

# Writing Using Knowledge of Syllables to Write a Haiku Poem —



Jenna Mobley, Tending Our Common Ground

## Overview:

In this lesson, students will learn about squash 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 squash. If students need further inspiration, they can utilize a word bank for adjectives (and adverbs!) to describe squash 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.

## Materials:

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

## Outline:

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

# Writing Using Knowledge of Syllables to Write a Haiku Poem —



## Outline:

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

## Lesson Plan:

- Engage (small groups / at the garden or at tables) - 10 minutes
  - Observe a squash plant or harvested squash together either in the garden or in the classroom using all of their senses.
  - Optional: Taste test of squash
- 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.
- 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 squash by choosing phrases that match the syllable pattern and describe squash.
  - Provide students with the Haiku Outline 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 squash, students can stand up. If it does not, they can stay seated. If it does describe squash, 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.

# Writing Using Knowledge of Syllables to Write a Haiku Poem —



- Evaluate:

### Example Evaluation

Engage / Explore	Student participated in observing the squash 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 squash.	___/40
Extend (CCSS.ELA-LITERACY.L.2.6.)	Student actively participated in using appropriate adverbs in phrases with adjectives to describe squash.	___/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**

ALC 2014

# Writing Vegetable Haiku

Examples \_\_\_\_\_



**FIBER, VITAMINS  
COMPLETER OF BBQS  
NOTHING LIKE A COB**



# Writing Vegetable Haiku

Examples \_\_\_\_\_



**WITHOUT RANCH DRESSING  
TOO FEW APPRECIATE YOU  
YOU DEAR, SWEET CARROT**

# Writing Vegetable Haiku

Examples \_\_\_\_\_




**COOK THEM IN A PAN,  
SAUTE UNTIL THEY ARE BROWN,  
HASHTAG PARSNIP LOVE**

*mccay*



# Writing Vegetable Haiku

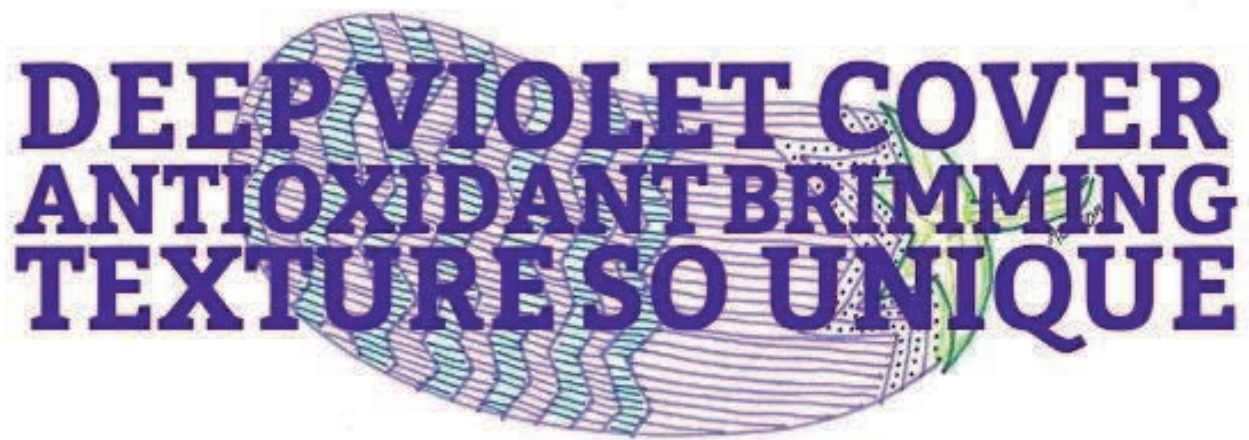
Examples \_\_\_\_\_



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

# Writing Vegetable Haiku

Examples \_\_\_\_\_



# Writing Vegetable Haiku

Examples \_\_\_\_\_



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

# Writing Vegetable Haiku

Outline \_\_\_\_\_



## Oh My Squash

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