

Lesson Plan: Learning about a Haiku
Grade Level: 7th grade
Subject: English
Unit: Poetry

Rationale: This lesson is going to focus on Haiku because of the significant meaning behind the poem. We cover various types of poems through our unit including nonsense, rhyming, haiku, and limerick. The haiku has a set format but there is a lot of freedom in the meaning, which my students will enjoy. I also enjoyed the article and the journey she took through using various assessments.

Time: 55 minutes (one class session)

Learning objectives:

- Students will be able to...
 - Demonstrate knowledge of the form of a haiku
 - Write a poem
 - Peer evaluate and provide constructive feedback
 - Self evaluate their own work
 - Orally share observations from mentor text
 - Explain reasons for picking a particular rubric

Overview: When traveling through and exploring various types of poetry, we will spend an additional mini lesson on haikus. We will discuss the form and practice writing a haiku based on the form. Then, we will transition to what the meaning of a haiku and look at some mentor texts, which researchers suggest doing. I will then allow students some time to discuss and attempt another haiku with the meaning in mind. After, I will allow students a choice of three rubrics and ask them to write on the back of the rubric what they see as the benefits of that rubric. I will then collect those and review feedback before letting students know which one will be used to assess their haiku. In the meantime, I will ask students to share their poem with someone, gather and keep their feedback, and then use that to improve their poem. This allows peer feedback and student feedback on rubrics.

Materials:

- Mentor text haiku
- Pencil
- Paper
- ELMO/Smart board
- Sticky notes (for peer review)
- Various rubrics (3)

Detailed Lesson Plan

Introduction: (5 minutes)

Remind students that we have just discussed limericks and that we were going to be transitioning to learning about another type of poetry, haiku. These poems have a very specific format that they all follow, which makes them easy to understand with form. Explain that they do have a very unique part, which is their message and meaning.

Lesson:

- Brainstorm (5 minutes):
 - Have students share orally what they know about haikus
 - Share that format of a haiku is 5-7-5 and review syllable
 - Share that the theme of a haiku normally centers around nature
 - They are short and sweet poems! Each word counts!
 - Stay away from words like: And, But, Though, Because and flat words like Cool, Nice, Awesome, Great
 - Mentor text (10 minutes):
 - Use text “Stone Bench in an Empty Park” by Paul B. Janeczko
 - Choose a few favorite poems to share and pick one to represent visually
 - Have students use a piece of notebook paper and draw what they visualize as it is read to them
 - Have students show drawings and draw attention to the rich, visual words
 - Discuss choosing words very carefully
 - Show the pictures that accompany poem and compare
 - Discuss differences could be perspective and how things are interpreted
 - Writing application (25 minutes):
 - Have students use iPads and google search for pretty nature picture
 - Explain that students should use that photo as inspiration for their writing
 - Use a few pictures and practice writing a few different haikus
 - Pick one of those as one to review and revise
 - Share a few with the class
 - Revising (10 minutes)
 - Share with students that there are three different rubrics they can choose from to evaluate their haiku
 - Explain criteria on each rubric and show on ELMO the three various versions
 - Have students pick one and begin their own self evaluation and write on back of rubric why they chose it
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- Homework and continuing work (next day)
 - Students should finish the self evaluation for homework
 - The next day, have students bring in revised poem and share with peer
 - Have peer revise using the rubric chosen by author and the one they chose
 - Discuss with class which rubrics they liked and why
 - Decide as class which rubric works best to evaluate their haiku and identify one to use to assess this project
 - Allow students time to use feedback from peer review to update their poems
 - Have them revise using class decided upon rubric
 - Due the following day

Part 3

The genre that I chose for crafting my digital media is social media. I have chosen this genre because my students are very involved in and interested in social media.