



## TOPIC: POETRY – JAPANESE STYLE

### National Curriculum Area/s: English

Title: *Poetry Writing - Vegetables*

Year level(s): 2/3

### Strands

- Language – Text structure and organisation
- Language – Expressing and developing ideas
- Literature – Creating literature
- Literacy – Creating texts

### Understanding Goals

- Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences) (ACELA1478)
- Understand how to use sound–letter relationships and knowledge of spelling rules, compound words, prefixes, suffixes, morphemes and less common letter combinations, for example 'tion' (ACELA1485)
- Recognise high frequency sight words (ACELA1486)
- Create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue (ACELT1791)
- Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose (ACELY1682)
- Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation (ACELY1683)
- Write using joined letters that are clearly formed and consistent in size (ACELY1684)

### Possible links to other curriculum areas

- Mathematics – Measurement and Number: operations of problems based on the growth/measurements recorded of the plants; graphing of measurements etc.
- Art – still line drawings.
- Writing – weekly journal entries of observations and changes.
- T&E – planning and making an appropriate vegetable pot for growing the vegetable plant.
- For more suggestions see the 'Vegetables' Cross Curriculum Plan on the Smarty Plants website.

### ACTIVITY LESSON PLAN

1. Children will be shown a selection of vegetables to name, discuss and brainstorm a few descriptive words. Model one poem with one of the vegetables to allow children to see what is expected and how the poem works. Model your poem using the explanation below.

2. If working in groups, allow the children to have a selection of vegetables in their group to feel, smell, taste (if suitable), before they begin their brainstorming of ideas. They may write one as a small group, or have a go at their own independent writing.
3. Once children have written, edited and illustrated the poems, have them read them to the group.
4. Publish as a book or as a board of Haiku Poems.



### **What is haiku?**

Haiku is a Japanese poetry form. A haiku uses just a few words to capture a moment and create a picture in the reader's mind. It is like a tiny window into a scene much larger than itself. Traditionally, haiku is written in three lines, with five syllables in the first line, seven syllables in the second line, and five syllables in the third line.

### **One Haiku example you might use**

*The long, fresh, green beans      (5 syllables)*  
*Crunch and juice as you bite them   (7 syllables)*  
*They taste so healthy.            (5 syllables)*

### **MODIFICATIONS FOR OTHER YEAR LEVELS:**

For older year groups, the students could be given a more open-ended task requiring them to select an appropriate poetry format (assuming they had been exposed to a selection e.g Acrostic, Haiku, Limerick, Narrative poem etc.)