



standards based curriculum

Materials to inspire your USDA Fresh Fruit & Vegetable Program

PRODUCE POETRY

Inspired by today's FFV snack, students write FFV-themed Haikus.

Grades 3-5

Time: 20 minutes

Before you begin...

- Decide on an ELA learning objective. This lesson is written to explore Haiku format with students, but many other language aspects could be used. You could focus on:
 - Parts of speech: adjectives
 - Figurative Language: metaphor, simile
 - Poetry Forms: Haiku, limerick, ode, free verse
- **Gather materials**
 - FFV snack, including example of whole item
 - Whiteboard or chart paper
 - Paper and writing utensil for each student
 - Fun facts and information about FFV

Instructions

1. Write 'Haiku' on the whiteboard, ask students if they are familiar with this type of poetry. Explain that a Haiku is Japanese form of poetry, consisting of 17 syllables broken up into a 5/7/5 pattern.
2. Share examples of Haikus and clap the syllables out with students. Ask students what else they notice about these sparse poems (no rhyming necessary, kind of like a broken up sentence, short, no title, etc.). Clarify any misunderstandings.
3. Explain that you will be writing Haikus about today's FFV snack. Hold up example of the whole item. Ask if anyone knows what it is called. Write the FFV name on the whiteboard.
4. Create a word bank by asking students to use their powers of observation to describe the FFV and list their words on the board.



PRODUCE POETRY CONT...

5. Distribute their FFV snack. Ask students to examine the produce with four of their senses (hold off on tasting), and continue to add to the word bank. Then, taste the snack and add observations to the word bank.
6. As students eat, write a Haiku together. Use the words in your word bank (these words can get students started, but make sure they know they can include other words, too). Model how to use your fingers to count syllables, and how to break lines in the middle of a phrase to adhere to the format.
7. Tell students to begin writing a Haiku of their own about the FFV snack. Students may write more than one if time allows.
8. Ask students to share their Haikus. If you are short on time, have students partner share; if you have more time, invite a few students to share with the whole group.

Extension

Students can publish their Haikus and illustrate their finished pieces.

Examples

Glorious maroon
Beets shake dirt from hairy roots
Sweet, earthy rubies

Are they forests of trees,
Or little flowers unbloomed?
Broccoli you're mine

Orange spike, lacey
tops, super power vision
Eat carrots daily

Standards Alignment

CCSS Anchor Standards

- **CCSS.ELA-LITERACY.CCRA.L.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Parts of Speech)

- **CCSS.ELA-LITERACY.CCRA.L.3**

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (Parts of Speech, word choice/precision of language)

- **CCSS.ELA-LITERACY.CCRA.L.5**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Figurative Language)