

Summer Sun Risin'

3
GRADE

SPRING

45
MIN. TOTAL

ESSENTIAL QUESTION: HOW DOES FOOD TIE TO CULTURE AND COMMUNITY?

LEARNING OBJECTIVE

Students will consider life on a farm and then write a poem about the role of food in their lives.

PREPARATION

- › Write a model rhyming poem about food in your daily life or a special event to share with students.
- › Display writing prompts on board or poster paper.

MATERIALS

- Summer Sun Risin'* children's book by W. Nikola-Lisa
- Lined paper and pencils

WRITING PROMPTS

A time you...

- › Visited a farm
- › Planted seeds or a plant
- › Helped in a garden
- › Helped in the kitchen
- › Took care of animals
- › Ate a special meal
- › Tried a new favorite food

ACTION STEPS

1. Introduction: Ask students to brainstorm the parts of their day that include food and animals. Make a list of responses on the board or chart paper. Now ask, *What would your day look like if you lived on a farm?* Make a second column to record these responses. Have students compare the two lists and draw some conclusions. Say, *It seems like when you live on a farm, animals and plants are a big part of your everyday life.* If there are students who currently live on a farm, take an opportunity for those students to share their experiences. **(5 min.)**

2. Read Book: Explain that you're going to read a book that is a day in the life of a young boy who lives on a farm. Read *Summer Sun Risin'* by W. Nikola-Lisa. Afterward, look back at the list of activities that you'd written for a life on a farm, and see if you can add more from the book. **(10 min.)**

3. Explain the Activity: Tell students that now they'll have a turn to write a rhyming poem based on any of the writing prompts listed above. Read your poem aloud and ask students if they can name the rhyming pairs of words. Then you might try giving them a few different lines to practice rhyming. For example, say, *What words rhyme with raspberries? So if I said, "I love to pick raspberries," what could be my next rhyming line? (But sometimes pollen makes me sneeze! I share the garden with the bees, etc.)* **(5 min.)**

4. Write Poems: Circulate the room, offering encouragement and helping students come up with a list of rhymes, if needed. You may want to set a goal of writing eight to ten lines, reminding students that they're simply writing a first draft. **(10 min.)**

5. Sharing: Have pairs read aloud their poems for each other. **(10 min.)**

REFLECTION

Discuss the following questions with your group: **(5 min.)**

- *What are the different chores that happen on a farm each day? "Summer Sun Risin'" is set in the 1950s. How do you think the story would be different today?*
- *What is a day in the summertime like for you compared to the boy in the story?*
- *How was the experience of writing your own poem?*

ADAPTATIONS

Extension: Have a farmer, farmworker, or anyone with extensive experience working on farms visit the class to talk with students about a typical day on the farm. Find a farm pen pal the class can write to. Plan a field trip to a farm.

ACADEMIC CONNECTIONS

CCSS.ELA.3.RL.6 Distinguish their own point of view from that of the narrator or those of the characters.

CCSS.ELA.3.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.