



Example 2: English, Writing, Levels 2-3 - Haiku

FROM THE ONLINE RESOURCE *INCLUSIVE PRACTICE AND THE SCHOOL CURRICULUM*

This example demonstrates how a teacher differentiated and adapted an English task so that all her students were able to explore syllabification and write a haiku. Haiku give students an approach to writing poetry that allows creativity within a defined structure. The content and purpose of this lesson was appropriate for students working at levels 2-3 of the curriculum.

Task

The task was to write a haiku that captured an image through text. The students needed to understand the concept of syllabification and collaborate to explore vocabulary and create a poem in the structured form of a haiku. As haiku are usually connected to nature, the students were creating haiku about trees. They were able to choose the way they presented the text.



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New Zealand Curriculum achievement objectives

- Use language features appropriately, showing *some understanding* of their effects:
 - uses oral, written, and visual language features to create meaning and effect (level 2).
At level 1, students use language features and show *some recognition* of their effects; at level 3, they show a *developing understanding* of their effects.
- Show a *developing understanding* of how to shape texts for different purposes and audiences:
 - constructs texts that show a growing awareness of purpose and audience through careful choice of content, language, and text form (level 3).
At level 1, students recognise how to shape texts; at level 2, they show some understanding of how to shape texts.

Opportunities to use and develop key competencies

Students *used language, symbols, and texts* as they made meaning through writing poetry. The students were *relating to others* as they worked collaboratively to create a haiku verse.

Class description

Ms George teaches a year 4-5 class. There are 29 students, 11 girls and 18 boys.

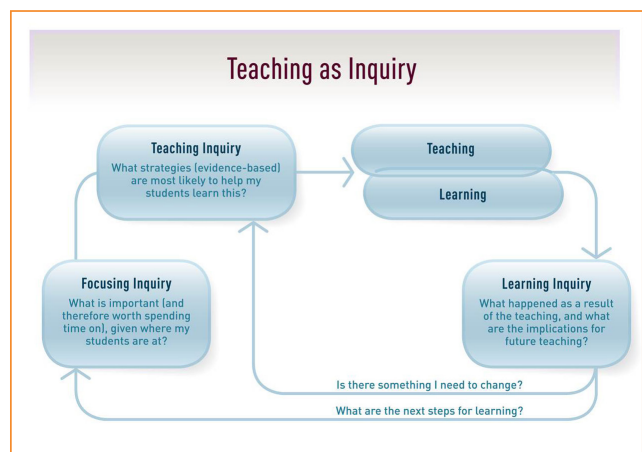
- The learning support coordinator had identified a group of 4 students (**Noah, James, Emma, and Sam**) who need significant support and are working at level 1/early level 2 in literacy and numeracy. She provides support in class on a Wednesday at writing time. She also works with Ms George and a teacher's aide on ways to keep these students engaged with the class work.
- **Mele** has difficulty organising, processing, and recording her thinking. She often chooses to use one of the class iPads and finds this useful for expressing her ideas.

- **Esther** has life-threatening allergic reactions to egg products, dairy products, and all types of nuts. Because of the severe risk these items pose to Esther, the entire school environment requires close monitoring to ensure she is not exposed to any of these items. Esther has a detailed care plan which is implemented by Ms George and a teacher's aide. She also has a risk management plan which details the process for administering medication and for contacting Esther's parents if she goes into anaphylactic shock. This additional support is funded through the School High Health Needs Fund (SHHNF). Ms George monitors meal times, washes down tables and other classroom furniture after meal times, and is very careful to not use any items that Esther is allergic to for learning activities. Esther's peers are also aware that they cannot expose her to the things she is allergic to. She is learning at an equivalent level to her peers and increasingly is able to keep herself safe within the school environment.
- **Jeremy** has cerebral palsy. He uses a power chair and communicates using eye gaze technology. Jeremy has complex needs and receives additional support through the Ongoing Resourcing Scheme ORS that includes specialist teacher and teacher's aide time and support from a multidisciplinary team from the local Ministry of Education office. To stay well, Jeremy needs ongoing review and monitoring of his positioning in the classroom by a physiotherapist and occupational therapist. He also has a specialised programme for eating and swallowing.

Teaching as inquiry

Ms George employed a range of evidence-based strategies to support all her students to participate and learn in this English lesson. She linked to prior learning and provided additional opportunities for students to engage with the content.

Prior to the poetry lesson, students had been taught how to recognise syllabification through clapping natural 'sound bites' of a word and thinking about how each syllable contains a vowel or vowel sounds. Ms George planned a range of tasks across learning areas to explore and reinforce syllabification. Within the poetry lesson, she provided visual reminders about syllabification.



The students were creating haiku about trees that had particular meaning for them. Tree huts, tree swings, fruit trees, and trees growing at home or at school were all considered as motivators for this writing. Students were given time to explore the school grounds, and several commented on the large beech tree in the playground, which was the anchor point for a very popular flying fox. The students were encouraged to check with their families about any trees that had special significance at home or in the community. The teacher gave the students the Māori names for the trees and invited Sam's grandmother, who lives on the marae, to speak to the children about correct pronunciation of tree names such as mānuka.

During the poetry lesson, Ms George gave the students examples of haiku to use as reference. Students were able to work with a peer of their choosing and create a haiku collaboratively. They negotiated with each other where they wanted to work, with some choosing to work outside under a tree. Ms George enabled students to share their learning using multiple ways of responding. The learning was assessed in a variety of ways with high levels of student involvement.

Focusing inquiry

What was important (and therefore worth spending time on), given where Ms George's students were at?

In preparing for this lesson, Ms George had identified that her students needed more experience in self-assessing their learning. She had also observed that some students' spelling and vocabulary were limiting their ability to create texts, and that several students would need additional support with syllabification to complete the task. She thought about how she could engage students through connecting to their interests and peer collaboration. She recognised that differentiating the task and allowing a variety of ways of presenting the haiku would allow these students to achieve.

Teaching inquiry

What teaching strategies (evidence-based) helped Ms George's students learn?

Making connections to prior learning and student interests

- Students had been learning about syllabification in a range of contexts over a couple of weeks:
 - Ms George had made flashcards with a word and picture on one side for students to practise identifying syllables. On the reverse of the card, the word was broken into syllables for students to self-check. She had written each syllable in a different colour to help students recognise the component word parts. These flashcards reinforced the skill of syllabification, and provided some prompts for students beginning to create their haiku.
 - Ms George had asked students to call the attendance register each morning. They said each name, clapping the syllables. The person responding also clapped in syllables, e.g., "Rich-ard is here."
 - Jeremy could indicate the number of syllables in a word by blinking. When it was his turn to help with the attendance register, Ms George or another student read each student's name and Jeremy indicated the number of syllables with the corresponding number of blinks.
- A group of students needed consolidation on syllabification, so the learning support coordinator worked with them to create a poster with the names of TV characters written in syllabic form. Each student searched the Web for a photo of their favourite TV character. They imported the image to the Pic Collage app on the iPad and added text in syllabic form (e.g., Cap-tain Hadd-ock). They shared their e-posters with the class.

Learning inquiry

What happened as a result of the teaching, and what were the implications for future teaching?

Ms George: *The flashcards were useful to reinforce learning. Noah and James used them as a practice activity during reading lessons. It was a good way to give extra opportunities to get the concept of syllabification secure in their thinking. I've noticed that it is much easier for Mele to practise clapping syllables with a flashcard when each is a different colour.*

Ms George: *James and Sam often call the class role, practising syllabification together. Neither would be confident to do it on their own but they do a great job supporting each other.*

Emma: *I like doing the register with Jeremy. He's pretty fast at blinking syllables. Some people think he's not listening because he doesn't talk, but he's actually really smart and he can do the same stuff we do. We always try to ask him yes/no questions, because that's easiest for him to answer. He blinks for 'yes' and sort of rolls his eyes to the side for 'no'.*

James: *It's good that we could make a poster on the iPad about whatever we wanted. Mine's a One Direction poster and I did all the syllables in names in different colours.*

The teacher provided support so that the students could use their prior knowledge and interests to access the task.

With your colleagues, discuss:

How can you ensure that your students recognise prior learning and use this existing knowledge to support new learning?

How can you build on students' interests and personal experiences to scaffold new learning?



Teaching inquiry

What teaching strategies (evidence-based) helped Ms George's students learn?

Allowing for multiple ways of responding

- Ms George provided multiple examples and suggestions for students to create and present their haiku poems:
 - in collaboration with a peer
 - made into a movie using the Sock Puppet app on the iPad and shared with the class
 - shared with the class using sign language
 - performed as mime
 - painted on a poster
 - created as a collage
 - written on the smart board
 - typed into a Google Doc and shared with the class and/or families
 - written in ink on the back of a large leaf.
- Ms George provided word-bank posters, for example, a page of 'winter' words, and a page of 'tree' words. These could be used to support students who found it difficult to generate text.
- Mele took one of the class iPads and chose to work on her haiku in the resource room next door to the classroom. She often works in the resource room as Dragon software is most effective in a quiet environment.

Learning inquiry

What happened as a result of the teaching, and what were the implications for future teaching?

Ms George: *The students often produce much better work when they choose a partner and have lots of options about presentation.*

Ms George: *I was very careful not to provide any paint products, glue, or collage items that might be a problem to Esther, and I reminded the class to think about this too. Esther is aware of the kinds of trees that can trigger her allergies so I made sure she thought about this during the lesson.*

James: *I can do the poem, but I get stuck on some of the words, so I get the spelling from the tree-word poster. I didn't know how to spell 'branches'.*

Mele: *I wrote my haiku on the iPad. I'm proud of what I do when I work on the iPad, but I don't like it when I have to write.*

Ms George: *Mele knows how to use various writing apps on the iPad and is working in every way at the level expected for her age. It's just a shame she spent most of the lesson by herself in the resource room - I need to find ways to make the most of the technology but also include peer interaction.*

The teacher provided practical and technological adaptations to help her students access the reading task.

Read more about [adapting supports](#) to ensure that all students can access lesson content.



Teaching inquiry <i>What teaching strategies (evidence-based) helped Ms George's students learn?</i>	Learning inquiry <i>What happened as a result of the teaching, and what were the implications for future teaching?</i>
<ul style="list-style-type: none"> The specialist teacher had loaded pictures of different trees and associated word lists onto Jeremy's computer before the lesson. Julie, the teacher's aide, supported Jeremy to open the files with the tree pictures and words. He looked through the pictures and selected one to base his haiku on using eye gaze. Julie worked with Jeremy and a fellow student to select words from the lists to create the poem in a Google Doc. Once she saw that the student understood how the technology worked, she left the pair to work together and she supported other students in the class who wanted assistance. At the end of the lesson, she showed Jeremy and his buddy how to share the haiku document with Ms George and each boys' family. 	<p>Ms George: <i>It's important I find a couple of minutes before a lesson to chat to Julie. She then knows what is required and can set up Jeremy's computer so he is ready to participate in the learning along with everyone else. I prefer that Jeremy work with his peers when he can and that the teacher's aide buzzes around the class helping anyone who needs it.</i></p> <p>Ms George: <i>Jeremy and his buddy wrote an excellent haiku. Jeremy's literacy is progressing well, but much of his learning is about making choices rather than generating ideas. I will talk to the specialist teacher about this the next time we meet.</i></p> <p>Specialist teacher and teacher in discussion: <i>We've noticed that towards the end of the day, Jeremy seems to get tired and slumps slightly in his chair, which means his eye gaze isn't as accurate. We need to talk with Jeremy's mum about whether this happens at home and to ask the physiotherapist for advice.</i></p>
<p>Assessing students meaningfully to celebrate learning</p> <ul style="list-style-type: none"> Ms George wanted the students to self-assess their performance in this task. She gave them a couple of options for this: <ul style="list-style-type: none"> complete a self-evaluation sheet with sliding scales to indicate their level of engagement in the task and how much they thought they had learned; there was also a space to write what they wanted to learn next (the specialist teacher had adapted a version of this sheet on Jeremy's computer) have a short video interview with Ms George, where the student showed their work and she asked similar questions to those on the self-evaluation sheet. Using Evernote, Ms George created an e-note for each student that included a photo or link to the student's work, a photo of their self-evaluation sheet or embedded video of their interview, and her feedback. Each student's note was emailed to their parents as a weblink. Ms George also emailed the link to Jeremy's e-note to the specialist teacher. 	<p>Noah: <i>I like doing the sheet about what we've learnt. I like showing it to Ms George.</i></p>



Read more about [networks of support](#) and how you and your students can be supported by the school community and specialists from outside the school.



With your colleagues, discuss:
What opportunities can you provide for **all** students to express their learning in multiple ways?

The students evaluated their learning, and the teacher shared this with their parents.



With your colleagues, discuss:
How do you support **all** your students to assess their own learning?

Next steps



Now that you have explored this example, work with colleagues to:

- consider the challenges and opportunities in relation to inclusion for *your* students
- decide on the next steps in your English teaching to ensure *all* your learners are participating, learning, and achieving
- plan for a future meeting to review the impact of your next steps and what *now* needs to happen.

Recommended resources



Support and information about poetry and haiku can be found on English Online.