

Lesson Title/Focus	Haiku and Work Period	Date	Jan 28
Subject/Grade Level	English Language Arts Grade 3	Time Duration	60 minutes
Unit	Poetry	Teacher	Miss McMitchell

Goal: Finish Acrostic Poem (rough) and Shape Poem (rough)

OUTCOMES FROM ALBERTA PROGRAM OF STUDIES		
General Learning Outcomes:	2.3 Understand forms, elements, and techniques 2.4 Create Original Text	
Specific Learning Outcomes:	2.3.1 Understand forms and genres 2.3.3 Experiment with language 2.4.1 Generate ideas 2.4.2 Elaborate on expression of Ideas	
LEARNING OBJECTIVES		
Students will . . .		
<ol style="list-style-type: none"> 1. Create various poems (shape, color, and acrostic) 2. Use self-editing success checklist for learning 3. Edit and revise work 		
LEARNING RESOURCES CONSULTED	MATERIALS AND EQUIPMENT	
<ul style="list-style-type: none"> • 2 Smart Chicks (teachers pay teachers) • <i>First Days of School</i> 	<ul style="list-style-type: none"> • J.R.R. books • Checklist and planning form • Winter booklets • Practice sheets 	
PROCEDURE		
Prior to lesson	Have instructions on board saying "read quietly at your seat"	
		TIME
Advance Organizer/Agenda	<ol style="list-style-type: none"> 1. Read quietly at your seat and then get J.R.R. 2. Students sort words by syllables (1, 2, or 3) (in small groups) 3. Modelling making a haiku and Discuss the success checklist with the students 4. Students are the "teachers" and sort the haiku's into strong and weak (in small groups) 5. As large group, discuss the assortment of weak/strong and why (have on smartboard too) 6. Practice writing haikus and other poems 	12:45 – 1:45
Learning Activity #1 Greet and Read	<ul style="list-style-type: none"> • Greet students at door • Inform them to get library/J.R.R. and read at their seats (instructions on board) • I will take attendance 	12:45-12:50 5 mins
Learning Activity #2 <i>Sort by syllable</i>	<ul style="list-style-type: none"> • Using premade groups, students will sort winter words into groups based on syllables • Teacher will model with 3 different words (and show how I want the white boards to be organized) • Students will use one whiteboard and draw two lines to have three groups of "one" "two" and "three" (give about 5 minutes) • Teacher will then show students how it should be sorted – and ask if there are any disagreements. 	12:50-1:05
Learning Activity #3	<ul style="list-style-type: none"> • Show students the success checklist on the smart board, and inform 	1:05-

Model/Checklist	<p>that today we are learning a very challenging type of poetry based on syllables.</p> <ul style="list-style-type: none"> We will go through the success checklist together I will then model writing a haiku poem I will then model using the success checklist <p style="text-align: center;">Winter has arrived Snow is scattered on the ground It is freezing cold</p>	1:15
Learning Activity #4 Small Group Sorting	<ul style="list-style-type: none"> Because haikus are so tricky students now have the opportunity to be the teacher and to sort haikus into “strong” and “weak” categories based on the CHECKLIST criteria Students are in same groups as they were for syllable sort Students have 5 minutes to sort Teacher asks for students to tell which ones they have in which category (hands up if your group had sample a in strong – then put X amount of ticks next to it on a chart on board) Teacher then provides the answers and justifications (pre-sorted on smartboard already) 	1:15- 1:30
Learning Activity #5 Practice writing	<ul style="list-style-type: none"> Ask helper and a friend to pass out sheets Ask students to write their name on their sheets Remind students to work quietly on their poems. they do not use spy talk / do not make good and RESPECTFUL LEARNING choices then I WILL choose where they work – likely at their desks. Capesh? <p>Note: If it appears that students are working diligently without losing focus, then we may continue for an extra 5-10. We need a brain-break after.</p>	1:35- 1:50
Assessment of Learning:	<ul style="list-style-type: none"> Informal observations and conversations 	
Feedback From Students:	<ul style="list-style-type: none"> Students ask questions and repeat back important instructions 	
Feedback To Students	<ul style="list-style-type: none"> Informal verbal feedback throughout 	
Transition To Next Lesson	<ul style="list-style-type: none"> Ask students to put away, and inform that they may work on their poem during W.O.W. during Daily 5 Monday/ next Tuesday. 	
Sponge Activity/Activities	If time, students may color their winter booklets.	