

FARMER/BAKER JOURNAL ENTRY

Focus Lesson: Roles of Farmers and Bakers

Materials:

Journal or writing paper
5 senses poems

From Wheat to Bread by S. Taus-Bolstad
Arnie, the Doughnut by L. Kellar

Time: 60 min.

*Common Core Standards:

CCSS.ELA-Literacy.W.2.3

Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

CCSS.ELA-Literacy.W.2.8

Recall information from experiences or gather information from provided sources to answer a question.

CCSS.ELA-Literacy.W.2.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Thinking Skill: Writing from another's perspective

Objective:

Students will write narratives about making pizza dough
Students will write narratives about how farmers plant and harvest wheat

Connection:

Who can tell me two of the most important kinds of people we need to make pizza dough?
- Describe the roles of the farmer and baker if students don't get it right away

Talk about specific things both people do. Why do we need them?
- Could we have pizza if no one planted the seeds of wheat?
- What if we had no one to mix the ingredients together?

Explicit Instruction:

Read both books. *Arnie the Doughnut* gives students an idea about perspective- the doughnut versus the man- in a fun and humorous way. *From Wheat to Bread* tells the story of how things go from start to finish.

Students can choose to be a farmer or a baker and written an account of their day.

Guided Practice:

Today we're going to pretend we're bakers or farmers writing in their journals after a long day's work. What sorts of things did you do today?

- Bakers: think back to your 5 senses poem
- Farmers: What was the weather like outside? Did you use any machines to help you with your job? What will happen next in your growing process?

Independent Practice:

Allow students enough time to write freely. Journal entries should be relatively spontaneous; editing and rewriting may not be necessary.

Reflection – Group Share:

Stage an author's tea where students are invited to share their journal entries with the class.

Discuss similarities and differences between like entries.

Reading List:

From Wheat to Bread by Stacy Taus-Bolstad
Arnie, the Doughnut (Adventures of Arnie the Doughnut) by Laurie Kellar

Teacher Note:

This lesson pairs with Steps in a Process: How to Make a Pizza and 5 Senses Pizza Dough Poem.