Fresh Picked Poetry, A Day at the Farmer's Market – Illinois Reads Curriculum Plan

Title of Book	*Fresh Picked Poetry, A Day at the Farmer's Market*		
Title of Unit	*Fresh Picked Poetry*		
Grade level (interest)	4th	**Reading Grade level**	Fry Reading Chart – Late 4th Grade, Early 5th Grade
Lexile Level	N/A	**Guided Reading level**	N/A
A. Purpose for Instruction/ Essential Questions/ Theme	The purpose of these lessons is to engage 4th grade students in highly vivid and immersive poetry so they understand how writing makes poetry come alive. Word choices, phrases and the way the words are written on the page all are creative choices that the author makes and it's up to the reader to determine the purpose and theme through visualization and inferential thinking.		

B. Alignment to the depth of the Common Core – Standards addressed and assessed

CCSS ELA Standards [Reading, Writing]	1. . CCSS.ELA-LITERACY.RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. 2. CCSS.ELA-LITERACY.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). 3. CCSS.ELA-LITERACY.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 4. CCSS.ELA-LITERACY.W.4.3.D Use concrete words and phrases and sensory details to convey experiences and events precisely. 5. CCSS.ELA-LITERACY.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 6. . CCSS.ELA-LITERACY.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

C. Student Learning Outcomes – Targeted unit goals

1. I can visualize part of a text to make a picture in my head.
2. I can imagine myself in an event and describe my own version.
3. I understand that questions about text and illustrations can help me make inferences while reading.
4. I can identify when writing is showing me or telling me.
5. I can make inferences and visualize while I read a poem.
6. I can infer meaning from a poem through identifying themes and plot.

D. Text Sections to be read closely with plans to support reading and discussion

Lesson 1: "A Necessary Mess", "Goose Chase", "Early Risers", "Transformed"
Lesson 2: "Summer Checklist", "Sally's Sweet Corn"
Lesson 3: "Pile Up", "A Necessary Mess"
Lesson 4: "Delightful Bites"
Lesson 5: "Market Day Today", "Local Loot", "Farmer Greg's Free-Range Eggs", "Wild Dreams in Two Voices"
Lesson 6: Whole book, "Market Melody", "Antonio's Old-Time Sharpening", "From Bee to Me"

Academic Language to be supported at word, syntax and discourse levels	Alliterations, stanzas, rhyme schemes, types of fruits and vegetables, background knowledge of what happens at a farmer's market (i.e. knife sharpening), similar, metaphors
Vocabulary	
Tier 2 Words	Meticulous, jamboree, Green Zebra Tomato, Dinosaur Kale, reprimanded, bounty
Tier 3 Words	Toil, lattice, alchemy

Bloom's Levels Addressed:

Remembering   ⭐Analyzing
⭐Understanding   Evaluating
⭐Applying   ⭐Creating

Webb's Depth of Knowledge:
Recall, Skill/Concept, Strategic Thinking, Extended Thinking

E. Instructional Lessons

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Research Based Strategies & Interactive Activity/Handouts	Strategy	Interactive Activity and Handouts
	Lesson 1 – Visualizing from a Vivid Piece of Text (pg. 156, Strategies that Work, 3rd Edition, Harvey & Goudvis)	Smartboard slide 1, Appendix A
	Lesson 2 – Eyewitness Testimony Charts (pg. 101, Classroom Strategies for Interactive Learning, 4th Edition, Buehl)	Smartboard slide 2, Appendix B
	Lesson 3 – Questioning that Leads to Inferential Thinking (pg., 142, Strategies that Work, 3rd Edition, Harvey & Goudvis)	Smartboard slide 3
	Lesson 4 – Visualizing in Reading, Showing Not Telling in Writing (pg. 160, Strategies that Work, 3rd Edition, Harvey & Goudvis)	Smartboard slide 4, 5 & 6
	Lesson 5 – Inferring and Visualizing with Poetry (pg. 167, Strategies that Work, 3rd Edition, Harvey & Goudvis)	Smartboard 7 & 8
	Lesson 6 – Recognizing Plot and Inferring Theme (pg. 173, Strategies that Work, 3rd Edition, Harvey & Goudvis)	Smartboard slide 9 & 10, Appendix C

Objective:	Students will connect parts of a poem to a visual representation of the text.
Procedure Lesson One:	1. Begin by previewing *Fresh Picked Poetry.* Flip through the book. Ask the students what they see in the illustrations. 2. Have a discussion with the students about why illustrations and visualization while reading is important. 3. Model for students how read a portion of text and visual what it looks like by using Smartboard Activity One. Uncover stanza of "A Necessary Mess", read it out loud and model visualizing the text and using background knowledge to make sense of the text. Drag the stanza to a part of the illustration that could be represented by the text. Make sure students know there is no right answer. 4. Do the next two stanzas modeling with input from the class about where they should be placed on the illustration. Have the last three stanzas placed by students on the illustration and have them explain their thinking. 5. Put students into partner groups. Hand out illustration of "Goose Chase" without the poem on it. Hand out printed stanzas of the poem to each group. (See Goose Chase Activity in Appendix A) 6. With their partner, students will discuss what they visualize with each stanza and then glue or tape the stanzas to the part of the illustration that the text could represent. 7. Put students in small groups and give each group a line or two from "Early Risers" and "Transformed". In their group, students draw a visual of their lines of the poem. 8. Each group will present their visualization and explain their thinking for what they visualized. 9. All the pictures will be placed together to make the illustration for the poem. Hang it in the classroom.
Technology pages:	

Objective:	Students will describe their own version of an event from a poem.
Procedure Lesson Two:	1. Begin with a discussion with students about visualizing. Remind them of how they visualized through thinking of a picture in their head to make meaning of text. Explain that another way that students can make meaning from text is through imagining that they were at the events in the text themselves. 2. Have another colleague come into the room and have a quick, spirited discussion. After they leave, ask the students to write down their own account of what they just say. Explain that it isn't a recollection, but they should write it from a personal perspective as if they were the one that was in the discussion. 3. In pairs, students will exchange their accounts without conversation. Once they've read them, they can discuss what is similar and different. 4. Discuss as a whole class what the pairs found similar and different. Discuss that while different people might focus on the details differently, the bigger facts should remain the same. 5. Do a group read aloud of "Summer Checklist". Then using Smartboard Activity 2, click on the hidden words in The Author's Words box to pull up bigger facts and details of the poem. Model your thinking about how you are imagining yourself to be at the farmer's market. Write down your version on the Smartboard and draw a picture of what you see. 6. Have student pairs read "Sally's Sweet Corn" and complete the Sally's Sweet Corn graphic organizer (See Appendix B).
Technology pages:	

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Objective:	Students will recognize questions based on text and illustration that lead to inferential thinking
Procedure Lesson Three:	1. Begin by sharing that when we read, we have questions and sometimes those questions are answered directly in a text. Sometimes, they aren't and we have to use text or visual clues to infer the answers. 2. Read "A Necessary Mess" aloud to use the student's prior knowledge of the poem. Do not read the last stanza. As you read out, model asking questions about what you think is meant by a necessary mess, what is clinging to boots, etc. Model using the pictures as well as the text to try to figure out the answers. Have a discussion with the students about what a necessary mess is and how using questions helped everyone to infer that it was dirt. 3. Use Smartboard Activity 3 to help students with questioning. Pull it up on the board and click the flashing image to have it stop. Three question options about that part of the illustration will appear. Model the first one and your own thinking about which question it could be. 4. Have students give input or come up to the board for the other five. Make sure they explain their thinking. 5. Read aloud "Pile Up". Have a discussion with students about what questions they found answers to in the text and which ones they couldn't find answers in the text so they had to be inferred.
Technology pages:	

6
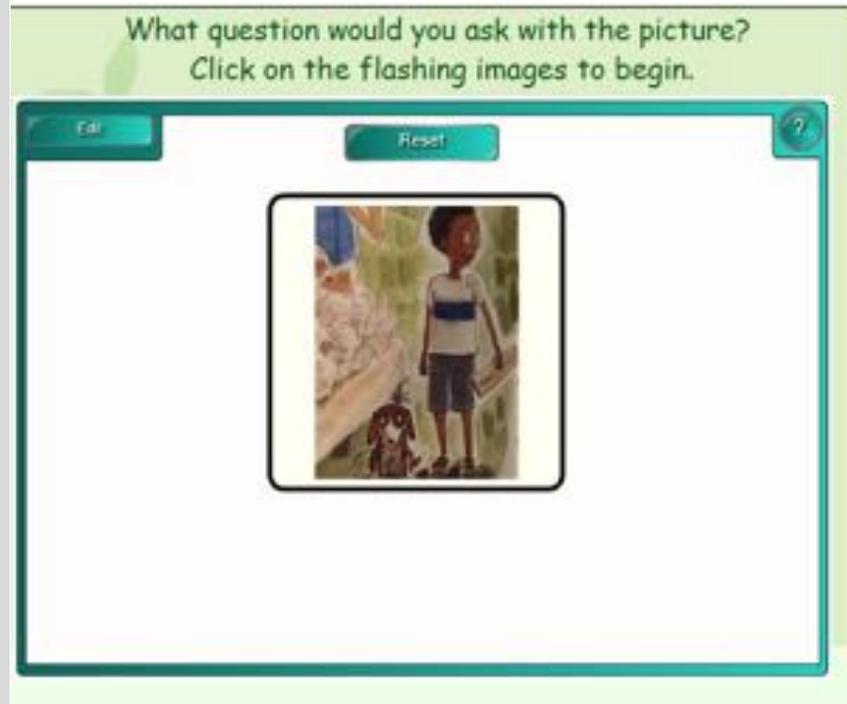
Objective: **Procedure Lesson Four:** **Technology Pages (cont'd on next page):**	Students will categorize showing versus telling in a piece of text. 1. Explain the difference between showing and telling in writing. Explain that good writers use active, visual verbs and specific word choices to make writing come alive. 2. Use Smartboard slide 4 to demonstrate an example of showing in writing and an example of telling in writing. Model your thinking out loud. Complete Smartboard slide 4 with the class. 3. Call students up to the Smartboard to complete Smartboard slide 5 which has examples from *Fresh Picked Poetry*. Have students explain their thinking. 4. Around the room, place chart paper with a T-Chart on it. Place "showing" on one side and "telling" on other. Write an event such as a summer day, a baseball game or a trip to a zoo on the top of the paper. The other station will be Smartboard slide 6. 5. Place students into small groups. Explain to students that as they move around the stations in the room, they will write sentences that are telling about the event and sentences that show what happened at the event. 6. When students reach the Smartboard, they will mark lines in the text (and illustration) with the "S" where the text is showing something and mark lines with "T" where the text is telling something.
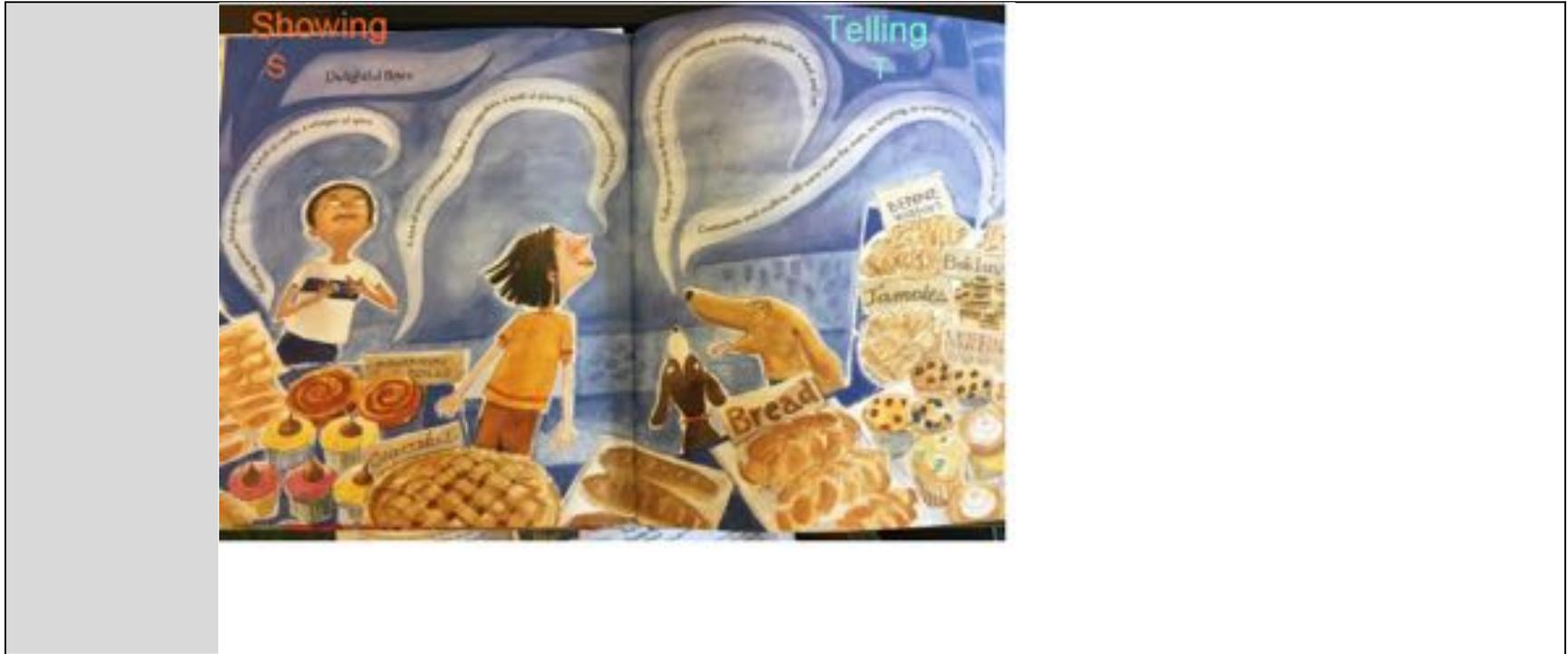
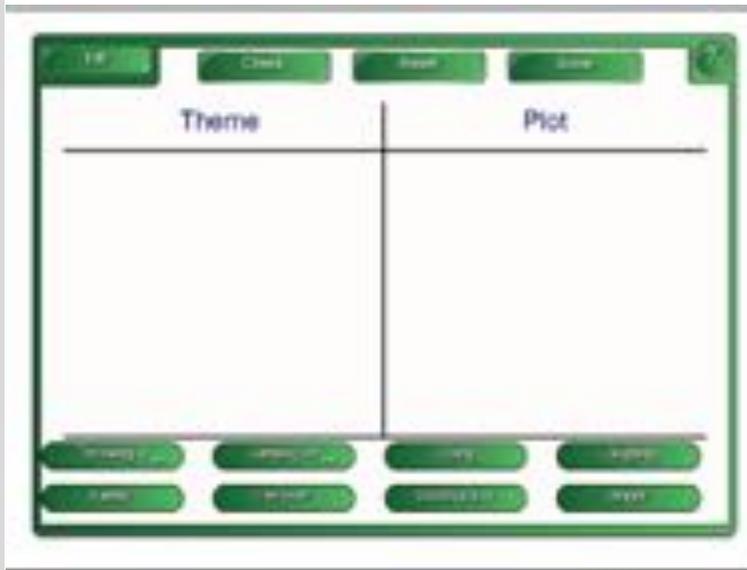|	
Objective:	Students will practice visualization and inferential thinking in highly vivid poetry.
Procedure Lesson Five:	1. Discuss with students that poetry is highly visual and inferential as they have bene learning. Explain that poems have lots of figurative language and try to make you visualize with words. 2. Have "Farmer Greg's Free-Range Eggs" on Smartboard slide 7. The title and second half of the poem will be hidden until clicked. Model thinking aloud about what could be shaded brown, soft green or beige, etc. Mark your inferences as you read the poem with I and visualizations with V and annotate your thinking on the Smartboard. 3. After modeling with "Farmer Greg's", pull up Smartboard slide 8. Put students in small groups. When they are at their desks, hand out a copy of the poem "Market Day Today" and "Local Loot". 4. Have the students in the small groups at their desks work on visualizing and drawing inferences. One group at a time rotates up to the Smartboard and uses the board to annotate "Wild Dreams in Two Voices" at the board. After a group finishes, save their changes as a separate slide. 5. Discuss the poems as a whole class. Have students share their visualizations and inferences with their classmates. Pull up each groups' completed "Wild Dreams" slide to look at the similarities and differences between each groups annotations.
Technology Pages (cont'd on next page):	

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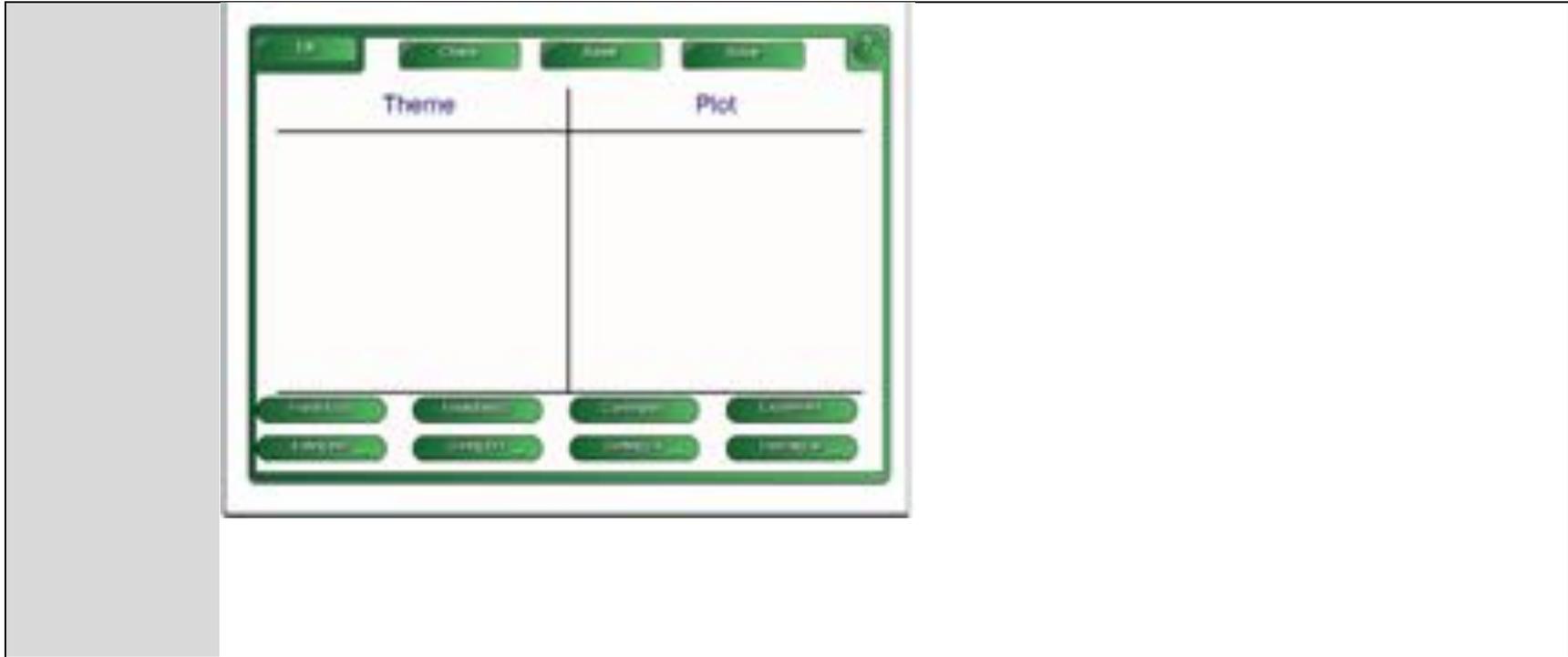
Objective:	Students will construct meaning about poems through inferential thinking and visualization.
Procedure Lesson Six:	1. Explain to students that poems, stories and books have themes that are the underlying lessons, morals and ideas that give a story its meaning. Explain that we infer themes and they aren't explicitly stated. Explain that plot are the events that happen in a story. 2. Using the T-Chart on Smartboard slide 9, sort examples of theme and plot into the categories. Model your thinking. Finish the T-Chart with input from students. 3. Make an anchor chart that has Evidence from Text/Plot on one side and Theme on the other side. Read aloud "Market Melody", "From Bee to Me" and "Antonio's Old Time Sharpening". As you read, do a think-aloud with the students, modeling pulling evidence and inferences from the text and illustrations. Have a discussion with the students about what themes they think are present across those three poems such as localness. 4. Using Smartboard slide 10, with the class, sort the options which are from *Fresh Picked Poetry* into theme and plot. Have a discussion with the students about what they think the overall meaning of *Fresh Picked Poetry* is. 5. In small groups, have students choose a poem from the book. Then students will use the graphic organizer (Appendix C) to state what they think the meaning of the poem is, what the theme(s) is and what the evidence is to support their thinking.
Technology Pages (cont'd on next page):	

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Formative and Summative Assessment linked to standards and learning outcomes (objectives)	Formative	• Interactive Smartboard activities • Student comments during discussion • Student answers on graphic organizers and worksheets • Student answers and thoughts on chart paper
	Summative	• Students will choose a day of their own and create six poems and illustrations written in the style of *Fresh Picked Poetry*. The poems will have highly vivid details and words used to create highly inferential poems that offer rich visualization.

Appendix A

Goose Chase Visualization Activity   Name:

Goose Chase

Name:

Instructions: Choose important facts and details of the poem to write down in Author's Words.
Then, put yourself into the poem and write your own version in first person and draw a picture.

I was there and can describe:

Author's Words:	My version:	My picture:

Appendix C

Names:

Instructions: With your group, read your selected poem. Identify plot and write it down in the Plot box. Then discuss what theme is in the poem. There could be more than one. Finally, discuss what the meaning of your poem is and write it down.

Our poem is: _____

Plot:	Theme(s):

The meaning of the poem, _____,
is:

Necessary Mess

In tater skins
and onion bins,
the farmer's fingernails.

This film of dust,
a thin brown crust -
a mess you can't avert.

In curly greens,
on stringer beans,
old crates, and weighing
scales

But don't you know?
No crops would grow
without a lot of dirt

It clings to boots
and radish roots
and smudges mushroom caps

It likes to hide
tucked deep inside
all crannies, groves and gaps

Eyewitness Testimony - Fresh Picked Poetry

I was there and can describe:

Summer

Checklist

The author's words:

Roast a shish kabab
Line wraps around the corner
Watermelon vendor slices fruit
     for all to try
Farmers mist the Swiss Chard
Boatloads of tomatoes and
     zucchinis

My version:

My picture:

Adapted from: Classroom Strategies for Interactive Learning, 4th Edition.
Doug Buehl.

3

What question would you ask with the picture?
Click on the flashing images to begin.

Edit

Reset

?

Feb 25-12:34 PM

Feb 27-2:27 PM

Showing
S

Telling
T

Farmer Greg's Free-Range Eggs

Shaded brown,

soft green, or beige,

they range

in shape and size.

But nestled well

in speckled shells,

there hides a rich surprise.

All laid by hens

not cooped in pens,

but roaming free and bold,

these eggs are eggs-traordinary,

with yolks

as pure as gold.

Mar 16-4:32 PM

Visualization
V

Inference
I

Wild Dreams in Two Voices

Theme	Plot

| Throwing a ... | Jumping on ... | Crying | Laughing |
| Family | Heroism | Good vs Evil | Anger |

Edit   Check   Reset   Solve   ?

Feb 27-2:09 PM

| Edit | Check | Reset | Solve | ? |

Theme | Plot

| Fresh food | Friendliness | Community | Excitement |
| Eating the ... | Going to t ... | Getting ca ... | Dancing an ... |

Feb 27-2:21 PM