

Subject/Grade: Grade 7 Literacy		Lesson Title: Haikus Poetry		Teachers: Mr. Meger & Ms. Roberts	
Stage 1: Identify Desired Results					
Outcome(s)/Indicator(s):					
<p>CR 7.6 - Read and demonstrate comprehension and interpretation (including thoughtful and critical response to content and craft) of grade-appropriate texts including traditional and contemporary prose fiction, poetry, and plays from First Nations, Métis, and other cultures.</p> <p>b) Read and demonstrate comprehension and interpretation of a range of literary and information texts including short stories, novels, poetry, instructional materials, non-fiction books, articles, and reports.</p> <p>CC 7.1 - Create various visual, oral, written, and multimedia (including digital) texts that explore identity (e.g., Exploring Thoughts, Feelings, and Ideas), social responsibility (e.g., Taking Action), and efficacy (e.g., Building a Better World).</p> <p>e) Create a variety of visual, oral, written, and multimedia (including digital) texts including personal narratives, responses or reactions to texts, stories, reports, articles, instructions, explanations, opinions, letters, illustrations, diagrams, leaflets, stories, poems, storyboards, cartoons, and skits or short view scripts.</p>					
Key Understandings: ('I Can' statements)			Essential or Key Questions:		
<ul style="list-style-type: none"> - I can write a Haiku - I understand the requirements of an Haiku - I can recognize how many syllables are in words - I can identify the syllable structure of Haiku - I can edit or revise my haiku to make improvements - I can create feeling within my Haiku 			<ul style="list-style-type: none"> - What is the history of Haiku? - How can you use sensory language to enhance the reader's thoughts? - How does the syllable count and line order impact your decisions and expressions? 		
Prerequisite Learning:			Instructional Strategies:		
<ul style="list-style-type: none"> - Reading poetry - Writing poetry - Understanding syllables in words - Basic syllable counting - Sentence structure & punctuation - Basic writing skills - Express thoughts and ideas 			<ul style="list-style-type: none"> - Discussion - Brain-storming - Presenting - Introduce the history and significance of Haiku poetry - Use the Haiku writing to demonstrate sensory language and imagery - Peer review and feedback to encourage collaboration between students 		
Stage 2: Determine Evidence for Assessing Learning					
<ul style="list-style-type: none"> - Students will write down the explanation of a haiku, given the formula 5-7-5 and given a quick refresh 					

of syllables.

- 2 examples of haiku's will be given for further understanding with some brainstorm ideas and syllable counting.
- The lesson will end with the students being given 2 worksheets each to complete a list of brainstorm words and complete 2 haikus of their own. The students will be asked to share one of their haiku's with the class next week. The worksheet will be used to assess the student's learning, creativity, punctuation and grammar.

Stage 3: Build Learning Plan

Set (Engagement):**Length of time: 15 mins**

1. Introduction to Haiku poetry and given some background history and explain Haiku formula.
- Short form of Japanese poetry
 - Known for their ability to paint a picture with very few words
 - Known for the 5/7/5 syllable rule
 - Does not have to rhyme

Development:**Length of time: 15 mins**

2. 2 examples will be given to the class, reflecting the formula, syllable counting, don't always have to make sense, etc.
3. Students will help with brain-storming idea words for their up-coming haikus,

Learning Closure:**Length of time: 30 mins**

4. Students will be given 3 choices and will have to complete 2 worksheets based on their choice. Choose one topic, brainstorm words about your topic and write haiku.
Topics:
 - Travel/Holiday
 - Favorite Sport
 - Favorite Movie/TV Show/BookStudents will be expected to share one of their haiku's with the class.

Materials/Resources:

- 50 worksheets printed, double-sided
- Pens/Pencils

Possible Adaptations/Different Strategies:

- Allow them to create their own idea
- Have examples prepared

Management Strategies:

- Set guidelines/expectations of students at beginning of class
- Be clear with instructions
- Prepare for questions students may ask
- Countdown from 10 strategy
- Ask students to leave if they continue to disrupt the class.

Safety Considerations:

- Unsure if any.

Stage 4: Reflection

- Time management:
- What worked well/what did not:

- Were explanations thorough/further explanation needed:

- Were all students able to participate: