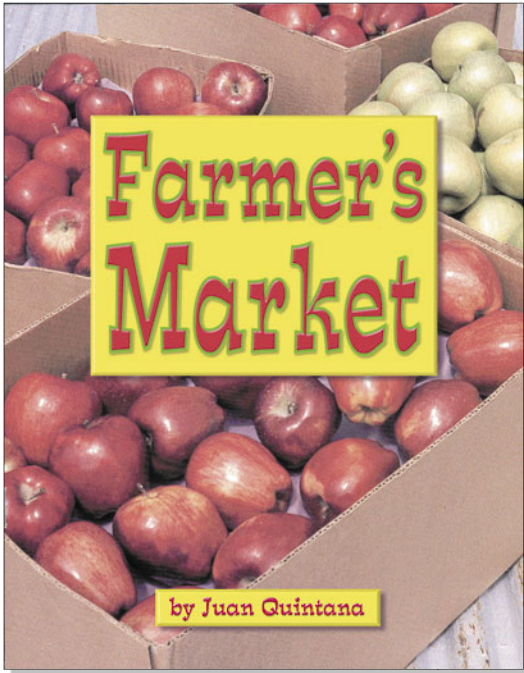


Farmer's Market



Leveling Systems
Avenues: ● Beginning
DRA: 2
Fountas and Pinnell: B
Lexile: BR

This book uses simple, patterned text to tell a story about a farmer's market. Clear photos support the story, beginning with produce on the truck, to shoppers at the market, to the empty truck and happy farmer on the last page. *8 pages, 38 words*

In This Guided Reading Lesson:

Skill Lessons:

Background and Vocabulary	Read the Book	Respond to the Book	Comprehension/ Critical Thinking
<p>Farm Words: apple berry chile farmer peas truck</p>	<p>Spotlight STRATEGY Personal Experience</p>	<p>Farmer's Market: Role-Play Shoppers and Sellers</p> <p>Farmer Bob's Day: Illustrated Sequence Chart</p>	<p>Relate Main Idea and Details (PDF)</p>









Build Background

Favorite Fruits Have children draw and label pictures of their favorite fruit. Then use the drawings to make a picture graph. Place all pictures of the same fruits in the same row of the graph. Label each row with the name of the fruit.

Materials

- drawing paper
- art supplies

What Is Your Favorite Fruit?

apples			
bananas			
mangos			
strawberries			

Ask questions about the graph:

- ▶ What is your favorite fruit?
- ▶ How many children like apples best?
- ▶ Do more children like bananas or mangos?

Build Vocabulary

Market Chant Point to and identify pictures in the book that show apples, peas, berries, chiles, a truck, and the farmer. Invite children to echo each word. Perform this chant as you pretend to load each fruit or vegetable on a truck:

The farmer puts the apples on the truck.
 The farmer puts the peas on the truck.
 The farmer puts the berries on the truck.
 The farmer puts the chiles on the truck.
 Then the farmer drives to the market!

Key Vocabulary

- apple
- berry
- chile
- farmer
- peas
- truck

Encourage children to chime in and act out the chant with you.

1 Preview the Book

Cover This is a story about a farmer's market. You can buy **apples** at a farmer's market. Look at the cover. What color are apples? (red and green)

Page 2 Let's read this page together. These apples are on a **truck**. Look at page 8. Here's a picture of the truck.

Page 3 **Peas** are vegetables that grow on a farm. Look at the picture. To get the little round peas that you eat, you have to break these open. Good readers compare what they know to what they read. Do you like peas? How do you eat them?

Page 4 These strawberries come off the truck next. There are other kinds of **berries**, too, like blueberries and raspberries.

Page 5 Who eats **chiles**? What do they taste like? Chiles like these taste hot and spicy. These vegetables come off the truck like the apples, peas, and strawberries. Where do you think all these fruits and vegetables will go?

Pages 6–7 This is a farmer's market. This is where all fruits and vegetables go after they come off the truck. The people buy and sell the fruits and vegetables.

Page 8 This is **Farmer** Bob. He grew the apples, peas, berries, and chiles on his farm. Let's read this page together. Why does it say *Good job, Farmer Bob?* (He sold all his fruits and vegetables.) What would you like to buy from Farmer Bob?



2 Read the Book

Independent Reading Have children read the book silently or to a partner. Observe as each child reads aloud.

- Use the **Good Reader Guide** on pages 7 and 8 to coach children as they read.
- **Spotlight Strategy: Personal Experience** Children may be unfamiliar with some of the fruits and vegetables shown in the story. Remind children to relate to their personal experience with similar fruits and vegetables to understand the story better.

3 Respond to the Book

Farmer's Market Arrange the produce on a table. Then invite a child to participate as you model buying and selling at a farmer's market. Approach the table and choose some produce to buy. Have the child place your purchases in a shopping bag. Model sentences, such as:

- ▶ I want to buy apples.
- ▶ Do you have any berries?
- ▶ How much are the chiles?

Then have children take turns role-playing shoppers and sellers at the farmer's market.

Farmer Bob's Day Display a Sequence Chart. Ask children what happened first, next, and last in the story. Record their ideas on the chart. Then invite children to draw a sequence of pictures showing Farmer Bob taking his produce off the truck, selling produce, and going home in an empty truck. Add the pictures to the Sequence Chart. Then have volunteers tell the story of Farmer Bob's day.

Materials

- plastic fruits and vegetables, or pictures of produce
- shopping bag

Materials

- drawing paper
- art supplies
- Sequence Chart from *Picture It! Big Book*, page 14

Answers will vary. Sample response:

Sequence Chart

Farmer's Market

First: Farmer Bob takes the fruits and vegetables off the truck.



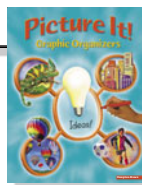
Next: People shop at the farmer's market.



Last: Farmer Bob sells all of his fruits and vegetables.

14

Use only a black dry-erase marker.



Picture It! Big Book, page 14

Farmer's Market

Take a Running Record		Number of Errors	Number of Self-Corrections
page			
2	Take the apples off the truck.		
3	Take the peas off the truck.		
4	Take the berries off the truck.		
5	Take the chiles off the truck.		
6	A lot of people come.		
7	A lot of people shop.		
8	Good job, Farmer Bob!		
		Total	Total

Assess Fluency

Student reads with appropriate:

- expression
- intonation
- attention to punctuation
- rate
- phrasing

Assess Strategy Use

Self-Monitors:

- asks questions
- clarifies
- paraphrases
- uses visuals
- confirms word meaning
- uses punctuation clues
- uses signal words

Self-Corrects:

- asks questions
- rereads
- reads on
- searches for new clues
- adjusts reading rate
- translates
- reduces amount read

Calculate Accuracy Rate

$(38 \text{ words} - \frac{\text{total errors}}{\text{total errors}}) \div 38 \text{ words} = \text{ ______ } \%$

Determine Instructional Needs

<p>If Accuracy Rate Is → Then Have Student</p> <ul style="list-style-type: none"> <input type="checkbox"/> below 90% read a lower-level text <input type="checkbox"/> between 90–94% continue at this level <input type="checkbox"/> 95–100% read a higher-level text 	<p>Student needs more coaching in</p> <p>_____</p> <p>_____</p>
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Good Reader Guide

Use these strategies to coach students as they read independently.

Text	Student Miscue	Coaching Strategies
<p>The rocket is going very fast.</p>	<p>The rocket is gro... going very fast.</p>	<ul style="list-style-type: none">• Observe or ask questions to discover the strategies the student is using, identify the strategy by name, and praise student's use of it. Then have student read on.
<p>The shuttle orbits the Earth.</p>	<p>The shuttle...?</p>	<ul style="list-style-type: none">• Prompt student to find clues in pictures and/or surrounding context.• Encourage use of cognates and/or word families to guess a meaning. Have student try the guess in the sentence.
<p>No one has been to Mars.</p>	<p>Nobody has been to Mars.</p>	<ul style="list-style-type: none">• If the word is phonetically regular, cover it and then reveal each syllable or letter pattern as student sounds out the word. Have student pronounce the word and try it in a rereading.• Have student skip the word and read on.
<p>There is no liquid water on the Moon.</p>	<p>There is no little water on the Moon.</p>	<ul style="list-style-type: none">• Ignore if the miscue does not affect comprehension.• Validate student's strategic use of picture or context. Point out print cues, such as first letters. As student sees that spoken and printed words do not match, ask him or her to self-correct.
<p>There is no liquid water on the Moon.</p>	<p>There is no little water on the Moon.</p>	<ul style="list-style-type: none">• Direct attention to pictures or other cues in the text. Ask questions to help student revise the first reading independently.• Talk about pictures and context to make sure the word is in student's vocabulary. Then have student reread.

Good Reader Guide

Use these strategies to coach students as they read independently.

Text	Student Miscue	Coaching Strategies
Craters look like dark circles when you look up at the Moon.	Craters look like dark when you look up at the Moon. Skips important words	<ul style="list-style-type: none">• Repeat and ask: Does it make sense?• Read together; then have student start over.• Have student track the print and sweep a finger to the next line.
There are mountains on the Moon.	There...are mountains...on...the... Moon Reads slowly, word-by-word, without comprehension	<ul style="list-style-type: none">• Assign a book at an easier reading level, allowing student to build fluency and comprehension.• Recall the book's topic and/or title. Ask questions to tie the ideas in the text to the ideas in the preview.• Have student paraphrase small but meaningful chunks of text, relating it to own experience.
That's one small step for man, one giant leap for mankind.	That's one small / step for / man, one / giant leap for / mankind Reads aloud with poor phrasing	<ul style="list-style-type: none">• Highlight punctuation cues. Write out a section of the text. Demonstrate appropriate phrasing and help student mark the text to show how to group words. Then have student reread.• Relate text to student's personal experience to help student read with appropriate expression.
The Moon is full tonight.	TheMoonisfulltonight Reads quickly, without comprehension	<ul style="list-style-type: none">• Model slowing down and pausing to ask yourself questions periodically. Encourage student to apply these strategies.
The Moon is Earth's only natural satellite.	? Gets stuck; is unable to use any strategies	<ul style="list-style-type: none">• Ask questions to discover why student is stuck.• Suggest strategies and supply words.