

Going on a Farmers Market Field Trip

Grade Level: 4th -5th Grade

- I. Preparing for the Farmers Market Trip Time: 40-60 minutes
II. Market activity
III. Post trip lesson Time: 40-60 minutes

Goal:

Introduce students to different types of fruits and vegetables while linking to Language Arts standards.

Objectives:

Students will be able to complete farmer/ vendor interviews and write a descriptive paragraph.

SFUSD Content Standards: see end of lesson

I. Preparing for the Farmers Market Trip: *Setting the stage*

Materials/Equipment:

- One book for each pair of students (or photocopies of sections pp 1-12, pp 34-39): Families Working Together: Farmers Market by Marcie R. Rendon & Cheryl Walsh Bellville
- Chalk board/whiteboard or chart paper, markers, and masking tape or individual KWL sheets for each student or for pairs of students
- Class set of permission/request for chaperone forms
- Farmer Interview sheet for each student or for pairs of students

Procedure:

1. Anticipatory Set: KWL—Farmers & Farmers Markets

What we <u>K</u> now	What we <u>W</u> ant to know	What we have <u>L</u> earned
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Pose questions such as:

- Have you ever been to a farmers market?
- What is a farmers market?
- How is a farmers market different from a supermarket?

2. Assign pair reading

Tell the class they will be reading in pairs, sections of a book about farmers markets. They will have 20 minutes, to read pages 1-12 and 34-39.

- While reading, have students copy words that they do not know to research in a dictionary or for later discussion. (i.e. *customer, vendor, merchant, immigrant, produce, product*)

- Following the reading tell students that they will be adding to the KWL chart.

3. Revisit KWL chart

Give the pairs 2 minutes to discuss additions to the “What we know” section of the KWL chart. Scribe additions to the chart or have students complete their own charts.

4. Formulating questions

- Tell students that on the field trip they will be asking farmers/vendors questions.
- In pairs have students compose 4 questions on the “W” section of the KWL chart.
- Pass out Farmer or Vendor Interview sheet. Read through the scripted questions and have students add additional questions at the bottom of the sheet.
- Have students divide into pairs and practice asking questions, taking turns being both the student and the farmer.
- Collect sheets for field trip.

5. Review field trip logistics

- Remind students to turn in permission slips and to bring in \$.50 to \$1.00 for the trip.
- Remind them to bring lunches.

II. Market Activity

Materials/Equipment:

- Copy of group assignment sheet for each chaperone
- Permission slips & copies of emergency cards
- *Vendor Interview* sheets
- Farmers Market trip guidelines (see packet)
- Pencils & clipboards or cardboard for each student

Procedure:

1. Review trip logistics

In the classroom before leaving:

- Divide class into groups and review market expectations (with chaperones present).
- Give each group leader the list with assigned students.
- Give each child his/her *Vendor Interview* sheet.
- Have each group choose 1 - 2 backpacks and have group members place all their lunches inside.
- Review field trip objectives:
 - Students will be touring the market in groups.
 - They may taste what is given as samples.
 - They will ask a farmer or vendor questions and write in the answers on the Interview sheet.
 - They may purchase fruits or vegetables to share with the class.

2. At the market

- Review/follow market trip guidelines. (see packet)

- Prior to boarding the bus or upon returning to school, collect the produce the students purchased for sharing.

III. Post market Lesson

Materials/Equipment:

- Completed vendor/farmer interview sheet
- Class or individual KWL charts from pre lesson

Procedure:

- Review KWL charts and students fill in information in the “What I have learned” section.
- Students use information from interview sheets to write a descriptive paragraph.

Lesson Extensions:

- At the market gather information about produce items. (See *Produce Discovery* sheet.) In the classroom write Haiku poems with produce purchased at the market. (See *Fruit & Vegetable Haiku Poetry* sheet)
- Teach the concept of *superlatives* using produce tasted and purchased at the market. (See *Comparing Fruits and Vegetables* sheet.)
- Do a classroom tasting of produce.
- Do a classroom cooking activity.

SFUSD Content Standards:

Reading:

Content Standard 2: The student uses a variety of reading strategies to construct, examine and extend the meaning of diverse materials. The student:

PS 2.1 ___flexibly applies reading strategies in order to construct meaning

Writing:

Content Standard 6: The student writes using appropriate conventions of written language. The student:

PS 6.2 ___writes using conventional spelling

PS 6.4 ___writes using correct grammar and usage

PS 6.5 ___writes with increasing command of vocabulary

Listening:

Content Standard 7: The student listens actively, thoughtfully and critically to a variety of messages. The student:

PS 7.1 ___follows and generates directions

PS 7.2 ___listens responsively and respectfully

Oral communication

Content Standard 9: The student engages and interacts effectively and productively in discussions. The student:

PS 9.1 ___initiates and participates in conversation with peers and adults

PS 9.2 ___participates in collaborative group process

PS 9.3 ___evaluates peer and personal effectiveness in group discussions

Name _____

Farmers & Farmers Markets

Complete chart

K What you <u>K</u>now about farmers & farmers markets	W What you Want to know about farmers & farmers markets	L What you have <u>L</u>earned about farmers & farmers markets

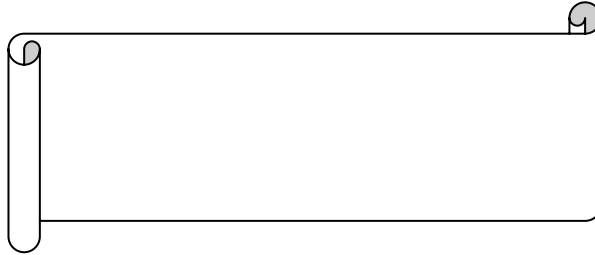
Vendor Interview

Name _____

Directions: Ask a farmer the questions on the left.

Use complete sentences and record their answers in the boxes.

Name of your farmer



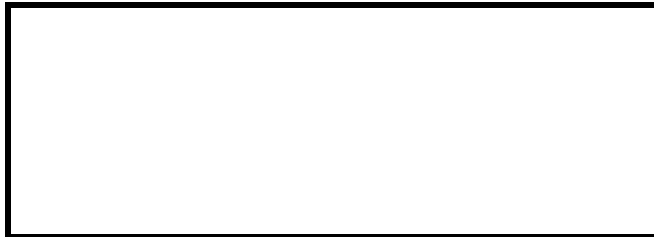
What is the name of your farm?
Where is your farm located?




What produce do you grow?



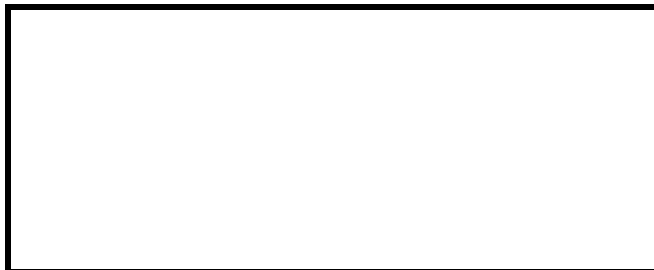
How long have you been a farmer?



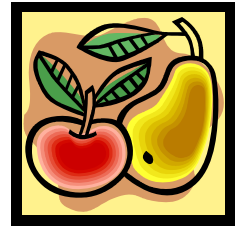
How many markets do you travel to?



Write a question for your farmer.



Fruit & Vegetable Haiku Poetry



Outcomes

- Students will recognize the form and structure of haiku poetry
- Students will compose original haiku

Materials

- Worksheet for original haiku composition

Activities

1. Review “Haiku” format with students.
2. Student work time on haiku composition worksheet.

HAIKU

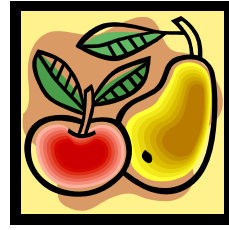
- Originally from Japan, haiku is a 3-line poem that has the following structure:
 - 3 lines
 - 1st and 3rd lines have 5 syllables
 - 2nd line has 7 syllables
 - Haiku does not have to rhyme, but first and third lines may
- The purpose of the haiku is to arouse a distinct emotion by giving a brief, vivid picture.
- Haiku usually deal with an aspect of nature
- A few examples:

**The Asian pear sits
Upon the branch looking up
Thanks the sun for life**

**The fall air is cool,
It flows gently past my face
Nice, cold, autumn air**

**Watermelon slice
Sweet juice running down my face
Thirst quenching goodness**

Name _____



Fruit & Vegetable HAIKU POETRY

This assignment challenges you to write your own haiku poem. Follow the steps below to help shape your poem.

Step 1 Choose a fruit or vegetable.

My fruit or vegetable is a: _____
Write the name here

Step 2 Brainstorm a list of words related to your fruit or vegetable.

HINT! Think of your five senses: What shape and color is it? How does it smell? What does it feel like? What does it sound like when you eat it? How does it taste?

Here are my descriptive words:

Step 3 Follow the structure of haiku:

First line - 5 syllables

My first line is: _____

Second line - 7 syllables

My second line is: _____

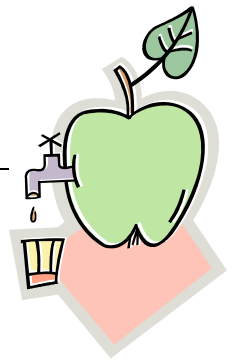
Third line - 5 syllables

My third line is: _____

Step four Rewrite and rewrite and rewrite until perfect 😊

Step five Now write out your final copy and illustrate!

Name: _____



Comparing Fruits and Vegetables
Base Words and Endings -er and -est

Write a sentence using each word to describe fruits and vegetables you saw and tasted at the market. Remember “y” changes to an “i” when adding -er or -est endings.

1. tasty-

2. tastier-

3. tastiest-

1. juicy-

2. juicier-

3. juiciest-

1. crunchy-

2. crunchier-

3. crunchiest-

Produce Exploration

Name _____



Directions: Choose two pieces of produce and answer the questions.
Please answer the questions using complete sentences.

Name of produce: _____

What color(s) it is? _____

What shape is it? _____

What does it smell like? _____

What does it feel like? _____

Name of produce: _____

What color(s) it is? _____

What shape is it? _____

What does it smell like? _____

What does it feel like? _____

Draw your chosen pieces of produce: