



Lesson Delivery Date: __/__/__
Lesson Delivered By: _____
Initial when complete:
Supplies Bought: _____
Materials Prepped: _____
Feedback Complete: _____

SCALED LEARNING™ LESSON PLAN - SACC

Review this lesson plan at least 3 days prior to leading.

LESSON NAME: (What is the name of the activity?) St. Patrick's Haikus	TIME REQUIRED: 30 minutes	AGES: All
SCALED LEARNING FRAMEWORK ELEMENTS: (STEM, Career Connected Learning, Arts, Literacy, Education, Diversity and Global Learning, etc.)		
<ul style="list-style-type: none"> Literacy 		
STANDARDS ADDRESSED: (Common Core State Standards; National Core Art Standards)		
Writing: <ol style="list-style-type: none"> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 		
LESSON OBJECTIVE: (What youth should get from this activity, what they should achieve?) Youth will be able to:		
<ul style="list-style-type: none"> Write poems in the Haiku format with a St. Patrick's Day theme. 		
MATERIALS NEEDED:	PREPARE AHEAD OF TIME:	
<ul style="list-style-type: none"> Lined paper Pen or pencil Markers, colored pencils, or crayons 	<ul style="list-style-type: none"> 	

PART ONE:	
SAY: Today we're going to write St. Patrick's Day Haikus.	
ASK & CONNECT (prepare opening ideas to connect lesson to youth's prior experience or prior session)	
<ul style="list-style-type: none"> What do you know about Haiku Poetry? When you imagine St. Patrick's Day, what do you think of? 	
PART TWO: (What are the steps for youth to complete this activity?) Highlight steps when youth have a choice.	What key skills will I need to be prepared to model or teach?
<ol style="list-style-type: none"> Discuss the concept of a haiku: a form of poetry originating in Japanese culture. It is made up of three lines: the first line contains five syllables, the second line contains seven syllables, and third line contains five syllables. A haiku poem does not rhyme. The challenge of a haiku poem is to take 	<ul style="list-style-type: none"> <i>Practicing counting syllables by clapping the syllables in each other's names.</i>

something simple and make an image of it in the reader's mind. For example:

A Cloud
Soft billowy ball
Traveling through the blue sky
floating silently.

2. Have youth practice writing a haiku by filling in the blank line in the following poem:

A Mountain
A tall majestic
(Fill in this blank with 7 syllables)
Sits still quietly

3. Have youth take a piece of lined paper and write down several words that he associates with Saint Patrick's Day. For example: green, leprechaun, shamrock, paddy, Ireland, etc.
4. Ask youth to choose one of the words to describe in detail. The word chosen will be used as the focus for the haiku poem.
5. Encourage youth write as many descriptive words or adjectives as possible for the word chosen. For example, shamrock: green, clover, plant, Irish, etc.
6. Then, using a new sheet of lined paper help youth arrange these descriptive words into a fun haiku poem. Give the poem a title. For example:

Shamrock
It's green and leafy
A symbol of the Irish
Sometimes it's lucky

7. Finally, have youth cut out the poem and paste it onto a sheet of construction paper. Decorate it!

ASK DURING (open-ended questions for during activity)

- What can you do if you get stuck?
- What other topics would you like to write about?
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SITE SPECIFIC (complete prior to lesson delivery)

Leadership (How can youth help lead?)

Choices (What content or process choices are there?)

How will I promote exploration?

How will I nurture creativity?

PART THREE:

REFLECT

- Allow time for youth to share their Haiku. Describe your process through this activity. How was your experience with counting syllables and generating words? What did you do if you got stuck?

FAMILY AND PARENT ENGAGEMENT (Select how activity will be shared)

- Invitation: During activity, invite families to join as they are picking up their child
- Conversation: Draw parent's attention to their youth's contribution at pick up and explain their child's positive contributions to the final product or process
- Communication (written): Photos or written Staff or Youth recap for upcoming newsletter or parent email