FIDDLEHEADS

By - Joanne LeBlanc-Haley
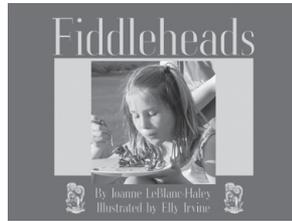*Illustrated - by Elly Irvine, Photography by - Joanne LeBlanc-Haley*
Genre: Recount, Report, Procedural
Set 20 - 483 Words

Chapters 1 & 2, Building Anticipation – Setting the Context

Ask students to name their favorite vegetables and list them on the board. Talk about its cooking procedure. Show the students a picture of a fiddlehead and tell them that this is an edible food that grows wild along the banks of rivers.

Introduction

Do a KWL chart about fiddleheads. Have the students read the first two chapters to check their knowledge and see what they can learn. Do a book walk and talk about the three genres in this book.

Discussion – Book Talk

Look at the KWL chart and confirm the information they already know. Add the new information they have learned.

Right there questions:
What type of fern is the fiddlehead?
What does the author mean by the *shoots of the ostrich fern?*
When are fiddleheads ready to be picked?

Think and search questions:
If you were asked to describe the taste of the fiddleheads, what could you say?
What has to happen before the fiddleheads are eaten?
Where is the best place to find fiddleheads?

On your own questions:
Why do you think the author said, *Take your plate out and eat them in the sun?*

Chapter 3, Building Anticipation – Setting the Context

Using the reproducible master students do a word webbing about their grandmother or other important older woman.

Introduction

This part of the book is a recount of a little girl's memory of her grandmother each spring. The author uses words to make pictures in the reader's mind. Tell the children to make pictures in their heads. Read the story to see how little girl and her grandmother go fiddleheading. Remember to make the pictures in your mind.

Discussion – Book Talk

Right there questions:
When do the little girl and her grandmother walk along the river?
What is the brown covering on the fiddlehead like?
Why do you think this plant was called a fiddlehead?

Think and search questions:
How do the grandmother and the little girl pick the fiddleheads?
Is there a best way to pick the fiddlehead? Why?
What happens to the fiddleheads that do not get picked?

On your own questions:
Make a web of how the little girl and her grandmother feel when they sit together.
What other activities do you think the little girl and her grandmother do together?

Creative Response – Independent Practice

Figurative Language
Talk about the figurative language in the book and ask students to articulate the details of their mental images. Place pictures of artists' works around the room and write figurative descriptions of them. Students read their description and let others guess the picture.

Art
Students pick one of the following figurative phrases to illustrate in tempera paint. Phrases can be displayed with finished paintings.

> The moon was a ship of white sailing across the sky.
> The leaves twirled and spun like ballet dancers.
> The fireflies danced a message in the night.
> The clouds stampeded across the sky.
> Volcanoes of pudding boiled up in the pot.
> The lake was a mirror.

Read Aloud and Poetry Connections

Afternoon With Grandmother, poem by Barbara Huff in *Favorite Poems Old and New,* Doubleday and Company Inc., 1957.
Annie and the Old One by Miska Miles, Little, Brown and Company, 1971.
Grandma's Smile by Elaine Moore, William Morrow and Company Inc, 1995.
Granny, Granny, Please Comb My Hair, poem by Grace Nichols in *Poetry*, Simon and Schuster, Inc., 1985.
The Two of Them by Aliki, William Morrow and Company Inc., 1987.

Learning about Language – Focused Teaching

High Frequency Words - best, watch, taste, water
Interest Words - fiddleheads, spiral, papery, asparagus, crown, uncurl, fern, dump
Word Families and Letter Clusters - *s* blends: *sh:* shoots, *sp:* spinach, *sl:* sleeping, *sw:* swirl
Structural Features of Words - Connecting words: and, but, so
Text Features - Placement of text on page 14 - Figurative language - Bullets in a recipe

Clustering Organizer