

Jason Kozel

Lesson Plan Title – Expressing Yourself in English Using Poetry

Description of the material selected as the focus of the Lesson –

- PowerPoint slide illustrating the basic rules for haiku poem creation.

Discipline and Topic –

- English as a Second Language: Introductory Level Haiku Poetry Production

Target Population –

- Korean High School Grade Level 1 (American 10th grade)
- Population Characteristics—ethnically homogenous population, varying ability levels do to class grouping based upon age and not ability.
- Lesson grouping—students will work individually, but use support from other students at their table

Curriculum Links –

- This lesson is the third and final lesson in a poetry unit. Students will have completed onomatopoeia poems in the lesson preceding this one.
- Typically, students in Korea possess a great deal of understanding about the English language (mostly grammar) and poor

understanding of how this knowledge is used in practice (they never speak English). This lesson will serve as a conduit through which students may come to understand how to express themselves in English.

- This lesson will serve as a starting point for students' to express themselves using English. The succeeding lesson will involve role play using the English language.

Objectives –

Students will be able to:

- ...recognize the basic structure of a haiku poem.
- ...compose a haiku poem using the English language.
- ...apply their prior knowledge of the English language when creating their haiku poems.
- ...solve problems that arise when creating their poems by consulting and conferring with the other students at their table.
- ...critique the quality of their own poem.

Media Literacy Objectives –

Students will be able to:

- ...analyze and explain the graphical representation of syllables presented in the PowerPoint slide.
- ...synthesize information from a PowerPoint slide depicting the syllabic guidelines for a haiku poem.

Materials and Timing –

- One 50 minute class period
- Computer with projector

- MS PowerPoint
- Worksheets

Scope and Sequence –

1. The students will work individually. There are 8 tables with 5 students per table.
2. The teacher will state the objectives for the lesson in plain English.
3. The teacher will explain the PowerPoint slide in English.
4. The teacher will work together with the class to create a new haiku poem. Particular emphasis will be given to the syllabic guidelines illustrated by the PowerPoint slide and the pronunciation that dictates these guidelines.
5. The students will construct their own haiku poems.
6. The teacher will guide students to complete their poems so that ample time may be given for those students who wish to share their poems with the class.
7. The teacher will ask the students to give themselves a letter grade for their poems and a justification for this grade.
8. The teacher will restate the objectives for the lesson in plain English.

Supplemental Materials –

- Pencils
- English to Korean and Korean to English dictionaries (as needed)
- A smile

Evaluation of Students –

Objectives	Accomplished	Developing	Unacceptable
Student recognized the basic structure of a haiku poem	Student adequately recognized the basic structure of a haiku poem	Student showed limited recognition of the basic structure of a haiku poem	Student did not recognize the basic structure of a haiku poem
Student composed a haiku poem using the English language	Student adequately composed a haiku poem using the English language	Student composed a haiku poem that demonstrated a minimal effort for using the English language	Student did not compose a haiku poem using the English language
Student applied their prior knowledge of the English language when creating their haiku poem	Student adequately applied their prior knowledge of the English language when creating their haiku poem	Student demonstrated a minimal effort for applying their prior knowledge of the English language when creating their haiku poem	Student did not apply their prior knowledge of the English language when creating their haiku poem; student used Konglish (Korean-English creole)
Student solved problems that arose when creating their poem by consulting and conferring with the other students at their table	Student adequately solved problems that arose when creating their poem by consulting and conferring with the other students at their table	Student demonstrated a minimal effort for solving problems that arose when creating their poem by consulting and conferring with the other students at their table	Student did not try to solve problems that arose when creating their poem by consulting and conferring with the other students at their table
Student critiqued the quality of their own poem	Student demonstrated evidence of a thoughtful critique for the quality of their own poem	Student demonstrated evidence of a limited critique for the quality of their own poem	Student did not demonstrate evidence of a limited critique for the quality of their own poem

Student analyzed and explained the graphical representation of syllables presented in the PowerPoint slide	Student adequately analyzed and explained the graphical representation of syllables presented in the PowerPoint slide	Student demonstrated a limited analysis and explanation for graphical representation of syllables presented in the PowerPoint slide	Student did not analyze and explain the graphical representation of syllables presented in the PowerPoint slide
Student synthesized information from a PowerPoint slide depicting the syllabic guidelines for a haiku poem	Student adequately synthesized information from a PowerPoint slide depicting the syllabic guidelines for a haiku poem	Student demonstrated a limited synthesis of information from a PowerPoint slide depicting the syllabic guidelines for a haiku poem	Student did not synthesize information from a PowerPoint slide depicting the syllabic guidelines for a haiku poem

Evaluation of the Lesson –

- This lesson will be considered a success if students execute thoughtful, contemplative work in an enthusiastic manner.
- This lesson will be considered a success if in the next lesson students relate their experiences in this lesson to their dramatic expressions for role play.
- The teacher should evaluate what needs to be changed or altered to better suit the needs of students.