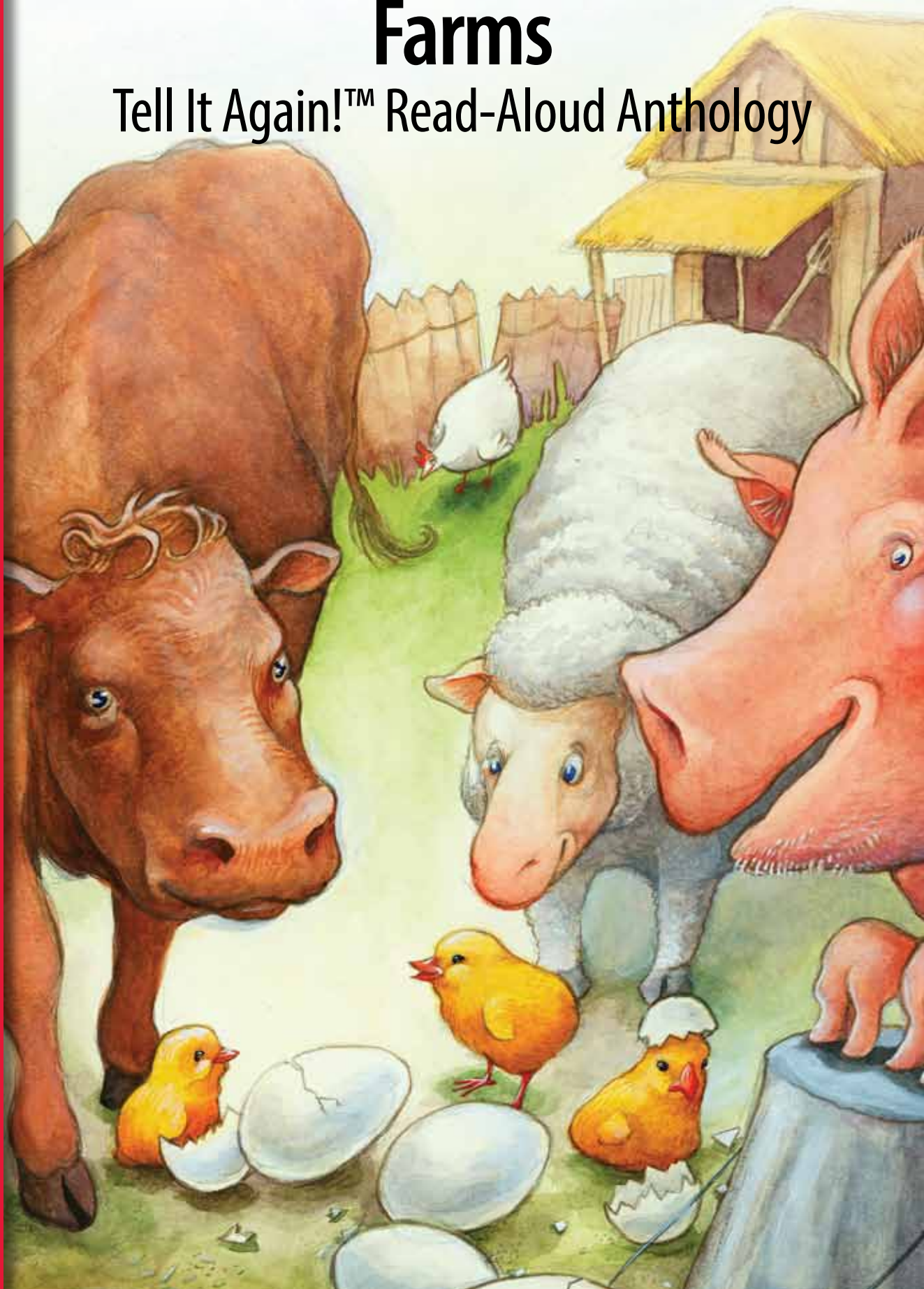
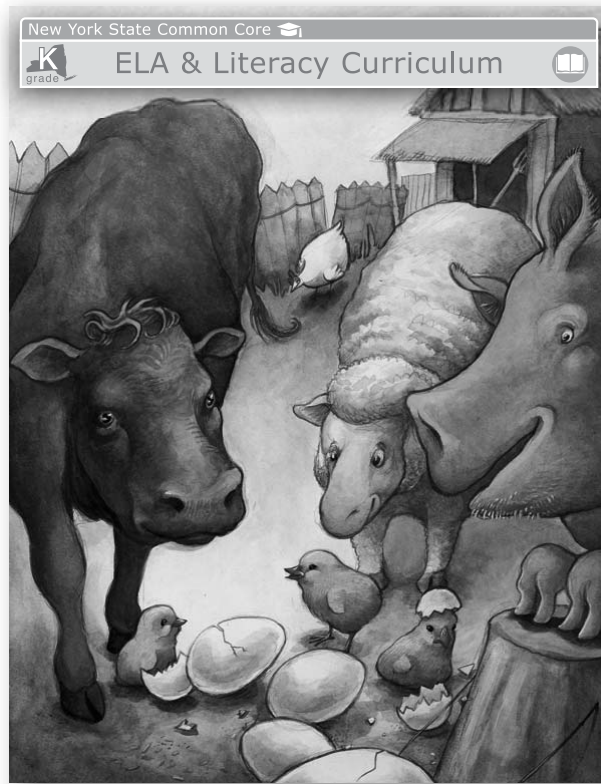




Farms

Tell It Again!™ Read-Aloud Anthology





Farms

Tell It Again!™ Read-Aloud Anthology

Listening & Learning™ Strand
KINDERGARTEN

Core Knowledge Language Arts®
New York Edition



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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
Craft and Structure										
STD RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.									
CKLA Goal(s)	With prompting and support, ask and answer questions about unknown words in nonfiction/informational read-alouds and discussions									
STD RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.									
CKLA Goal(s)	With prompting and support, describe the role of an author and illustrator in a nonfiction/informational text				✓					✓
Integration of Knowledge and Ideas										
STD RI.K.7	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).									
CKLA Goal(s)	With prompting and support, describe illustrations from a nonfiction/informational read-aloud, using the illustrations to check and support comprehension of the read-aloud									
STD RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).									
CKLA Goal(s)	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				✓	✓				
Range of Reading and Level of Text Complexity										
STD RI.K.10	Actively engage in group reading activities with purpose and understanding.									
CKLA Goal(s)	Actively engage in nonfiction/informational read-alouds									
Writing Standards: Kindergarten										
Text Types and Purposes										
STD W.K.3	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.									
CKLA Goal(s)	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
STD L.K.1f	Produce and expand complete sentences in shared language									
CKLA Goal(s)	Answer questions orally in complete sentences					✓				
	Produce and expand complete sentences in shared language					✓				
Vocabulary Acquisition and Use										
STD L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content.									
STD L.K.4a	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>).									
CKLA Goal(s)	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>)			✓		✓				
STD L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.									
STD L.K.5c	Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).									
CKLA Goal(s)	Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).					✓				
STD L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.									
CKLA Goal(s)	Use words and phrases acquired through conversations, being read to, and responding to texts					✓				
	Learn the meaning of common sayings and phrases			✓						
Additional CKLA Goals										
	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

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

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

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.

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

Student Performance Task Assessments

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

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

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

Trade Books

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

Student Resources

1. **Animal Sounds Video**
<http://bit.ly/TOeCyZ>
2. **Planting Game**
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>