K-2 / Writing: Acrostic Poems about Spinach

Overview:
In this lesson, students will learn about spinach through observation (and an optional taste test). Students will then read a book about adjectives and identify adjectives that could describe spinach - these will be used to create an acrostic poem about spinach. 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 spinach.

Materials:
- Spinach plant, spinach leaves, or photos of spinach
- “Hairy, Scary, Ordinary” by Brian P. Cleary (or similar book about adjectives)
- Acrostic Outline for Spinach
- Adjectives to Describe Food Word Banks (and Adverbs!)

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

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Lesson Plan:

- **Engage / Explore (small groups / at the garden or on the carpet) - 10 minutes**
  - Observe a spinach plant together either in the garden or in the classroom using all of their senses.
  - Optional: Raw Taste Test
- **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!) and discuss adjectives that could describe the look, taste, or texture of food. If it describes spinach, students can stand up. If it does not, they can stay seated. If it does describe spinach, the teacher can write it on the board as an option for the acrostic.
  - Explain that students will complete an acrostic poem about spinach, choosing words that start with the letters in the word “spinach” and that describe spinach.
  - Provide students with an Acrostic Outline for Spinach 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!). Discuss 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.
  - If students have trouble filling in the “I” on the acrostic they can use it as an article to describe what they think about spinach!
- **Evaluate:
  
  Example Evaluation**

<table>
<thead>
<tr>
<th>Engage / Explore</th>
<th>Student participated in observing the spinach using all five of their senses.</th>
<th>__/20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain (CSS.ELA-LITERACY.L.K.5.B., CSS.ELA-LITERACY.L.1.1F.)</td>
<td>Student listened as the book was being read and actively participated in identifying and using appropriate adjectives.</td>
<td>__/40</td>
</tr>
<tr>
<td>Extend (CCSS.ELA-LITERACY.L.2.6.)</td>
<td>Student actively participated in using appropriate adverbs in phrases with adjectives to describe spinach.</td>
<td>__/40</td>
</tr>
</tbody>
</table>

TOTAL: __/100

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