

Bachelor of Education (Elementary) & Bachelor of Education (Secondary) STEM Lesson Plan

Lesson Title: Outdoor Haiku Workshop Lesson # 2 Date: Oct. 25/24
 Name: Ashley Epp Subject: Language Arts Grade(s): 6/7

Rationale:

This haiku lesson plan is designed to blend creative writing, outdoor education, and peer collaboration to support students' literacy development in an engaging and meaningful way. Writing haikus encourages students to observe the land with intention, helping them build descriptive language skills and a deeper appreciation for their environment. The structured format of haiku poetry reinforces understanding of syllables, grammar, and punctuation, while peer feedback promotes critical thinking, communication, and respectful collaboration. Sharing poems orally supports the development of speaking and listening skills, making this a well-rounded lesson activity that nurtures creativity, connection, and community.

Core Competencies:

Communication	Thinking	Personal & Social
Connecting and Engaging with Others: <ul style="list-style-type: none"> Students will listen to each other's poems and discuss the content and inspiration afterwards. Focusing on Intent and Purpose: <ul style="list-style-type: none"> Students will read their poems aloud in small groups, focusing on communicating the meaning of their writing to their audience. Work Collectively: <ul style="list-style-type: none"> Students will work together to find natural materials on which to base their poems. 	Creating and Innovating: <ul style="list-style-type: none"> Using outdoor exploration, students will think of interesting ideas about writing a haiku poem about something from nature. Analyzing and Critiquing: <ul style="list-style-type: none"> Students will learn to judge and critique their peers' work in kind and constructive ways. Reflecting and Assessing: <ul style="list-style-type: none"> Students will reflect on the feedback they receive from peers and use it to improve their poems. 	Self-Advocating: <ul style="list-style-type: none"> Students will be encouraged to value all ideas and to be proud of their work. Understanding Relationships and Cultural Contexts, Recognizing Personal Values and Choices: <ul style="list-style-type: none"> Students will reflect on their relationship with the land and contemplate how the land and our feelings or stories might be projected onto the land and its features in a haiku poem. Building Relationships: <ul style="list-style-type: none"> Students will build relationships with each other by sharing and discussing in small groups, and with the land by exploring and reflecting on it.

Big Ideas (Understand)

- Language and text can be a source of creativity and joy.
- Developing our understanding of how language works allows us to use it purposefully.

Learning Standards

(DO)	(KNOW)
Learning Standards - Curricular Competencies	Learning Standards - Content
<ul style="list-style-type: none"> Students will participate in outdoor exploration to choose natural elements or objects to connect with. Students will engage in oral storytelling processes by sharing their poems in small groups. Students will use their knowledge of grammar, punctuation, and haiku writing structure to look over group members' poems and provide feedback. 	<ul style="list-style-type: none"> Students will know how to follow the writing structure of a haiku and where the haiku originates from. Students will know how to kindly and constructively provide feedback, as well as graciously receive feedback from their peers. Students will know how to notice and correct mistakes in grammar and punctuation.

Instructional Objectives & Assessment

Instructional Objectives (students will be able to...)	Assessment
<ul style="list-style-type: none"> Students will be able to explain the writing structure of a haiku. Students will be able to provide respectful and constructive feedback to their peers and improve their work by applying received feedback to their own writing. 	<ul style="list-style-type: none"> Students will be assessed on participating in outdoor exploration, haiku writing, group sharing, and providing feedback to peers. Students will be assessed on the accurate usage of haiku writing structure and usage of personification in their writing. Students will also be assessed on how they apply the received feedback to their poem.

Prerequisite Concepts and Skills:

<ul style="list-style-type: none"> Reading and writing skills Working in groups Listening skills How to respectfully give and receive feedback Punctuation meanings
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Indigenous Connections/ First Peoples Principles of Learning:

<ul style="list-style-type: none"> Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Universal Design for Learning (UDL):

<ul style="list-style-type: none"> Students can participate in outdoor exploration by finding materials or making observations. All students can participate by being outside or having an outdoor visual (window, picture). All students can participate in writing and sharing haikus, and may choose group members to ensure they are sharing with peers they are familiar or comfortable with.
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Differentiate Instruction (DI):

- Students who cannot participate in physical exploration may make visual observations of scenery without the need to travel across difficult terrain or have an exploration partner who can bring objects to the student.
- Students who have difficulty reading and writing may have a helper to write the haiku with them and a partner to help read the poem aloud.
- Students with difficulty presenting or speaking in front of others may work with a single partner, a helper, or with the teacher.

Materials and Resources

- Classroom
- Schoolyard/outdoor area
- Notebooks
- Writing utensils
- Haiku worksheets

Lesson Activities:

Teacher Activities	Student Activities	Time
<ul style="list-style-type: none"> • Ask children if they are familiar with reading or writing poetry, and if they have heard of a haiku poem before. If they do not know, ask children to share what they know about poetry or to guess what kind of poem a haiku might be to foster curiosity about the activity. • Instruct children to “think, pair, share” then invite them to share their thoughts with the class after the discussion concludes. • Show the class a video about Haiku poetry. • Explaining the haiku activity, providing an example of a haiku. Ensure that all students understand the activity and ask students to gather their writing materials before lining up by the door. 	<ul style="list-style-type: none"> • Students will raise their hands if they wish to answer or make a guess in front of the class. • Students will participate in “think, pair, share” to express their thoughts with a classmate. After being given time to discuss, students may raise their hands and give more informed answers and guesses. • Students will watch and listen to the videos. • Students will listen to instructions, ask questions if needed, and gather materials before lining up to go outside. 	10 minutes (2 for “think, pair, share,” 4 for watching video, and 4 to explain the activity and answer questions)
<ul style="list-style-type: none"> • The teacher will instruct students on what they can and can’t pick up outside (such as garbage) and will set rules for where in the schoolyard (or other outdoor area) they are permitted to go during the activity. Students are encouraged to draw pictures or make notes for inspiration. • The teacher will supervise students as they gather materials/make observations to write about. • The teacher will get the students’ attention and ask if they have decided what to write about. If anyone needs 	<ul style="list-style-type: none"> • Students will listen to instructions and ask questions if needed. • Students will gather materials and make observations and reflections. They may choose to do this alone or with classmates. • Students will gather in an open space and quietly work on their haikus. They may share ideas with their classmates quietly. 	35 minutes (15 minutes to explore, 20 minutes to write haikus)

<p>more time, provide 2 additional minutes of exploration.</p> <ul style="list-style-type: none"> ● Get students' attention and gather them in an open space (field, grass). Ask students to begin writing ● Check that all students are on-task and understand the rules for writing a haiku. 		
<ul style="list-style-type: none"> ● The teacher will ask if students are finished or close to finishing their haikus. If most students are done, they will be instructed to separate into groups of 4-5 (depending on the size of the class) and to take turns sharing their haikus. After each haiku, students will provide (at least) one compliment and one critique. ● The teacher will walk between the groups, listening in on the sharing and feedback. ● Once all groups are done, the teacher will instruct the students to rewrite their haikus below the original, applying the feedback they received. If students are happy with their first haiku, they may write a second one or help a partner with theirs. ● The teacher will call the class inside and take the finished haiku worksheets. ● The teacher will ask the class what they thought about the activity (going outside, giving emotions to natural objects and features, sharing with groups, receiving feedback, and what was noticed about revised haikus). 	<ul style="list-style-type: none"> ● Students create groups and sit on the grass to share their haikus. After each student's turn, their group members will provide compliments and feedback. Students may make notes on the compliments and feedback they receive. ● Students will work on revising their haikus. They may talk quietly with their group members to clarify feedback or new ideas. ● Students will head back into class, turning in their haiku worksheets to the teacher. If they need more time to finish, they can choose to take the worksheet home and turn it in the next day. ● Students may share their thoughts aloud or write a journal entry about the activity if they would prefer not to speak. 	<p>35-45 minutes (15 minutes to share, 15 minutes to provide feedback and make edits, 5-10 minutes to ask questions and reflect on activity)</p>

Organizational Strategies:

- Clapping when close to students (indoors) or using a whistle (outdoors) to gather students' attention before giving further instruction or moving on to the next step.

Proactive, Positive Classroom Learning Environment Strategies:

- Snapping/clapping for peers when they finish reading their poem
- Listening to each other as they share their poems
- Allowing everyone a chance to speak
- Encouraging students

Extensions:

- Students may find something at home or outside of school to apply personification to. Students may share what these things are and how they would be personified.
- Students may write haikus about things in their neighbourhoods. If they would like, they can bring additional haikus or other poems to class and share them.

Reflections (if necessary, continue on separate sheet):