

INTRO TO HARVEST CALENDAR (Grades 3-4)

Focus Lesson: Harvest Calendar

Materials:

Harvest Year by Chris Peterson (enough copies for amount of small groups)

Chart paper with blank harvest calendar templates with each month and the fruits and vegetables mentioned in the book on the X and Y axes (enough for amount of small groups)

Crayons

Pencils

Lined paper

Time: Approximately 1.5 hours

*Common Core Standards:

CCSS.ELA-LITERACY.RI.3.7

Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Thinking Skill: Reading and Creating Charts

Objective:

Students will know what a Harvest Calendar is and what it looks like

Students will understand the purpose of a Harvest Calendar

Students will make connections between the Harvest Calendar and their own lives

Connection:

Students will connect the literature they read by using it to facilitate the organization of data in the creation of their own harvest calendar in small groups.

Students will then use the literature and chart to make personal connections through writing and group reflection.

Explicit Instruction:

Does anyone know what the word harvest means? Does anyone know when/where carrots are harvested? Would it surprise you to know that they can be harvested in January?

After the read aloud of *Harvest Year* by Chris Peterson reveal an enlarged blank harvest calendar template on the SMARTboard or whiteboard.

Today we are going to make our own harvest calendars using the book we just read. I will show you how! Flip to the first month (January) of the book and read the first sentence. We just learned that carrots are harvested in January (in Texas). So on my chart I am going to find Carrots and color in January. This tells me with just a quick glance that carrots are harvested in January. Flip to another page and provide another example. Read a sentence about grapefruits. What do you think I am going to do now? That's right! Find grapefruits, find January, and color that box in (model doing so). Now in small groups, you are going to take turns reading through each month of the book and filling in your own harvest calendars. Consider adding location (i.e. Texas, Florida) to your harvest calendars.

Guided Practice:

Send students off in small groups (3-4) each with one enlarged harvest calendar on chart paper and markers or crayons. In turns students will read through the book, complete their harvest calendars, then hang them on the wall. As students are working circulate the room answering questions and ensuring students are on the right track.

Independent Practice:

Ask each student to choose a favorite fruit or vegetable from today's discussion. Ask them to write a paragraph about what they learned about it. Next, discuss the following:

- When/ where this fruit/vegetable is harvested/ grown/ eaten during the year
- A fun fact from the book or from what they already know about this fruit or vegetable
- Why it is important to know about the food we eat

Ask each student to choose a favorite fruit or vegetable from today's discussion. Ask them to write a paragraph about what they learned about it. Next, discuss the following:

Reflection – Group Share:

You worked so hard learning about harvest calendars and the different seasons for different foods today.

- Thinking about what we learned today, could someone tell me why they think harvest calendars are important for farmers to have?
- Now I want you to think about why harvest calendars are important to us, even though we are not farmers. Why would it still be important for us to know about the harvest calendar and when/where our food is grown and harvested?

Reading list:

Harvest Year by Chris Peterson

Teacher Note:

If not enough copies of the book are readily available this lesson could easily be adapted as a whole class lesson.