

About the Book

Text Type: Fiction/Persuasive Page Count: 12 Word Count: 82

Book Summary

When a grocery store is such a fun place for children to visit, wouldn't a farmer's market be an even more exciting destination for them? *Hooray for the Farmer's Market!* illustrates many reasons that farmer's markets are appealing places to visit—meeting artists, eating freshly baked foods, and listening to bands are just a few. The book, which introduces an environment that may be unfamiliar to many students, incorporates useful vocabulary and charming pictures.

About the Lesson

Targeted Reading Strategy

- Visualize


Objectives

- Use the reading strategy of visualizing to understand text
- Identify characters
- Discriminate medial long /a/ vowel sound
- Identify the VCe pattern
- Capitalize sentence beginnings and punctuate sentence endings
- Understand and apply the suffix -er

Materials

Green text indicates resources available on the website.

- Book—*Hooray for the Farmer's Market!* (copy for each student)
- Chalkboard or dry erase board
- Story elements, VCe pattern, capitalization and punctuation worksheets
- Discussion cards

 Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- High-frequency words: *can*, *I*, *the*
- Content words:
Story critical: *artist* (n.), *baker* (n.), *band* (n.), *farmer* (n.), *gardener* (n.), *market* (n.)

Before Reading

Build Background

- Ask students to think about the last time they went to the grocery store. Have them describe to a partner what the store looked like and what they bought, and have their partner draw a picture of the store on the basis of the description.
- Invite volunteers to share what they buy at a grocery store. Record a list of products on the board.

Lesson Plan *(continued)*

Hooray for the Farmer's Market!

Book Walk

Introduce the Book

- Show students the front and back covers of the book and read the title with them. Ask what they think they might read about in a book called *Hooray for the Farmer's Market!* (Accept all answers that students can justify.)
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

Introduce the Reading Strategy: **Visualize**

- Explain to students that good readers will often pause in their reading to visualize, or create pictures in their mind. Readers use the words from the text and what they already know about the topic to construct their visualizations. Remind students that visualizing as they read will help them understand and enjoy what they read.
- Place your hand over the picture on the cover and model visualizing using the title.
Think-aloud: When I read the title of this book, I see that it is about a place called a farmer's market. I know that a market is a shop that sells items, like a grocery store. A farmer's market sells products from farms. I am going to visualize what such a market might look like. I know that farmers grow fruits and vegetables, and they may also raise pigs, cows, and chickens. In my mind, I can see a store with baskets full of fresh fruits and vegetables. I see fresh meat and eggs, too. Maybe this is what a farmer's market will look like. I'm excited to read the book and learn more about a farmer's market.
- Cover the pictures on pages 3 and 4 and read the words aloud to students. Have students close their eyes and visualize what the farmer's market looks like, on the basis of the text and on what they already know. Ask students to draw on a piece of paper the image they pictured in their mind.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Story elements: Identify characters**

- Write the word *character* on the board. Explain or review that a character is a person or animal in the book who plays an important role in the story.
- Model how to identify characters using a familiar story.
Think-aloud: I know that the characters are the people or animals in a story. In the story "Little Red Riding Hood," the little girl, Red Riding Hood, takes off to see her grandmother, but the Big Bad Wolf upsets her plans. In this story, the characters are Red Riding Hood, the Big Bad Wolf, and the grandmother because they are the people and animals in that story.
- Draw a picture of each character on the board.
- Choose another story with which the class is familiar. Have students work with a partner to identify the characters in the story. Invite volunteers to come to the board and draw pictures of the characters.

Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words that students will encounter. For example, while looking at the picture on page 8, you might say: *This word is gardener. Gardener starts with the /g/ sound. Which one of the characters is the gardener? Point to that character.*
- Remind students to look at the picture and use their word decoding strategies to figure out a difficult word. Explain to students that they are going to practice "chunking" words, or breaking words into smaller pieces that are easy to decode. For example, point to the word *baker* on page 7 and say: *I am going to check the picture and use the "chunking" strategy to figure out this word. The picture shows a woman standing behind a case of bread, cookies, and other goodies. When I look at the word, I see that I can break it in two easy pieces. If I take off the letter r, I see the word bake. At the end of the word, I see the letters er, and they make the /er/ sound. When I put the word bake together with the /er/ sound, I hear the word baker. I know that a baker*

Lesson Plan *(continued)*

Hooray for the Farmer's Market!


bakes bread and cookies, just like the woman in this picture. The sentence makes sense with this word. The word must be baker.

Set the Purpose

- Remind students to pause and visualize often as they read. Have them keep track of the characters they read about in the book.

During Reading

Student Reading

- **Guide the reading:** Give students their copy of the book. Have a volunteer point to the first word on page 3 (*What*). Point out to students where to begin reading on each page. Remind them to read the words from left to right.
 - Ask students to place a finger on the page number in the bottom corner of page 3. Have them read to the end of page 5, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
 - Model visualizing.
Think-aloud: On page 5, I read that they meet another farmer who grows vegetables. Even though the book has a picture, it's important for me to visualize, or create my own mental images. I can see in my mind my idea of a farmer: a man or woman in overalls and a checkered shirt, with dirty shoes and a hat. They are standing beside stacks of potatoes and carrots and broccoli. That's how I imagine a farmer selling vegetables would look.
 - Have students close their eyes and create their own mental image, on the basis of what they read and what they already know about farmers. Ask students to draw a picture of their visualization. Invite volunteers to share their picture with the class.
 - Remind students that characters are people or animals that play an important role in the book. Have students discuss with a partner the characters they have seen so far in the story.
 - Invite volunteers to name characters in the book. Record the information on the board. Randomly call on students and have them share one descriptive detail about a character on the board.
 - Introduce and explain the [story elements worksheet](#). Have students fill in information for one character.
 - **Check for understanding:** Have students read to the end of page 8. Encourage them to stop to visualize what they read. Allow them to draw pictures of what they visualized.
 - Review the characters written on the board. Have students think of at least one new character. Have volunteers share the name of the new character they chose. Add new characters to the list on the board. Ask volunteers to say one character trait for any of the characters on the board.
 - Have students read the remainder of the book. Remind them to continue to visualize as they read to help them understand and enjoy the book.
-  Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- **Think-aloud:** *When I read page 11, I paused to visualize bands that I knew. I remember seeing a band with a drummer, a guitarist, and a singer. I can visualize them on the stage, playing their instruments. It was so much fun to see their concerts and listen to their music. I could see myself dancing and smiling. My visualization helped me understand how a band made music, and it helped me to feel the enjoyment that the little boy felt at the farmer's market.*

Lesson Plan *(continued)*

Hooray for the Farmer's Market!

- Have students look at the drawings they made earlier while visualizing. Ask them to compare their drawings with the pictures in the book. Guide a class discussion of how the two sets of pictures compare and contrast.
- Have students think-pair-share about the extra details that their visualizations provided about farmer's markets: think about it in their mind, pair with a partner and discuss, and share their ideas with the class.
- Ask students to explain how visualizing helped them to understand and enjoy the story.

Reflect on the Comprehension Skill

- **Discussion:** Revisit the pictures and descriptions of characters on the board. Ask students if they would like to meet some of these characters. Have students share with a partner who they would like to meet and why they would like to do so.
- **Independent practice:** Have students complete the [story elements worksheet](#). If time allows, discuss their responses.
- **Enduring understanding:** In this book, you learned about the many features of a farmer's market. Now that you know this information, would you like to visit one? Why or why not?

Build Skills

Phonological Awareness: **Discriminate medial long /a/ vowels**

- Say the word *make* aloud to students, emphasizing the medial long /a/ sound. Have students say the word aloud and then say the long /a/ sound.
- Say the word *fake* aloud, stretching the sounds in the word. Ask students to identify the vowel sound they hear in the middle of the word. Emphasize that the long /a/ sound comes in the middle of the word.
- Read pages 6 and 7 aloud to students. Have them raise their hand when they hear a word that has the medial long /a/ sound.
- **Check for understanding:** Say the following words, one at a time, and have students slap their desk when they hear a word with the long /a/ sound: *bake, tan, cake, fan, rake, take, can*.

Phonics: **VCe pattern**

- Write the word *kit* on the board and say it aloud with students. Add the letter *e* to the end to create the word *kite*. Read this word aloud with students. Have students describe the difference between the two words.
- Explain to students that the letter *e* at the end of the word changes the vowel to the long /i/ sound. Point out that readers sometimes call this the silent *e* because it makes no sound. Explain to students that a trick for remembering this rule is that the silent *e* makes a vowel say its name.
- Write the word *make* on the board. Have students say the medial long /a/ vowel sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letter represents the long /a/ sound in the word *make*.
- Write other examples of words with the VCe pattern on the board: *tape, use, and tone*. Read the words with students. Cover the letter *e* at the end of each word and have students reread the word.
- **Check for understanding:** Write on the board the following examples of words with the VCe pattern: *rice, pale, mite, cape, rose, and sane*. Have volunteers come to the board, circle the letter *e* at the end of each word, and underline the vowel. Have the class read the words, emphasizing the long vowel sound.
- **Independent practice:** Introduce, explain, and have students complete the [VCe pattern worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: Capitalization and punctuation

- Write the following sentence on the board: *The farmer's market is a fun place.* Read the sentence aloud with students. Explain that every sentence has a signal at the end so readers will know when to stop reading. Ask a volunteer to come to the board and point to the signal at the end of the sentence.
- Explain that this signal is called a *period*. Point out that a period is like a stop sign because it tells readers to stop reading. It also tells readers that the sentence is a statement.
- Explain that sentences can also end with a *question mark* or an *exclamation mark*. Draw the two symbols on the board. Point out that a question mark signals that the sentence is asking a question, and an exclamation mark signals that the sentence is expressing strong feeling.
- Reread the sentence on the board with students. Invite a volunteer to come to the board and circle the first letter in the sentence. Ask students to think about what is different about this letter. Explain that all sentences begin with a capital letter. Capital letters are also signals, letting readers know that a new sentence is beginning.
- Write the following sentences on the board without correct capitalization and punctuation: *an artist makes paintings; we meet friends at the market; this gardener works in a garden.* Have students point out as many mistakes as they can find. Invite volunteers to come to the board and correct the sentences.



Check for understanding: Have students circle the punctuation for every sentence in the book. Have them underline the capital letter at the beginning of every sentence in the book.

- **Independent practice:** Introduce, explain, and have students complete the [capitalization-and-punctuation worksheet](#). If time allows, discuss their responses.

Word Work: Suffix -er

- Write the words *bake* and *baker* on the board. Read the words aloud and then have students read the words with you. Ask students to share with a partner what each word means. Have volunteers share their definitions with the class. Determine as a class that *bake* means *to cook something*, and *baker* means *a person who bakes*.
- Draw a T-chart on the board. Write the word *bake* in the left column and the word *baker* in the right column. Explain to students that when they add the suffix *-er* to certain words, they create a special noun that means a person who works in that activity. For example, a baker is a person who bakes. Point out that if the word ends in the letter *e*, you just add the letter *r* instead of the whole suffix *-er*.
- Write the word *gardener* in the right column. Have students point at the suffix *-er*. Cover the letters *er* with your hand and ask students what a gardener does (works in a garden).
- **Check for understanding:** Write the following words in the left column: *dive*, *sing*, and *fish*. Have students work with a partner to verbally add the suffix *-er* to each word and create a new noun. Ask the partners to decide what each person does and use the new *er* words in oral sentences.

Build Fluency
Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have them identify the characters in book to someone at home.

Extend the Reading

Persuasive Writing and Art Connection

Ask students to draw a picture of a place they like to visit. Have them label the picture with the name of the location. On a separate sheet of paper, have students write several sentences that describe why this location is a great place to visit.

Visit [WritingA-Z.com](https://www.writinga-z.com) for a lesson and leveled materials on persuasive writing.

Social Studies Connection

Plan a field trip to a local farmer's market. Before visiting, lead the class in preparing a list for a scavenger hunt of different people, animals, foods, or objects to look for at the market. Assign students to groups. On the field trip, have the groups work to complete the scavenger hunt by looking for all the items on the list. Encourage students to speak to local businesspeople who are selling their food and products. After the field trip, discuss everything that students saw and learned at the farmer's market. Have students discuss why farmer's markets are important for local communities.

Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- consistently visualize to understand text
- accurately identify the characters in the book during discussion and on a worksheet
- accurately discriminate the medial long /a/ vowel sound during discussion
- consistently identify the VCe long vowel pattern during discussion and on a worksheet
- correctly capitalize sentence beginnings and punctuate sentence endings during discussion and on a worksheet
- properly apply the suffix -er during discussion

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)