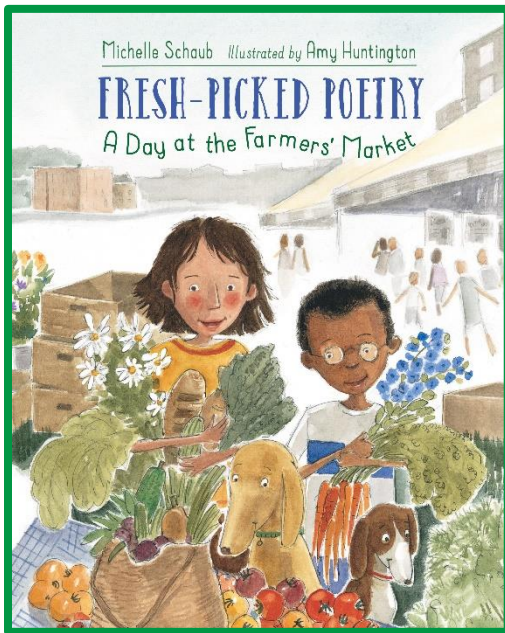


Educator's Guide to

FRESH-PICKED POETRY: A Day at the Farmers' Market

Note: The activities in this guide align with Common Core State Standards for English Language Arts for Grades 1, 2, and 3, but standards for other grades also apply. Prepared by Michelle Schaub with consultation from Valerie Bresnahan, Ed.D, CDP.



About the Book: *Through eighteen lively poems, follow the adventures of two new friends and their canine companions as they discover how much there is to love at the local farmers' market.*



About the Author: *Michelle Schaub is a children's author and poet. She also teaches middle school language arts at The Avery Coonley School in Downers Grove, Illinois, where she shares her love of poetry with her students. When she's not teaching and writing, Michelle loves hiking, biking, and exploring farmers' markets. Follow her at @Schaubwrites.*

Why Poetry in the Classroom?

Poetry presents challenging text in a concise format. Students are not overwhelmed with an abundance of words as they grapple with the author's purpose and meaning. Poetry indeed invites close reading and careful analysis within a succinct format. Use the poems in *Fresh-Picked Poetry* to design lessons that challenge your students to become more engaged close-readers.

Getting Started:

The follow routine will help facilitate understanding and enjoyment of the poetry in *Fresh-Picked*.

Get Ready:

Before presenting it to the students, read the poem a few times aloud to yourself so you can feel the rhythm and flow. Your pre-reading and practicing will do much to facilitate your students understanding and enjoyment of poetry.

Get Set:

Tell the students that you are going to read a short text to them. You want them to be still and listen to the words. Invited them to let the words form a picture in their heads. Explain that they will have a job to do when you have finished reading.

Go:

1st read:

Read the poem aloud while students listen quietly. (Do not let students see the text. Their job is to listen.)After reading, ask students to take a minute to record what they heard or how the text made them feel.

2nd read:

Display the poem so all students can see the text. This time, have students read the text with you [unison read.] Alternatively, for emerging readers, read a line or two and have the students repeat the line(s) back to you until you have read the entire poem. Then ask "Now what did you notice?"



Digging Deeper:

The following five examples provide a guide for closer analysis. The pattern modeled here can be applied to all of the poems in the collection.



“Market Day Today”

CC
Standard

Question

Ideas From the Author

R1, R5	What purpose does this poem serve? How do you know that from the text?	<i>This poem introduces readers to the collection and to the fun of farmers’ markets.</i> <i>The first line states that it’s market day. The words “spy the wonders,” “join the party,” and “come celebrate” all invite readers in.</i>
R4	Look at the words: “neighbor-stroller-dog parade.” What is unusual about how those words are connected? Why did the author use this phrase to describe the market?	<i>These words are connected with a hyphen. I purposely used a hyphen to string the words together, mimicking the feeling of a parade. I wanted to capture the idea that a farmers’ market is a bustling place where diverse members of the community come together.</i>
R4	What other words or phrases stand out to you? Why?	<i>Answers will vary.</i>
R6, L2	How does the author feel about market day? What words tell you that?	<i>I’m excited about the market day. You can tell this from the cheer, “hooray, hooray,” as well as the use of exclamation points.</i>
R7	What clues in the illustration tell you about how market day begins?	<i>The illustration shows a truck loaded with boxes of produce leaving a farm and heading toward a city. It hints at the work that farmers must do before market day begins.</i>

Writing connection: “Market Day Today” is a list poem. It names a few of the items and activities you might find at a farmers’ market. As you read the remaining poems in the collection with your students, make a list of other items and activities mentioned in the poems. Discuss with your students which of these items they feel should be included in an introductory poem. Have students write their own introductory list poems, including the items from the market they select as important. Alternatively, you could guide students through a class collaboration on a new introductory list poem.

“Early Risers”

CC
Standard

Question

Ideas From the Author

R1 **What is this poem about?**

This poem is about the work farmers must do while the rest of the world is sleeping.

What words or lines from the text show that idea and how do they show it?

Some of the words that show that idea are: “while you sleep”, “silver light” (which indicates moon light), and “as dawn pinks the sky” (which suggests sunrise)

R2 **What is the author trying to say about farmers?**
What words tell you that?

I want readers to realize that farmers work hard to prepare for the market.

I chose specific work-related verbs to express the idea of effort, including “toil,” “harvest,” “sort,” “wash,” and “load.”

R4 **What is the effect of the phrase “stretch and sigh?”**

This phrase suggests that the farmer is already tired and the day has not even started.

Look at the phrase “just as dawn pinks the sky.” What is unusual about the way the author uses the word “pinks?”

In this phrase, I use the word “pink”, which is typically an adjective, as a verb. I do this to call attention to the action of the sunrise turning the sky pink.

R5 **What do you notice about the form of this poem?**
Why do you think the author chose this form?

This poem is a terse verse. Terse verse poems contain short, clipped lines that rhyme. I chose terse verse to capture the many activities that must occur in a short amount of time early in the morning in order to get ready for market day.

R6 **After reading this poem, how do you think the author feels about market day farmers?**
What words tell you this?

With the words “enjoy the bounty that they bring,” I try to show the wonder I feel each time I encounter the abundance of fresh produce farmers bring to market. I want readers to experience that joy also.

Writing connection: “Early Risers” shows all the actions a farmer goes through to get ready for market day. It is written in terse verse. Terse verse puts emphasis on action, making it a great poem to reinforce the use of specific and precise verbs. While reading the poem with your students, have them name the words that show action. Create a list of these verbs. Discuss the variety and specificity of the verbs. Have students think of activities in their own lives that require a lot of preparation. Getting ready for school? Planning a birthday party? Write down all of the action verbs involved. Have students write their own terse verse poems about their preparations. Encourage them to use specific rather than vague verbs. Alternatively, you could guide students through a class collaboration on a terse verse poem.

“Delightful Bites”

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Standard

Question

Ideas From the Author

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| R1 | What is this poem about? | <i>This poem is about the tempting smells of all the delicious baked goods found at the market.</i> |
| | How do you know that from the text? | <i>I try to tempt readers’ taste buds with words that describe specific smells, such as: “whiff of vanilla,” “whisper of spice,” and “hint of some cinnamon.”</i> |
| R5 | What do you notice about the format of this poem?
How does the form support the meaning? | <i>This poem is a shape poem. The words are arranged to imitate the scents drifting from freshly baked goods.</i> |
| R6 | What is the author’s attitude about the “delightful bites” at the market?
What words tell you this? | <i>I love all the baked goods at the market. In fact, I cannot resist them. The first hint of this love comes in the title of the poem, “Delightful Bites” which sets a positive tone. The words “alluring,” “whisper,” “hint,” and “tempting” suggest that the items are calling to readers. The words “freshly baked,” “warm from the oven,” and “scrumptious” reinforce the tantalizing tastes.</i> |
| R7 | Look at the illustrations on this page.
What do you notice about the types of baked goods available at the market? | <i>The illustration shows a variety of baked goods from different cultures, such as baklava and tamales. This contributes to the collection’s message that a variety of experiences and people can be found at the farmers’ market.</i> |

Writing Connection: “Delightful Bites” is a shape poem. The poem’s words are formed to look like scents drifting from farmers’ market baked goods. Brainstorm with students other items found at a farmers’ market. As a class, select an item and work together to create a list of words and phrases that describe that item. Then have students arrange the words on their own paper to imitate the item’s shape. After practicing a few of these as a class, encourage students to create their own. As an alternative, investigate Tagxedo, an online app that allows students to create shape poems digitally.

“Wild Dreams in Two Voices”

CC
Standard

Question

Ideas From the Author

R1 **What is this poem about?**

This poem is about two items of produce, a green zebra tomato and dinosaur kale. Both items are personified, and they imagine what life would be like if they actually were the wild creatures that their names suggest.

How do you know that from the text?

The subtitle gives the names of each item. The first line uses the word “if” which suggests imagination.

R2 **What is the author’s message?**

I was trying to show that while it is fun to imagine being someone or something else, it is also nice to celebrate who you are.

What words tell you that?

The words “we wouldn’t get along,” contrast with the ending words “live in peace.”

R5 **What do you notice about the way the poem appears on the page? How is it different from other poems in this collection?**

This is a poem in two voices. The words spoken by the tomato in the left column are in regular font. The words spoken by the dinosaur kale in the right column are italicized. The words spoken by both voices at the same time are in the middle and bolded. Other poems in the collection are in the same font, and they are not written as a conversation.

R5 **What do you learn about the two voices from this format?**

The format shows the tomato and dinosaur kale’s perspectives. Both the tomato and the dinosaur kale brag about the great features that they would have if they really were wild creatures. While both pieces of produce dream of being wild, in the end, they would rather get along than live as enemies.

Writing Connection: Sharing a poem in two voices is a great way to demonstrate conversation.

When reading the poem to your students, you may want to have props, such as a mask to hold up as you read each part. You could also read with a partner while students follow along, noting the format. In preparation for their own writing, have the class think of other fruits or vegetables found at the farmers’ market. Have each student select one, then turn to a partner and discuss what their two items would say to each other if they were having a back and forth conversation. After conversing, have students write this conversation as a poem in two voices.

“Day’s End”

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Standard

Question

Ideas From the Author

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| R1 | What function does this poem serve? | <i>This poem concludes the collection. It reflects on the many sensory delights experienced over the course of the day at a farmers’ market. It also circles back to the introductory poem, anticipating the “wonders” of the next market day.</i> |
| | How do you know that from the text? | <i>This poem mentions specific items from the other poems including musicians, scissors grinders, customers, and honey jars.
I deliberately use the word “wonders” again to echo its use in the intro poem, suggesting that the cycle of discovery will begin again next market day.</i> |
| R3 | Compare and contrast “Day’s End” with “Early Risers.” | <i>Both poems are set at the farmers’ market, one at the beginning of the day and one at the end.
“Early Risers” is a terse verse. The short phrases give the poem a sense of energy and anticipation.
“Day’s End” has longer lines and a slower pace.
The emphasis is on stillness and satisfaction at the end of a busy day.</i> |
| R4 | What is the feeling the author expresses in this poem?
What words tell you that? | <i>I’ve tried to establish the quiet that comes after the hustle-bustle of a market day.
The words “hushed,” “still,” “empty,” and “vanish” all convey a sense of stillness.</i> |
| R7 | How does the illustration in this closing poem balance the illustration in the introductory poem? | <i>The introductory illustration is set on a farm. The final illustration is set in the city. These contrasting settings show the journey of food from farm to table. Both illustrations show the farmers’ trucks. However, in the final illustration the truck holds empty crates, suggesting that the farmers were able to sell their wares at the market. The final illustration also shows a family enjoying the bounty of the market, which highlights how farmers’ markets connect farmers and consumers.</i> |

Writing connection: “Day’s End” is a winding down poem. As you read it with your students, have them note the soft, quiet sounds in the poem. Then have students think about how they wind down at the end of a busy day. Do they make a bedtime snack? Brush their teeth? Read a story? List ideas so the class can see them. Have students use these ideas and add others to write their own “Day’s End” poems. Encourage them to use words with soft, quiet sounds to echo the stillness that happens at the end of the day.