

K-2 Writing Acrostic Poems

About Legumes



Jenna Mobley

Overview:

In this lesson, students will learn about legumes through observation (and an optional taste test). Students will then read a book about adjectives and identify adjectives that could describe legumes - these will be used to create an acrostic poem about legumes. As an extension, students will learn about adverbs to create phrases to complete their acrostic poem.

(Time Needed: 40 minutes)

Common Core Standards:

- Adjectives:
 - Kindergarten
 - CCSS.ELA-LITERACY.L.K.5.B - Demonstrate understanding of frequently occurring verbs and adjectives.
 - 1st Grade
 - CCSS.ELA-LITERACY.L.1.1.F - Use frequently occurring adjectives.
 - 2nd Grade
 - CCSS.ELA-LITERACY.L.2.6 - Use words and phrases acquired through conversations, readings, and being read to, and responding to texts, including using adjectives and adverbs to describe.

Objectives:

- Students will understand and use frequently occurring adjectives and adverbs to describe legumes.

Materials:

- Examples of legumes or photos of legumes
- [“Hairy, Scary, Ordinary” by Brian P. Cleary](#) (or similar book about adjectives)
- [Acrostic Outline for Legumes](#)
- [Adjectives to Describe Food Word Banks \(and Adverbs!\)](#)

Outline:

- Engage: Observe legumes
- Explore: Brainstorm words we know to describe legumes
- Explain: Read about adjectives and fill acrostic poem in with adjectives
- Extend: Learn about adverbs and fill acrostic poem in with adverb phrases

Lesson Plan:

- Engage / Explore (small groups / at the garden or on the carpet) - 10 minutes
 - Observe a legume plant together either in the garden or in the classroom using all of their senses.
 - Optional: Raw Taste Test



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GA Standards

30 min

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- Explain (whole group / at seats) - 20 minutes
 - Explain that describing words are called “adjectives” and read the book, [“Hairy, Scary, Ordinary” by Brian P. Cleary](#) to review many different adjectives.
 - 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 legumes, students can stand up. If it does not, they can stay seated. If it does describe legumes, the teacher can write it on the board as an option for the acrostic.
 - Explain that students will complete an acrostic poem about legumes, choosing words that start with the letters in the word “legumes” and that describe legumes.
 - Provide students with an [Acrostic Outline for Legumes](#) and guide them in choosing words from the board that fit into the acrostic.
- Extend (whole group / at seats) - 10 minutes
 - 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 \(and Adverbs!\)](#) 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 fill in their acrostic poem.

● Evaluate:

Example Evaluation

Engage / Explore	Student participated in observing the legumes using all five of their senses.	___/20
Explain (CSS.ELA-LITERACY .L.K.5.B. CSS.ELA-LITERACY. L.1.1F.)	Student listened as the book was being read and actively participated in identifying and using appropriate adjectives.	___/40
Extend (CCSS.ELA-LITERAC Y.L.2.6.)	Student actively participated in using appropriate adverbs in phrases with adjectives to describe legumes.	___/40
TOTAL:		___/100



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🕒 30 min

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