

<b>Title of Book</b>	Earth verse: Haiku from the Ground Up Written by: Sally M. Walker Illustrated by: William Grill Published: Candlewick Press, 2018 First Edition.		
<b>Title of Unit</b>	An introduction to reading, understanding and writing haikus		
<b>Grade level (interest)</b>	5 <sup>th</sup> Grade	<b>Reading Grade level</b>	Grades 2-4
<b>Lexile Level</b>	650-770	<b>Guided Reading level</b>	NP
<b>A. Purpose for Instruction/ Essential Questions/ Theme</b>	<p>The purpose of these lessons is to engage early middle-school aged students in an easy and accessible form of poetry (the haiku) as well as the basic structure of poetry. It also serves to engage students in dealing with different learning strategies in order to incorporate the skills they need in order to become a better reader. Through use of the interactive Notebook, students will be able to learn these lessons in a fun and interactive way.</p> <p><b>Essential Reading Materials for unit:</b></p> <ol style="list-style-type: none"> <li>1. Strategies That Word 3<sup>rd</sup> Edition by Stephanie Harvey</li> <li>2. Earth Verse: haiku from the Ground Up by Sally M. Walker</li> </ol>		

**B. Alignment to the depth of the Common Core – Standards addressed and assessed**

<b>CCSS ELA Standards [Reading, Writing] 4 required, you may identify up to 6 if you are writing six lessons</b>	<ol style="list-style-type: none"> <li>1. CCSS.ELA-LITERACY.RL.5.5 Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.</li> <li>2. CCSS.LA.LITERACY.RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences about the text.</li> <li>3. CCSS.ELA.LITERACY.RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia, presentation of fiction, folktale, myth, poem).</li> <li>4. CCSS.ELA.LITERACY.RL.5.9 Compare and Contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</li> <li>5. CCSS.ELA.LITERACY.RL.5.9 Compare and Contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</li> </ol>
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6. CCSS.ELA.LITERACY.RL.5.6 Describe how a narrator’s or speaker’s point of view influences how events are described.

**C. Student Learning Outcomes – Targeted unit goals**

1. I can understand the structure and procession of the first few poems in *Earth Verse*.
2. I can infer identify the names of specific objects and themes from the book from their descriptions.
3. I can match the images and names of themes in the book and describe how the images and names relate to one another.
4. I can compare and contrast the similarities and differences between informational texts and a haiku or the same theme.
5. I can compare and contrast the similarities and differences between a haiku and a different type of poem of the same theme.
6. I can correctly identify the theme and structure of a haiku and write my own in class/ for homework.

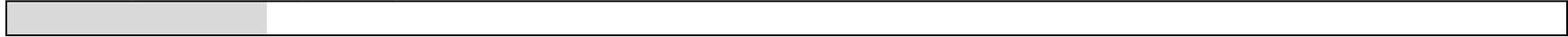
**Bloom’s Levels Addressed: (Check all that apply)**

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|---|---|
| <input checked="" type="checkbox"/> Remembering   | <input checked="" type="checkbox"/> Analyzing |
| <input checked="" type="checkbox"/> Understanding | <input checked="" type="checkbox"/> Creating  |
| <input checked="" type="checkbox"/> Applying      |   |

**D. Text Sections to be read closely with plans to support reading and discussion – identify pages**

Lesson 1: Activating Background Knowledge. Text pages used: *1-4 and 36*. Blooms taxonomy: understanding  
 Lesson 2: Monitor Comprehension. Text pages used: *5- 14; 37-39*. Blooms taxonomy: remembering  
 Lesson 3: Determine Importance. Text pages used: *15-26; 40-42*. Blooms taxonomy: applying  
 Lesson 4: Synthesize. Text pages used: *27-30 and 43*. Blooms taxonomy: analyzing  
 Lesson 5: Compare and Contrast. Text pages used: *31-34; 44*. Blooms taxonomy: applying  
 Lesson 6: Summarize. No text pages used unless review is needed by students. Blooms taxonomy: Creating

<b>Academic Language to be supported at word, syntax and discourse levels</b>	<p><b>Tier Two words:</b> Rocks, geology, Earth Science, Earth, atmospheric, surface, haiku</p> <p><b>Tier Three words:</b> Core, Crust, mantle, minerals, igneous, sedimentary, metamorphic, fossils, Maiasaura, silica</p>
<b>Vocabulary</b>	
<b>Tier 2 Words</b>	
<b>Tier 3 Words</b>	



**E. Instructional Lessons**

<b>Research Based Strategies [Tied to STW &amp; standards]</b>	<ol style="list-style-type: none"><li>1. Activating Background Knowledge using the Surfacing Big Ideas with personal Connections strategy (Harvey, 2017)</li><li>2. Monitor Comprehension using the Unfamiliar Words strategy (Harvey, 2017)</li><li>3. Determine Importance using Determining Importance in Text: The Nonfiction Connection (Harvey, 2017)</li><li>4. Synthesize using the Distracting Connections strategy (Harvey, 2017)</li><li>5. Compare and Contrast using the Synthesizing Big Ideas and Common Themes across Different Texts (Harvey, 2017)</li><li>6. Summarize using the making Connections between Small Poems and Our Lives strategy (Harvey, 2017)</li></ol>
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**Plans for four instructional lessons, including examples of text dependent questions, graphic organizers and technology based original interactive materials**

**Lesson One:**

**CCSS ELA Standard:**

CCSS.ELA-LITERACY.RL.5.5 Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a story, drama, or poem.

**Earth Verse pages used:**

*Pages 1-4*

**Objective:**

Recognize the structure of a haiku and the procession of ideas of the first two poems

**Procedure:**

1. Ask students to name any kind of poetry they have previously encountered.
2. Ask them for one characteristic of those poems
3. Write down the names of the poems and the characteristic on the smartboard.
4. Review the basic vocabulary of poetry (**lines, stanza, form etc.**)
5. Introduce the Haiku (**background from Japan, 5-7-5 syllable form**)
6. Show them a random Haiku and model to determine the syllables (**I do**)
7. Read first poem in *Earth Verse* (pg. 2) and determine the 5-7-5 structure with students (**We do**)
8. Read the second poem in *Earth Verse* (pg. 3) two times.
9. Hand out photocopies/ printout copies of the poem. Students will underline the syllables and figure out the 5-7-5 pattern (**you do**).
10. Ask students to write down their names on the front and on the back of the page what they think the two Haikus were about.
11. We will play a crossword game to summarize the class (**Day 1: Unfamiliar words crossword on Technology page**)
12. As students leave, they will hand in their copies of the poem (**exit slip**)

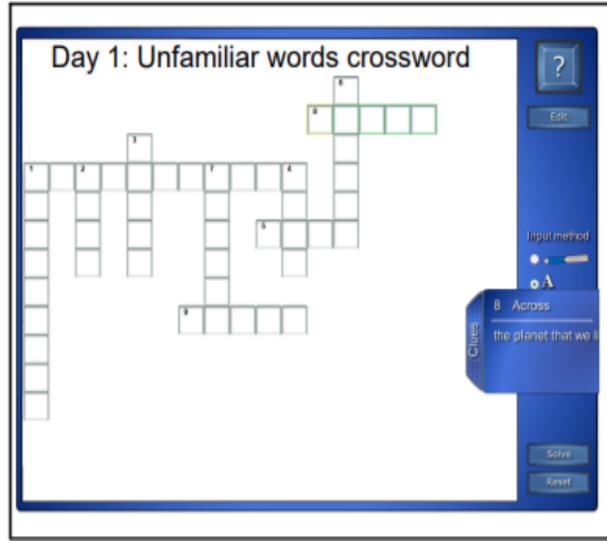
**Technology Page:**

Day 1: Unfamiliar words crossword. Students can either go to the computer and type in the words or fill them

in using the pen function.

Clues will pop up when you tap the numbered squares. Clues will appear in the drag-out tab to the bottom right. Drag the tab out to see the clues.

Students can check whether they got the answers right by pressing the “solve” tab.



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**Lesson**

**CCSS ELA Standard:**

**Two:**

CCSS.LA.LITERACY.RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences about the text.

**Earth Verse pages used:**

*Pages 5- 14; pages 36-39*

**Objective:**

Infer the meanings of specific terms that appear within the poems using context clues.

**Procedure:**

1. Hand back the printouts of the Haiku from yesterday
2. Using the poem from Day 1 (pg. 4 of *Earth Verse*) review the 5-7-5 syllable form of a Haiku.
3. Reveal the theme of the Haikus from pg. 1-4 (reference pg. 36 of *Earth Verse*).
4. Have students make corrections on the same page using a different color pencil/pen. **(Steps 1-4 are the Formative Assessment)**
5. Read *Earth Verse* pg. 5-14 **(I do)**
6. Handout a printout booklet of the poems to students and read the poems again while students follow along on their booklets (poems on pg. 5-14; information pages pg. 37-39). Stop to ask questions about vocabulary. **(We do)**
7. Ask students to read the booklet by themselves and identify unknown words. Then go check the information pages and find and write the definitions next to the vocabulary. **(You do)**
8. Play a smartboard game called match the definitions.
9. Students will hand in their booklets at the end of class **(exit slip)**

**Technology Page:**

Day 2: Match the definitions. Students will use the knowledge they gained from looking at the information pages to try and match the definitions with the correct vocabulary words.

Day 2: Match the definitions

Buttons: Edit, Check, Reset, Solve, ?

Word	Description
<input type="text"/>	energy released from the earth that can cause mass destruction
<input type="text"/>	layers of small, broken pieces of rock
<input type="text"/>	fossilized dinosaur skeleton
<input type="text"/>	a possible result of an earthquake formed in the ocean. A wave of destruction
<input type="text"/>	a type of rock that starts as magma and, when it cools, becomes the base of many
<input type="text"/>	the remains of old animals or nature
<input type="text"/>	a piece of fossilized wood
<input type="text"/>	rock that has been changed by pressure or heat

Word Bank:

- earthquakes
- tsunami
- silica
- fossils
- metamorphi ...
- Maiaasaura
- igneous rock
- sedimentar ...

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<b>Lesson Three</b>	<p><b>CCSS ELA Standard:</b> CCSS.ELA.LITERACY.RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia, presentation of fiction, folktale, myth, poem).</p> <p><b>Earth Verse pages used:</b> <i>Pages 15-26; 40-42</i></p> <p><b>Objective:</b> Relate how graphics and images can help us understand the theme of a Haiku.</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"><li>1. Ask students to do a five-minute short sketch of a piece of nature/natural disaster that they find interesting. <b>(Formative Assessment)</b></li><li>2. Teacher will show their sketch first and explain why they drew it and what it means</li><li>3. Teacher will ask for volunteers to explain their drawings <b>(3 student's maximum)</b></li><li>4. Teacher will hand out mini booklets for <i>Earth Verse pg. 15-26; pg. 40-42.</i></li><li>5. Teacher will read each poem out loud three poems while students follow along.</li><li>6. Teacher will model how to determine the meaning of Haiku from the drawings <b>(I do)</b></li><li>7. Students will work in small groups and try to figure out what the small symbols on each page means. Teacher will assist when needed. <b>(We do)</b></li><li>8. Students will write their answers and explanations on the board using post-it notes. <b>(You do)</b></li><li>9. Teacher will reveal the answers and the group with the most correct answers will receive a small prize</li></ol>
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**Lesson** CCSS ELA Standard:

**Four:** CCSS.ELA.LITERACY.RL.5.9 Compare and Contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

**Earth Verse pages used:**

*Pages: 27-30 and 43*

**Objective:**

Prepare a list detailing the similarities and differences between two different genres talking about the same topic

**Procedure:**

1. Students will make a list of 10 things, five about how informational texts are similar and five about how they are different. **(Formative Assessment)**
2. Teacher will model two/three examples of how they are similar or different from one another **(I do)**
3. Teacher will allow students to come up to the board and drag the rest of the ideas into the corresponding columns and explain their conclusion. **(We do)**
4. Students will come up to the board and write in their own ideas from their list. **(You do)**
5. Teacher will read aloud the haikus from pages 27-30
6. Students will be given printouts of text “How Glaciers Change the World” and will follow along as they listen to an audio on readworks.
  - a. Link to “How Glaciers Change the World”:
  - b. <https://www.readworks.org/article/How-Glaciers-Change-the-World/2fc03150-4c8f-4b0e-8ddc-53cd5bb3e71d#!vocabularySection:erosion/questionsetsSection:482/articleTab:content/>
  - c. Log in to readworks for further resources such as vocabulary and comprehension questions for further comprehension guidance.
7. Students will then go back to the board one at a time and make amendments/ add to the information already displayed on the smartboard page. **(Exit Slip)**

**Technology Page:**

Day 4: Haiku VS Informational texts

Students will make a list, then write their own ideas onto the board after they have dragged all the ideas at the bottom into the boxes. After reading the text, they will have the chance to amend or add onto their own ideas.

Teachers may screenshot/ snip the results and post it onto Google classrooms or other online forums for students to review. This can count as the exit slip of the day as it has the original ideas as well as any changes made by students.

Day 4: Haiku VS Informational texts.

Haiku	Both	informational text

exaggerated   imaginative   specific

short   creative   vague   prose

non-fiction   informative   Label   set form

**Lesson** CCSS ELA Standard:

**Five:** CCSS.ELA.LITERACY.RL.5.9 Compare and Contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

**Earth Verse Pages used:**

Pages 31-34; Page 44

**Objective:**

Argue how other poetry and haiku are similar to or different from each other.

**Procedure:**

1. Teacher will ask students the characteristics of a haiku
2. Teacher will ask whether or not students have heard of limericks before.
3. Students will make a chart and write a list of five characteristics that only belong to Haiku, five that only belong to the limerick, and five characteristics that can be applied to both. **(Formative assessment)**
4. Teacher will model for students one example of a characteristic that only belongs to haiku, one that only belongs to the limerick, and one that can belong to both **(I do)**
5. Students will go up to the board and write one example each from their list onto the board, whether it be a similarity or difference. Teacher will assist by asking them to explain their choices **(We do)**
6. Students will copy the Venn diagram with haiku in one circle and choose another genre of poetry (from examples given or one of their own) and write at least five similarities and contrasts in each of the given spaces using the poems from pages 31-34 (handout) and by researching another poem of the same theme, different genre on the internet. **(You do)**
7. Students will hand in their Venn Diagram at the end of class. **(Exit Slip)**

**Technology Pages:**

Day 5: Complete the Venn Diagram: Let's write!

Teacher will model first one example of a characteristic that is distinctly haiku, one that is distinctly limerick and one that applies to both

Students will come up and write their own examples of each and explain their reasoning

Students will then copy the Venn diagram (into their notebooks or onto a piece of paper, depending on the class) and write their own version of what they did on the board interactively. They will hand it in at the end of class to show their understanding

The image shows a screenshot of an interactive software interface. At the top, a blue banner contains a yellow star with a cartoon character and the text "Day 5: Complete the venn diagram: let's write!". To the right of the banner are two circular icons: a house and a notepad. Below the banner is a workspace with a Venn diagram consisting of two overlapping circles, one pink and one green. The pink circle is labeled "Haiku" and the green circle is labeled "limerick". Above the circles are several blue rectangular boxes containing the words "sonnet", "memoir-poetry", "Epic", "ballad", and "Label". A question mark icon is located in the bottom right corner of the workspace.

**Lesson** CCSS ELA Standard:

**Six:** CCSS.ELA.LITERACY.RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.

**Earth Verse pages used:**

N/A. But if needed students can refer back to any of the poetry or reference pages for guidance. Or they can use their mini booklets.

**Objective:**

Write a Haiku and draw a background image for it using the Haiku form and theme of choice from your perspective.

**Procedure:**

1. Teacher will ask students what the form of the Haiku as well as what the significance of the background can do to help interpret a Haiku. **(Formative assessment)**
2. Teacher will demonstrate for the students how to identify the form of the Haiku and determine the theme from the background by choosing a random Haiku from any of the pages of *Earth Verse*. **(I do)**
3. Students will work together with the teacher to complete an analysis of the form of a haiku written by myself on the board as well as determine the theme. **(We do)**
4. Students will write their own Haiku and design their own background using colored pencils, colored pens and other artistic utensils as well as come up with a creative title for their own Haiku written from their own perspective. **(Summative assessment)**

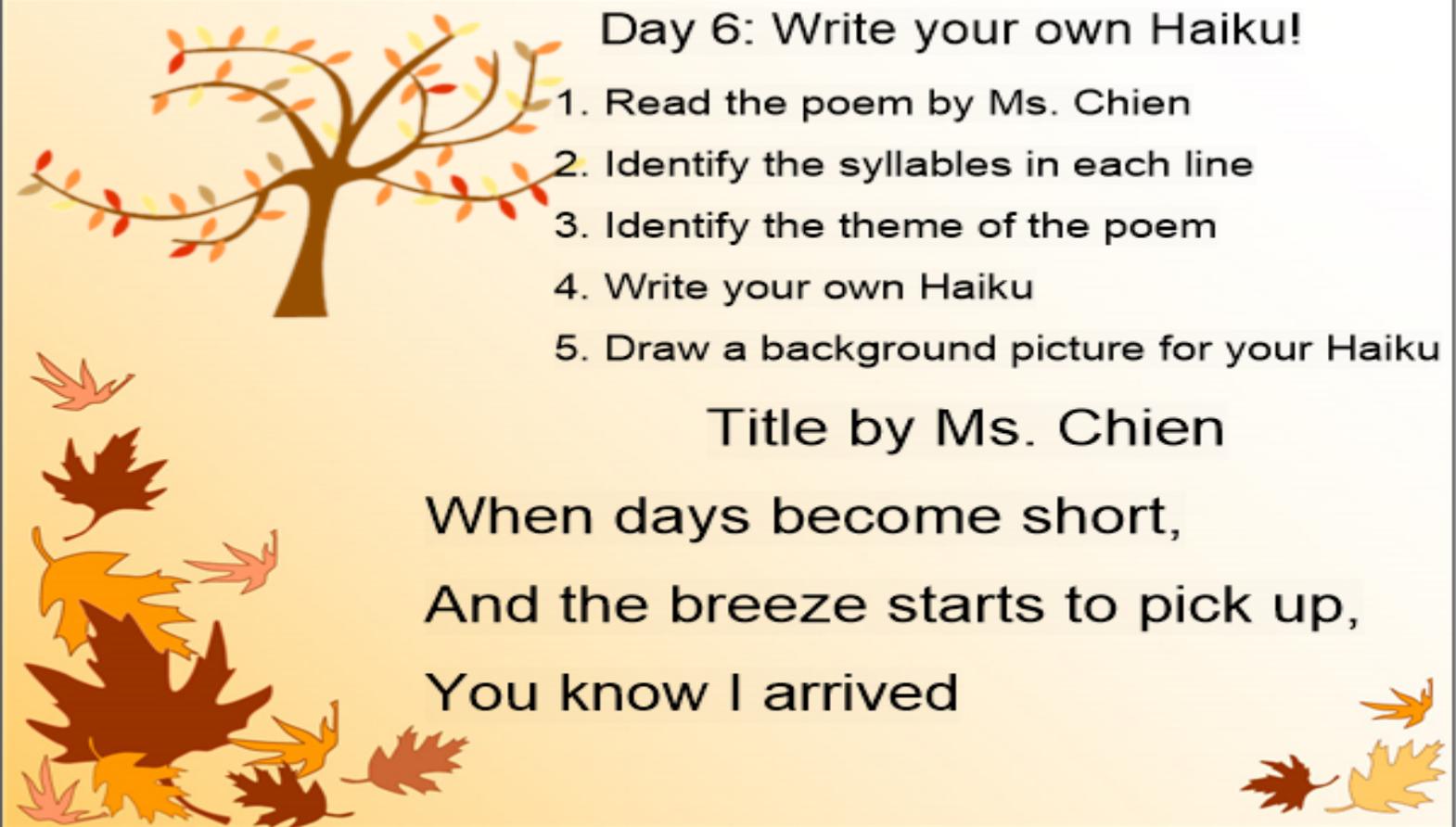
**Technology Page:**

Day 6: Write your own haiku

Teacher will choose a random Haiku from *earth Verse* and model how to determine the form and theme of the particular haiku.

Students and teacher/s will work together to identify the Haiku below (written by Ms. Chien)

Students will write their own Haiku based on their own perspective and design a creative title and background for it. This will be considered their summative assessment that can either be finished in class (at least the poem if not the coloring in of the background) or at home for homework.



**Day 6: Write your own Haiku!**

1. Read the poem by Ms. Chien
2. Identify the syllables in each line
3. Identify the theme of the poem
4. Write your own Haiku
5. Draw a background picture for your Haiku

**Title by Ms. Chien**

When days become short,  
And the breeze starts to pick up,  
You know I arrived

<p><b>Plans for Formative and Summative Assessment linked to standards and learning outcomes (objectives)</b></p>	<p><b>Formative Assessment:</b></p> <p><b>Pre Unit:</b> I will create a mini-survey in which I will see whether students understand the concept of Haiku, syllables, media-connection.</p> <p><b>Lesson One</b> I will review the basics of the poetic forms in general and specific to Haiku.</p> <p><b>Lesson Two</b> I will have students look over the theme and form of the haiku and review their mistakes (if needed)</p> <p><b>Lesson Three</b> I will have students do a five-minute sketch of a piece of nature/ natural disaster</p> <p><b>Lesson Four</b> I will have students make a list of ten things, five about how informational texts are similar and five about how they are different</p> <p><b>Lesson Five</b> I will have students make a chart and write a list of five characteristics that only belong to Haiku, five that only belong to the limerick, and five characteristics that can be applied to both</p> <p><b>Lesson Six</b> I will ask students what the form of the Haiku as well as what the significance of the background can do to help interpret a Haiku</p> <p><b>Summative assessment:</b> Students will write a Haiku in class according to the Haiku 5-7-5 syllable form and draw a background image for it, as shown in <i>Earth Verse</i></p>
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