

Candidate's name: Carly Lorntsen

Grade/Class/Subject:	Grade 4/English Language Arts	School:	Intermediate Elementary
Date:	March 28, 2022	Allotted Time:	130 Minutes
Topic/Title:	Introduction to Haiku - Who Am I And What Would I Like to Share with My Friends?		

1. LESSON ORIENTATION

Key resources: [Instructional Design Map](#)

Briefly, describe purpose of lesson, and anything else to note about the context of lesson, students, or class, e.g. emergent learning needs being met at this time, elements of focus or emphasis, special occasions or school events.

Grade four students will be introduced to poetry and how it can be used to express themselves in a creative way while sharing thoughts and ideas with peers. This will create a safe environment for students to respect and understand the viewpoints of all people around them while developing strong critical thinking skills and a brand-new language and vocabulary scope. Grade four students will explore haiku poetry to define who they are and what they would like to share with their friends/peers in the classroom.

2. CORE COMPETENCIES

Key resources: <https://curriculum.gov.bc.ca/competencies>

Core /Sub-Core Competencies <i>(check all that apply):</i>	<i>Describe briefly how you intend to embed Core Competencies in your lesson, or the role that they have in your lesson.</i>
<input checked="" type="checkbox"/> COMMUNICATION – Communicating <input checked="" type="checkbox"/> COMMUNICATION – Collaborating <input checked="" type="checkbox"/> THINKING – Creative Thinking <input checked="" type="checkbox"/> THINKING – Critical Thinking <input checked="" type="checkbox"/> THINKING – Reflective Thinking <input checked="" type="checkbox"/> PERSONAL AND SOCIAL – Personal Awareness and Responsibility <input checked="" type="checkbox"/> PERSONAL AND SOCIAL – Positive Personal and Cultural Identity <input checked="" type="checkbox"/> PERSONAL AND SOCIAL – Social Awareness and Responsibility	<p>Grade four students will capture the core competencies through learning to think critically about required texts that will be read and how they relate to their own life and lived experiences through self-reflection. Through class discussions and working in small pairs or groups, students will collaborate by working together to determine the symbolism and meaning behind the haiku poetry in the required written text. Students will communicate their ideas to one another effectively and be introduced to new vocabulary that they can use in their own poetry. Individually, students will creatively create their own haiku poems using words that describes themselves and who they are which will build personal awareness and responsibility in respecting who they are as an individual and possessing a sense of positive well-being. As the process of looking at the self deepens, students will examine their positive personal and cultural identity by reflecting on their family background, language, beliefs, and how these characteristics make them unique. This learning opportunity will allow grade four students to understand and connect with others in respectful ways through social awareness and responsibility.</p>

3. INDIGENOUS WORLDVIEWS AND PERSPECTIVES

Key resources: First Peoples Principles of Learning (FPPL); [Aboriginal Worldviews and Perspectives in the Classroom](#)

FPPL to be included in this lesson <i>(check all that apply):</i>	<i>How will you embed Indigenous worldviews, perspectives, or FPPL in the lesson?</i>
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. <input checked="" type="checkbox"/> Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). <input type="checkbox"/> Learning involves recognizing the consequences of one's actions. <input type="checkbox"/> Learning involves generational roles and responsibilities. <input checked="" type="checkbox"/> Learning recognizes the role of Indigenous knowledge. <input checked="" type="checkbox"/> Learning is embedded in memory, history, and story. <input checked="" type="checkbox"/> Learning involves patience and time. <input checked="" type="checkbox"/> Learning requires exploration of one's identity. <input checked="" type="checkbox"/> Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations. 	<p>Numerous Indigenous worldviews, perspectives, and FPPL will be embedded into this lesson. Grade four students will be notified at the beginning of the lesson how poetry involves a great amount of patience and time where it may be required to re-read and memorize the words to critically think about the poem and its meaning. Students will be taught that poetry often comes from memory, history, and story that explores one's identity and should only be shared with one's permission recognizing that some knowledge is sacred. Students will learn that poetry can help symbolize the well-being of the self, the family, the community, the land, the spirits, and the ancestors through careful holistic, reflexive, reflective, experiential, and relational learning focusing on building reciprocal relationships with others and creating a safe environment of connectedness. Grade four students will be taught the important role that Indigenous knowledge plays in poetry including that these communities have taught all people the importance of self-expression, liberty, and oral storytelling.</p>

4. BIG IDEAS

Key resources: <https://curriculum.gov.bc.ca/>

<i>What are students expected to understand? How is this lesson connected to Big Idea/s or an essential question?</i>
<p>Grade four students are expected to understand that poetry is a form of self-expression to help understand one's identity and can be a way to regulate emotions.</p> <p>All students may interpret the meaning of a poem differently due to their own individual beliefs or interests.</p> <p>This lesson will build the understanding that all viewpoints are valued from all individuals and poetry is a way to demonstrate your creative self to others through story.</p>

5. LEARNING STANDARDS/INTENTIONS

Key resources: <https://curriculum.gov.bc.ca/>

Curricular Competencies: <i>What are students expected to do?</i>	Content: <i>What are students expected to learn?</i>
Grade four students are expected to apply various thinking skills to derive meaning from texts, use personal and lived experience to connect to texts while learning about themselves and those around them, acknowledge the oral tradition in First Peoples cultures, respond and use language in personal and creative ways to develop a sense of style and individuality. Students will also be expected to develop deeper word knowledge and vocabulary while recognizing how literary elements, techniques, and devices will strengthen meaning in texts.	Grade four students are expected to learn the different forms, functions, and genres of text, literary elements such as the theme and purpose, literary devices such as imagery, effective reading strategies, oral language strategies, metacognitive strategies such as in reflective learning about the self and those around us.

6. ASSESSMENT PLAN

Key resources: [Instructional Design Map](#) and <https://curriculum.gov.bc.ca/classroom-assessment>

<i>How will students demonstrate their learning or achieve the learning intentions? How will the evidence be documented and shared? Mention any opportunities for feedback, self-assessment, peer assessment and teacher assessment. What tools, structures, or rubrics will you use to assess student learning (e.g. Performance Standard Quick Scale)? Will the assessments be formative, summative, or both?</i>
Students will demonstrate their final written haiku poem in their individual journals that are provided to them at the beginning of the school year which is a form of formative assessment . After presentations occur, peers in the classroom can provide peer assessment to the individual student by being asked to record on a piece of lined paper three things that they liked about the student's poem and the teacher will talk to each individual student one-on-one about their progress. This will provide an opportunity for the student to receive plenty of feedback. Rubrics that will be used to assess student learning will include the BC Performance Standard Quick Scale for grade four personal writing BC Performance Standards - Writing Grade 4 (gov.bc.ca)

7. DESIGN CONSIDERATIONS

Key resources: [Instructional Design Map](#)

<i>Make brief notes to indicate how the lesson will meet needs of your students for: <u>differentiation</u>, especially for known exceptionalities, learning differences or barriers, and language abilities; <u>inclusion of diverse needs, interests, cultural safety and relevance</u>; <u>higher order thinking</u>; <u>motivations and specific adaptations or modifications for identified students or behavioural challenges</u>. Mention any other design notes of importance, e.g. cross-curricular connections, organization or management strategies you plan to use, extensions for students that need or want a challenge.</i>
To ensure that this lesson meets the needs of all students, students with learning barriers and other specific needs will be paired with students that are fluent readers for the group work portion of this lesson while students that need or want a challenge can have access to additional texts that provide more examples of haiku poetry.
Required preparation: <i>Mention briefly the resources, material, or technology you need to have ready, or special tasks to do before the lesson starts, e.g. rearrange desks, book a room or equipment.</i>
Materials needed before the lesson begins is an individual copy of the book <i>Taan's Moons: A Haida Moon Story</i> written by Alison Gear and illustrated by Kiki van der Heiden for each student, a self-identity brainstorming worksheet, and a worksheet laying out rules of haiku poetry provided with an example. The classroom will have rearranged desks into small groups of two to three facing one another for reading and engaging in the material together. Small whiteboards will also be provided to each student to make the activity fun and so that they can record their ideas about their interpretation of the text. Vocabulary words that may arise those students have never seen before will be provided on the board with a definition to that specific word while showcasing the unrhymed poetic haiku form with the seventeen syllables arranged in three lines of five, seven, and five syllables on the board for reminder.

8. LESSON OUTLINE

Instructional Steps	Student Does/Teacher Does (<i>learning activities to target learning intentions</i>)	Pacing
<p>OPENING: <i>e.g. greeting students, sharing intentions, look back at what was learned, look ahead to what will be learning, use of a hook, motivator, or other introduction to engage students and activate thinking and prior knowledge</i></p>	<ul style="list-style-type: none"> • Teacher will remind students about the previous learning of stories and their meanings while explaining that stories can be told in more creative ways transitioning to the introduction of poetry. • Teacher will indicate that there are a variety of poetry forms but will focus on haiku poetry providing examples on the board with the unrhymed poetic lines with seventeen syllables arranged in three lines of five, seven, and five syllables. Teacher will then practice with students prior to the learning activity beginning. • Teacher will state that the beginning of this learning activity will begin with arranged groups reading the enjoyable text <i>Taan’s Moons: A Haida Moon Story</i> followed by interpreting the meaning together with peers whether it be through words or visual drawings on whiteboards. • Teacher will inform students that more exciting activities are to follow after the reading and interpretation is complete. 	<p>20 minutes</p>
<p>BODY: <i>Best order of activities to maximize learning -- each task moves students towards learning intentions</i> <i>Students are interacting with new ideas, actively constructing knowledge and understanding, and given opportunities to practice, apply, or share learning, ask questions and get feedback</i> <i>Teacher uses learning resources and strategic opportunities for guided practice, direct instruction, and/or modelling</i> <i>Can include: transitions, sample questions, student choices, assessment notes (formative or otherwise), and other applications of design considerations</i></p>	<ul style="list-style-type: none"> • Students are placed into groups of two to three with their classroom peers provided with individual copies of the book <i>Taan’s Moons: A Haida Moon Story</i> and individual white boards to identify the haiku poems in the text and record their ideas visually or written after participating in group reading. • Students are collaborating with one another while creating a safe space to exchange ideas about the text and connecting it to their own lived experiences and how they relate to the text while learning from one another by providing one another with feedback, questions, and encouragement. • After the group collaboration and discussion is complete, the teacher will transition to putting the desks back to where they were so students can have some individual time to reflect on the reading and group discussion on their own. • The teacher will provide students with a “Who Am I?” brainstorming worksheet about self-identity asking the students to brainstorm some vocabulary words that they believe defines who they are as an individual such as “funny, smart, hard-working, caring” etc. and to record them. • The teacher will ask the students to brainstorm vocabulary words about who their families are and where they come from and to record them. • The teacher will ask the students to brainstorm what the students’ interests are and to record them. • After the individual brainstorming activities about self-identity is complete, the teacher will ask each student to pull out their journals and write a haiku poem all about themselves and who they are while referring to the group collaboration and individual brainstorming activity notes. • The teacher will remind students that the haiku poem construction syllable rules are provided for them via a worksheet with an example on paper and on the board for reference. • The teacher will give the remainder of the English – Language Arts class during that day dedicated to students’ individually writing their haiku poems. Students are welcome to bounce ideas off of other students but must write one haiku poem defining who they are. 	<p>60 minutes</p>

<p>CLOSING: <i>Closure tasks or plans to gather, solidify, deepen or reflect on the learning. Review or summary if applicable. Anticipate what's next in learning</i> <i>"Housekeeping" items (e.g. due dates, next day requirements),</i></p>	<ul style="list-style-type: none"> • The teacher will allow students to take their rough draft of their haiku poem that they created in class home to revise, edit, and read to guardians in preparation of presenting their haiku poems to the class the following day. • The teacher will motivate and encourage the learning of the students by thanking them for a very hard-working day and inform them how excited he/she is in hearing their poems the following day. • The teacher will inform students that the creative writing process deepens, and the lesson of myths and legends is coming next. 	<p>5 minutes</p> <p>Presentation time for the following day: 45 minutes</p>
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9. REFLECTION

<ul style="list-style-type: none"> • <i>Did any reflection <u>in</u> learning occur, e.g., that shifted the lesson in progress?</i> • <i>What went well in the lesson (reflection <u>on</u> learning)?</i> • <i>What would you revise if you taught the lesson again?</i> • <i>How do the lesson and learners inform you about necessary next steps?</i> • <i>Comment on any ways you modelled and acted within the Professional Standards of BC Educators and BCTF Code of Ethics?</i> • <i>If this lesson is being observed, do you have a specific observation focus in mind?</i>
<p>*To be completed after the lesson.</p>

Introducing Haiku Poetry

Reading and writing poetry can be fun and it does not necessarily have to always rhyme!

What is a Haiku poem?

A Haiku poem is a Japanese form of poetry that comprises of three lines, with five syllables in the first line, seven syllables in the second line, and five syllables in the third line.

Example of a Haiku poem:

*The world is so new
Plenty of knowledge to learn
The earth welcomes you*



Who Am I? Brainstorming Worksheet About Self Identity

Name:

Words to describe me:



Words to describe my family and where I come from:



Words to describe my interests and hobbies:



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)
