haiku poem is and what the elements of the poem are?

2.2 Reflection of Instruction:

Name: _____ Date: _____

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Haiku Starter

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Haiku is a form of Japanese poetry. Typically, haikus are written about nature, but they can be about any topic. Haikus have a very specific syllable structure. The first line of every haiku has 5 syllables, the second line has 7 syllables, and the last line has 5 syllables.

Use the space below to brainstorm, plan, and write your own haiku.

Choose Your Topic:

Brainstorm Words

Brainstorm a list of words about your topic. Next to each word, write the number of syllables in the circle.

_____	○	_____	○	_____	○
_____	○	_____	○	_____	○
_____	○	_____	○	_____	○
_____	○	_____	○	_____	○
_____	○	_____	○	_____	○

(continued)

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Haiku Starter (*Continued*)

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Write Your Draft

Now that you have brainstormed some words about your topic, you can draft your haiku below. You do not have to use only the words from your brainstormed list, but each line will need to form either 5 or 7 syllables. Be creative!

Title: _____

Line 1 (5 syllables)

Line 2 (7 syllables)

Line 3 (5 syllables)

Haiku Evaluation Rubric

Distinguished (100 points)	Proficient (75 Points)	Basic (50 Points)	Unsatisfactory (25 Points)
Poem follows 5-7-5 syllable Haiku pattern	Poem follows 5-7-5 syllable Haiku pattern	Poem follows 5-7-5 syllable Haiku pattern	Poem does not follow 5-7-5 syllable Haiku pattern
Haiku format is very attractive and easy to read	Haiku format is attractive and easy to read	Haiku format is easy to read	Haiku format is not attractive or easy to read
Poem includes vivid imagery	Poem includes clear imagery	Poem includes some imagery	Poem does not include imagery
The topic of the poem is clearly related to nature	The topic of the poem is somewhat related to nature	The topic of the poem could be related to nature	The topic of the poem is not related to nature
Illustrations are extremely creative and appropriate	Illustrations are attractive and appropriate	Illustrations are appropriate but unimaginative	Illustrations are dull and/or not appropriate