

## A Choose to Read Ohio Toolkit

Use this toolkit to plan library programs as well as activities for the daycare, classroom, or family.

Meet Ohio illustrator Jane Dippold and Michigan-based author Shanda Trent.

Discover connections to the Five Early Literacy Practices in easy extensions that can be done at home, school, or at the library.

Explore fun activities that align with Ohio's Early Learning and Development Standards.

# Farmers' Market Day

By Shanda Trent (author)  
and Jane Dippold (illustrator)



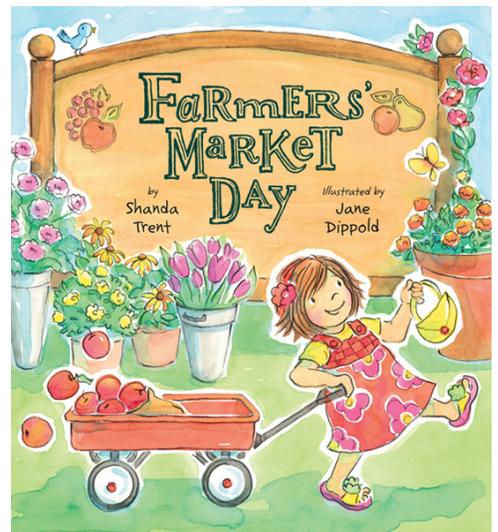
## About the Book

It's Farmers' Market Day! Follow an enthusiastic (and slightly clumsy) little girl as she searches for the perfect treat. She'll discover forests of broccoli trees and rainbows of flowers, taste freshly baked breads and pies, cuddle a kitten, and make a bit of a mess! But will she find her prize?

Tiger Tales, 2013. ISBN 9781589251151.  
Ages 3-7. AD390L Lexile.

<http://www.tigertalesbooks.com/book/218>

The website links to activities including a word search, tic-tac-toe, and printable bookmarks.



Permission to use book jacket image and book description granted by Tiger Tales.

## Get Ready To Read!

*Encouraging early literacy skill-building in young children.*

Many of the activities in this toolkit incorporate **five early literacy practices**, everyday activities that help children get ready to read. These practices are:

*Reading - Writing - Talking - Singing - Playing*

**Reading** to and with children is the most effective way to support reading readiness, as it develops six key early literacy skills: print motivation, phonological awareness, vocabulary, narrative skills, print awareness and letter knowledge.

**Writing** (or drawing and scribbling) helps children learn about print, letters, and vocabulary, and supports fine motor skills.

**Talking** helps children learn oral language – a critical early literacy skill – and also increases vocabulary and comprehension.

**Singing** slows language down so children can hear the different sounds that make up words, and develop vocabulary and phonological awareness.

**Playing** teaches children to think symbolically, practice self-expression, and put thoughts into words.

All of these practices lead to children being ready to learn how to read when they begin school.

Parents, teachers, and librarians can share these practices with children at home, in the classroom, or at the library. For more information, visit <http://www.ohreadytoread.org/>.

## About the Illustrator



Photograph and biographical information courtesy Tiger Tales and Jane Dippold; used with permission. Thank you to Jane for sharing artwork from **Farmers' Market Day**. Art in this toolkit is used with permission of Jane Dippold.

As a kid, Jane Dippold's "dream job" was to create the art for the stories in *Cricket Magazine* which she borrowed from her neighbor Sue. Fast forward 20 years and her first job as a children's artist was creating a puzzle page for *Spider Magazine* - so almost! Dreams do come true! She has been illustrating for children's books and magazines for over 20 years.

Jane uses watercolor, collage, acrylic, colored pencil, and anything else that might work, usually finishing up in Photoshop. She loves to draw little people, especially babies, create cute animal characters, silly lettering styles, and fun puzzles and games for kids.

Her book illustrations for **Farmers' Market Day** were inspired by her own three children's experi-

ences at Findlay Market in Cincinnati, Ohio. The sights, smells, colors and crowds! Who knew it was so much fun to pick out fruits and vegetables? Today she lives in beautiful Ohio with her family, and creates artwork for children's books and magazines, children's educational publishing, greeting cards, and original collage landscape paintings.

## Illustrator Resources

Jane Dippold's official website

<http://www.janedippold.com/>

For publicity and speaking engagement inquiries:

Contact Jane Dippold at [jane@janedippold.com](mailto:jane@janedippold.com).



**Talk** about the life cycle of a plant.

**Play** at growing a garden.

**Sing** songs about food and farming.

## Practice It!

Here are some fun ideas for extending the story to include the five practices.

### Reading

Look at the cover of the book together. Point out the author, illustrator, and title.

While reading the story, occasionally direct children's eyes to the text by running your finger along underneath the words or asking, "Where are the words on this page?"

As you read the story, have children point to each fruit or vegetable as you read its name.

### Writing

See if each child can find objects in the book that begin with the first letter of his/her name.

Write a Farmers' Market shopping list. Compare your list to the items in the book. Do you notice any differences? Why? (This activity lets children practice analyzing!)

Vendors use signs to price their fruits and vegetables. Make play pricing signs with your child.

### Talking

Examine the cover of the book before reading. Ask your child what he thinks the story is about.

Take a trip to a local farmers' market and talk with farmers about growing fruits and vegetables.

Talk about tending a garden. How much and when do you water your plants? When will they be ready for harvest?

## About the Author

When I was a young child, I lived in a rural area, without a nearby library. Lucky me--once a week, a bookmobile came to the corner store. I borrowed as many as I was allowed every week. This is one of my favorite childhood memories.

I had a loooooong bus ride, and I spent the time making up stories in imaginary worlds. It wasn't long before I started writing my own stories. I loved every writing assignment in school. Words flowed freely from my mind to the pages. I never needed help making my work long enough.

Writing is a process that includes LOTS of revision to get the story just right. It took many years before I learned to edit, revise and re-write. Now I can proudly call myself a writer.

I work with young children. I read to them. I listen at storytimes with them. I notice the books they ask to hear over and over. Rhythm and repetition capture a child's attention. As a writer, I love the structure of rhyme. It suits my methodical nature, working to get each syllable right while finding the most imaginative way to tell my story.

Over the years, many authors have inspired me: MaryAnn Hoberman, Susan Varley, and Nancy Van Laan. And more recently Shutta Crum, Rhonda Gowler-Greene, Nancy Shaw, Hope Vestergaard, and Lisa Wheeler.



Photograph used by permission of Tiger Tales. Biography courtesy Shanda Trent; used with permission. Thank you to Shanda for also providing activity ideas and the rewrite of "Old MacDonald"!

## Author Resources

### Shanda Trent's official website

<http://www.shandatrent.com/>

### For publicity and speaking engagement inquiries:

Contact Shanda Trent at [shanda.trent@gmail.com](mailto:shanda.trent@gmail.com) for fees and availability. Shanda lives in southeastern Michigan and can travel to Ohio.



When children practice language, they also strengthen relationships and turn-taking skills. Use this skill when Playing.

### Playing

Set up your own farmers' market using fruits and vegetables in your refrigerator, or play food. Take turns being the farmer and the buyer.

Take a scavenger hunt trip to your local farmers' market. Look for the items shown in the book.

Enjoy making a craft together, such as a bird feeder or set of wind chimes like those the little girl sees at the farmers' market.

Buy seeds from your local farmers' market and plant a window box garden with your child.

### Singing

Children's brains are wired to look for patterns, and we learn through repetition. Songs and rhymes are a natural fit for learning. Singing helps children process the different letter sounds in words. And it's fun. Revamp and sing an old favorite:

*Old MacDonald went to market.  
E-I-E-I-O.*

*At his stand he sold some  
cucumbers. E-I-E-I-O.*

*They were so green and they were  
so long.*

*People bought them all day long.  
Old MacDonald went to market.  
E-I-E-I-O.*

*...And at his stand he sold some  
flowers. E-I-E-I-O.*

*Some were blue and some were  
red.*

*I bought a bunch for my flower  
bed....*

*(Make up additional verses of your  
own!)*

## Tie It In!

Using this book with Ohio's Early Learning and Development Standards.

**Educators:** Here are examples of activities using **Farmers' Market Day** that align with Ohio's Early Learning and Development Standards at the Pre-Kindergarten level (3-5 years). Other standards may also apply.

**Librarians, parents, and others:** The Ohio Department of Education adopted Ohio's Early Learning and Development Standards to describe key concepts and skills that young children develop during the birth-to-five year period. The purpose of these standards is to support the development and well-being of young children and to foster their learning. For more information, including the complete set of standards, follow this link to the Ohio Department of Education site: <http://goo.gl/IE0xp>.

These activities are also great for library programs, family time, and playgroups.

### Language and Literacy

**Reading – Letter Recognition and Print Concepts.** As you read **Farmers' Market Day** with children, help them to recognize and identify different letters of the alphabet. Practice pointing out some upper and lower case letters, including those in their first name. The text in **Farmers' Market Day** is printed in an unusual but easy-to-recognize font, which can help children become competent and confident in recognizing letters.



**Reading – Reading Comprehension.** After reading **Farmers' Market Day** together, ask questions about the story ("Who were the characters in the story?"; "What were some of the things the family did together?"). Then, ask each child to retell the story, or to re-enact another story that they are familiar with or that reminds them of **Farmers' Market Day**.

### Cognition and General Knowledge

**Mathematics – Number Sense: Number Sense and Counting.** Go on a "scavenger hunt" for numbers within the illustrations in the book.

**Science: Inquiry – Life Science: Explorations of Living Things.** By talking together, reading more books, and looking at pictures, explore the agriculture produced in your region. Have each child select a different vegetable or fruit they would like learn about, and help them find out where and how it is grown. Consider a field trip to a pick-your-own farm or a farmers' market.

**Social Studies – History: Historical Thinking and Skills.** In **Farmers' Market Day**, the little girl wants to buy something from the farmers' market. Help children develop an awareness of passage of time by planting a Dixie cup garden and using a calendar to keep track of the days that pass. Ask children to pick a fruit or vegetable they like, and find out together how long it takes this plant to grow.

**Social Studies – Government: Civic Participation and Skills.** In the story, the little girl is a little clumsy and knocks over several things. Help children begin to comprehend the importance of cooperative behaviors and fairness in social situations by talking about these incidents. What should the little girl say when she knocks things over? Why is it important that she learn the importance of apologizing?

### Physical Well-Being and Motor Development

**Physical Well-Being – Nutrition.** Talk about the benefits of eating fresh fruits and vegetables, and how a balanced diet is important for a child's growing body.

### Approaches to Learning

**Creativity – Innovation and Invention.** Use play food or, if your situation permits, real fruits and vegetables, plus boxes, tables, and stools, to allow children to set up a play farmers' market and take turns pretending to be farmers and shoppers. With modeling and support, the children can write signs identifying each item and giving its price. This also builds skills in Language and Literacy (Writing Application and Composition).

**Choose to Read Ohio**, a project of the State Library of Ohio the Ohioana Library Association, and the Ohio Center for the Book, encourages public libraries, schools, families, and others to build a community of readers and an appreciation of Ohio authors and literature. CTRO is adaptable for use in classrooms, libraries, bookstores, by book discussion groups, families, and other community groups.

Explore Choose to Read Ohio resources & toolkits: <http://library.ohio.gov/ctro>.

This toolkit revised December 2014.

STATE  LIBRARY OF OHIO

274 East First Avenue, Columbus, Ohio 43201-3692  
(614) 644-6910 • [www.library.ohio.gov](http://www.library.ohio.gov)