



WEEK 3 Day 5

**Text Talk**  
***Fresh-Picked Poetry: “Pile Up”***

<b>Big Ideas</b>	Places have different resources.
<b>Weekly Questions</b>	Where do our resources come from?
<b>Content Objective</b>	<p>I can use key details from a poem and illustration to give examples of local produce. (RL.1.1, RL.1.7)</p> <p>I can use key details from a poem and illustration to describe what happens in a poem. (RL.1.1, RL.1.7)</p>
<b>Language Objective</b>	I can use specific words and phrases to understand a poem’s meanings. (L.1.5)
<b>Vocabulary</b>	<p><b>produce (n):</b> fruit and vegetables grown on a farm</p> <p><b>produce (v):</b> to make</p> <p><b>meticulous:</b> extremely careful, paying attention to details</p> <p><b>stand:</b> a table in a market</p> <p><b>precisely:</b> exactly</p> <p><b>eons:</b> a very, very long period of time</p> <p><b>symmetry:</b> being the same, or even, on two sides</p> <p><b>wary:</b> cautious</p> <p><b>local:</b> belonging to the nearby area</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>Fresh-Picked Poetry</i>, Michelle Schaub</li> <li>● <i>Fresh-Picked Poetry</i> slides, slide 6, “Pile Up”</li> </ul> <p>On the whiteboard, with space below for a short list, write:                  What local produce does Farmer Rick have?</p>

<p><b>Opening</b> 1 minute</p>	<p><i>Today we're going to read a poem from Fresh-Picked Poetry by Michelle Schaub, titled "Pile Up."</i></p> <p>Set a purpose for the first read.</p> <p><i>We're going to read this poem a few times. The first time I read the poem, listen and use the illustrations to find out about the kinds of produce that Farmer Rick brings to the market. "Produce" looks the same as another word we have been using—the verb "produce."</i></p> <p><b>Produce</b> refers to fruits or vegetables grown on a farm. Everytime you hear a kind of local produce put up your thumb! There may be some words you're unfamiliar with. We'll use the details in the poem and illustration to help us make sense of those words the second time through.</p>
<p><b>Text and Discussion</b> 12 minutes</p> <p>slide 6</p>	<p>Read the poem with expression once through, showing the slide and holding the book so children can see the illustrations. Remind children to put a thumb up when they hear the name of a fruit or vegetable.</p> <p>At "when setting up his stand" point to the illustration of the stand to support comprehension.</p> <p><i>What type of produce does Farmer Rick have to sell? [cauliflower, peppers, beets, peas]</i></p> <p>As children name each vegetable, ask them to find the corresponding illustration to support their sense making. List each vegetable on the board.</p> <p><i>These kinds of produce are all grown locally, here in Massachusetts.</i></p>
<p>Read 2</p>	<p><i>We're going to read this poem again, but very slowly so that we can really understand what's happening at this farmer's stand at the market.</i></p> <p>Read from "Farmer.." to "...planned." Use context and illustrations to define key vocabulary.</p> <p><i>The poem says that Farmer Rick is <b>meticulous</b> when setting up his stand. How do you think he is acting? What words make you think that?</i></p> <p><i>The poem says "he places all his items into stacks precisely planned." How do his stacks of produce look in the illustration? [neat, organized]</i></p> <p><i>He's stacking everything so neatly! <b>Meticulous</b> means that he's doing this work extremely carefully.</i></p> <p><i>As we keep reading, see if Farmer Rick continues to organize his produce meticulously.</i></p>

	<p>Read from “His...” to “...design.” <i>How has he organized the cauliflower and the peppers?</i></p> <p><i>What word did the poet use to show us that it took him a really long time to organize the produce? [eons]</i></p> <p>Read from “Not...” to “...symmetry.” <b>Symmetry</b> means that it’s the same on both sides.</p> <p><i>Let’s see what happens to his veggie castles!</i></p> <p>Read to the end of the poem. <i>What probably happens when Ms. Mallory picks her produce from the bottom of the pile?</i></p>
<b>Key Discussion</b>	<p>Think, Pair, Share. <i>It says that Farmer Rick had a <b>wary</b> smile. Look at the illustration of his face. How do you think he’s feeling? Why is feeling like that?</i></p>
<b>Closing</b> 1 minute	<p><i>This week we learned about the work that is required to bring some goods to us—chocolate, sneakers, and produce. Some of these goods come through factories and some of them come directly from a farm close by. A lot of work goes into bringing each good to consumers.</i></p>
<b>Weekly Question Chart</b> 5 minutes	<p>Refer to the Weekly Question Chart. <i>This week we have been thinking about this question: Where do our resources come from?</i></p> <p>Read the chart together. Add any essential ideas that may be missing. Identify and color-code two or three themes that emerge. Some themes might be: resources come from far away and close by; it takes a lot of work to make and prepare the goods that we use; workers do different kinds of jobs to produce goods and transport them; goods are transported from where they start to consumers who use them.</p>
<b>Standards (Boston)</b>	<p><b>RL.1.1.</b> Ask and answer questions about key details in a text. <b>RL.1.7.</b> Use illustrations and details in a story to describe its characters, setting, or events. <b>L.1.5.</b> With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p>
<b>Ongoing assessment</b>	<p>Listen to children’s responses during whole group conversation and Think, Pair, Share. Notice if children are familiar or unfamiliar with the vegetables named in the poem.</p>

	Are children able to use the words and illustrations to make meaning of the poem?
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**Notes**

Large empty rectangular box for taking notes.