

Writing Using Knowledge of Syllables to Write a Haiku

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Overview:

In this lesson, students will learn about kale through observation and an optional taste test. Students will read haiku poems about various vegetables to identify the pattern and elements that the poems have in common (syllable structure). Students will learn about the structure of haiku poems (5 syllables, 7 syllables, 5 syllables) and will write their own haiku poem about kale. If students need further inspiration, they can utilize a word bank for adjectives (and adverbs!) to describe kale and other foods.

Time Needed: 40 minutes

Common Core Standards:

- English Language Arts:
 - 3rd Grade
 - [CCSS.ELA-LITERACY.L.3.2.F](#). Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

Objectives:

- Students will understand and use syllable patterns to write a haiku about kale.

Materials:

- Kale or photos of kale
- [Vegetable Haiku Examples](#)
- [Haiku Outline for Kale](#)
- [Adjectives to Describe Food Word Banks \(and Adverbs!\)](#)

Outline:

- Engage: Observe kale
- Explore: Read vegetables haikus and describe the patterns
- Explain: Learn about syllable patterns in haiku poems
- Extend: Write a haiku about kale

Lesson Plan

- Engage (small groups / at the garden or at tables) - 10 minutes
 - Observe a kale plant together either in the garden or in the classroom using all of their senses.
 - Optional: Taste test of a kale recipe or taste test raw kale with or without a dip
- Explore (small rotating groups / across the garden or classroom) - 10 minutes
 - Place the eight vegetable haiku examples across the space. Divide students into eight small groups and allow them to rotate through, reading each of the poems and looking for the pattern between them.



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- Explain (whole group / at seats) - 10 minutes
 - Explain that haikus are three-lined poems that follow a syllable pattern - five syllables, seven syllables, five syllables.
 - Explain that students will complete a haiku poem about kale by choosing phrases that match the syllable pattern and describe kale.
 - Provide students with the [Haiku Outline for Kale](#) and allow them time to brainstorm words and phrases that would fit.

- Extend (whole group / at seats) - 10 minutes
 - Read aloud from [Adjectives to Describe Food Word Banks \(and Adverbs!\)](#) adjectives that could describe the look, taste, or texture of food. If it describes kale, students can stand up. If it does not, they can stay seated. If it does describe kale, the teacher can write it on the board as an option for the acrostic.
 - Explain that “adverbs” are words used to describe how, where, when, how often, or why something is - sometimes they can be used right in front of an adjective. Read aloud from [Adjectives to Describe Food Word Banks \(and Adverbs!\)](#) to find adverbs that could go in front of adjectives to describe the look, taste, or texture of food. The teacher can write these options on the board so students can use them to complete phrases in their haiku.

- Evaluate:

Example Evaluation

Engage / Explore	Student participated in observing the kale using all five of their senses.	___/20
Explain (CCSS.ELA-LITERACY.L.3.2.F.)	Student actively participated in using syllables to write a haiku to describe kale.	___/40
Extend (CCSS.ELA-LITERACY.L.2.6.)	Student actively participated in using appropriate adverbs in phrases with adjectives to describe kale.	___/40
TOTAL:		___/100



Writing Vegetable Haiku

Examples _____



BROCCOLI, SO GREEN
SAUTÉED, ROASTED, STEAMED OR RAW
ANY WAY, TASTY

Writing Vegetable Haiku

Examples _____



HEIRLOOM TOMATO
MY FAVORITE SEASON IS YOURS
SALT, SUGAR, MAGIC

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Writing Vegetable Haiku

Examples _____

A stylized illustration of a corn cob, showing the yellow kernels and green husks, positioned behind the haiku text.

**FIBER, VITAMINS
COMPLETELY OF BBOBS
NOTHING LIKE A COB**



Writing Vegetable Haiku

Examples _____





Writing Vegetable Haiku

Examples _____





Writing Vegetable Haiku

Examples _____



**GOOD MORNING TO YOU,
MY CRUCIFEROUS DELIGHTS.
TONIGHT YOU ARE MINE.**

Writing Vegetable Haiku

Examples _____



**DEEP VIOLET COVER
ANTIOXIDANT BRIMMING
TEXTURE SO UNIQUE**



Writing Vegetable Haiku

Examples _____



**IT IS YOUR GREEN STRING
THAT MAKES YOU YOU, CELERY.
PLEASE DON'T CHANGE A THING**

ALC 401



Writing Vegetable Haiku

Outline _____

Kale

By: _____

_____ (5 syllables)

_____ (7 syllables)

_____ (5 syllables)



Writing Adjectives to Describe Food Word Banks (and Adverbs!)

Adjectives to Describe Taste

- Bitter
- Burnt
- Buttery
- Delectable
- Delicious
- Flavorful
- Fresh
- Fruity
- Hot
- Irresistible
- Mellow
- Mild
- Peppery
- Pickle
- Plain
- Refreshing
- Rich
- Ripe
- Salty
- Savory
- Sharp
- Sour
- Spicy
- Strong
- Sweet
- Tangy
- Tart
- Zesty

Adjectives to Describe Texture

- Chewy
- Creamy
- Crispy
- Crumbly
- Crunchy
- Dry
- Goopy
- Greasy
- Juicy
- Moist

Adjectives to Describe Look

- Red
- Orange
- Yellow
- Green
- Blue
- Purple
- Black
- Brown
- Tiny
- Small
- Large
- Huge
- Round
- Flat

Adverbs to Add in Front

- Always
- Exactly
- Fortunately
- Frequently
- Generally
- Hardly
- Never
- Normally
- Occasionally
- Often
- Only
- Just
- Perfectly
- Rarely
- Seldom
- Seriously
- So
- Sometimes
- Unexpectedly
- Usually
- Very