# A Turnip or Two (Haiku!)

## Writing about Roots - Lesson 1

## For the Classroom

- Group structure - whole group or small groups
- Location - at seats
- Approximate time - 25 minutes

## Common Core and Georgia Standards of Excellence

- 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.

## Materials

- Turnips, growing in the garden or harvested in the classroom (1 per small group)

## Reproducibles

- Haiku Poem Frame (1 per child)
- Vegetable Haiku Examples (1 set)
- Adjectives and Adverb Word Bank (1 per small group)

## Directions

1. Observe a turnip plant or harvested turnip together either in the garden or in the classroom using all of their senses.
2. Place the eight vegetable haiku examples across the space. Divide children into eight small groups and allow them to rotate through, reading each of the poems and looking for the pattern between them.
3. 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 turnips by choosing phrases that match the syllable pattern and describe turnips.
4. Read aloud from Adjectives Word Bank adjectives that could describe the look, taste, or texture of food. If it describes turnips, students can stand up. If it does not, they can stay seated. If it does describe turnips, the teacher can write it on the board as an option for the haiku.
5. 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. Write these options on the board so children can use them to complete phrases in their haiku.
6. Provide students with the Haiku Poem Frame and allow them time to brainstorm words and phrases that would fit using inspiration from their observations and the word banks.

**Lesson Created by Jenna Mobley for Georgia Organics**

_____(title)

By:_____

_____(5 syllables)

_____(7 syllables)

_____(5 syllables)

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

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

FIBER, VITAMINS
COMPLETER OF BBQS
NOTHING LIKE A COB

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

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

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

DEEP VIOLET COVER
ANTIOXIDANT BRIMMING
TEXTURE SO UNIQUE

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

## 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
- Gooey
- 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