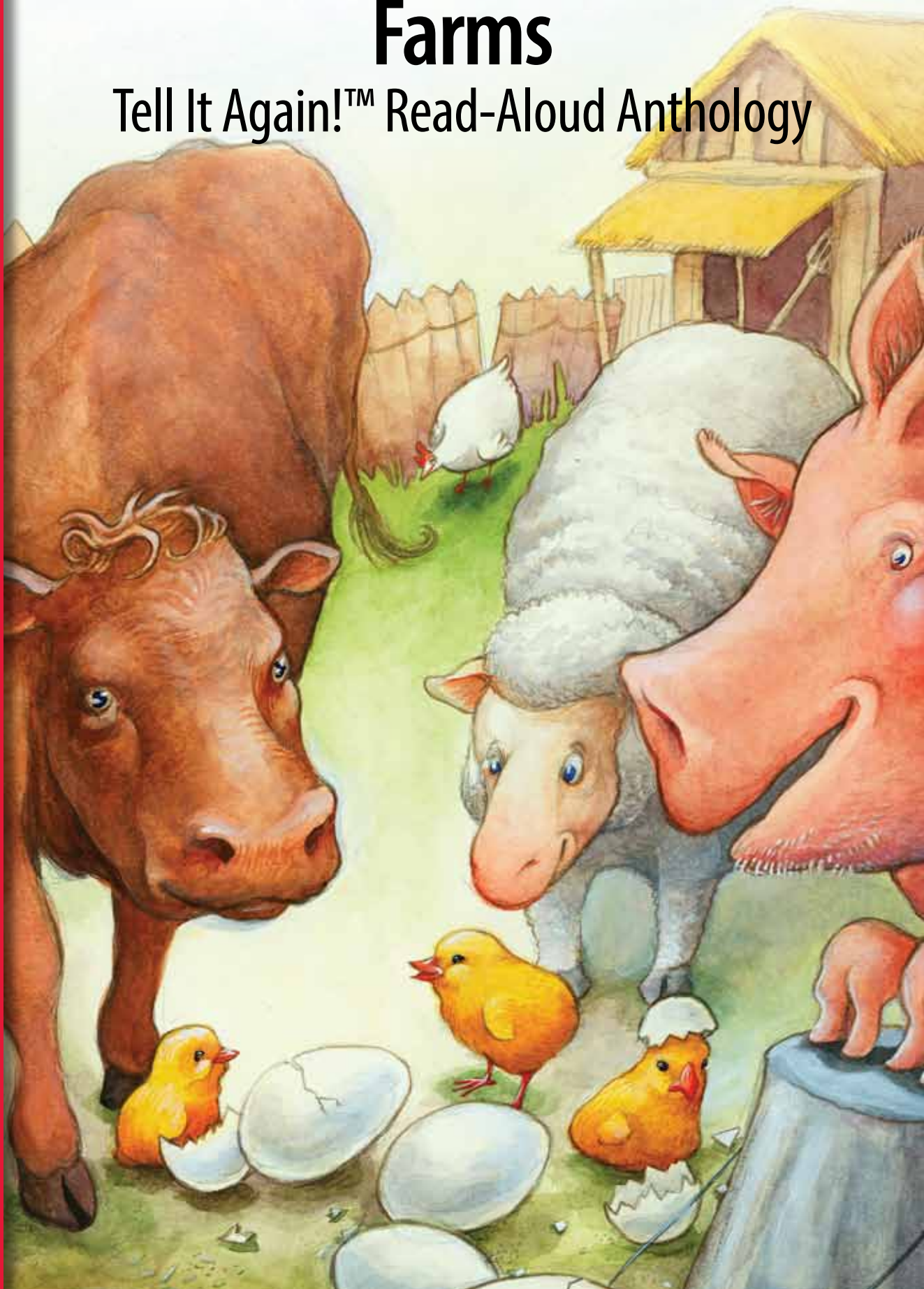


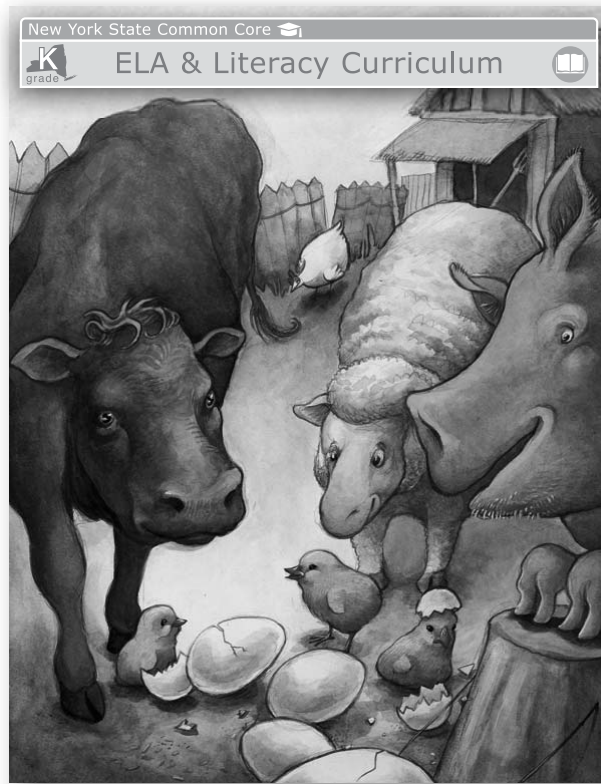


# Farms

## Tell It Again!™ Read-Aloud Anthology







# Farms

## Tell It Again!™ Read-Aloud Anthology

Listening & Learning™ Strand  
**KINDERGARTEN**

Core Knowledge Language Arts®  
New York Edition



Core Knowledge®

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## Alignment Chart for Farms

The following chart contains core content objectives addressed in this domain. It also demonstrates alignment between the Common Core State Standards and corresponding Core Knowledge Language Arts (CKLA) goals.

Alignment Chart for Farms	Lesson								
	1	2	3	4	5	6	7	8	9
Core Content Objectives									
Explain what a farm is	✓								
Describe a farmer's and a shepherd's jobs	✓	✓	✓	✓	✓	✓		✓	✓
Identify animals found on farms and the sounds animals make	✓	✓	✓	✓	✓		✓		
Identify buildings found on farms	✓								
Identify machines and tools of farming	✓								
Demonstrate familiarity with the songs "Bingo" and "Old MacDonald Had a Farm"	✓								
Identify needs of farm animals: food, water, and space to live and grow		✓	✓	✓	✓				
Describe how farm animal babies need to be fed and cared for by their parents or people		✓	✓	✓	✓				
Explain why farmers raise animals		✓	✓	✓	✓				
Identify foods that come from animals		✓	✓	✓					
Explain why farmers grow crops						✓			✓
Identify crops as plants grown on farms for use as food						✓	✓		✓
Describe how some food comes from farms as crops						✓	✓		✓
Sequence the seasonal rhythm of planting, growing, and harvesting							✓	✓	
Describe how farmers protect their crops from drought, and pests								✓	
Sequence events of crops from farm to store (planted, harvested, transported, packaged)									✓

## Alignment Chart for Farms




### Lesson

Alignment Chart for Farms					1	2	3	4	5	6	7	8	9
Reading Standards for Literature: Kindergarten													
Key Ideas and Details													
STD RL.K.2		With prompting and support, retell familiar stories, including key details.											
CKLA Goal(s)		With prompting and support, retell or dramatize fiction read-alouds, including key details								✓			
STD RL.K.3		With prompting and support, identify characters, settings, and major events in a story.											
CKLA Goal(s)		With prompting and support, use narrative language to describe characters, setting, things, events, actions, a scene, or facts from a fiction read-aloud								✓			
Craft and Structure													
STD RL.K.5		Recognize common types of texts (e.g., storybooks, poems).											
CKLA Goal(s)		Listen to, understand, and recognize a variety of texts, including fictional stories, fairy tales, fables, nursery rhymes, and poems								✓			
Reading Standards for Informational Text: Kindergarten													
Key Ideas and Details													
STD RI.K.1		With prompting and support, ask and answer questions about key details in a text.											
CKLA Goal(s)		With prompting and support, ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> ) requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud											
		Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including answering <i>why</i> questions that require recognizing cause/effect relationships											
STD RI.K.2		With prompting and support, identify the main topic and retell key details of a text.											
CKLA Goal(s)		With prompting and support, identify the main topic and retell key details of a nonfiction/informational read-aloud		✓	✓	✓	✓						
STD RI.K.3		With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.											
CKLA Goal(s)		With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a nonfiction/informational read-aloud											✓















## Alignment Chart for Farms

### Lesson

		1	2	3	4	5	6	7	8	9
<b>Craft and Structure</b>										
<b>STD RI.K.4</b>	With prompting and support, ask and answer questions about unknown words in a text.									
<b>CKLA Goal(s)</b>	With prompting and support, ask and answer questions about unknown words in nonfiction/informational read-alouds and discussions									
<b>STD RI.K.6</b>	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.									
<b>CKLA Goal(s)</b>	With prompting and support, describe the role of an author and illustrator in a nonfiction/informational text				✓					✓
<b>Integration of Knowledge and Ideas</b>										
<b>STD RI.K.7</b>	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).									
<b>CKLA Goal(s)</b>	With prompting and support, describe illustrations from a nonfiction/informational read-aloud, using the illustrations to check and support comprehension of the read-aloud									
<b>STD RI.K.9</b>	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).									
<b>CKLA Goal(s)</b>	With prompting and support, compare and contrast similarities and differences within a single nonfiction/informational read-aloud or between two or more nonfiction/informational read-alouds				✓	✓				
<b>Range of Reading and Level of Text Complexity</b>										
<b>STD RI.K.10</b>	Actively engage in group reading activities with purpose and understanding.									
<b>CKLA Goal(s)</b>	Actively engage in nonfiction/informational read-alouds									
<b>Writing Standards: Kindergarten</b>										
<b>Text Types and Purposes</b>										
<b>STD W.K.3</b>	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.									
<b>CKLA Goal(s)</b>	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened							✓	✓	✓

## Alignment Chart for Farms

### Lesson

Alignment Chart for Farms					1	2	3	4	5	6	7	8	9	
Speaking and Listening Standards: Kindergarten														
Comprehension and Collaboration														
STD SL.K.1	Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and large groups.													
STD SL.K.1a	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).													
CKLA Goal(s)	Use agreed-upon rules for group discussions (e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.)													
STD SL.K.1b	Continue a conversation through multiple exchanges.													
CKLA Goal(s)	Carry on and participate in a conversation over four to five turns, stay on topic, initiate comments or respond to a partner’s comments, with either an adult or another child of the same age													
STD SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.													
CKLA Goal(s)	Ask and answer questions to clarify information in a fiction or nonfiction/informational read-aloud													
Presentation of Knowledge and Ideas														
STD SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.													
CKLA Goal(s)	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail													
STD SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.													
CKLA Goal(s)	Speak audibly and express thoughts, feelings, and ideas clearly													
Language Standards: Kindergarten														
Conventions of Standard English														
STD L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.													
STD L.K.1b	Use frequently occurring nouns and verbs.													
CKLA Goal(s)	Use frequently occurring nouns and verbs in oral language													

## Alignment Chart for Farms

### Lesson

		1	2	3	4	5	6	7	8	9
<b>STD L.K.1f</b>	Produce and expand complete sentences in shared language									
<b>CKLA Goal(s)</b>	Answer questions orally in complete sentences					✓				
	Produce and expand complete sentences in shared language					✓				
<b>Vocabulary Acquisition and Use</b>										
<b>STD L.K.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content.									
<b>STD L.K.4a</b>	Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i> ).									
<b>CKLA Goal(s)</b>	Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i> )			✓		✓				
<b>STD L.K.5</b>	With guidance and support from adults, explore word relationships and nuances in word meanings.									
<b>STD L.K.5c</b>	Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i> ).									
<b>CKLA Goal(s)</b>	Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i> ).					✓				
<b>STD L.K.6</b>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.									
<b>CKLA Goal(s)</b>	Use words and phrases acquired through conversations, being read to, and responding to texts					✓				
	Learn the meaning of common sayings and phrases			✓						
<b>Additional CKLA Goals</b>										
	Listen to a variety of texts, including nonfiction/informational narratives					✓				
	While listening to a read-aloud, orally predict what will happen in the read-aloud based on pictures and/or text heard thus far, and then compare the actual outcome to the prediction							✓		
	Discuss personal responses to a given topic and connect those to a character in the folktale						✓	✓		
	Explain that certain folktales are fantasy because events couldn't really happen (e.g. animals cannot talk or bake bread)							✓		



These goals are addressed in all lessons in this domain. Rather than repeat these goals as lesson objectives throughout the domain, they are designated here as frequently occurring goals.





# Introduction to Farms

This introduction includes the necessary background information to be used in teaching the *Farms* domain. The *Tell It Again! Read-Aloud Anthology* for *Farms* contains nine daily lessons, each of which is composed of two distinct parts, so that the lesson may be divided into smaller chunks of time and presented at different intervals during the day. Each entire lesson will require a total of fifty minutes.

This domain includes a Pausing Point following Lesson 5, at the end of the farm animals section. At the end of the domain, a Domain Review, a Domain Assessment, and Culminating Activities are included to allow time to review, reinforce, assess, and remediate content knowledge. **You should spend no more than thirteen days total on this domain.**

Week One				
Day 1	Day 2	Day 3	Day 4	Day 5 #
Lesson 1A: "Old MacDonald Has a Farm" (35 min.)	Lesson 2A: "With a Moo, Moo Here" (35 min.)	Lesson 3A: "And a Cluck, Cluck There" (35 min.)	Lesson 4A: "Here an Oink, There an Oink" (35 min.)	Lesson 5A: "Everywhere a Baa, Baa" (35 min.)
Lesson 1B: Extensions (15 min.)	Lesson 2B: Extensions (15 min.)	Lesson 3B: Extensions (15 min.)	Lesson 4B: Extensions (15 min.)	Lesson 5B: Extensions (15 min.)
50 min.	50 min.	50 min.	50 min.	50 min.

Week Two				
Day 6 ⓘ	Day 7	Day 8 ⓘ	Day 9	Day 10 ⓘ
Pausing Point (35 min.)	Lesson 6A: "All Kinds of Crops" (35 min.)	Lesson 7A: "The Little Red Hen" (35 min.)	Lesson 8A: "The Seasons of Farming" (35 min.)	Lesson 9A: "From Farm to Market" (35 min.)
Pausing Point (15 min.)	Lesson 6B: Extensions (15 min.)	Lesson 7B: Extensions (15 min.)	Lesson 8B: Extensions (15 min.)	Lesson 9B: Extensions (15 min.)
50 min.	50 min.	50 min.	50 min.	50 min.

Week Three		
Day 11	Day 12 ⓘ	Day 13
Domain Review (35 min.)	Domain Assessment (35 min.)	Culminating Activities (35 min.)
Domain Review (15 min.)	Domain Assessment (15 min.)	Culminating Activities (15 min.)
50 min.	50 min.	50 min.

ⓘ Lessons include Student Performance Task Assessments

# Lessons require advance preparation and/or additional materials; please plan ahead

## Domain Components

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Along with this Anthology, you will need:

- *Tell It Again! Media Disk* or the *Tell It Again! Flip Book for Farms*
- *Tell It Again! Image Cards for Farms*
- *Tell It Again! Supplemental Guide for Farms*
- *Tell It Again! Multiple-Meaning Word Posters for Farms*

Recommended Resource:

- *Core Knowledge Kindergarten Teacher Handbook*, edited by E.D. Hirsch, Jr. and Souzanne A. Wright (Core Knowledge Foundation, 2004) ISBN: 978-1890517694

## Why Farms Are Important

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This domain will introduce students to several farm animals as well as to crops that people grow on farms. Students will learn how farmers meet the needs of farm animals. You should have already taught the *Plants* domain, so students will make the connection that animals need food, water, and space to live and grow—just as plants do. Students will be able to contrast how plants make their own food with how animals get their food from eating plants or other living things. Students will understand the importance of farms as a source of food and other products people use. Students will also become familiar with the classic story “The Little Red Hen,” which introduces the seasonal rhythm of planting, growing, and harvesting. Reading this story to Kindergarten students may also stimulate class discussion of helping one another and doing one’s part to reap the benefits of a reward.

It is important to note that the *Farms* domain features informational text presented through a fictional narrator, Old MacDonald. As such, you may want to tell students that family farms like the one depicted are not as common as they once were, but that this is a fun way to learn about farm animals and crops. As you read the lessons about farm animals, you may also want to point out that some people, for a variety of reasons (e.g., religious or personal beliefs, food allergies, etc.), do not eat eggs, dairy, and/or meat products. This is a wonderful opportunity to teach students awareness and sensitivity.

## Core Vocabulary for Farms

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The following list contains all of the core vocabulary words in *Farms* in the forms in which they appear in the domain. These words may appear in the read-alouds or, in some instances, in the “Introducing the Read-Aloud” section at the beginning of the lesson. Boldfaced words in the list have an associated Word Work activity. The inclusion of the words on this list does not mean that students are immediately expected to be able to use all of these words on their own. However, with repeated exposure throughout the lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

<b>Lesson 1</b> crops harvest pastures shelter <b>tools</b>	<b>Lesson 4</b> litter raise <b>valuable</b> wallow	<b>Lesson 8</b> drought fertilizer irrigate <b>pests</b> pesticides
<b>Lesson 2</b> <b>grazing</b> herd produces	<b>Lesson 5</b> fleece flock <b>responsibilities</b> shepherd stray	<b>Lesson 9</b> canning earn livestock processed
<b>Lesson 3</b> <b>collects</b> hatch peck perching	<b>Lesson 6</b> edible grains <b>produce</b>	<b>spoil</b>
	<b>Lesson 7</b> dough <b>ripe</b> weeds	

## Student Performance Task Assessments

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In the *Tell It Again! Read-Aloud Anthology for Farms*, there are numerous opportunities to assess students' learning. These assessment opportunities range from informal observations, such as *Think Pair Share* and some Extension activities, to more formal written assessments. These Student Performance Task Assessments (SPTA) are identified in the *Tell It Again! Read-Aloud Anthology* with this icon: ⑩. There is also an end-of-domain summative assessment. Use the Tens Conversion Chart located in the Appendix to convert a raw score on each SPTA into a Tens score. On the same page, you will also find the rubric for recording observational Tens Scores.

## Above and Beyond

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In the *Tell It Again! Read-Aloud Anthology for Farms*, there are numerous opportunities in the lessons and the Pausing Point to challenge students who are ready to attempt activities that are above grade-level. These activities are labeled “Above and Beyond” and are identified with this icon: ↗.

## Supplemental Guide

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Accompanying the *Tell It Again! Read-Aloud Anthology* is a *Supplemental Guide* designed to assist education professionals who serve students with limited English language skills or students with limited home literacy experience, which may include English Language Learners (ELLs) and children with special needs. Teachers whose students would benefit from enhanced oral language practice may opt to use the *Supplemental Guide* as their primary guide in the Listening & Learning strand. Teachers may also choose to begin a domain by using the *Supplemental Guide* as their primary guide before transitioning to the *Tell-It Again! Read-Aloud Anthology*, or may choose individual activities from the *Supplemental Guide* to augment the content covered in the *Tell-It Again! Read-Aloud Anthology*.

The *Supplemental Guide* activities that may be particularly relevant to any classroom are the Multiple Meaning Word Activities and accompanying Multiple Meaning Word Posters, which help



students determine and clarify different meanings of words; Syntactic Awareness Activities, which call students' attention to sentence structure, word order, and grammar; and Vocabulary Instructional Activities, which place importance on building students' general academic, or Tier 2, vocabulary. These activities afford all students additional opportunities to acquire a richer understanding of the English language. Several of these activities have been included as Extensions in the *Tell It Again! Read-Aloud Anthology*. In addition, several words in the *Tell It Again! Read-Aloud Anthology* are underlined, indicating that they are multiple-meaning words. The accompanying sidebars explain some of the more common alternate meanings of these words. *Supplemental Guide* activities included in the *Tell It Again! Read-Aloud Anthology* are identified with this icon: ⇄.

## ***Recommended Resources for Farms***

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### **Trade Books**

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The *Tell It Again! Read-Aloud Anthology* includes a number of opportunities in Extensions, the Pausing Point, and the Culminating Activities for teachers to select trade books from this list to reinforce domain concepts through the use of authentic literature. In addition, teachers should consider other times throughout the day when they might infuse authentic domain-related literature. If you recommend that families read aloud with their child each night, you may wish to suggest that they choose titles from this trade book list to reinforce the domain concepts. You might also consider creating a classroom lending library, allowing students to borrow domain-related books to read at home with their families.

1. *Barneyard Banter*, by Denise Fleming (Henry Holt and Company, 2008) ISBN 978-0805087789
2. *Bee-bim Bop!*, by Linda Sue Park and illustrated by Ho Baek Lee (Sandpiper, Houghton Mifflin Harcourt, 2008) ISBN 978-0547076713
3. *The Cazuela that the Farm Maiden Stirred*, by Samantha R. Vamos and illustrated by Rafael Lopez (Charlesbridge Publishing, 2011) ISBN 978-1580892421

4. *Chicken Dance*, by Tammi Sauer and illustrated by Dan Santat (Sterling, 2009) ISBN 978-1402753664
5. *Chicken Soup*, by Jean Van Leeuwen and illustrated by David Gavril (Abrams Books for Young Readers, 2009) ISBN 978-0810983267
6. *Chickens (Farmyard Friends)*, by Camilla de la Bédoyère (QEB Publishing, 2010) ISBN 978-1595669421
7. *Chicks & Chickens*, by Gail Gibbons (Holiday House, 2005) ISBN 978-0823419395
8. *Clarabelle: Making Milk and So Much More*, by Cris Peterson (Boyds Mills Press, 2007) ISBN 978-1590783108
9. *Click, Clack, Moo: Cows That Type*, by Doreen Cronin and illustrated by Betsy Lewin (Atheneum Books for Young Readers, 2000) ISBN 978-1416903482
10. *Cycle of Rice, Cycle of Life: A Story of Sustainable Farming*, by Jan Reynolds (Lee & Low Books, 2009) ISBN 978-1600602542
11. *Daisy Comes Home*, by Jan Brett (Penguin Group, 2005) ISBN 978-0142402702
12. *A Day in the Life of a Farmer*, by Heather Adamson (Capstone Press, 2006) ISBN 978-0736846745
13. *Fantastic Farm Machines*, by Cris Peterson and David R. Lundquist (Boyds Mill Press, 2006) ISBN 978-1590782712
14. *Farm*, by Elisha Cooper (Orchard Books, 2010) ISBN 978-0545070751
15. *Farming*, by Gail Gibbons (Holiday House, 1990) ISBN 978-0823407972
16. *Farms around the World (World of Farming)*, by Catherine Veitch (Heinemann-Raintree, 2011) ISBN 978-1432954987
17. *Food from Farms*, by Nancy Dickmann (Heinemann-Raintree, 2010) ISBN 978-1432939434
18. *From Seed to Pumpkin*, by Wendy Pfeffer (HarperCollins, 2004) ISBN 978-0064451909

19. *Grandpa's Tractor*, by Michael Garland (Boyds Mills Press, 2011) ISBN 978-1590787625
20. *Growing Vegetable Soup*, by Lois Ehlert (Voyager Books, 1990) ISBN 978-0152325800
21. *Harvesters (Farm Machines)*, by Connor Dayton (Powerkids Pr, 2011) ISBN 978-1448850464
22. *If You Give a Pig a Pancake*, by Laura Numeroff and illustrated by Felicia Bond (HarperCollins, 1998) ISBN 978-0060266868
23. *Jobs on a Farm*, by Nancy Dickmann (Heinemann-Raintree, 2010) ISBN 978-1432939458
24. *Life on a Crop Farm*, by Judy Wolfman and David Lorenz Winston (Carolrhoda Books, 2001) ISBN 978-1575055183
25. *Life on a Dairy Farm*, by Judy Wolfman and David Lorenz Winston (Carolrhoda Books, 2004) ISBN 978-1575051901
26. *The Life of Rice: From Seedling to Supper (Traveling Photographer)*, by Richard Sobol (Candlewick, 2010) ISBN 978-0763632526
27. *The Little Red Hen*, by Paul Galdone (Houghton Mifflin Harcourt, 2011) ISBN 978-0547370187
28. *A Mango in the Hand: A Story Told Through Proverbs*, by Antonio Sacre and illustrated by Sebastia Serra (Abrams Books for Young Readers, 2011) ISBN 978-0810997349
29. *Market Day*, by Carol Foscett Cordsen and illustrated by Douglas B. Jones (Dutton Children's Books, 2008) ISBN 978-0525478836
30. *The Milk Makers*, by Gail Gibbons (Aladdin, 1987) ISBN 978-0689711169
31. *One Hen: How One Small Loan Made a Big Difference*, by Katie Smith Milway and illustrated by Eugenie Fernandes (Kids Can Press, 2008) ISBN 978-1554530281
32. *On the Farm*, by David Elliott and illustrated by Holly Meade (Candlewick, 2012) ISBN 978-0763655914

33. *On Ramón's Farm: Five Tales of Mexico*, by Campbell Geeslin and illustrated by Petra Mathers (Atheneum/Anne Schwartz Book, 1998) ISBN 978-0689811340
34. *Ox-Cart Man*, by Donald Hall and illustrated by Barbara Cooney (Puffin, 1983) ISBN 978-0140504415
35. *A Picture Book of César Chávez*, by David A. Adler and Michael S. Adler, and illustrated by Mary Olofsdotter (Holiday House, 2011) ISBN 978-0823423835
36. *The Princess and the Pig*, by Jonathan Emmet and illustrated by Poly Bernatene (Walker & Co., 2011) ISBN 978-0802723345
37. *Pigs*, by Gail Gibbons (Holiday House, 2000) ISBN 978-0823415540
38. *The Rusty, Trusty Tractor*, by Joy Cowley and illustrated by Olivier Dunrea (Boyd's Mills Press, 2000) ISBN 978-1563978739
39. *Sip, Slurp, Soup, Soup/Caldo, Caldo, Caldo*, by Diane Gonzales Bertrand and illustrated by Alex Pardo Delange (Arte Publico Press, 2008) ISBN 978-1558852419
40. *Some Pig! A Charlotte's Web Picture Book*, by E.B. White and illustrated by Maggie Kneen (Stirling, 2009) ISBN 978-1435116399
41. *The Year at Maple Hill Farm*, by Alice and Martin Provensen (Aladdin, 2001) ISBN 978-0689845000
42. *To Market, To Market*, by Nikki McClure (Abram Books for Young Readers, 2011) ISBN 978-0810997387
43. *Yum! Mmmm! Qué rico! America's Sproutings*, by Pat Mora and Rafael Lopez (Lee & Low Books, 2007) ISBN 978-1584302711

## Websites and Other Resources

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### ***Student Resources***

1. **Animal Sounds Video**  
<http://bit.ly/TOeCyZ>
2. **Planting Game**  
[http://pbskids.org/sid/fablab\\_vegetableplanting.html](http://pbskids.org/sid/fablab_vegetableplanting.html)

### ***Teacher Resources***

3. **Farm Machines**  
<http://www.kidcyber.com.au/topics/farmmachines.htm>
4. **History of Farming**  
<http://inventors.about.com/library/inventors/blfarm1.htm>
5. **Farm Museum**  
<http://queensfarm.org/our-animals.html>



# Old MacDonald Has a Farm

1

## ☑ **Lesson Objectives**

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### **Core Content Objectives**

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Students will:

- ✓ Explain what a farm is
- ✓ Describe a farmer's job
- ✓ Identify animals found on farms and the sounds those animals make
- ✓ Identify buildings found on farms
- ✓ Identify machines and tools of farming
- ✓ Demonstrate familiarity with the songs "Bingo" and "Old MacDonald Had a Farm"

### **Language Arts Objectives**

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The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards that are addressed in all lessons in this domain.

Students will:

- ✓ Describe familiar places, such as farms and, with prompting and support, provide additional detail (SL.K.4)

## Core Vocabulary

**crops, n.** Plants that are grown on a farm for food

*Example:* The farmer is watering his crops.

*Variation(s):* crop

**harvest, v.** To gather a crop that is ready to be used or eaten

*Example:* The farmer will harvest the pumpkins in the fall.

*Variation(s):* harvests, harvested, harvesting

**pastures, n.** Fields of grass where animals graze

*Example:* We saw sheep in several different pastures along the way to school.

*Variation(s):* pasture

**shelter, n.** A structure that protects someone or something from the weather or from danger


*Example:* My birthday party was held in the shelter at the park.

*Variation(s):* shelters

**tools, n.** Pieces of equipment that help you do a job

*Example:* Do you have all of the tools that you need to fix the bike?

*Variation(s):* tool

<i><b>At a Glance</b></i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<i><b>Introducing the Read-Aloud</b></i>	<b>Domain Introduction</b>		10
	<b>What Do We Know?</b>		
	<b>Purpose for Listening</b>		
<i><b>Presenting the Read-Aloud</b></i>	<b>Old MacDonald Has a Farm</b>		10
<i><b>Discussing the Read-Aloud</b></i>	<b>Comprehension Questions</b>		10
	<b>Word Work: Tools</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<i><b>Extensions</b></i>	<b>On Stage</b>		15
<i><b>Take-Home Material</b></i>	<b>Family Letter</b>	Instructional Masters 1B-1, 1B-2	*



# Old MacDonald Has a Farm

1A

## Introducing the Read-Aloud

10 minutes

### Domain Introduction

Sing or play a recording of “Old MacDonald Had a Farm.” Tell students that for the next several days they will be listening to read-alouds about farms. Explain that they will be learning why farms are so important. Tell students that they will be learning about farm animals including cows, chickens, pigs, and sheep, and that they will also be learning about crops that people grow on farms, including corn and wheat.

### What Do We Know?

Ask students what they already know about farms. You may prompt discussion with the following questions:

- What kinds of animals live on a farm?
- What kinds of plants grow on a farm?
- What else would you see on a farm?
- What kinds of sounds do you hear on a farm?
- Have you ever been to a farm?

Remember to repeat and expand upon students’ responses using richer and more complex language, including, if possible, some read-aloud vocabulary. If a student’s response includes inaccurate factual information, acknowledge the response by saying something like, “So you think that tigers live on farms? We’ll have to listen very carefully to our read-aloud and find out if that is true.”

You may choose to start a KWL (**K**now-**W**onder-**L**earn) three-column chart or a web about farms on chart paper, a chalkboard, or a whiteboard to record students’ responses. Save the chart or web for future reference.



## **Purpose for Listening**

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Tell students that you cannot take them to a real farm today, but they can travel to a farm in their imaginations by listening to the read-aloud. Tell them to listen carefully to find out about all of the different kinds of things found on a farm.



- 1 A farm is a place for growing crops and raising animals, usually with a house and a barn. *Farm* can also mean to grow crops or raise animals.



- 2 [Point to each animal in the picture, and have the class make the corresponding animal sound.]

## Old MacDonald Has a Farm

### ◀ Show image 1A-1: Old MacDonald and his farm

Hello! Let me introduce myself. I'm Old MacDonald, and I have a farm. You might already know that because my farm is one of the most well-known farms around. My farm is famous because a few years back, someone decided to make a song about it. The song is about all the animals on my farm and the noises they make.<sup>1</sup>

### ◀ Show image 1A-2: Farm animals

It's true, my farm is a rather noisy place. I have several different kinds of animals here, and each animal makes a different kind of sound. Here are a few of the farm animals I take care of on my farm. Do you know the sound each animal makes?<sup>2</sup>

We have *moos*, *oinks*, *clucks*, and *baas*, just to name a few. We also have *woofs*! This is my dog Bingo. There's a song about him, too. Maybe you know it. It sounds a little like the song someone wrote about me:

There was a farmer had a dog

and Bingo was his name-o

B-I-N-G-O, B-I-N-G-O, B-I-N-G-O,

and Bingo was his name-o!

Bingo helps me here on the farm. Mostly, he keeps me company while I'm out working, but sometimes Bingo helps in other ways. For example, yesterday I accidentally left a gate open and my sheep got out. Bingo chased the sheep back inside the fence.



### ◀ Show image 1A-3: Old MacDonald pitching hay to the cow

As a farmer, I have many important jobs to do here on the farm, and it is hard to say whether one job is more important than another job. However, if you were able to ask my farm animals, they would tell you that taking care of them is the most important thing I do.

3 A shelter is something that protects the animals from weather or danger.

4 [Point to the pitchfork in the picture.]



← **Show image 1A-4: Barn interior**

After all, farm animals don't take care of themselves. The cows, chickens, pigs, and sheep need a farmer to give them food, water, and **shelter** because, as farm animals, they were not born to live on their own in nature. They need help.<sup>3</sup> Excuse me while I use my pitchfork to pitch a little hay to one of my cows. She's hungry, as always.<sup>4</sup>

5 Tools are things that help you do a job.

6 [Point to the hayloft.]



← **Show image 1A-5: Old MacDonald on tractor**

This is my barn. Sometimes, especially when it is cold or rainy outside, I bring my farm animals into the barn for shelter. I also keep my **tools** and other equipment in the barn.<sup>5</sup> As you can see, I have a lot of tools and equipment; there are many, many jobs to do here on the farm, and each job requires its own tool.

I keep hay for the animals up there in the hayloft.<sup>6</sup> And that's my tractor over there. I love to ride through my fields on my tractor. Let's take a ride!

7 Pastures are fields of grass for animals to eat.

8 To harvest crops means to gather the plants that have been grown for food.



← **Show image 1A-6: Old MacDonald on tractor beside silo**

I grow most of the farm animals' food right here on the farm. On my farm, there are **pastures** full of green grass for the cows and sheep.<sup>7</sup> I also plant and **harvest crops** of corn and wheat out in the fields.<sup>8</sup> I feed most of these crops to my animals.

Farm animals are big eaters, so I need to be sure to have plenty of feed on hand to keep them healthy and happy. I store extra feed for the animals in my silo. A silo is like a giant can. This silo is full of dried corn, which I will use to make feed for my cows in the winter when there is less grass for them to eat out in the pasture.



← **Show image 1A-7: Old MacDonald and family**

By the way, this is my wife, Mrs. MacDonald. I have three children, too. Their names are Delilah, Sadie, and John. You can see our farmhouse in the background. This farm would not run smoothly without Mrs. MacDonald and the children. It takes a

9 [You may want to explain that family farms like Old MacDonald's are less common today than they once were, but that this is a good way to learn about common farm animals and crops.]



← **Show image 1A-8: Fruits and vegetables**

whole family to run this farm!

You might be surprised to learn that our farm is actually very small compared to some. Sure, we have many different types of animals, and we grow and harvest several different crops, but we don't have nearly as much land as some of the other farms I will show you.<sup>9</sup>

Farms are very important. Most of the food we eat—from hamburgers to carrots to French fries—gets its start on a farm. Many kinds of fruits and vegetables come from farms.



← **Show image 1A-9: Dairy products**

10 [You may want to mention that many people, for different reasons, do not eat or like to eat meat, dairy, eggs, or other foods that they will hear about.]

We also get milk, cheese, ice cream, and eggs from farms. Which of these foods do you like to eat?<sup>10</sup>



← **Show image 1A-10: Foods from grains**

Bread, cakes, cereal, and crackers don't come straight from farms—there are no farms with cookie trees or bread bushes. But the things you need to make bread and other foods come from farms.



← **Show image 1A-11: Meats**

All kinds of meats come from farms too.



← **Show image 1A-12: Old MacDonald fixing gate**

Well, I have plenty of work to do today. I need to feed the rest of the animals and water the crops. First, however, I am going to fix the latch on this gate so this sheep doesn't get out again. As soon as I finish my work, I promise to take you on a tour to see some other farms and learn all about farming and farm animals.

## Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* What animals does Old MacDonald have on his farm? (cows, chickens, pigs, a sheep, a dog)
2. *Inferential* What sound does each animal make? (*moo, cluck, oink, baa, woof*)
3. *Inferential* What are three ways Old MacDonald takes care of the animals? (He gives them food, water, and shelter.)



### ◀ Show image 1A-4: Barn interior

4. *Inferential* What is this a picture of? (a barn) Why do many farms have barns? (to provide shelter for animals, a place to keep tools, a place to store hay, etc.)
5. *Inferential* Why are farms important? (Food comes from farms.)
6. *Inferential* How would you explain what a farm is to a friend? (A farm is a place for raising animals and growing crops; it usually has a house and a barn.)
7. *Literal* What kinds of jobs does a farmer have to do? (A farmer takes care of animals and crops, fixes fences, etc.)
8. *Literal* What tools or machines help the farmer do his work? (a tractor, a pitchfork, etc.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

9. *Evaluative Think Pair Share:* Would you like to live on a farm? Why or why not? (Answers may vary.)
10. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

### Word Work: Tools

5 minutes

1. In the read-aloud you heard Old MacDonald say, "I keep my *tools* and other equipment in the barn."
2. Say the word *tools* with me.
3. Tools are things that help you do a job.
4. A computer is a very important tool for me, as a teacher.
5. Think about the work that you do at school. Are there tools that help you do your work? Try to use the word *tools* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "Pencils and paper are tools that I use when I write."]
6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to name a job that you might do. I want you to tell what tools might help you do that job. Try to answer in complete sentences and use the word *tool* or *tools* when you answer. Start your answers with "\_\_\_\_\_ are tools that help us . . ."

1. brushing your teeth (Toothbrushes are tools that help us brush our teeth.)
2. eating soup (Spoons are tools that help us eat soup.)
3. drawing a picture (Pencils, crayons, or markers are tools that help us draw pictures.)
4. combing your hair (Combs are tools that help us comb our hair.)
5. cutting a piece of paper (Scissors are tools that help us cut paper.)



**Complete Remainder of the Lesson Later in the Day**



# Old MacDonald Has a Farm

1B

## Extensions

15 minutes

### On Stage

Teach the class at least these four verses of the song “Old MacDonald Had a Farm”:

*Old MacDonald had a farm, E I E I O.  
And on his farm he had a cow, E I E I O.  
With a moo, moo here and a moo, moo there,  
Here a moo, there a moo, everywhere a moo, moo.  
Old MacDonald had a farm, E I E I O.*

*Old MacDonald had a farm, E I E I O.  
And on his farm he had a hen, E I E I O.  
With a cluck, cluck here and a cluck, cluck there,  
Here a cluck, there a cluck, everywhere a cluck, cluck.  
With a moo, moo here and a moo, moo there,  
Here a moo, there a moo, everywhere a moo, moo.  
Old MacDonald had a farm, E I E I O.*

*Old MacDonald had a farm, E I E I O.  
And on his farm he had a pig, E I E I O.  
With an oink, oink here and an oink, oink there,  
Here an oink, there an oink, everywhere an oink, oink.  
With a cluck, cluck here and a cluck, cluck there,  
Here a cluck, there a cluck, everywhere a cluck, cluck.  
With a moo, moo here and a moo, moo there,  
Here a moo, there a moo, everywhere a moo, moo.  
Old MacDonald had a farm, E I E I O.*

*Old MacDonald had a farm, E I E I O.  
And on his farm he had a sheep, E I E I O.  
With a baa, baa here and a baa, baa there,  
Here a baa, there a baa, everywhere a baa, baa.  
With an oink, oink here and an oink, oink there,  
Here an oink, there an oink, everywhere an oink, oink.  
With a cluck, cluck here and a cluck, cluck there,  
Here a cluck, there a cluck, everywhere a cluck, cluck.  
With a moo, moo here and a moo, moo there,  
Here a moo, there a moo, everywhere a moo, moo.  
Old MacDonald had a farm, E I E I O.*

You will want to start by singing a line and having students echo. Once students are familiar with the song, you may try variations—e.g., you sing each verse and students sing the animal sounds, or you could have different groups of students sing the verse for a particular animal.

Students will have many opportunities to sing the song during the next several days. Singing can also be an excellent transition activity.

## ***Take-Home Material***

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### **Family Letter**

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Send home Instructional Masters 1B-1 and 1B-2.





# With a Moo, Moo Here

# 2

## ✓ **Lesson Objectives**

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### **Core Content Objectives**

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Students will:

- ✓ Describe a farmer's job
- ✓ Identify calves and cows and the sounds they make
- ✓ Identify needs of cattle: food, water, and space to live and grow
- ✓ Describe how calves need to be fed and cared for by their parents or people
- ✓ Explain why farmers raise cattle
- ✓ Identify foods that come from cattle

### **Language Arts Objectives**

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The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards that are addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, identify the main topic and retell key details from “With a Moo, Moo Here” (RI.K.2)
- ✓ Describe familiar things, such as cows and, with prompting and support, provide additional detail (SL.K.4)

## Core Vocabulary

**grazing, v.** To move around feeding on growing grass and/or other plants

*Example:* The cows are grazing in the field behind the barn.

*Variation(s):* graze, grazes, grazed

**herd, n.** A group of animals that feed and travel together


*Example:* We saw a herd of deer at the park.

*Variation(s):* herds

**produces, v.** Makes, grows, or creates something

*Example:* A flower produces pollen.

*Variation(s):* produce, produced, producing

<b><i>At a Glance</i></b>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>What Do We Know?</b>		10
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>With a Moo, Moo Here</b>		10
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>		10
	<b>Word Work: Grazing</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Image Review</b>		15



# With a Moo, Moo Here

# 2<sub>A</sub>

## ***Introducing the Read-Aloud***

**10** minutes

### **What Do We Know?**

As a class, sing the verse about a cow from “Old MacDonald Had a Farm.” Ask students what they already know about cows. You may prompt discussion with the following questions:

- What sound does a cow make?
- What do cows eat?
- Why do farmers raise cows?
- How would you describe a cow?
- Have you ever seen a real cow? If so, where?

Remember to repeat and expand upon students’ responses using richer and more complex language, including, if possible, some read-aloud vocabulary. If a student’s response includes inaccurate factual information, acknowledge the response by saying something like, “So you think that farmers have cows for pets? We’ll have to listen very carefully to our read-aloud and find out if that is true.”

You may choose to add the information that students share about cows to the KWL chart or web you started in Lesson 1. Save the chart for future reference.

### **Purpose for Listening**

Tell students that Old MacDonald is going to tell them all about cows. Tell students to listen to find out more about the main topic, or main idea, of today’s lesson: cows.



## With a Moo, Moo Here

### ◀ Show image 2A-1: Old MacDonald on tractor, leaving driveway

I have finished my jobs for the day, and I am ready to take you on a farm tour. Let's start over at my neighbor Farmer Brown's place.



### ◀ Show image 2A-2: Herd of cattle

Cattle are some of the first animals people think of when they think of farms. This is actually my neighbor's **herd** of cattle.<sup>1</sup> I only have a few cows on my farm, but my neighbor has a whole herd.

Female, or mother cattle, are called cows. You might not be able to tell at first glance, but most of the cattle in this picture are cows, or female cattle. Like most farm animals, cows spend most of the day standing around eating. That is fine. In fact, that's great! That is exactly what farmers want cows to do. The more the cows eat, the better!



### ◀ Show image 2A-3: Cow and calf

Baby cattle are called calves. A calf looks like its mother, only smaller. Cows usually give birth to one calf each year. Like all mammals, this mother cow **produces** milk inside her body.<sup>2</sup> The calf feeds on the milk each day until it is old enough to eat grass and other types of feed.

If you look closely at the cow in this picture, you will notice a large pouch on her belly, near her hind legs.<sup>3</sup> This is the cow's udder, where she produces and stores milk. The cow's udder has four teats. Her calf will suck on one of those teats and drink milk when it is hungry. Sometimes, the mother cow is not able to produce enough milk for her calf. If that happens, the farmer will feed the calf milk from a bottle.

1 A herd is a group of animals.

2 Mammals are animals that drink milk when they are babies. The mother cow makes milk inside her body.

3 [Point to the udder in the picture.]



← **Show image 2A-4: Bull**

Males, or father cattle, are called bulls. They are usually larger than cows. Bulls do not produce milk. A farmer has many cows but usually only one or two bulls. Even an old, experienced farmer like me needs to be careful around the bull because it can be unpredictable.<sup>4</sup>

4 So, cows are female cattle and bulls are male cattle.



← **Show image 2A-5: Hay bales**

Cattle spend most of their time out in the fields or pasture **grazing** on fresh, green grass.<sup>5</sup> Because grass isn't always available, some farmers grow extra fields of grass, alfalfa, and other grains that they can turn into hay. Hay is dried grass that cows and other farm animals can eat when there is not enough grass growing in the pasture. Once the plants in these extra fields are fully grown, the farmer pulls a machine with his tractor to mow it down. Then he uses another machine to gather it up and make hay bales.<sup>6</sup>

5 *Grazing* means eating.

6 A bale is a large, tightly packed bundle tied together. Have you ever seen a bale of hay?

Farmers can store the bales of hay in the field, or bring them into the barn to keep them nice and dry. That way, they will be ready for cattle to eat in the winter, when the weather is cold and there is not as much grass for grazing in the fields.

Some farmers also give cows feed made from corn. And I don't mean corn on the cob! The corn people eat is called sweet corn, and is different from what most farmers grow, which is called field corn. Field corn has many uses. It can be used for animal feed and as an ingredient in many foods we eat.



← **Show image 2A-6: Children drinking milk**

Calves aren't the only ones who drink cow's milk. People drink it, too. I am sure a lot of you drink milk every day. Milk is also used to make ice cream as well as many other dairy products including cheese, butter, and yogurt.<sup>7</sup> So, cows' milk is also important to people. That is why there are dairy farms.

7 Dairy products are things made from milk. [You may want to mention that some people do not eat or drink dairy products.]



← **Show image 2A-7: Milking a cow**

People get a cow's milk by milking the cow. To milk the cow, this girl squeezes a teat on the udder and gives it a good, strong tug. With each tug, a little more milk squirts out into the bucket. It will take her a while to fill the bucket, and by the time she is done her hands and arms will probably be sore and tired, unless she does this sort of work a lot, in which case she will be used to it.



← **Show image 2A-8: Milking parlor**

On modern dairy farms, machines are used to milk the cows. The farmer hooks the hoses up to the udders, but then the machines do the work of pumping milk out of the udders. On a dairy farm, the building where the cows are milked is called the milking parlor.



← **Show image 2A-9: Milk truck**

The dairy farmer collects fresh milk from his cows twice each day, and a big truck comes to the dairy farm and collects all the milk once every two days. Often, the milk will go to a bottling factory, and then it will be sold to a grocery store and may eventually end up in your refrigerator at home.



← **Show image 2A-10: Beef products**

Not all cows are dairy cows. Some farmers raise beef cattle. *Beef* is the word for cow meat.<sup>8</sup> Roast beef, steaks, hamburgers, and beef stew are all beef products.<sup>9</sup>

8 [Point to each beef product as you read the following sentence.]

9 [You may want to mention that some people do not eat or like to eat beef.]

## Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.



### ◀ Show image 2A-3: Cow and calf

1. *Inferential* What is the main topic, or main idea, of today's lesson? (cows)
2. *Literal* What do you see in this picture? (cow and calf) What sound do they make? (moo)
3. *Inferential* Why does a cow have an udder? (to hold the milk it produces)
4. *Literal* What are male cattle called? (bulls) What are female cattle called? (cows)
5. *Inferential* How do cattle get the feed they need? (They eat grass or are fed hay or feed by the farmer.)
6. *Inferential* How do calves get the feed they need? (They drink their mother's milk or are fed by the farmer until they can eat grass.)
7. *Inferential* Why do farmers raise cattle? (for dairy and beef products)
8. *Inferential* What foods/drinks do people use that come from cattle? (milk, cheese, ice cream, yogurt, beef, etc.)
9. *Evaluative* What is your favorite food that comes from a cow? (Answers may vary.) [You may want to mention that not everyone eats beef and/or dairy products, or you may choose to omit this question.]

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and

discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

10. *Evaluative Think Pair Share*: What is the most interesting fact that you learned about cows? (Answers may vary.)
11. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

### Word Work: Grazing

5 minutes

1. In the read-aloud you heard, "Cows spend most of their time out in the fields or pasture *grazing* on fresh, green grass."
2. Say the word *grazing* with me.
3. If an animal is grazing, it is moving around eating grass or other plants.
4. Last night, I saw a deer grazing in my backyard.
5. Have you ever seen an animal out in a field grazing on grass? If not, have you watched an animal grazing on TV? Try to use the word *grazing* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "I saw a \_\_\_\_\_ grazing in the field."]
6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: I will read a sentence about an animal doing something. If it is an example of an animal grazing, you will say, "The \_\_\_\_\_ is grazing." If it is not an example of grazing, you will say, "The \_\_\_\_\_ is not grazing."

1. The calf is drinking milk from its mother. (The calf is not grazing.)
2. The cow is eating the fresh, green grass. (The cow is grazing.)
3. The deer wanders away from its mother while it is eating grass. (The deer is grazing.)
4. The bull is drinking water from the river. (The bull is not grazing.)
5. The sheep is eating the grass behind the barn. (The sheep is grazing.)



**Complete Remainder of the Lesson Later in the Day**





# With a Moo, Moo Here

2<sub>B</sub>

## Extensions

15 minutes

### Image Review

One by one, show images 2A-2 through 2A-10. Have students talk about what they see in each picture and what they have learned that is associated with the picture. As students share, remember to repeat and expand upon each response using richer and more complex language, including, if possible, any read-aloud vocabulary.



# And a Cluck, Cluck There

# 3

## ✓ Lesson Objectives

### Core Content Objectives

Students will:

- ✓ Describe a farmer's job
- ✓ Identify chicks, hens, and roosters, and the sounds they make
- ✓ Identify needs of chickens: food, water, and space to live and grow
- ✓ Describe how chicks need to be fed and cared for by their parents or people
- ✓ Explain why farmers raise chickens
- ✓ Identify foods that come from chickens

### Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards that are addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, identify the main topic and retell key details from “And a Cluck, Cluck There” (RI.K.2)
- ✓ Describe familiar things, such as chickens and, with prompting and support, provide additional detail (SL.K.4)
- ✓ Identify new meanings for familiar words, such as *feed*, and apply them accurately (L.K.4a)
- ✓ Explain the meaning of the saying, “the early bird gets the worm” and use in the appropriate contexts (L.K.6)
- ✓ Listen to a variety of texts, including informational narratives such as “And a Cluck, Cluck There”

## Core Vocabulary

**collects, v.** Brings together

*Example:* My brother collects interesting rocks.

*Variation(s):* collect, collected, collecting

**hatch, v.** Come out of an egg

*Example:* Do you think the chicks will hatch today?

*Variation(s):* hatches, hatched, hatching

**peck, v.** Bite or strike with a beak


*Example:* The hens will peck for food in the barnyard.

*Variation(s):* pecks, pecked, pecking

**perching, v.** Sitting on a branch or other place like a bird

*Example:* Do you see the bluebird perching in that oak tree?

*Variation(s):* perch, perches, perched

<i><b>At a Glance</b></i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<i><b>Introducing the Read-Aloud</b></i>	<b>What Have We Already Learned?</b>		10
	<b>What Do We Know?</b>		
	<b>Purpose for Listening</b>		
<i><b>Presenting the Read-Aloud</b></i>	<b>And a Cluck, Cluck There</b>		10
<i><b>Discussing the Read-Aloud</b></i>	<b>Comprehension Questions</b>		10
	<b>Word Work: Collects</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<i><b>Extensions</b></i>	<b>Sayings and Phrases: The Early Bird Gets the Worm</b>		15
	<b>Multiple Meaning Word Activity: Feed</b>	Poster 2M: Feed	



# And a Cluck, Cluck There

3<sub>A</sub>

## Introducing the Read-Aloud

10 minutes

### What Have We Already Learned?

As a class, sing the verse about a cow from “Old MacDonald Had a Farm.” Ask students what they have learned about cows and complete the Learn column of the KWL chart or add to your web, if you are making a written record. Remind students that female cattle are called *cows* and that male cattle are called *bulls*. Review the dairy and beef products we get from cattle. Be sure to record that baby cattle are called *calves*.

### What Do We Know?

As a class, sing the verse about a hen from “Old MacDonald Had a Farm.” Ask students what they already know about hens or chickens. You may prompt discussion with the following questions:

- What sounds do chickens make?
- What do chickens eat?
- Why do farmers have chickens?
- What does a chicken look like?
- Have you ever seen a real chicken? If so, where?

Remember to repeat and expand upon students’ responses using richer and more complex language, including, if possible, some read-aloud vocabulary. If a student’s response includes inaccurate factual information, acknowledge the response by saying something like, “So you think that chickens have four legs? We’ll have to listen very carefully to our read-aloud and find out if that is true.” You may choose to add the information that students share about chickens to the KWL chart or web started previously. Save the chart for future reference.

## **Purpose for Listening**

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Tell students that Old MacDonald is going to tell them all about chickens. Tell students to listen to find out more about the main topic, or main idea, of today's lesson: chickens.



## And a Cluck, Cluck There

### ◀ Show image 3A-1: Old MacDonald and chicken

Old MacDonald here again. This time I want to tell you about chickens. I have a few chickens on my farm, but some farmers have lots of chickens. Chickens are birds, but they do not really fly.



### ◀ Show image 3A-2: Chickens

Like any bird, chickens have feathers, feet, beaks, and wings, but chickens cannot fly. They *can* flap their wings, and sometimes a chicken can get a few feet off the ground or even to the top of a shed roof. But chicken bodies are not suited for flying.<sup>1</sup>

1 What might happen if chickens could fly? Could farmers just let them walk around?



### ◀ Show image 3A-3: Foraging chickens

Some farmers let their chickens out in the yard to **peck** around for insects, seeds, and other food on the ground.<sup>2</sup> As long as there is food to be found, chickens tend to stay close to home, so there is little need to worry about them running away.

2 *Peck* means to use a beak to get food.



### ◀ Show image 3A-4: Chickens eating feed

Generally, chickens need help from the farmer to get all the food they need. The farmer feeds them special pellets, called chicken feed, or he can feed them dried corn, wheat, or oats.<sup>3</sup>

3 *Feed* means to give food to, but feed is also the food that animals eat.



### ◀ Show image 3A-5: Chicken coop

At night—and all the time on some farms—chickens live in the chicken coop. A chicken coop is not a fancy shelter. It usually consists of a small building where the chickens make their nests and where they roost, or sleep, at night.

The chicken coop also has a fenced-in dirt yard. The main reason for having a fence is to keep other animals out. Chickens are tasty and—because they can't fly—they would be easy prey for other animals, including owls, foxes, raccoons, weasels, and skunks. These creatures are nocturnal predators, meaning they

are animals that hunt at night, so every farmer needs to make sure that the chickens are all safely locked up in the coop every night before he or she goes to bed.



← **Show image 3A-6: Eggs in nest**

Female chickens are called hens. Hens lay eggs, which many people like to eat. On some farms, the farmer **collects** the eggs from the chickens' nests each morning and evening.<sup>4</sup> On other farms the hens lay their eggs in cages with sloping bottoms so the eggs roll out onto a conveyor belt that collects them. The farmer and his family eat the eggs, or they sell them to other people.

4 The farmer takes the eggs.



← **Show image 3A-7: Egg in frying pan**

Eggs have hard shells. If you crack the shell you can break open the egg and release the yolk and white. Egg yolk is yellow and egg white is actually clear, though it turns white when you cook it. Some people like to eat fried or scrambled or boiled eggs for breakfast.<sup>5</sup> Eggs are also used to make other foods, including cakes, cookies, and other baked goods.

5 [You may want to mention that some people do not eat or like to eat eggs.]



← **Show image 3A-8: Nesting chicken**

This hen laid several eggs, and now she is sitting on her eggs. If the farmer does not collect the eggs, the hen will keep sitting on them to keep them warm and protected. This is called nesting.



← **Show image 3A-9: Hatching chicks**

After the hen sits on the eggs for about twenty-one days, something amazing will happen. A chick will be born, and it will use its beak to crack open the shell from the inside! For twenty-one days, the chick has gradually grown inside the egg. All this time it has been using the egg yolk and white as its food. Within a few hours the chick will be fluffy and yellow. On some farms the eggs are hatched in incubators, machines that warm the eggs just like a mother hen.



← **Show image 3A-10: Hen and chicks**

Hens are good mothers. They naturally know to sit on eggs to keep them warm and how to raise baby chicks. They will even sit on other hens' (or even other birds') eggs! Unlike cows and pigs, chickens do not produce milk to feed their young. After the chicks **hatch**,<sup>6</sup> they quickly learn to scratch and peck. Soon, these chicks will be ready to peck the ground to find food for themselves.

6 or come out of their eggs



← **Show image 3A-11: Rooster**

Male chickens are called roosters. The farmer usually only keeps one rooster in the chicken coop. Roosters do not lay eggs. Like the hens you saw earlier, this rooster has a red comb on top of his head.<sup>7</sup> If you compare this rooster to the hens, you will also notice that he has a larger wattle. The wattle is a flap of bare skin that hangs down on a bird's throat.<sup>8</sup> Roosters have larger wattles than hens.

7 [Point to the comb in the picture.]

8 [Point to the wattle in the picture.]

Roosters, are famous for **perching** on fences and even on rooftops—if they can flap or scamper to the top of the barn—and crowing “cock-a-doodle-do!” Roosters are alarm clocks for farmers because they often crow as soon as the sun starts to rise. And getting up early is just fine for farmers, because they know that “the early bird gets the worm.” Roosters continue crowing from time to time throughout the day, but they usually do not go “cock-a-doodle-do” at night.



← **Show image 3A-12: Chicken products**

Of course, farmers don't raise chickens just for their eggs. Many people like to eat chicken. One of my favorites is fried chicken, but some folks like to eat roasted chicken or barbecued chicken.

A popular food many kids like to order when they go out to eat is called chicken fingers. Of course, chickens do not really have fingers! Chicken fingers are simply strips of cooked chicken meat that you eat with your fingers.<sup>9</sup>

9 [You may want to mention that some people do not eat or like to eat chicken meat.]

Well, that's about everything I can tell you about chickens, and mine are probably getting hungry right about now, so I better go throw a few scoops of feed into the coop.



### Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.



◀ **Show image 3A-10: Hen and chicks**

1. *Inferential* What is the main topic, or main idea, of today's lesson? (chickens)
2. *Literal* What do you see in this picture? (hen and chicks) What sound do they make? (cluck)
3. *Inferential* How do chickens get the food that they need? (They peck for insects and seeds, or are fed by the farmer.)
4. *Literal* How do chicks begin their life? (They hatch from an egg.)
5. *Literal* Once the chicks have hatched, how do they get the food that they need? (They quickly learn to scratch and peck the ground for food.)
6. *Inferential* Why do many chickens spend time in a chicken coop? (for shelter, for protection from wild animals)
7. *Inferential* How can you tell the difference between a hen and a rooster? (Roosters have larger combs and wattles; they make a different sound.)
8. *Inferential* How are chickens like other birds that you might see outside? (have feathers, wings, beaks, make nests, lay eggs, etc.) How are they different? (can't fly, domesticated, etc.)
9. *Evaluative* Why do farmers raise chickens? (for eggs, for meat) Do you like to eat eggs and/or chicken meat? (Answers may vary.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

10. *Evaluative Think Pair Share:* What is the most interesting fact that you learned about chickens? (Answers may vary.)
11. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

### **Word Work: Collects**

**5 minutes**

1. In the read-aloud you heard, "On some farms, the farmer *collects* the eggs from the chickens' nests each morning and evening."
2. Say the word *collects* with me.
3. If a person collects things, he or she brings them together and saves them.
4. My grandfather collects old coins.
5. Is there something that you collect, or do you know someone who collects things? Try to use the word *collects* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "My sister collects stuffed animals."]
6. What's the word we've been talking about?

Use a *Sharing* activity for follow-up. Directions: I am going to describe situations that are examples of a person collecting things. For each example I want you to tell me what is being collected, and by whom. Try to answer in complete sentences. Begin your responses with “\_\_\_\_\_ collects \_\_\_\_\_.”

1. Steve picks up lots of shells at the beach and puts them in his pail. (Steve collects shells.)
2. Gina has friends and family send her postcards, which she keeps in a box. (Gina collects postcards.)
3. Sue keeps all of her favorite rocks that she has found in a pail. (Sue collects rocks.)
4. Juan has more than fifty baseball trading cards in his desk. (Juan collects baseball trading cards.)
5. The squirrel hides dozens of acorns to eat during the winter. (The squirrel collects acorns.)



**Complete Remainder of the Lesson Later in the Day**



# And a Cluck, Cluck There

3<sub>B</sub>

## Extensions

15 minutes

### Sayings and Phrases: The Early Bird Gets the Worm

Proverbs are short, traditional sayings that have been passed along orally from generation to generation. These sayings usually express general truths based on experiences and observations of everyday life. Although some proverbs do have literal meanings—that is, they mean exactly what they say—many proverbs have a richer meaning beyond the literal level. It is important to help students understand the difference between the literal meanings of the words and their implied or figurative meanings.

Remind students that in the read-aloud they heard the saying, “the early bird gets the worm.” Have students repeat the saying. Explain that worms are something birds like to eat; a bird would be happy if it found a worm because it could eat it! Repeat the saying one more time. Ask students why the early bird would get the worm. (It gets there first to see the worm before other birds do.) What would happen to a bird that came after the early bird? Would it get the worm?

Explain that this saying can also be true for people. People probably aren’t interested in getting a worm when they’re early, but there are other rewards they can get. Give students an example, such as getting up early gives students time to do things they need to do before school—like combing their hair, eating a good breakfast, and brushing their teeth; arriving early for the movies allows enough time to get a ticket, a snack (if desired), and a preferred seat before the movie. You may also want to explain that some businesses benefit from an early start (for employees as well as customers), such as a bakery or bagel shop. Ask students if they can think of other good things or rewards that come from being early.

Try to find opportunities to use this saying when it applies to situations in the classroom.

- ✈ Above and Beyond: You may also have students illustrate the literal and figurative meanings of this saying, or just the figurative meaning.

## ↔ Multiple Meaning Word Activity

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### ***Associated Phrase: Feed***

1. [Show Poster 2M: Feed.] In the read-aloud you heard, “The farmer feeds [chickens] special pellets, called chicken *feed*, or he can *feed* them dried corn, wheat, or oats.” [Have students hold up one or two fingers to indicate which image on the poster shows this meaning. Note that this sentence uses both definitions of feed. Specify that you are talking about the food that some animals, like chickens, eat.]
2. With your neighbor, talk about what you think of when you see this kind of feed. I will call on a few of you to share your response. Try to answer in complete sentences. (When I see this kind of feed, I think of chickens, pellets, farms, Old MacDonald’s chickens, etc.) [Call on three or four students to share their answers.]
3. *Feed* also means something else. *Feed* means to give to food to, like the mother cow feeds her calf milk when it’s hungry. [Have students hold up one or two fingers to indicate which image on the poster shows this meaning.]
4. Now with your neighbor, talk about what you think of when you see this picture of feed. I will call on a few of you to share your response. Try to answer in complete sentences. (This picture of feed makes me think of my mother, my favorite food, hunger, dinnertime, snacks, etc.) [Call on three or four students to share their answers.]



# Here an Oink, There an Oink

## 4

### **Lesson Objectives**

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#### **Core Content Objectives**

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Students will:

- ✓ Describe a farmer's job
- ✓ Identify piglets and pigs and the sounds they make
- ✓ Identify needs of pigs: food, water, and space to live and grow
- ✓ Describe how piglets need to be fed and cared for by their parents or people
- ✓ Explain why farmers raise pigs
- ✓ Identify foods that come from pigs

#### **Language Arts Objectives**

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The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards that are addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, identify the main topic and retell key details from “Here an Oink, There an Oink” (RI.K.2)
- ✓ With prompting and support, describe the role of an author and illustrator in a nonfiction/informational text (RI.K.6)
- ✓ With prompting and support, compare and contrast similarities and differences between pigs and cows (RI.K.9)
- ✓ Describe familiar things, such as pigs and, with prompting and support, provide additional detail (SL.K.4)
- ✓ Listen to a variety of texts, including informational narratives such as “Here an Oink, There an Oink”

## Core Vocabulary

**litter, n.** Baby animals born to the same mother at one time

*Example:* The dog had a litter of four puppies.

*Variation(s):* litters

**raise, v.** To have and take care of

*Example:* The farmer will raise chickens on his farm.

*Variation(s):* raises, raised, raising

**valuable, adj.** Precious or worth a lot of money


*Example:* My grandmother's diamond ring is very valuable.

*Variation(s):* none

**wallow, v.** To roll around in water or mud

*Example:* Pigs often wallow in mud.

*Variation(s):* wallows, wallowed, wallowing

<i><b>At a Glance</b></i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<i><b>Introducing the Read-Aloud</b></i>	<b>What Have We Already Learned?</b>		10
	<b>What Do We Know?</b>		
	<b>Purpose for Listening</b>		
<i><b>Presenting the Read-Aloud</b></i>	<b>Here an Oink, There an Oink</b>		10
<i><b>Discussing the Read-Aloud</b></i>	<b>Comprehension Questions</b>		10
	<b>Word Work: Valuable</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<i><b>Extensions</b></i>	<b>Domain-Related Trade Book</b>		15



# Here an Oink, There an Oink

4<sub>A</sub>

## ***Introducing the Read-Aloud***

**10** minutes

### **What Have We Already Learned?**

As a class, sing the verse about a hen from “Old MacDonald Had a Farm.” Ask students what they have learned about hens or chickens, and complete the Learn column of the KWL chart or add to your web, if you are making a written record.

### **What Do We Know?**

As a class, sing the verse about a pig from “Old MacDonald Had a Farm.” Ask students what they already know about pigs. You may prompt discussion with the following questions:

- What sound does a pig make?
- What do pigs eat?
- Why do farmers have pigs?
- What does a pig look like?
- Have you ever seen a real pig? If so, where?

Remember to repeat and expand upon students’ responses using richer and more complex language, including, if possible, some read-aloud vocabulary. If a student’s response includes inaccurate factual information, acknowledge the response by saying something like, “So you think that pigs can fly? We’ll have to listen very carefully to our read-aloud and find out if that is true.”

You may choose to add the information that students share about pigs to the KWL chart or web you started previously. Save the chart for future reference.

### **Purpose for Listening**

Tell students that Old MacDonald is going to tell them all about pigs. Tell students to listen to learn more about today’s main topic: pigs.





## Here an Oink, There an Oink

### ◀ Show image 4A-1: Old MacDonald and pig

You may remember from the song that I also have pigs on my farm. Some farmers raise many pigs. Just like cows and chickens, pigs depend on farmers for food and shelter.



### ◀ Show image 4A-2: Pigs feeding at trough

At feeding time, the farmer dumps a bucket of feed into the pig's feeding trough. The trough may be a long, narrow, wooden bowl or steel pan.

Sometimes, pigs are called hogs. Whatever you call them, it's a known fact that pigs like to eat a lot. Pigs eat grass, grain, cheese, vegetable scraps, pretty much whatever you feed them—and then some! In fact, I know some farmers who use their pigs to harvest their corn, bean, and turnip crops. The pigs even eat the weeds and till the soil with their pointy snouts while they're rooting around! Now that's what I call smart farming. Some pigs grow to be over 200 pounds.



### ◀ Show image 4A-3: Pig in mud

When they are not busy eating, pigs like to lie around in a cool spot. If the farmer lets his pigs outside in a pasture, they often use their pointed noses to make holes in the ground where rainwater collects. These puddles make a nice, cool place to lie on a hot day. The pigs often **wallow** in the puddles and stir up plenty of mud.<sup>1</sup> Because pigs don't sweat like people do, the mud helps keep them cool in the hot summer, and it also helps keep the bugs away.

<sup>1</sup> *Wallow* means to roll around.

Cows moo. People say that pigs go *oink*, but if you ask me, pigs have their own language. All those grunts, snorts, and squeals I hear when I go near the pigpen sound like the pigs are having a conversation with each other. *Pigsty* is another word

for *pigpen*. But you might be surprised to hear that pigs are not dirty or messy. So if someone tells you that your room looks like a pigsty when it is time for you to do a little cleaning, you should let them know that pigs actually do not like their homes to be dirty.



← **Show image 4A-4: Pig**

Because they snort and eat a lot and spend so much time wallowing in the mud, pigs have a reputation for being dirty, lazy, and greedy. In fact, however, they are intelligent, friendly creatures (and I think they're kind of cute!). Some people say that pigs are even smarter than dogs, but you'd better not tell that to my dog, Bingo! Some people even say that pigs make good pets because they are affectionate and they like to play.



← **Show image 4A-5: Pig in field**

You might be surprised to learn that pigs are actually quick animals. When they need to, pigs can really move. And, having owned many pigs in my life, I can tell you that it is really difficult to catch a pig if it ever gets out of the pen and decides to try and run away.



← **Show image 4A-6: Boar**

Just like cows and chickens, male and female pigs have different names. This is a male pig. Male pigs are called boars. That is not an earring in his ear. Each pig has a tag with a number so the farmer can identify it. It's like his nametag.



← **Show image 4A-7: Sow and litter**

Female pigs are called sows.<sup>2</sup> This sow has given birth to a **litter** of piglets.<sup>3</sup> Typically, sows will give birth to litters of between six and twelve piglets each year. Pigs are mammals; like cows, pigs produce milk for their young. Sows do not have udders like cows, but they do have lots of teats—hopefully enough for every piglet. If the mother pig is not able to produce enough milk, the farmer may move one of the piglets to another sow that has some extra milk.

2 The word *sow* rhymes with *cow*.

3 A litter is a group of babies born to the mother at the same time.



← **Show image 4A-8: Bacon and sausage**

4 *Raise* means to take care of.

5 [Point to each pork product and say its name.]

6 [You may want to mention that some people do not eat or like to eat pork.]

Farmers **raise** pigs for their meat.<sup>4</sup> Meat that comes from a pig is called pork, and pork is used to make products such as bacon and sausage.<sup>5</sup> Some people like to eat bacon or sausage for breakfast. Other types of pork include ham, pork chops, and pork loin. These are popular foods that you can roast, grill, or fry.<sup>6</sup> Do you have a favorite?



← **Show image 4A-9: Pigs**

7 *Valuable* means precious or worth a lot of money.

Pigs are **valuable** animals.<sup>7</sup> In some parts of the world, it is common for every family to own a pig. The meat from one large pig can feed a whole family for a month or more. Plus, if a sow has a litter of piglets, the piglets can be sold or traded in the market once they are grown up. The farmer or family can then use the money to buy food or other important things.

Come to think of it, you might want to consider getting a pig of your own. Do you think you have room for one at your house?

## Discussing the Read-Aloud

**15** minutes

### Comprehension Questions

**10** minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Inferential* What is the main topic, or main idea, of today's lesson? (pigs)

← **Show image 4A-7: Sow and litter**



2. *Literal* What do you see in this picture? (pig and piglets) What sound do they make? (oink or grunts and squeals)

3. *Inferential* How do pigs get the food that they need? (The farmer feeds them corn or other grain.)

4. *Inferential* How do piglets get the food that they need? (They drink their mother's milk.)
5. *Literal* What are female pigs called? (sows) What are male pigs called? (boars)
6. *Literal* What is a litter of piglets? (a group of piglets born to a sow)
7. *Inferential* Why do farmers raise pigs? (for their meat)
8. *Inferential* What pork products do people eat? (bacon, sausage, ham, pork chops, pork loin)
9. *Evaluative* How are pigs like cows? How are they different? (They both feed their babies milk, they both live on a farm; people get different products from each, they are different sizes; etc.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

10. *Evaluative Think Pair Share:* What is the most interesting fact that you learned about pigs? (Answers may vary.)
11. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

## Word Work: Valuable

5 minutes

1. In the read-aloud you heard, “Pigs are *valuable* animals.”
2. Say the word *valuable* with me.
3. If something is valuable, it is precious or worth a lot of money.
4. The queen’s jewels are very valuable.
5. What kinds of things are valuable to you or your family? Try to use the word *valuable* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “Our new car is very valuable because \_\_\_\_\_” or “Our dog Sadie is very valuable because \_\_\_\_\_.”]
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: Look around the classroom. What do you think are some of the most valuable things and why do you think they are valuable? Be sure to begin your responses with “\_\_\_\_\_ is valuable because . . .” Try to answer in complete sentences. [You may also choose to have students focus on some abstract things that are valuable because they are precious or important to them, such as friendships, their education, or experiences they have had.]



**Complete Remainder of the Lesson Later in the Day**



# Here an Oink, There an Oink

4<sub>A</sub>

## Extensions

15 minutes

### Domain-Related Trade Book

Refer to the list of recommended trade books in the Introduction at the front of this Anthology, and choose a book about farm animals to read aloud to the class. As you read, use the same strategies that you have been using when reading the read-aloud selections in this Anthology—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc.

After you finish, lead students in a discussion as to how the story or information in this book relates to the read-alouds in this domain. Explain to students that the person who wrote the book is called the author. Tell students the name of the author of the book. Explain to students that the person who makes the pictures for the book is called an illustrator. Tell students the name of the illustrator. Show students where you can find this information on the cover of the book or the title page.



# Everywhere a Baa, Baa

5

## ✓ Lesson Objectives

### Core Content Objectives

Students will:

- ✓ Describe a farmer's and a shepherd's jobs
- ✓ Identify lambs and sheep and the sounds they make
- ✓ Identify needs of sheep: food, water, and space to live and grow
- ✓ Describe how lambs need to be fed and cared for by their parents or people
- ✓ Explain why farmers raise sheep

### Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards that are addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, identify the main topic and retell key details from “Everywhere a Baa, Baa” (RI.K.2)
- ✓ With prompting and support, compare and contrast similarities and differences between sheep and pigs (RI.K.9)
- ✓ Describe familiar things, such as sheep and, with prompting and support, provide additional detail (SL.K.4)
- ✓ Identify new meanings for familiar words, such as *pen*, and apply them accurately (L.K.4a)
- ✓ Listen to a variety of texts, including informational narratives such as “Everywhere a Baa, Baa”

## Core Vocabulary

**fleece, n.** The coat of wool on a sheep

*Example:* The fleece is soft and white.

*Variation(s):* none

**flock, n.** A group of animals such as sheep or birds

*Example:* The flock of sheep is grazing in the pasture.

*Variation(s):* flocks

**responsibilities, n.** Tasks or jobs that you are in charge of

*Example:* Setting the table for dinner is one of my responsibilities at home.

*Variation(s):* responsibility

**shepherd, n.** A person who takes care of sheep


*Example:* The shepherd will make sure that the sheep have good pasture.

*Variation(s):* shepherds

**stray, v.** To wander away

*Example:* Sheep sometimes stray from the flock.

*Variation(s):* strays, strayed, straying

<i><b>At a Glance</b></i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<i><b>Introducing the Read-Aloud</b></i>	<b>What Have We Already Learned?</b>		10
	<b>What Do We Know?</b>		
	<b>Purpose for Listening</b>		
<i><b>Presenting the Read-Aloud</b></i>	<b>Everywhere a Baa, Baa</b>		10
<i><b>Discussing the Read-Aloud</b></i>	<b>Comprehension Questions</b>		10
	<b>Word Work: Responsibilities</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<i><b>Extensions</b></i>	<b>Multiple Meaning Word Activity: Pen</b>	Poster 3M: Pen	15
	<b>Syntactic Awareness Activity: What's the Better Word?</b>		
	<b>Vocabulary Instructional Activity: Male/Female</b>	chart paper; images; glue or tape	





# Everywhere a Baa, Baa

5<sub>A</sub>

## ***Introducing the Read-Aloud***

**10** minutes

### **What Have We Already Learned?**

As a class, sing the verse about a pig from “Old MacDonald Had a Farm.” Ask students what they have learned about pigs, and complete the Learn column of the KWL chart or add to your web, if you are keeping a written record.

### **What Do We Know?**

As a class, sing the verse about a sheep from “Old MacDonald Had A Farm.” Ask students what they already know about sheep. You may prompt discussion with the following questions:

- What sound does a sheep make?
- What do sheep eat?
- Why do farmers have sheep?
- What does a sheep look like?
- Have you ever seen a real sheep? If so, where?

Remember to repeat and expand upon students’ responses using richer and more complex language, including, if possible, some read-aloud vocabulary. If a student’s response includes inaccurate factual information, acknowledge the response by saying something like, “So you think that sheep have feathers? We’ll have to listen very carefully to our read-aloud and find out if that is true.”

You may choose to add the information that students share about sheep to the KWL chart or web you started previously. Save the chart for future reference.

### **Purpose for Listening**

Tell students that Old MacDonald is going to tell them all about sheep. Tell students to listen to learn more about today’s main topic: sheep.



## Everywhere a Baa, Baa

### ◀ Show image 5A-1: Old MacDonald and a sheep

Old MacDonald here. You may remember that I have some sheep on my farm. The sheep say “baa, baa” here and “baa, baa” there.



### ◀ Show image 5A-2: Flock of sheep

Up the road, on my neighbor’s farm, you can hear “baa, baa” everywhere, because she has a large **flock** of sheep.<sup>1</sup> That’s right: *flock*. Birds aren’t the only animals that travel in flocks—sheep do, as well.

By the way, you might have noticed something a little unusual about the word *sheep*. You can have one cow or a herd of cows. You can have one pig or a herd of pigs. You can have one chicken or a flock of chickens. However, you can have one *sheep* or a flock of *sheep*. Did you notice? You do not need to add the /s/ sound to the end of the word *sheep* if you have more than one sheep. In other words, you would not say that my neighbor has a flock of *sheeps*. We say she has a flock of *sheep*.



### ◀ Show image 5A-3: Ewe and ram

A female sheep is called a ewe—not to be confused with the word *you*, as in the sentence “You are in kindergarten.” The word *you*—as in you, not me—and the word *ewe*, a female sheep, sound the same but are spelled differently, and they mean totally different things.

A male sheep is called a ram. As with most other farm animals, farmers do not keep many males in the flock. My neighbor has one or two rams, and the rest of her flock is female.



### ◀ Show image 5A-4: Lamb

Baby sheep are called lambs. The ewe often has twin lambs.<sup>2</sup> When lambs are young, they feed on their mother’s milk. Sometimes, the ewe may not have enough milk for two lambs, so the farmer may need to feed one of the lambs milk from a bottle.

1 She has a large group of sheep.

2 If the ewe had twin lambs, how many lambs would it have?



← **Show image 5A-5: Child wearing a wool sweater**

By now you've learned that farmers raise animals for milk, eggs, and meat. Sheep are mammals, like cows and pigs, because they give birth to live young and they make milk to feed their babies.

Some farmers raise sheep for milk, which they use to make cheese, and some people raise sheep for meat. Most farmers, however, raise sheep because of the wool that grows on their bodies. Wool is a very important material to people. Sheep's wool can be turned into yarn and woven into warm clothing or blankets. Can you find the person who is wearing a wool sweater in this picture?



← **Show image 5A-6: Sheep grazing**

Sheep lead pretty simple lives. They spend most of their time out in the field grazing. The farmer lets them out to graze every morning and leads them back to the safety of the pen at night.<sup>3</sup>

3 A pen is a small fenced area for animals. A pen can also be a tool for writing.



← **Show image 5A-7: Shepherd**

Sheep generally stay with the flock, where there is safety in numbers. Sheep do not have to worry about small animals like raccoons or skunks sneaking up and eating them. However, unlike cattle and pigs, sheep are not very large, and they are certainly not fast. So, sheep farmers have to protect their sheep from coyotes and wolves or other large predators.<sup>4</sup>

Every now and then, a sheep does **stray** from the flock, usually in search of some tastier grass.<sup>5</sup> Sheep are valuable farm animals—they are worth a lot of money—so the farmer cannot afford to let them wander off.<sup>6</sup>

My neighbor hires a **shepherd** to help watch over her flock. The shepherd's job is to lead the sheep out to pasture and watch over them to make sure they do not wander off or get eaten by other animals. The shepherd's job does bring certain **responsibilities**.<sup>7</sup> The shepherd must stay alert and beware of predators.<sup>8</sup> If a sheep starts to wander, the shepherd can catch the sheep with his crook—a long wooden stick with a hook on the end—to lead it back to the flock.

4 Predators are other animals that eat sheep.

5 *Stray* means to wander away.

6 Why are sheep valuable?

7 Responsibilities are tasks or jobs that a person is in charge of.

8 Remember, a predator is an animal that eats other animals.



← **Show image 5A-8: Sheepdog herding sheep**

Shepherds sometimes need help caring for large flocks. Dogs can be trained to help care for the sheep. Dogs who work with sheep are called sheepdogs. Sheepdogs run after sheep that try to wander away and chase them back to the flock. Sheepdogs are also important for chasing away predators.



← **Show image 5A-9: Farmer shearing sheep**

The sheep eat grass and grow thick coats of fuzzy wool all year round. After the sheep have had time to grow long, shaggy coats of wool, the farmer gets out her shearing clippers. Shearing clippers are like the electric razors a barber uses to cut hair. The farmer uses the shearing clippers to cut the wool off all the sheep in her flock. She does this in the springtime, when warm weather is coming and the sheep no longer need a thick coat of wool. By the time the winter comes around again, the sheep will have grown new wool to keep them warm during the cold weather.



← **Show image 5A-10: Shorn fleece**

The farmer knows how to cut off the wool in a way that does not hurt the animals. The wool that she cuts off is called the **fleece**. When the farmer shears a sheep, the main part of the fleece can come off in one big piece.

Sometimes, while she's shearing the sheep, the farmer sings an old nursery rhyme you might remember:<sup>9</sup>

Baa, baa, black sheep,  
Have you any wool?  
Yes, sir, yes, sir,  
Three bags full.  
One for the master,  
And one for the dame,  
And one for the little boy  
Who lives down the lane.

9 [Remind students that they heard this in the *Nursery Rhymes and Fables* domain.]

## Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Inferential* What is the main topic, or main idea, of today's lesson? (sheep)



◀ **Show image 5A-3: Ewe and ram**

2. *Literal* What do you see in this picture? (a male sheep or ram and a female sheep or ewe) What sound do they make? (baa)
3. *Inferential* How do sheep get the food that they need? (They eat grass and are fed hay and grain.)
4. *Inferential* How do lambs get the food that they need? (They drink milk from their mother or are fed by the farmer.)
5. *Literal* What is a flock of sheep? (a group of sheep)
6. *Inferential* Why do farmers raise sheep? (for their milk, meat, and wool)
7. *Literal* What is a sheep's fleece? (the wool that has been sheared from the sheep)
8. *Literal* What are the responsibilities of a shepherd? (takes the sheep to pasture, makes sure they don't stray, etc.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

9. *Evaluative Think Pair Share:* How are sheep like pigs? How are they different? (They both live on farms; sheep have wool and pigs don't; etc.)

10. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

### Word Work: Responsibilities

5 minutes

1. In the read-aloud you heard, "For the most part, it is not a very difficult job, but the job of shepherd does bring *responsibilities*."
2. Say the word *responsibilities* with me.
3. Responsibilities are things that you are in charge of doing.
4. One of my responsibilities as your teacher is to help you become a better reader.
5. Do you have any responsibilities at school? How about at home? Try to use the word *responsibilities* when you tell about them. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "One of my responsibilities is . . ."]
6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: I will explain a situation. If the person has responsibilities, say, "\_\_\_\_\_ has responsibilities." If the person does not have responsibilities, say, "\_\_\_\_\_ does not have responsibilities." Try to answer in complete sentences.

1. Maria packs her own lunch each day and buys milk at school. (Maria has responsibilities.)
2. Tom's mom always packs his lunch and decides what he will wear to school. (Tom does not have responsibilities.)
3. Lucy feeds her dog and takes him for a walk. (Lucy has responsibilities.)
4. Carlos has his little brother put away the toys in the playroom. (Carlos does not have responsibilities.)
5. Anna helps her classmates put away the crayons and drawing paper. (Anna and her classmates have responsibilities.)



**Complete Remainder of the Lesson Later in the Day**



# Everywhere a Baa, Baa

5<sub>B</sub>

## Extensions

15 minutes

### ↔ Multiple Meaning Word Activity

#### *Sentence in Context: Pen*

1. [Show Poster 3M: Pen.] In the read-aloud you heard, “The farmer lets [the sheep] out to graze every morning and leads them back to the safety of the *pen* at night.” [Have students hold up one or two fingers to indicate which image on the poster shows this meaning.]
2. *Pen* can mean other things. A pen is something that you can write with. You have probably seen adults write using a black or blue pen. [Have students hold up one or two fingers to indicate which image on the poster shows this meaning.]
3. Now with your neighbor, make a sentence for each meaning of *pen*. Try to use complete sentences. I will call on some of you to share your sentences. [Call on a few students to share their sentences.]

### Syntactic Awareness Activity

#### *What’s the Better Word?*

Directions: I will say a sentence that describes what is happening in the picture. Next, I will give you two words to choose from. If you think the first word is the better word, stand up. If you think the second word is the better word, stay seated.



#### ◀ Show image 5A-5: Child wearing a wool sweater

1. These children are with a little black lamb. Would you say they are petting or tapping the lamb? (petting)



#### ◀ Show image 5A-6: Sheep grazing

2. These two sheep are out in the field. Would you say they are resting or grazing? (grazing)



← **Show image 5A-7: Shepherd**

3. This shepherd is looking after his sheep. Is he leading or following the sheep? (leading)



← **Show image 5A-8: Sheepdog herding sheep**

4. Wow! Look at the sheepdog and the sheep go! Is the sheepdog chasing the sheep or racing with the sheep? (chasing)



← **Show image 5A-9: Farmer shearing sheep**

5. The farmer is getting wool off this sheep. Would you say she is brushing the wool off or shearing the wool off the sheep? (shearing)

↗ Above and Beyond: Students act out the different actions, like petting vs. tapping, resting vs. grazing, and leading vs. following.

## Vocabulary Instructional Activity

### Word Chart: Male/Female

**Materials:** chart paper; pictures of a boy, girl, man, woman, cow (see image 2A-3), bull (see image 2A-4), hen (see image 3A-10), rooster (see image 3A-11), sow (see image 4A-7), boar (see image 4A-6), ewe (see image 5A-3), ram (see image 5A-3); tape or glue

Draw a line down the middle of the chart paper. Place a picture of a boy on the left column and a picture of a girl on the right column.



← **Show image 5A-3: Ewe and ram**

1. In the read-aloud you heard, “A *male* sheep is called a ram. A *female* sheep is called a ewe.”
2. Say *male* with me. Say *female* with me.
3. *Male* describes a man like a father or boy. *Female* describes a woman like a mother or girl.
4. We will make a two-column chart for the words *male* and *female*. [Show image 5A-3: Ewe and ram] Is a ram a male or female? Which column should it be in? Is a ewe male or female? Which column should it be in? [Have a student place the pictures in the correct column.]



5. [Show students the different types of pictures you have prepared. Ask them if it is an example of male or female. Then ask in which column the picture belongs. Have different students place the pictures in the correct column.]
6. Talk with your neighbor using the words *male* and *female* and what you have learned about these words from the Word Chart. Try to use complete sentences.

[Throughout this domain, encourage students to continue thinking about the words *male* and *female* and add additional pictures to the Word Chart.]



# Pausing Point

PP

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## ***Note to Teacher***

You should pause here and spend one day reviewing, reinforcing, or extending the material taught thus far.

You may have students do any combination of the activities listed below, but it is highly recommended you use the Mid-Domain Student Performance Task Assessment to assess students' knowledge of farms. The other activities may be done in any order. You may also choose to do an activity with the whole class or with a small group of students who would benefit from the particular activity

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## ***Core Content Objectives Up to This Pausing Point***

Students will:

- ✓ Explain what a farm is
- ✓ Describe a farmer's and a shepherd's jobs
- ✓ Identify animals found on farms and the sounds animals make
- ✓ Identify buildings found on farms
- ✓ Identify machines and tools of farming
- ✓ Demonstrate familiarity with the songs "Bingo" and "Old MacDonald Had a Farm"
- ✓ Identify needs of farm animals: food, water, and space to live and grow
- ✓ Describe how farm animal babies need to be fed and cared for by their parents or people
- ✓ Explain why farmers raise animals
- ✓ Identify foods that come from animals

## Student Performance Task Assessment

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### 10 Old MacDonald Recitation (Instructional Master PP-1)

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If you have not already done so, find an opportunity to assess each student's ability to sing the verses to "Old MacDonald Had a Farm." Use Instructional Master PP-1 to record this assessment.

## Activities

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### Image Review

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Show the images from any read-aloud again, and have students retell information from the read-aloud using the images.

### Image Card Review

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#### Materials: Image Cards 1–12

Pass out Image Cards 1–12 to students. Help students identify the images.

Directions: I will make the sounds of one of the farm animals that you have been learning about. If you have a card that has something to do with the animal that makes that sound, you will stand. If your card is not about that animal, you will stay seated.

As each group stands, have students explain how their card is related to the particular animal. For example, a student may say, "Bacon comes from a pig."

Say:

1. oink, oink, oink
2. cluck, cluck, cluck
3. baa, baa, baa,
4. moo, moo, moo

### Your Own Farm

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Have students pretend that they live on a farm. Ask students to describe what their farm is like. You may also ask students to make a drawing or model of their farm.

## Key Vocabulary Brainstorming

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### Materials: Chart paper, chalkboard, or whiteboard

Give students a key domain concept or vocabulary word such as *shepherd*. Have them brainstorm everything that comes to mind when they hear the word, such as *sheep*, *lambs*, etc. Record their responses on chart paper, a chalkboard, or a whiteboard for reference.

## Riddles for Core Content

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Ask students riddles such as the following to review core content:

- I lay eggs that some people like to eat. What am I? (a hen)
- I make the sounds “moo, moo.” What am I? (a cow)
- My baby is called a lamb. What am I? (a sheep)
- I take care of many animals on my farm. Who am I? (a farmer)
- My wool is used to make clothing. What am I? (a sheep)

## Class Book: Farms

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### Materials: Drawing paper, drawing tools

Tell the class or a group of students that they are going to make a class book to help them remember what they have learned thus far in this domain. Have students brainstorm important information about farm animals. Have each student choose one idea to draw a picture of, and then have him/her write a caption for the picture. Bind the pages to make a book to put in the class library for students to read again and again. You may choose to add more pages upon completion of the entire domain before binding the book.

## Domain-Related Trade Book or Student Choice

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### Materials: Trade book

Read a trade book to review a particular animal or animals; refer to the books listed in the Introduction. You may also choose to have students select a read-aloud to be heard again.

### **Field Trip/Classroom Visitor**

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If possible, take a field trip to a farm to learn more about farm animals and the work of farmers. If this is not possible, have a farmer come into the classroom to share his/her experiences with the class and to answer students' questions.

### **Image Hunt for Farm Animals and Products**

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**Materials: Magazines; drawing paper; scissors; glue or tape**

Have students look through old magazines or on the Internet (with adult assistance) for pictures of farm animals and products from farm animals. Have students cut out the pictures and glue or tape them on a piece of paper. Be sure to discuss what was found.

### **First-Hand Farm Experience**

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Bring in—or coordinate with students/families to bring in—a variety of products or materials that are found on, or related to farms. Examples might include different varieties of eggs, straw or hay, and/or wool yarn or wool mittens, etc.



# All Kinds of Crops

6

## ✓ Lesson Objectives

### Core Content Objectives

Students will:

- ✓ Describe a farmer's job
- ✓ Explain why farmers grow crops
- ✓ Identify crops as plants grown on farms for use as food
- ✓ Describe how some food comes from farms as crops

### Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Discuss personal responses to favorite foods and connect those to where their favorite foods come from (farms)

### Core Vocabulary

**edible, *adj.*** Fit to eat as food

*Example:* Some flowers are edible and can be used to decorate cakes.

*Variation(s):* none

**grains, *n.*** Cereal crops which have seeds that are used to make food


*Example:* Corn, oats, and wheat are all grains.

*Variation(s):* grain

**produce, *n.*** The parts of plants that are grown and used for food

*Example:* We always try to choose the freshest produce at the market.

*Variation(s):* none

<b><i>At a Glance</i></b>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	What Have We Already Learned?		10
	Purpose for Listening		
<b><i>Presenting the Read-Aloud</i></b>	All Kinds of Crops		10
<b><i>Discussing the Read-Aloud</i></b>	Comprehension Questions		10
	Word Work: Produce		5
 Complete Remainder of the Lesson Later in the Day			
<b><i>Extensions</i></b>	Image Review		15
<b><i>Take-Home Material</i></b>	Family Letter	Instructional Master 6B-1	



# All Kinds of Crops

6<sub>A</sub>

## ***Introducing the Read-Aloud***

**10** minutes

### **What Have We Already Learned?**

Have students think of their favorite foods. Ask students if they know where the food comes from. Ask several students to share their responses. You may want to update the KWL chart you started previously with what students have learned about what foods come from farm animals.

### **Purpose for Listening**

Tell students that not all farmers raise animals. Some farmers grow crops, or produce. Tell students to listen carefully to learn more about where some of their favorite foods come from.





## All Kinds of Crops

### ◀ Show image 6A-1: Old MacDonald with carrots

In the last several read-alouds, you learned a lot about the different kinds of animals that might live on a farm and the things they need. You've seen that, on my farm, there are cows, chickens, pigs, and sheep. I spend a lot of time taking care of the animals, providing them with food and shelter, protecting them, and then getting milk, eggs, wool, or meat.

I have mentioned before that I plant and harvest crops of wheat and corn on my farm, some of which I feed to my animals. I also raise these crops, as well as others—like cucumbers, beans, and carrots—for my family and other people to eat.



### ◀ Show image 6A-2: Fruits and vegetables collage

This picture shows some of the kinds of foods that different farmers grow. Can you name the fruits and vegetables that you see in this picture? I don't grow all of these things on my farm. Grocery stores buy fruits and vegetables from many different farmers, so that when you go to the store, you have a wide variety of fruits and vegetables from which to choose.

You will find these fruits and vegetables in the **produce** section at the grocery store. Most produce is grown on a farm; the various fruits and vegetables are brought to the store after they are harvested or picked from the plants that produce them.<sup>1</sup>

The nice thing about vegetables is that you can eat as much as you want! Nobody is going to tell you *not* to eat carrots, green beans, cabbage, celery, green peppers, or lettuce—and let's not forget broccoli! I love to eat vegetables, and I hope you do, too.

You should also eat at least two or three fruits every day. Did you know tomatoes are actually fruits? I like to pick fresh tomatoes and eat them like you eat an apple—mmmm, so good!

<sup>1</sup> *Produce (PRO-duce)* refers to the parts of plants that we eat. *Produce (pro-DUCE)* means to create or make.



← **Show image 6A-3: Cornfield/ear of corn**

One crop that I grow is field corn. I use most of the field corn that I grow to make feed for the animals on my farm. But I also grow sweet corn and sell some of it at the local market each summer, because many people like to eat corn, too.



← **Show image 6A-4: Potato field/potato**

The farmer who lives next to me grows potatoes on her farm. This picture shows a crop of potato plants. But even if you look closely at the picture, you won't see any potatoes. That's because the potatoes are actually part of the roots of the potato plant! So where do you think the potatoes are?<sup>2</sup>

I am sure that you remember that roots grow underground, so the potatoes are under the soil!

All plants have roots. Plants use roots to take in water and nutrients from the soil and to keep them planted firmly in the earth through wind and rain. Not all plants have **edible** roots, but potato plants sure do!<sup>3</sup> Farmers have to dig up the potatoes in order to harvest them.

Can you think of some different ways that you like to eat potatoes? Do you like baked potatoes or mashed potatoes? And did you know that potato chips and French fries start out as potatoes, too?



← **Show image 6A-5: Field of carrot plants/carrots**

Carrots, radishes, and beets are all root vegetables, as well. How do you think farmers harvest these vegetables?<sup>4</sup>



← **Show image 6A-6: Wheat field/cows eating**

In addition to growing fruits and vegetables, farmers may grow other types of crops. You may remember that I also grow wheat that I use to feed the animals on my farm.

2 [Pause for students to respond.]

3 *Edible* means that it is fit to be eaten.

4 [Pause for students to respond.]



← **Show image 6A-7: Foods made from grains collage**

5 Grains are plants that have seeds that are used to make foods.

6 Many breakfast cereals are made with whole grains, which are the best for you!

You might be surprised to learn that people also eat wheat, though we don't eat it in exactly the same form as farm animals do! Once the wheat is harvested, it is then processed and prepared in different ways before people eat it. Some farmers also grow other **grains** like oats or rice that are harvested and processed for people to eat.<sup>5</sup>

If you eat cereal for breakfast each morning, you are probably eating wheat, oats, or rice grains! The next time you eat cereal, look at the box that it came in to find out what kind of grains you are eating.<sup>6</sup>

Sometimes the grain is made into flour. The flour is then used in different recipes to make foods like bread, muffins, cookies, and even spaghetti! I am proud to be one of the farmers who grow crops that become food for you.

## Discussing the Read-Aloud

**15** minutes

### Comprehension Questions

**10** minutes

1. *Literal* What kinds of crops do farmers grow that are sold for food for people? (fruits and vegetables, grains)
2. *Inferential* Why do farmers grow crops? (to feed animals and people)
3. *Inferential* What is produce? (fresh fruits and vegetables)
4. *Literal* What is your favorite kind of produce? (Answers may vary.)
5. *Evaluative* How would your life be different if farmers didn't grow crops? (We wouldn't have produce or foods made from fruits, vegetables, and grains.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

6. *Evaluative Think Pair Share:* If you were a farmer, would you rather raise animals or grow crops? Why? (Answers may vary.)
7. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

### Word Work: Produce

5 minutes

1. In the read-aloud you heard, "You will find these fruits and vegetables in the *produce* section at the grocery store."
2. Say the word *produce* with me.
3. Produce is a crop grown as food for people.
4. We chose several different kinds of produce at the grocery store.
5. Have you ever chosen produce at the grocery store? What is your favorite kind of produce? Try to use the word *produce* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "My favorite kind of produce is \_\_\_\_\_."]
6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: I will read a sentence. If it describes produce, you will say, "\_\_\_\_\_ is produce." If it describes something that is not produce, you will say, "\_\_\_\_\_ is not produce."

1. We picked juicy, red apples from the apple tree. (Apples are produce.)
2. We picked wildflowers in the pasture. (Wildflowers are not produce.)
3. We bought plastic cups at the grocery store. (Plastic cups are not produce.)
4. We bought a huge watermelon at the market. (A watermelon is produce.)
5. Are those tomatoes ripe enough to be eaten? (Tomatoes are produce.)



**Complete Remainder of the Lesson Later in the Day**



# All Kinds of Crops

**6<sub>B</sub>**

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## ***Extensions***

**15** minutes

### **Image Review**

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One by one, show images 6A-2 through 6A-7. Have students talk about what they see in each picture and what they have learned about the crop that is associated with the picture. As students share, remember to repeat and expand upon each response using richer and more complex language, including, if possible, any read-aloud vocabulary.

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## ***Take-Home Material***

### **Family Letter**

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Send home Instructional Master 6B-1.



# The Little Red Hen

7

## ✓ Lesson Objectives

### Core Content Objectives

Students will:

- ✓ Identify animals found on farms
- ✓ Identify wheat as a crop grown on farms for use as food
- ✓ Identify bread as a product of or “made from” wheat
- ✓ Sequence the seasonal rhythm of planting, growing, and harvesting

### Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards that are addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, dramatize the story “The Little Red Hen,” including characters, and beginning, middle, and end events in the proper sequence (RL.K.2)
- ✓ With prompting and support, use narrative language to describe characters and setting from “The Little Red Hen” (RL.K.3)
- ✓ Listen to a variety of texts, including fictional stories such as the folktale “The Little Red Hen” (RL.K.5)
- ✓ Sequence four to six pictures illustrating events in “The Little Red Hen” in the proper sequence (W.K.3)
- ✓ Describe familiar things, such as chickens and, with prompting and support, provide additional detail (SL.K.4)

- ✓ While listening to “The Little Red Hen,” orally predict what will happen in the read-aloud based on text heard thus far, and then compare the actual outcome to the prediction
- ✓ Discuss personal responses to having to ask for help with a difficult task and connect those to the little red hen in the folktale
- ✓ Explain that “The Little Red Hen” is fantasy because animals cannot talk or bake bread

### Core Vocabulary

**dough, *n.*** A thick mixture of flour and either milk or water that is used to make bread

*Example:* Dad flattened the dough to make a pizza crust.

*Variation(s):* none

**ripe, *adj.*** Ready to pick or eat


*Example:* The green banana is not ripe.

*Variation(s):* riper, ripest

**weeds, *n.*** Wild plants that grow where they are not wanted

*Example:* We often pull weeds from our garden.

*Variation(s):* weed

<i><b>At a Glance</b></i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<i><b>Introducing the Read-Aloud</b></i>	<b>What Have We Already Learned?</b>		10
	<b>Purpose for Listening</b>		
<i><b>Presenting the Read-Aloud</b></i>	<b>The Little Red Hen</b>		10
<i><b>Discussing the Read-Aloud</b></i>	<b>Comprehension Questions</b>		10
	<b>Word Work: Ripe</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<i><b>Extensions</b></i>	<b>On Stage</b>		15
	<b>Sequencing Story Events</b>	Instructional Master 7B-1; Image Cards 13–18	



# The Little Red Hen

7<sub>A</sub>

## ***Introducing the Read-Aloud***

**10** minutes

### **What Have We Already Learned?**

As a class, sing the verse about a hen from “Old MacDonald Had a Farm.” Ask students what they have learned about hens or chickens. Explain that in the previous read-aloud, students heard about how farmers plant crops to use as food. Tell them today they will hear a fictional, or make-believe, story about a hen that grows wheat as a crop.

### **Purpose for Listening**

Ask students if they have ever asked for help with a difficult task. Have two or three students share their experiences. Ask students if they received the help needed or if others were reluctant to help.

Tell students that you are going to share a folktale about a little red hen who asked for some help with a difficult task. Tell students to listen carefully to find out whether or not the little red hen gets the help that she needs.





## The Little Red Hen

### ◀ Show image 7A-1: Hen finding seeds<sup>1</sup>

1 What is happening in the picture?  
Whom do you think the little red hen will ask for help?

A little red hen worked hard every day, but the other animals on the farm never helped.

As she was scratching around in the barnyard one day, the little red hen found some grains of wheat. “We can plant these seeds and they will grow,” thought the hen.<sup>2</sup> So she asked, “Who will help me plant these grains of wheat?”<sup>3</sup>

“Not I,” quacked the duck.

“Not I,” meowed the cat.

“Not I,” oinked the pig.

2 If grains of wheat are planted, what kind of crop will grow?

3 Who do you think will help the little red hen plant the grains of wheat?



### ◀ Show image 7A-2: Hen raking soil

“Then I will do it myself,” clucked the little red hen. And that is just what she did—all by herself!

Every day she checked to see how the wheat plants were growing. She pulled the **weeds** around them to give the wheat room to grow.<sup>4</sup> By the end of the summer, those seeds of wheat had sprouted and grown into tall stalks of ripe, golden grain.

When the stalks of wheat were **ripe** and the wheat grain was ready to be harvested from the field, the little red hen asked, “Who will help me cut the wheat?”<sup>5</sup>

“Not I,” quacked the duck.

“Not I,” meowed the cat.

“Not I,” oinked the pig.

4 Weeds are wild plants that grow where they are not wanted.

5 Who do you think will help the little red hen cut the wheat?



### ◀ Show image 7A-3: Hen cutting wheat

“Then I will do it myself,” clucked the little red hen. And that is just what she did—all by herself!

When she had cut the wheat, the little red hen asked, “Who will help me grind this wheat grain into flour?”<sup>6</sup>

6 Who do you think will help the little red hen grind the wheat into flour?

“Not I,” quacked the duck.

“Not I,” meowed the cat.

“Not I,” oinked the pig.



← **Show image 7A-4: Hen grinding wheat**

“Then I will do it myself,” clucked the little red hen. And that is just what she did—all by herself!

When the wheat grain had been ground into flour, the little red hen asked, “Now who will help me make this flour into bread **dough?**”<sup>7</sup>

“Not I,” quacked the duck.

“Not I,” meowed the cat.

“Not I,” oinked the pig.

7 Dough is a mixture of flour and milk or water that is used to make bread. Who do you think will help the little red hen make the flour into bread dough?



← **Show image 7A-5: Hen mixing dough**

“Then I will do it myself,” clucked the little red hen. And that is just what she did—all by herself!

When she had mixed the dough, the little red hen asked, “Who will help me bake the bread?”<sup>8</sup>

“Not I,” quacked the duck.

“Not I,” meowed the cat.

“Not I,” oinked the pig.

8 Who do you think will help the little red hen bake the bread?



← **Show image 7A-6: Loaf of bread**

And so, all by herself, the little red hen baked a fine loaf of bread. “Now,” she said, “who will help me eat the bread?”<sup>9</sup>

“I will,” quacked the duck.

“I will,” meowed the cat.

“I will,” oinked the pig.

9 Who do you think will help the little red hen eat the bread?



← **Show image 7A-7: Hen with slice of bread**

“Aha!” clucked the little red hen. “No, you will not! I planted the wheat all by myself. I cut the wheat all by myself. I ground the

wheat grain into flour all by myself. I mixed the dough and baked it all by myself. And now I will eat the bread—all by myself!”

And that is just what she did—all by herself!

## ***Discussing the Read-Aloud***

**15** minutes

### **Comprehension Questions**

**10** minutes

1. *Literal* What crop does the little red hen use to make bread? (wheat)
2. *Literal* What *do* the duck, the cat, and the pig want to help do? (eat the bread)
3. *Inferential* Why doesn’t the little red hen let the other animals eat the bread? (They didn’t help with the work, so they don’t get to enjoy the reward.)
4. *Inferential* The little red hen asks the duck, cat, and pig for help several times during the story. Tell me about the different times when the little red hen asked for help. (planting the seeds, cutting the wheat, grinding the wheat into flour, making the bread dough, baking the bread)
5. *Evaluative* Do you think the animals will help the little red hen the next time she asks for help? Why or why not? (Answers may vary.) Could this story really happen or is it make-believe? How do you know? (It’s make-believe because hens don’t talk, bake bread, etc.)
6. *Evaluative* Whom does she ask to help? (the duck, the cat, the pig) Are they willing to help? Why not? (No, because they are lazy; they are too busy; etc.)
7. *Evaluative* Why do you think a hen, duck, cat, and pig were chosen for the characters in this story rather than, for example, a lion, giraffe, elephant, and tiger? (They are farm animals, and a farm is where wheat is grown.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

8. *Evaluative Think Pair Share:* If the little red hen asked you to help, would you have? Why or why not? (Answers may vary.)
9. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

### Word Work: Ripe

5 minutes

1. In the read-aloud you heard, "When the stalks of wheat were *ripe* and the wheat grain was ready to be harvested from the field, the little red hen asked, 'Who will help me cut the wheat?'"
2. Say the word *ripe* with me.
3. If something is ripe, it is a fruit, vegetable, or grain that is ready to be harvested or eaten.
4. I could tell that the banana was ripe because it was bright yellow.
5. Can you think of any fruits or vegetables that are not good to eat unless they are ripe? Try to use the word *ripe* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "We can't go apple-picking until the apples get ripe."]
6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to name two objects found on a farm. I want you to decide which one a farmer needs to check to make sure that it is ripe. Try to answer in complete sentences and remember to use the word *ripe* when answering.

1. corn, tractor (The corn needs to be ripe.)
2. eggs, strawberries (The strawberries need to be ripe.)
3. calves, pumpkins (The pumpkins need to be ripe.)
4. watermelons, barns (The watermelons need to be ripe.)
5. tomatoes, hens (The tomatoes need to be ripe.)



**Complete Remainder of the Lesson Later in the Day**



# The Little Red Hen

7<sub>B</sub>

## Extensions

15 minutes

### On Stage

You may want to show Image Cards 13–18 to retell and review the sequence of events of this story. Tell students that they are going to act out “The Little Red Hen.” Tell them that you will be the narrator and they will be the characters in the story. Explain that the narrator is someone who tells a story. Ask them what characters are needed. (little red hen, duck, cat, pig) Decide who will be the various characters. Have several hens, ducks, cats, and pigs so that all students get to participate. Remind the various characters what they will need to say, and talk about gestures that they may use. For example, the animals may shake their heads when saying “Not I.” Reread the read-aloud for students to dramatize.

### 10 Sequencing Story Events (Instructional Master 7B-1)

Each student will need a copy of Instructional Master 7B-1.

Directions: The pictures on the worksheet show some of the events of “The Little Red Hen.” Look at each picture and think about what is happening. Cut out the pictures and put them in order to show the events of the story from beginning to end. Retell the story using the pictures. When you are sure that you have them in the correct order, glue them on a separate sheet of paper in the correct order.

As students complete their worksheets, divide them into pairs to conduct a *Think Pair Share* retelling of the story, with each student taking a turn.



# The Seasons of Farming

## 8

### ✓ Lesson Objectives

#### Core Content Objectives

Students will:

- ✓ Describe a farmer's job
- ✓ Sequence the seasonal rhythm of planting, growing, and harvesting
- ✓ Describe how farmers protect their crops from drought and pests

#### Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards that are addressed in all lessons in this domain.

Students will:

- ✓ Sequence four to six pictures illustrating events in the non-fiction read-aloud “The Seasons of Farming” (W.K.3)

#### Core Vocabulary

**drought, n.** A period of time when there is very little or no rain

*Example:* The plants have turned brown because of the drought.

*Variation(s):* droughts

**fertilizer, n.** Material that provides nutrients to soil and plants

*Example:* We put fertilizer on our garden each spring.

*Variation(s):* fertilizers

**irrigate, v.** To supply land with water

*Example:* Farmers often need to irrigate their crops.

*Variation(s):* irrigates, irrigated, irrigating

**pests, n.** Animals, such as insects, that are harmful or a nuisance


*Example:* The flies buzzing around my head are pests.

*Variation(s):* pest

**pesticides, n.** Chemicals used to kill pests

*Example:* Some farmers use pesticides on their crops.

*Variation(s):* pesticide

<b><i>At a Glance</i></b>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>Essential Background Information or Terms</b>		10
	<b>What Do We Know?</b>		
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>The Seasons of Farming</b>		10
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>		10
	<b>Word Work: Pests</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Drawing the Read-Aloud</b>	drawing paper, drawing tools	15



# The Seasons of Farming

8<sub>A</sub>

## ***Introducing the Read-Aloud***

**10** minutes

### **Essential Background Information or Terms**

Tell students that each year has four seasons: winter, spring, summer, and fall. Explain that winter begins in December and is the coldest season. Explain that spring always follows winter and begins in March. Explain that summer follows spring, begins in June, and is the warmest season. Explain that fall— or autumn— follows summer, begins in September, and that after fall it will be winter again. Have students name the four seasons in order. Ask students if they know what season it is currently.

### **What Do We Know?**

If students are already familiar with the concept of the seasons of the year, ask them what they know about the seasons. You may prompt discussion with the following questions:

- How many seasons are there? (four) What are they called? (spring, summer, fall or autumn, winter)
- What season is it now? How can you tell?
- How can you tell when it is spring in your area? (Ask this for all four seasons.)
- Do you think activity on a farm is the same or different during the different seasons? Why?

### **Purpose for Listening**

Tell students that the next read-aloud is about what happens on a farm during each of the four seasons. Tell them to listen carefully to learn about the different things that happen on a farm during each season.





## The Seasons of Farming

### ◀ Show image 8A-1: Four seasons

1 What season comes after winter?

There are four seasons in a year. Spring always follows winter. Summer always follows spring. And fall, or autumn, always follows summer. After autumn comes winter, and the cycle begins anew.<sup>1</sup> A farmer's work—the jobs he or she does each day—changes from season to season. He or she does certain jobs in the spring, summer, fall, and winter.

2 Crops are plants grown on a farm for food. *Crop* can also mean to cut short, like to crop someone's hair.

When we talk about the way in which a farmer's jobs change according to the seasons, it makes sense to begin with spring. Springtime is when plants awaken from the long winter. New buds, leaves, and blossoms appear on trees, and wildflowers bloom in the fields. Springtime also marks the beginning of the crop cycle, when seeds are planted and new crops begin to grow.<sup>2</sup>



### ◀ Show image 8A-2: Plow

A farmer cannot plant if he does not prepare the ground first. Typically this is done with a plow. This plow has long sharp teeth that dig into the earth, shredding the dirt and plants to make room for new seeds.



### ◀ Show image 8A-3: Fertilizer spreader

3 Fertilizer contains nutrients to help the plants grow well.

In order to prepare, or cultivate, the soil, the farmer adds a little **fertilizer**, just to make sure that there are plenty of nutrients for his plants.<sup>3</sup> Different plants like different kinds of fertilizers. Some fertilizers are made from chemicals and others are made from animal manure, or animal waste.



### ◀ Show image 8A-4: Seed spreader

4 If the seed spreader only dropped the seeds without covering them with soil, do you think the seeds would grow? Why or why not?

To plant large crops, most farmers use tractor-driven seed spreaders like this one. It drops the seeds into the rows that the farmer has already plowed and fertilized. As it passes, dropping seeds evenly in the rows, the seed spreader brushes a layer of soil over the seeds.<sup>4</sup>



5 Why is the farmer happy when he sees dark clouds?

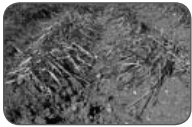


← **Show image 8A-5: Rain on brown field**

After planting, the farmer watches the weather and hopes for rain. The seeds need water in order to sprout into seedlings. In many places, spring is also a rainy season. Few things make a farmer happier than the sight of dark rain clouds overhead.<sup>5</sup>

← **Show image 8A-6: Young crop**

Eventually, the brown field will turn green as seedlings emerge from the soil. Once they have sprouted, the new plants will continue to need water. By the time spring makes way for summer, these corn plants will be about knee-high. Hopefully, they will continue to grow taller and taller throughout the hot summer.



← **Show image 8A-7: Failed crop**

Sometimes, problems arise and the plants do not grow as expected. Crops fail, or die, sometimes, no matter how hard a farmer works and no matter how much he knows about farming. **Drought** is one of the farmer's worst enemies. A drought occurs when it does not rain for a very long time. Droughts occur most frequently during the summertime. The crop in this picture is supposed to be tall and green. Instead, because of a drought, the crop is brown and wilted.



6 *Irrigate* means to bring water to a place where crops are planted.

← **Show image 8A-8: Irrigation system**

If he has a good source of water nearby, the farmer can **irrigate** his crops.<sup>6</sup> However, a long drought can cause wells and rivers to dry up. Irrigation can work well but only if there is adequate rainfall.



7 Pests are animals, such as insects, that harm crops.

← **Show image 8A-9: Locust**

Unfortunately, rain isn't the only thing a farmer needs to worry about. **Pests** can ruin a crop, as well, especially in the summer.<sup>7</sup> This is a locust, which is a type of grasshopper. Locusts are famous for destroying crops by eating them. Various types of worms, beetles, flies, and other insects can also eat a farmer's crops.



← **Show image 8A-10: Crop duster**

Fortunately, farmers have ways of protecting their crops. Sometimes, farmers spray **pesticides**—or chemicals that repel bugs and insects—in order to ensure that the crop will survive and yield plenty of fruits or vegetables. A farmer can apply pesticides using the same equipment he uses to fertilize his crops.<sup>8</sup>

For very large crops, or fragile crops that could be damaged by tractor wheels, the farmer can hire a crop duster. A crop duster is a type of airplane. The pilot swoops down out of the sky, opens his hatch, and releases the pesticides over the crops. The crop duster can spread pesticides over a large area, and the farmer doesn't have to worry about trampling his crops with tractor tires.



← **Show image 8A-11: Grape harvest**

On some farms, harvest time is the hardest time. Most crops need to be harvested at just the right time or they will spoil. Harvest time is different for different crops, and runs typically from early summer through the fall season. Some crops, like certain grapes, must be harvested by hand so they are not damaged. During harvest time, farmers need all the help they can get. They often hire part-time helpers or farmhands to help bring in the harvest as quickly as possible.



← **Show image 8A-12: Apple orchard**

Actually, not all farmers need to plant new crops every winter. Farmers that own orchards, or fruit-tree farms, such as apples and peaches, only have to plant each tree one time. That may sound easier, but it also requires a lot of hard work and patience, as every orchard farmer knows. Once these apple trees are planted, the orchard owner must wait several years before they are able to produce big, red, juicy apples. After the trees are fully grown, they will follow the usual crop cycle—producing new leaves and flowers in the spring and young fruits in the summer. The apples grow all summer long until fall, when it is apple-picking time.

8 Organic farms grow crops without chemical pesticides.



← **Show image 8A-13: First snow**

After harvest time, the farmer is finally able to take a rest. You might think that winter would be the easiest season for a farmer, and compared to other seasons it probably is. However, winter is the only time the farmer has to fix tools and machinery that has worn out or broken during the rest of the year. It is also time to plan for the next planting season—to buy seeds and test the soil to decide how much fertilizer he will need next year. No matter the season, there is always work to be done on the farm.

## ***Discussing the Read-Aloud***

**15** minutes

### **Comprehension Questions**

**10** minutes

1. *Literal* What are the four seasons of the year? (spring, summer, fall or autumn, winter)
2. *Inferential* What can farmers do to protect their crops from drought? (irrigate)
3. *Inferential* What can farmers do to protect their crops from pests? (use pesticide)
4. *Evaluative* Pretend you are a farmer: What kinds of jobs do you need to do in the spring? (plow, fertilize, plant)
5. *Evaluative* Pretend you are a farmer. What kinds of jobs do you need to do in the summer? (water or irrigate crops, protect crops from drought and pests)
6. *Evaluative* Pretend you are a farmer. What kinds of jobs do you need to do in the fall or autumn? (harvest crops)
7. *Evaluative* Pretend you are a farmer. What kinds of jobs do you need to do in the winter? (fix tools and machinery, plan for the next year)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

8. *Evaluative Think Pair Share:* Which season of the year do you think is the most important time on a farm? (Answers may vary.)
9. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

### **Word Work: Pests**

*5 minutes*

1. In the read-aloud you heard, "*Pests* can ruin a crop, as well."
2. Say the word *pests* with me.
3. Pests are animals that harm plants or other animals.
4. Pests may be large animals like deer or very small animals like locusts or other insects. Pests, such as flies, sometimes bother people.
5. Have you ever seen plants that have been harmed by pests? Have you ever been harmed or bothered by pests? Try to use the word *pests* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "The mosquitoes buzzing around my head are real pests."]
6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to read a sentence. If the sentence describes pests, you will say, “\_\_\_\_\_ are pests.” If the sentence does not describe pests, you will say, “\_\_\_\_\_ is/are not a pest(s).”

1. The leaves of the tomato plant had been eaten by bugs. (Bugs are pests.)
2. The farmer was very upset to see that the corn plants had been completely eaten by deer during the night. (Deer are pests.)
3. The apple trees have beautiful green apples. (Green apples are not pests.)
4. The farmer dug into the soil and found that worms had been eating the potatoes. (Worms are pests.)
5. The fertilizer helped the plants to be green and healthy. (Fertilizer is not a pest.)



**Complete Remainder of the Lesson Later in the Day**



# The Seasons of Farming

# 8<sub>B</sub>

## Extensions

**15** minutes



### Drawing the Read-Aloud

#### ◀ Show image 8A-1: Four seasons

Ask students what this image shows. (the four seasons) Give each student a piece of drawing paper. Show them how to fold the paper into quarters. Then have them open the paper so they can see all four sections. Have students put a small number 1 in the top left section, a small number 2 in the top right section, a small number 3 in the bottom left section, and a small number 4 in the bottom right section.

Review with students the kinds of jobs that a farmer does on a farm during each of the four seasons. Show the images from the read-aloud that are pertinent. Tell students that in the section numbered 1, they should draw a picture of a job that a farmer needs to do in the spring. In the section numbered 2, they should draw a picture of a job that a farmer needs to do in the summer. In the section numbered 3, they should draw a picture of a job that a farmer needs to do in the fall or autumn. In the section numbered 4, they should draw a picture of a job that a farmer needs to do in the winter.

As students share and talk about their drawings, model the use of richer and more complex language, including, if possible, any read-aloud vocabulary.



# From Farm to Market

## 9

### ✓ **Lesson Objectives**

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#### **Core Content Objectives**

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Students will:

- ✓ Describe a farmer's job
- ✓ Explain why farmers grow crops
- ✓ Identify crops as plants grown on farms for use as food
- ✓ Describe how some food comes from farms as crops
- ✓ Sequence events of crops from farm to store (planted, harvested, transported, packaged)

#### **Language Arts Objectives**

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The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards that are addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, describe the four steps of getting food from farm to market by putting four images in the proper sequence (RI.K.3)
- ✓ With prompting and support, describe the role of an author and illustrator in a nonfiction/informational text (RI.K.6)
- ✓ Sequence four to six pictures illustrating events in the non-fiction read-aloud "From Farm to Market" (W.K.3)
- ✓ Describe familiar things, such as crops and, with prompting and support, provide additional detail (SL.K.4)



## Core Vocabulary

**canning, v.** Sealing food in an airtight container for future use

*Example:* We have been canning beans all weekend.

*Variation(s):* can, cans, canned

**earn, v.** To get something by working for it

*Example:* My older sister babysits to earn extra spending money.

*Variation(s):* earns, earned, earning

**livestock, n.** Animals raised on a farm

*Example:* The farmer takes care of his livestock.

*Variation(s):* none

**processed, v.** Prepared or changed


*Example:* The wheat was processed to make flour.

*Variation(s):* process, processes, processing

**spoil, v.** To become unfit for use; to rot

*Example:* The food will spoil if left in the hot sun.

*Variation(s):* spoils, spoiled, spoiling

<i><b>At a Glance</b></i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<i><b>Introducing the Read-Aloud</b></i>	<b>What Have We Already Learned?</b>		10
	<b>Purpose for Listening</b>		
<i><b>Presenting the Read-Aloud</b></i>	<b>From Farm to Market</b>		10
<i><b>Discussing the Read-Aloud</b></i>	<b>Comprehension Questions</b>		10
	<b>Word Work: Spoil</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<i><b>Extensions</b></i>	<b>Sequencing: From Farm to Market</b>	Image Cards 19–22; Instructional Master 9B-1	15
	<b>Domain-Related Trade Book</b>	trade book	



# From Farm to Market

9<sub>A</sub>

## ***Introducing the Read-Aloud***

**10** minutes

### **What Have We Already Learned?**

Ask students why farmers grow crops. Ask the class if they can name some of the crops grown on farms. Now, ask students to describe the steps a farmer takes to grow crops, starting with planting the seeds. (If necessary, prompt students by showing selected images from the previous read-aloud.)

### **Purpose for Listening**

Tell students to listen carefully to the next read-aloud to learn more about how farm crops become food for people.



## From Farm to Market

### ◀ Show image 9A-1: Farm family of long ago

Long ago, most people in the United States lived and worked on small farms. Back then, farm families got all the food they needed from the crops and **livestock** they raised right there on their own farms.<sup>1</sup> They not only ate their own vegetables, fruits, and meats, they also made their own bread, butter, and cheese using products from the farm.

1 *Livestock* is another word for farm animals.



### ◀ Show image 9A-2: Farm kitchen

Here on my farm, we still make a lot of things that most people buy at the supermarket or other stores. For instance, instead of eating everything as soon as we harvest it, we pack some of our produce in glass jars. This is called **canning**. We make our own canned beans, beets, and pears. Unlike fresh fruits and vegetables—even if you keep them in a refrigerator—canned food will not **spoil**;<sup>2</sup> it will remain edible for months and even years.

2 Canned food will not rot, or go bad as quickly. Remember, *edible* means fit to eat.

3 [Point to the churn in the picture.]

Long, long ago, farm families made their own butter in a butter churn. We still have a butter churn on our farm, but it is just for decoration.<sup>3</sup> We don't use it anymore. But back then, someone would pour some milk into the churn and swish it up and down and all around with a stick. It took a while, and it was hard work, but eventually the milk got churned and whipped so much that it thickened and turned into butter. Sometimes, just for fun, we still make our own ice cream using a machine like a butter churn. We use fresh milk from the cows and churn it in a special ice cream machine. It takes a while to make, but it sure tastes good!



### ◀ Show image 9A-3: Old MacDonald emptying grocery bags

But most farmers, including me, do not grow or make *everything* they need for their families on their own farms. I do not grow coconuts, mangoes, or pineapples, but I like to eat them. Nor do I raise turkeys, but I eat one every Thanksgiving.

So, where do I get all these things that I use but do not grow or make on the farm? I buy them, just like everyone else.



4 *Earn* means to work to get something.

◀ **Show image 9A-4: Loading the pickup**

I take my extra produce to sell at the farmer's market once or twice a week. That is where I **earn** some of my money.<sup>4</sup> Today, I will take beans, tomatoes, corn, and eggs. Come along—let's see how business is at the market today.



5 Do you remember what produce is?

◀ **Show image 9A-5: At the market**

Goodness, there are a lot of people here today. I just backed my pickup truck under the tent and opened up the tailgate, and before I knew it, I had a line of people waiting to buy my fresh produce.<sup>5</sup> After I've sold all my goods, I think I will wander around and see what the other farmers have to offer.

There's Barry the Beekeeper over there. He has jars of dark, rich honey made by his very own bees. I bet he will trade me a big jar of honey for two or three dozen eggs. Yum!

I see Mary the Flower Lady, too. She brought zinnias, daisies, and sunflowers from her flower farm. I'll buy a bouquet for Mrs. MacDonald before I go to the supermarket for some other things I need.



◀ **Show image 9A-6: Supermarket**

Look at all the food in this supermarket. There are so many choices. I can't even begin to count all the different types of breakfast cereals or canned fruits and vegetables. They also sell beef, chicken, pork, milk, eggs, juice, yogurt, noodles, cheese, crackers, and many other things.

Whenever I go grocery shopping, I can't help but think about the fact that nearly everything here got its start on a farm.



◀ **Show image 9A-7: Can of food**

All grocery stores have a canned food aisle. These cans come from canning factories, where farm produce is packed into metal cans or glass jars and labeled so you can tell what is inside.



← **Show image 9A-8: Loading truck with boxes**

This man is loading boxes of canned goods onto a truck. A few months ago, the food in these cans was growing on a plant somewhere in a farmer's field. Now it is in a can on its way to a grocery store. There is really no telling where it will end up now. For all you know, it could wind up in your belly!



← **Show image 9A-9: Apple processing plant**

6 *Processed* means prepared.

Here is another place where farm produce is **processed**<sup>6</sup> for use in other foods. Have you ever seen so many apples? I work hard just to grow a few dozen apples to take to market. I can't imagine trying to grow so many of them, but some farmers do.

These apples were harvested a few days ago, but the farmer had to wait for a truck driver to come and pick them up and drive them to the processing plant to be washed, sorted, processed, packaged, and then trucked off to the grocery store. Some of these apples will probably be sold at the grocery store in the produce section so that you can munch on one. Can you think of other ways that apples are prepared and eaten?



← **Show image 9A-10: Collage of apple products**

Here are just a few foods made from apples. How many have you tasted and eaten? Did you get them at the farm or at the market?

### Comprehension Questions

10 minutes

1. *Literal* Where do many of the items that you buy in the grocery store come from? (farms)
2. *Inferential* What are some of the ways that produce from farms can be saved to be eaten later? (refrigerated, canned)
3. *Inferential* Why do farmers sometimes need to go to a grocery store? (They don't grow everything they need or want.)
4. *Inferential* How do farmers earn money? (by selling products from their farm, such as produce, milk, sheep's wool, etc.)
5. *Inferential* Which happens first: crops, such as apples, are taken to a canning factory or they are harvested? (Crops are harvested.)
6. *Inferential* Which happens first: processed crops, such as canned apples, are processed at the canning factory or they are transported to the grocery store? (Crops are processed, or prepared, at the canning factory.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

7. *Evaluative Think Pair Share:* Which job would you rather have: planting and harvesting crops on the farm, transporting the crop to the factory or store, or selling the produce at the grocery store? Why? (Answers may vary.)
8. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

## Word Work: Spoil

5 minutes

1. In the read-aloud you heard, “Unlike fresh fruit and vegetables—even if you keep them in the refrigerator—canned food will not *spoil*; it will remain edible for months and even years.”
2. Say the word *spoil* with me.
3. *Spoil* means to rot or go bad and not be good for eating.
4. Some food is kept in the refrigerator so that it will not spoil, and some food is canned so that it will not spoil.
5. How does your family keep food so that it will not spoil? Are there things that your family does at home so that food will not spoil? Try to use the word *spoil* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “We . . . so that our food will not spoil.”]
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I will name two food items. Tell me which will spoil first. Try to answer in complete sentences and be sure to use the word *spoil* in your answer and begin your sentence, “\_\_\_\_\_ will spoil first.”

1. an apple left on the teacher’s desk, or an apple kept in the refrigerator (The apple left on the teacher’s desk will spoil first.)
2. canned tomatoes, or tomatoes in a basket on the table (Tomatoes in a basket will spoil first.)
3. milk left on the table, or milk kept in the refrigerator (Milk left on the table will spoil first.)
4. corn left outside, or canned corn (Corn left outside will spoil first.)
5. pumpkins harvested and canned, or pumpkins left in the field (Pumpkins left in the field will spoil first.)



**Complete Remainder of the Lesson Later in the Day**



# From Farm to Market

# 9<sub>B</sub>

## Extensions

**15** minutes

### 10 Sequencing: From Farm to Market (Instructional Master 9B-1)

Each student will need a copy of Instructional Master 9B-1. (You may also wish to show Image Cards 19–22, which correspond to the images on Instructional Master 9B-1.)

Directions: The pictures on the worksheet show the four steps of getting food from the farm to the market. Look at each picture and think about what is happening. Cut out the pictures and put them in order to show the steps from beginning to end. Retell the process using the pictures. When you are sure that you have them in the correct order, glue them on a separate sheet of paper in the correct order.

As students complete their worksheets, divide them into pairs to conduct a *Think Pair Share* retelling of the process of getting food from farm to market, with each student taking a turn.

### Domain-Related Trade Book

Refer to the list of recommended trade books in the Introduction at the front of this Anthology, and choose a book to read aloud to the class. You will want to choose one that is about crops. As you read, use the same strategies that you have been using when reading the read-alouds in this Anthology—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc.

After you finish reading the trade book read-aloud, lead students in a discussion as to how the story or information in this book relates to the read-alouds in this domain.

Explain to students that the person who wrote the book is called the author. Tell students the name of the author of the book.

Explain to students that the person who makes the pictures for



the book is called an illustrator. Tell students the name of the illustrator. Show students where you can find this information on the cover of the book or the title page.



# Domain Review



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## ***Note to Teacher***

You should spend one day reviewing and reinforcing the material in this domain. The following activities have been provided to help prepare students for the Domain Assessment.

You may have students do any combination of the activities provided, in either whole-group or small-group settings.

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## ***Core Content Objectives Addressed in This Domain***

Students will:

- ✓ Explain what a farm is
- ✓ Describe a farmer's and a shepherd's jobs
- ✓ Identify animals found on farms and the sounds animals make
- ✓ Identify buildings found on farms
- ✓ Identify machines and tools of farming
- ✓ Demonstrate familiarity with the songs "Bingo" and "Old MacDonald Had a Farm"
- ✓ Identify needs of farm animals: food, water, and space to live and grow
- ✓ Describe how farm animal babies need to be fed and cared for by their parents or people
- ✓ Explain why farmers raise animals
- ✓ Identify foods that come from animals
- ✓ Explain why farmers grow crops
- ✓ Identify crops as plants grown on farms for use as food
- ✓ Describe how some food comes from farms as crops
- ✓ Sequence the seasonal rhythm of planting, growing, and harvesting

- ✓ Describe how farmers protect their crops from drought and pests
- ✓ Sequence events of crops from farm to store (planted, harvested, transported, packaged)

## **Review Activities**

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### **Image Review**

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Show the images from any read-aloud again, and have students retell information from the read-aloud using the images.

### **Image Card Review**

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#### **Materials: Image Cards 1–22**

In your hand, hold image cards 1–22 fanned out like a deck of cards. Ask a student to choose a card but to not show it to anyone else in the class. The student must then give a clue about the picture s/he is holding. For example, for an egg, a student may say, “The farmer collects me from the hens.” The rest of the class will guess what object is being described. Proceed to another card when the correct answer has been given.

### **T-Chart of Foods**

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#### **Materials: Chart paper, chalkboard, or whiteboard**

Make a T-Chart on chart paper, a chalkboard, or a whiteboard. Label one side “Crops.” Label the other side “Animals.” Have students name the foods they ate for breakfast and try to identify if the food came from a crop or an animal. Write the names (or draw pictures) of the foods in the correct column on the chart. You may expand the activity to include lunch and/or dinner.

### **Key Vocabulary Brainstorming**

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#### **Materials: Chart paper, chalkboard, or whiteboard**

Give students a key domain concept or vocabulary word such as *harvest*. Have them brainstorm everything that comes to mind when they hear the word, such as, *autumn*, *picking apples*, etc. Record their responses on chart paper, a chalkboard, or a whiteboard for reference.

## Riddles for Core Content

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Ask students riddles such as the following to review core content:

- I had to do all the work to make some bread. Who am I?  
(the little red hen)
- I work to keep pests away from my crops. Who am I? (a farmer)
- I carry food from farms to stores. What am I? (a truck)
- I am grown on farms to become food for animals and people.  
What am I? (crops)
- I make farm work much easier by pulling machines to plant and  
harvest crops. What am I? (a tractor)



# Domain Assessment

# DA

This domain assessment evaluates each student's retention of domain and academic vocabulary words and the core content targeted in *Farms*. The results should guide review and remediation the following day.

There are two parts to this assessment. You may choose to do the parts in more than one sitting if you feel this is more appropriate for your students. Part I (vocabulary assessment) is divided into two sections: the first assesses domain-related vocabulary and the second assesses academic vocabulary. Part II of the assessment addresses the core content targeted in *Farms*.

## Part I (Instructional Master DA-1)

Directions: I am going to say a sentence using a word you have heard in the read-alouds. First I will say the word and then use it in a sentence. If I use the word correctly in my sentence, circle the smiling face. If I do not use the word correctly in my sentence, circle the frowning face. I will say each sentence two times. Let's do number one together.

1. **Farm:** The farmer worked on his farm raising animals and growing crops. (smiling face)
2. **Crops:** The farmer's crops were cows, pigs, and chickens. (frowning face)
3. **Grazing:** The shepherd is grazing the wool off the sheep. (frowning face)
4. **Pen:** Old MacDonald puts his sheep in a pen at night. (smiling face)
5. **Feed:** When the baby goat is hungry, its mother will feed it milk. (smiling face)
6. **Flock:** Little Bo Peep had a large flock of sheep. (smiling face)

7. **Harvest:** We harvest the pumpkin seeds by planting them. (frowning face)
8. **Grains:** Wheat, oats, and corn are grains used to make food. (smiling face)
9. **Shelter:** We went inside to seek shelter from the rain. (smiling face)

Directions: Now I am going to read more sentences using other words you have heard and practiced. First I will say the word and then use it in a sentence. If I use the word correctly in my sentence, circle the smiling face. If I do not use the word correctly in my sentence, circle the frowning face. I will say each sentence two times.

10. **Tool:** Old MacDonald's cow is a very useful tool for farming. (frowning face)
11. **Collects:** In the morning, Mrs. MacDonald collects the eggs from the chickens. (smiling face)
12. **Valuable:** Someone's sticker collection might be very valuable to them. (smiling face)
13. **Ripe:** The best time to eat chicken fingers is when they are ripe. (frowning face)
14. **Spoil:** If you leave a glass of milk sitting in the hot sunlight for a long time, it might spoil. (smiling face)

## Part II (Instructional Master DA-2)

Directions: I am going to read a sentence about farms. First, you will listen to the sentence that I read. Then, you will look at the three pictures in the row and find the one that you should circle.

1. **Cow/Pig/Sheep:** Circle the picture of the animal that makes this sound: "oink, oink." (pig)
2. **Chicken/Cow/Elephant:** Circle the picture of the animal that is not usually found on a farm. (elephant)
3. **Pig/Chicken/Cow:** Circle the picture of the animal whose baby is a calf. (cow)

4. **Tractor/Cow/Pitchfork:** Circle the picture of the vehicle that has made farming easier. (tractor)
5. **Blanket/Hay/Tractor:** Circle the picture that shows something farm animals need to live and grow. (hay)
6. **Corn/Apple Trees/Barn:** Circle the picture that does not show a crop. (barn)
7. **Corn/Locust/Fly:** Circle the picture that does not show a pest. (corn)
8. **Eggs/Corn/Apples:** Circle the picture of food that comes from an animal. (eggs)
9. **Milk/Eggs/Apples:** Circle the picture of food that comes from a crop. (apples)
10. **Barn/Corn/Tractor:** Circle the picture of a crop that becomes food for people. (corn)



# Culminating Activities



## ***Note to Teacher***

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Please use this final day to address class results of the Domain Assessment. Based on the results of the Domain Assessment and students' Tens scores, you may wish to use this class time to provide remediation opportunities that target specific areas of weakness for individual students, small groups, or the whole class.

Alternatively, you may choose to use this class time to extend or enrich students' experience with domain knowledge. A number of enrichment activities are provided below in order to provide students with opportunities to enliven their experiences with domain concepts.

## ***Remediation***

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You may choose to regroup students according to particular area of weakness, as indicated from Domain Assessment results and students' Tens scores.

Remediation opportunities include:

- targeting Review Activities
- revisiting lesson Extensions
- rereading and discussing select read-alouds
- reading the corresponding lesson in the *Supplemental Guide*, if available

## ***Enrichment***

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### **Retelling The Little Red Hen with Puppets**

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#### **Materials: Puppet-making supplies**

Have students make simple puppets from socks or paper bags and fabric or paper scraps, to be used for retelling "The Little Red Hen."



## **Class Book: Farms**

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### **Materials: Drawing paper, drawing tools**

Tell the class or a group of students that they are going to make a class book to help them remember what they have learned in this domain. Have students brainstorm important information about farms and crops. Have each student choose one idea to draw a picture of, and then have him/her write a caption for the picture. Bind the pages to make a book to put in the class library for students to read again and again.

## **Domain-Related Trade Book or Student Choice**

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### **Materials: Trade book**

Read an additional trade book to review crops and farming; refer to the books listed in the Introduction. You may also choose to have students select a read-aloud to be heard again.

## **Field Trip/Classroom Visitor**

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If possible, take a field trip to a farm to learn more about crops and the work of farmers. If this is not possible, have a farmer come into the classroom to share his/her experiences with the class and to answer students' questions.

## **Image Hunt for Crops and Products**

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### **Materials: Magazines; drawing paper; scissors; glue or tape**

Have students look through old magazines or on the Internet (with adult assistance) for pictures of crops and foods that come from crops. Have students cut out the pictures and glue or tape them on a piece of paper. Be sure to discuss what was found.

## **Field Trip to the Grocery Store**

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Take a field trip to the local grocery store or market to see and talk about all the foods that come from farm crops.

## **Farm Foods**

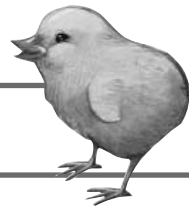
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Bring in—or coordinate with families and/or the cafeteria to provide—a variety of foods that come from farm animals or crops

for students to sample. Be sensitive to the fact, and remind students, that some people do not eat meat, eggs, or dairy products for different reasons.

**For Teacher Reference Only:**

Copies of *Tell It Again! Workbook*







Dear Family Member,

Are you familiar with the song, “Old MacDonald Had a Farm”? If not, have your child teach it to you! During the next two weeks, your child will be learning about farms. The focus for the first several days will be farm animals, specifically cows, chickens, pigs, and sheep. Your child will learn farm animal names and the sounds that these animals make. S/he will learn that farm animals need food, water, and space to live and grow, and will learn why farmers raise animals. Your child will understand that farmers work very hard to provide food for us.

Below are some suggestions for activities that you may do at home to reinforce what has been learned at school.

### **1. Search for Farm Pictures**

Look through books or magazines for pictures of animals. First, ask your child if the animal lives on a farm or not. If the animal is a farm animal, ask your child if s/he can name the animal and make the sound that the animal makes. Also, talk with your child about what the farm animal needs—food, water, and shelter—and how the farmer provides these needs.

### **2. Identify Foods from Farms**

When you are grocery shopping, or preparing or eating a meal, talk with your child about the foods that came from a farm. Over the next few days, they will learn about dairy, beef, chicken, and pork products. (Note: You may want to explain to/remind your child that for different reasons, some people do not eat eggs, dairy, or meat.)

### **3. Draw a Farm**

Have your child draw or paint a picture of a farm or one of the farm animals and then tell you about it. Again, ask questions to keep your child using the vocabulary that s/he has learned.

### **4. Visit a Farm or Farmers’ Market**

See if there is a farm in your community that you may visit with your child to learn more about farms. If not, a farmer’s market is another great option. Also, talk about any farms and the barns, tractors, pastures, and farm animals that you might pass when you are going to various places.

## **5. Read Aloud Each Day**

It is very important that you read to your child every day. The local library has both fiction and nonfiction books about farms and farm animals that you may share with your child. A list of books and other relevant resources is attached to this letter.

## **6. Sayings and Phrases: The Early Bird Gets the Worm**

Your child will also learn the well-known saying, “the early bird gets the worm.” Farmers are certainly early birds. Ask your child if s/he can think of good things or rewards that come from being early. Find opportunities to use this saying when your child is or is not being the “early bird.”

Be sure to let your child know how much you enjoy hearing about what s/he has learned at school.

## ***Recommended Resources for Farms***

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### **Trade Books**

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1. *Barnyard Banter*, by Denise Fleming (Henry Holt and Company, 2008) ISBN 978-0805087789
2. *Bee-bim Bop!*, by Linda Sue Park and illustrated by Ho Baek Lee (Sandpiper, Houghton Mifflin Harcourt, 2008) ISBN 978-0547076713
3. *The Cazuela that the Farm Maiden Stirred*, by Samantha R. Vamos and illustrated by Rafael Lopez (Charlesbridge Publishing, 2011) ISBN 978-1580892421
4. *Chicken Dance*, by Tammi Sauer and illustrated by Dan Santat (Sterling, 2009) ISBN 978-1402753664
5. *Chicken Soup*, by Jean Van Leeuwen and illustrated by David Gavrill (Abrams Books for Young Readers, 2009) ISBN 978-0810983267
6. *Chickens (Farmyard Friends)*, by Camilla de la Bédoyère (QEB Publishing, 2010) ISBN 978-1595669421
7. *Chicks & Chickens*, by Gail Gibbons (Holiday House, 2005) ISBN 978-0823419395
8. *Clarabelle: Making Milk and So Much More*, by Cris Peterson (Boyds Mills Press, 2007) ISBN 978-1590783108
9. *Click, Clack, Moo: Cows That Type*, by Doreen Cronin and illustrated by Betsy Lewin (Atheneum Books for Young Readers, 2000) ISBN 978-1416903482
10. *Cycle of Rice, Cycle of Life: A Story of Sustainable Farming*, by Jan Reynolds (Lee & Low Books, 2009) ISBN 978-1600602542
11. *Daisy Comes Home*, by Jan Brett (Penguin Group, 2005) ISBN 978-0142402702
12. *A Day in the Life of a Farmer*, by Heather Adamson (Capstone Press, 2006) ISBN 978-0736846745

13. *Fantastic Farm Machines*, by Cris Peterson and David R. Lundquist (Boyds Mill Press, 2006) ISBN 978-1590782712
14. *Farm*, by Elisha Cooper (Orchard Books, 2010) ISBN 978-0545070751
15. *Farming*, by Gail Gibbons (Holiday House, 1990) ISBN 978-0823407972
16. *Farms around the World (World of Farming)*, by Catherine Veitch (Heinemann-Raintree, 2011) ISBN 978-1432954987
17. *Food from Farms*, by Nancy Dickmann (Heinemann-Raintree, 2010) ISBN 978-1432939434
18. *From Seed to Pumpkin*, by Wendy Pfeffer (HarperCollins, 2004) ISBN 978-0064451909
19. *Grandpa's Tractor*, by Michael Garland (Boyds Mills Press, 2011) ISBN 978-1590787625
20. *Growing Vegetable Soup*, by Lois Ehlert (Voyager Books, 1990) ISBN 978-0152325800
21. *Harvesters (Farm Machines)*, by Connor Dayton (Powerkids Pr, 2011) ISBN 978-1448850464
22. *If You Give a Pig a Pancake*, by Laura Numeroff and illustrated by Felicia Bond (HarperCollins, 1998) ISBN 978-0060266868
23. *Jobs on a Farm*, by Nancy Dickmann (Heinemann-Raintree, 2010) ISBN 978-1432939458
24. *Life on a Crop Farm*, by Judy Wolfman and David Lorenz Winston (Carolrhoda Books, 2001) ISBN 978-1575055183
25. *Life on a Dairy Farm*, by Judy Wolfman and David Lorenz Winston (Carolrhoda Books, 2004) ISBN 978-1575051901
26. *The Life of Rice: From Seedling to Supper (Traveling Photographer)*, by Richard Sobol (Candlewick, 2010) ISBN 978-0763632526
27. *The Little Red Hen*, by Paul Galdone (Houghton Mifflin Harcourt, 2011) ISBN 978-0547370187
28. *A Mango in the Hand: A Story Told Through Proverbs*, by Antonio Sacre and illustrated by Sebastia Serra (Abrams Books for Young Readers, 2011) ISBN 978-0810997349



29. *Market Day*, by Carol Foskett Cordsen and illustrated by Douglas B. Jones (Dutton Children's Books, 2008) ISBN 978-0525478836
30. *The Milk Makers*, by Gail Gibbons (Aladdin, 1987) ISBN 978-0689711169
31. *One Hen: How One Small Loan Made a Big Difference*, by Katie Smith Milway and illustrated by Eugenie Fernandes (Kids Can Press, 2008) ISBN 978-1554530281
32. *On the Farm*, by David Elliott and illustrated by Holly Meade (Candlewick, 2012) ISBN 978-0763655914
33. *On Ramón's Farm: Five Tales of Mexico*, by Campbell Geeslin and illustrated by Petra Mathers (Atheneum/Anne Schwartz Book, 1998) ISBN 978-0689811340
34. *Ox-Cart Man*, by Donald Hall and illustrated by Barbara Cooney (Puffin, 1983) ISBN 978-0140504415
35. *A Picture Book of César Chávez*, by David A. Adler and Michael S. Adler, and illustrated by Mary Olofsdotter (Holiday House, 2011) ISBN 978-0823423835
36. *The Princess and the Pig*, by Jonathan Emmet and illustrated by Poly Bernatene (Walker & Co., 2011) ISBN 978-0802723345
37. *Pigs*, by Gail Gibbons (Holiday House, 2000) ISBN 978-0823415540
38. *The Rusty, Trusty Tractor*, by Joy Cowley and illustrated by Olivier Dunrea (Boyd's Mills Press, 2000) ISBN 978-1563978739
39. *Sip, Slurp, Soup, Soup/Caldo, Caldo, Caldo*, by Diane Gonzales Bertrand and illustrated by Alex Pardo Delange (Arte Publico Press, 2008) ISBN 978-1558852419
40. *Some Pig! A Charlotte's Web Picture Book*, by E.B. White and illustrated by Maggie Kneen (Stirling, 2009) ISBN 978-1435116399
41. *The Year at Maple Hill Farm*, by Alice and Martin Provensen (Aladdin, 2001) ISBN 978-0689845000

42. *To Market, To Market*, by Nikki McClure (Abram Books for Young Readers, 2011) ISBN 978-0810997387
43. *Yum! Mmmm! Qué rico! America's Sproutings*, by Pat Mora and Rafael Lopez (Lee & Low Books, 2007) ISBN 978-1584302711

## Websites and Other Resources

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### ***Student Resources***

1. **Animal Sounds Video**  
<http://bit.ly/TOeCyZ>
2. **Planting Game**  
[http://pbskids.org/sid/fablab\\_vegetableplanting.html](http://pbskids.org/sid/fablab_vegetableplanting.html)

### ***Family Resources***

3. **Farm Machines**  
<http://www.kidcyber.com.au/topics/farmmachines.htm>
4. **History of Farming**  
<http://inventors.about.com/library/inventors/blfarm1.htm>
5. **Farm Museum**  
<http://queensfarm.org/our-animals.html>

Name \_\_\_\_\_

**10 Recording Sheet for Recitation of “Old MacDonald Had a Farm” Assessment**

**Note:** You will want to find a time for each student to to recite “Old MacDonald Had a Farm” for you or the class. Use this recording sheet to document this assessment.

Student’s Name \_\_\_\_\_

Date \_\_\_\_\_

Title of Nursery Rhyme \_\_\_\_\_

Scoring: \_\_\_\_\_

10 Recited entire song correctly

5 Recited some lines of the song correctly

1 Was not able to recite any lines of the song correctly

Comments \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





Dear Family Member,

I hope that you have been having fun doing activities at home to learn about farms and farm animals. The focus for the next several days will be farm crops. Your child will learn crop names, what farmers need to provide so that the crops will live and grow, and why farmers raise crops. S/he will learn what happens on a farm during each of the four seasons—planting, growing, and harvesting. Your child will continue to learn that farmers work very hard to provide food for us and how that food gets from the farm to the market. Your child will also enjoy listening to *The Little Red Hen*, the fictional story of a well-known farmer.

Below are some suggestions for activities that you can do at home to reinforce what has been learned at school.

### **1. Search for Farm Pictures**

Look through books or magazines for pictures of farms and farm crops. Ask your child if s/he can name the crop and how the crop may be used. Also, talk with your child about what the crop needs—food, water, and pest control— and how the farmer provides these.

### **2. Identify Foods from Farms**

When you are grocery shopping, or preparing or eating a meal, talk with your child about the foods that came from farm crops. They will learn about fruits, vegetables, and foods made from grains such as bread, cereal, and pasta.

### **3. Draw a Farm**

Have your child draw or paint a picture of a farm with crops and then tell you about it. Again, ask questions to keep your child using the vocabulary that s/he has learned.

### **4. Visit a Farm or Farmers' Market**

See if there is a farm in your community that you may visit with your child to learn more about farms. If not, a farmer's market is another great option. Also, talk about any farms and the barns, tractors, pastures, and farm animals that you might pass when you are going to various places.

### **5. Read Aloud Each Day**

It is very important that you read to your child every day. The local library has both fiction and nonfiction books about farms and farm crops that you may share with your child. Refer to the list sent home with the last family letter.

Be sure to let your child know how much you enjoy hearing about what s/he has learned at school.



Directions: The pictures on the worksheet show some of the events of "The Little Red Hen". Look at each picture and think about what is happening. Cut out the pictures and put them in order to show the events of the story from beginning to end. Retell the story using the pictures. When you are sure that you have them in the correct order, glue them on a separate sheet of paper in the correct order.











Directions: The pictures on the worksheet show some of the events of "The Little Red Hen". Look at each picture and think about what is happening. Cut out the pictures and put them in order to show the events of the story from beginning to end. Retell the story using the pictures. When you are sure that you have them in the correct order, glue them on a separate sheet of paper in the correct order.



1



2



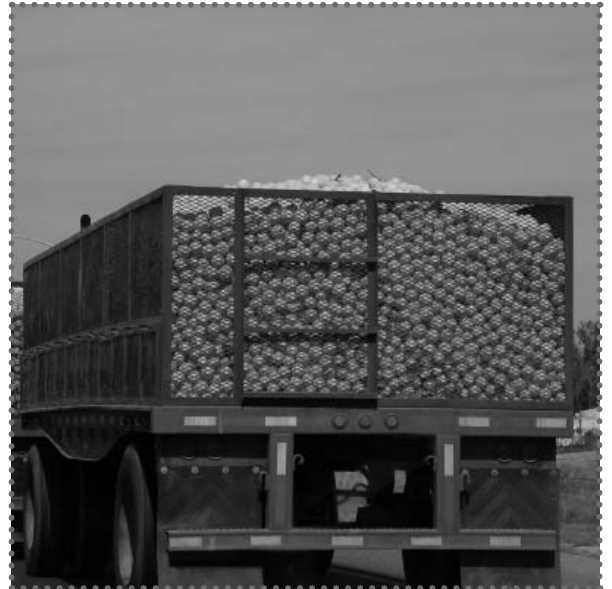
3



**4****5****6**



Directions: The pictures on the worksheet show some of the events that take place to get food from the farm to the market. Look at each picture and think about what is happening. Cut out the pictures and arrange them to show the order of events. Retell the events using the pictures. When you are sure that you have them in the correct order, glue them on a separate sheet of paper in the correct order.







Directions: The pictures on the worksheet show some of the events that take place to get food from the farm to the market. Look at each picture and think about what is happening. Cut out the pictures and arrange them to show the order of events. Retell the events using the pictures. When you are sure that you have them in the correct order, glue them on a separate sheet of paper in the correct order.



1



2



3



4



Directions: Listen carefully to the words and sentences read by your teacher. If the sentence uses the word correctly, circle the smiling face. If the sentence uses the word incorrectly, circle the frowning face.

1.



2.



3.



4.



5.



6.



7.



8.

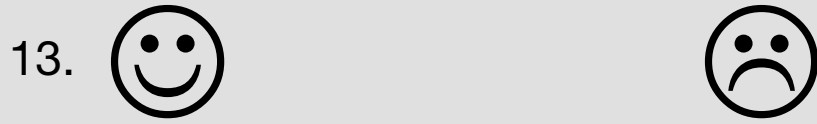
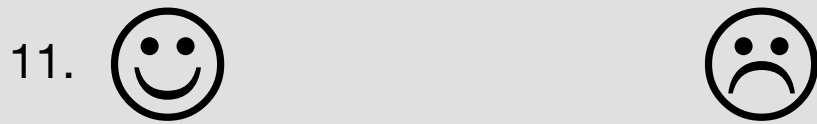


9.



10.





Directions: Listen carefully to the words and sentences read by your teacher. If the sentence uses the word correctly, circle the smiling face. If the sentence uses the word incorrectly, circle the frowning face.

1.



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11.	<input checked="" type="radio"/>	<input type="radio"/>
12.	<input checked="" type="radio"/>	<input type="radio"/>
13.	<input type="radio"/>	<input checked="" type="radio"/>
14.	<input checked="" type="radio"/>	<input type="radio"/>

1.



2.



3.



4.



5.



Directions: Circle the picture that answers each question about farms.

6.



7.



8.



9.

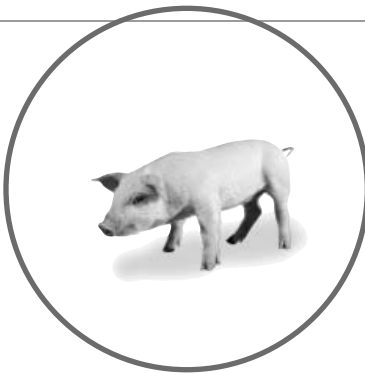


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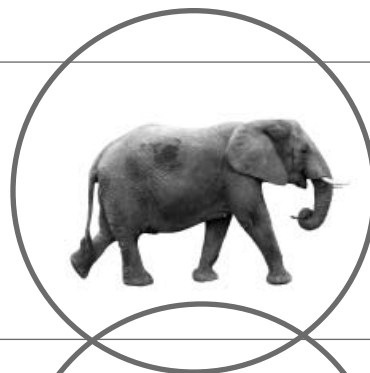




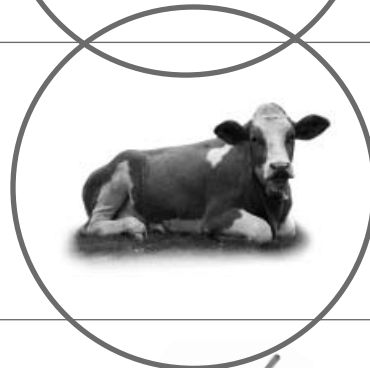
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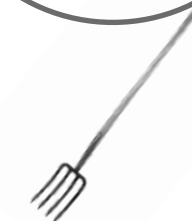
2.



3.



4.



5.



Directions: Circle the picture that answers each question about farms.

6.



7.



8.



9.



10.



# Tens Recording Chart

Use this grid to record Tens scores. Refer to the Tens Conversion Chart that follows.

[illegible]

# Tens Conversion Chart

		Number Correct																					
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
Number of Questions	1	0	10																				
	2	0	5	10																			
	3	0	3	7	10																		
	4	0	3	5	8	10																	
	5	0	2	4	6	8	10																
	6	0	2	3	5	7	8	10															
	7	0	1	3	4	6	7	9	10														
	8	0	1	3	4	5	6	8	9	10													
	9	0	1	2	3	4	6	7	8	9	10												
	10	0	1	2	3	4	5	6	7	8	9	10											
	11	0	1	2	3	4	5	5	6	7	8	9	10										
	12	0	1	2	3	3	4	5	6	7	8	8	9	10									
	13	0	1	2	2	3	4	5	5	6	7	8	8	9	10								
	14	0	1	1	2	3	4	4	5	6	6	7	8	9	9	10							
	15	0	1	1	2	3	3	4	5	5	6	7	7	8	9	9	10						
	16	0	1	1	2	3	3	4	4	5	6	6	7	8	8	9	9	10					
	17	0	1	1	2	2	3	4	4	5	6	6	7	7	8	8	9	9	10				
	18	0	1	1	2	2	3	3	4	4	5	6	6	7	7	8	8	9	9	10			
	19	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10		
	20	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10	

Simply find the number of correct answers the student produced along the top of the chart and the number of total questions on the worksheet or activity along the left side. Then find the cell where the column and the row converge. This indicates the Tens score. By using the Tens Conversion Chart, you can easily convert any raw score, from 0 to 20, into a Tens score.

Please note that the Tens Conversion Chart was created to be used with assessments that have a defined number of items (such as written assessments). However, teachers are encouraged to use the Tens system to record informal observations as well. Observational Tens scores are based on your observations during class. It is suggested that you use the following basic rubric for recording observational Tens scores.

9–10	Student appears to have excellent understanding
7–8	Student appears to have good understanding
5–6	Student appears to have basic understanding
3–4	Student appears to be having difficulty understanding
1–2	Student appears to be having great difficulty understanding
0	Student appears to have no understanding/does not participate

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