

DRAFT

For Review Purposes Only

These draft materials are intended to provide teachers with insight into the content and structure of the Listening & Learning strand of Core Knowledge Language Arts materials.

Revised materials produced specifically for NYSED, including materials from the Skills Strand, will be posted on this site in 2013. These new materials will include explicit alignment with Common Core State Standards, additional support for English Language Learners, and images and texts compliant with Creative Commons Licensing.

For more information on how to explore these materials, please see the Getting Started resources posted alongside these files on EngageNY.org.



The Core Knowledge Language Arts Program

Listening & Learning Strand



Tell It Again! Read-Aloud Anthology

Farms

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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 ten 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. The entire lesson will require a total of fifty minutes.

We have included two Pausing Points in this domain, one after Lesson 5 at the end of the farm animals section, and another after Lesson 10 at the end of the crops section. You may wish to pause and spend one to two days reviewing, reinforcing, or extending the material taught prior to each of the two Pausing Points. You should spend no more than fourteen days total on this domain.

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! Workbook* for Farms

You will find the Instructional Objectives and Core Vocabulary for this domain below. The lessons that include Student Choice/ Domain-Related Trade Book Extensions, Image Cards, Parent Letters, Instructional Masters, and Assessments are also listed in the information below.

Why Farms Are Important

This domain will introduce your students to several farm animals as well as to crops that are grown on farms. Your students will learn how the needs of farm animals are met by farmers. If you have already taught the *Plants* domain, students will make the connection that like plants, animals also need food, water, and space to live and grow. Students will be able to contrast how while plants make their own food, animals get their food from eating plants or other living things. Students will understand the

importance of farms as the source of food and other products used by people. Your students will also become familiar with the classic story *The Little Red Hen* that will introduce the seasonal rhythm of planting, growing, and harvesting. Reading this story to kindergarten students may also stimulate class discussion of helping out and doing their part to reap the benefits of the reward.

Instructional Objectives for Farms

The following chart contains all of the Core Content Objectives and Language Arts Objectives for this domain, broken down by lesson.

Farms Overview										
Objectives	Lessons									
	1	2	3	4	5	6	7	8	9	10
Core Content										
Explain what a farm is	✓									
Describe a farmer's and shepherd's job	✓	✓	✓	✓	✓	✓		✓	✓	
Identify animals found on farms and the sounds they make	✓	✓	✓	✓	✓		✓			
Identify needs of farm animals: food, water, and space to live and grow		✓	✓	✓	✓					
Match pictures and/or names of farm animal babies to their adult parents					✓					
Describe how farm animal babies need to be fed and cared for by their parents or people		✓	✓	✓	✓					
Explain why farmers raise animals and grow crops		✓	✓	✓	✓	✓			✓	
Identify foods that come from animals		✓	✓	✓						
Identify crops as plants grown on farms for use as food						✓	✓		✓	
Describe how farmers protect their crops from drought and pests								✓		
Sequence the seasonal rhythm of planting, growing, and harvesting							✓	✓		
Describe how some food comes from farms as crops	✓					✓			✓	
Sequence events of crops from farm to store (planted, harvested, transported, packaged)									✓	
Identify buildings found on farms	✓									
Identify machines and tools of farming	✓									✓
Describe how farming has changed through the years										✓
Language Arts										
Use agreed-upon rules for group discussions . . . (L.K.1)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Carry on and participate in a conversation over four to five turns, staying on topic . . . (L.K.3)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Learn and use appropriately common sayings and phrases such as "The early bird gets the worm" (L.K.7)			✓							

Objectives	Lessons									
	1	2	3	4	5	6	7	8	9	10
Language Arts										
Prior to listening to a read-aloud, identify what they know and have learned that may be related . . . (L.K.10)	✓	✓	✓	✓	✓			✓	✓	
Listen to and understand a variety of texts . . . (L.K.11)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Make predictions prior to and during a read-aloud . . . (L.K.12)							✓			✓
Use pictures accompanying the read-aloud to check and support understanding . . . (L.K.14)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud . . . (L.K.15)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Answer questions that require making interpretations, judgments, or giving opinions . . . (L.K.17)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Make personal connections . . . (L.K.19)						✓	✓			
Distinguish fantasy from realistic text (L.K.22)							✓			
Evaluate and select read-alouds, books, or poems on the basis of personal choice for rereading (L.K.23)					✓					✓
Learn new words from read-alouds and discussions (L.K.24)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Retell or dramatize a read-aloud, including characters, and beginning, middle, and end events of the story in proper sequence (L.K.25)							✓			
Sequence four to six pictures illustrating events in a story (L.K.26)							✓			
Retell important facts and information from a read-aloud (L.K.30)		✓				✓				
Sequence four to six pictures illustrating events from a nonfiction read-aloud (L.K.31)								✓	✓	

Core Vocabulary for Farms

The following list contains all of the boldfaced words in Farms in the order and forms in which they appear in the text. The inclusion of the words on this list *does not* mean that students are expected to immediately be able to use all of these words on their own. However, through 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	pork	fertilizer
pastures	raise	irrigate
shelter	valuable	pests
tools	wallow	pesticides
Lesson 2	Lesson 5	Lesson 9
beef	fleece	canning
dairy products	flock	earn
grazing	responsibilities	livestock
herd	shepherd	processed
produces	stray	spoil
Lesson 3	Lesson 6	Lesson 10
collects	edible	productive
hatch	grains	technology
peck	produce	transportation
perching	Lesson 7	vehicles
	dough	
	ripe	
	weeds	

Student Choice and Domain-Related Trade Book Extensions

In the *Tell It Again! Read-Aloud Anthology* for Farms, Student Choice activities are suggested in Lessons 5B and 10B. Domain-Related Trade Book activities are suggested in Lessons 4B and 9B. A list of recommended titles is included at the end of this introduction, or you may select another title of your choice.

Farms Image Cards

There are twenty-three Image Cards for Farms. The Image Cards include illustrations that may be used to enhance students' understanding of farms. Some Image Cards can be used to do a review of the farm animals introduced. Some Image Cards include illustrations from *The Little Red Hen* that may be used to sequence and retell the story. Finally, some Image Cards may help reinforce the process of food from the farm to the market. In the *Tell It Again! Read-Aloud Anthology* for Farms, Image Cards are referenced in both Pausing Points and in Lessons 7 and 9.

Instructional Masters and Parent Take-Home Letters

Blackline Instructional Masters and Parent Take-Home Letters are included in the *Tell It Again! Workbook*. In the *Tell It Again! Read-Aloud Anthology* for Farms, Instructional Masters are referenced in the Domain Assessment and in Lessons 7B and 9B. The Parent Letters are referenced in Lessons 1B and 6B.

Assessments

In the *Tell It Again! Read-Aloud Anthology* for Farms, Instructional Masters 7B-1, 9B-1, and DA-1 are used for this purpose. Use the following *Tens Conversion Chart* to convert a raw score on each assessment into a Tens score.

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	21	22	23	24	25	26	27	28	29	30				
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	5	6	6	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														
	21	0	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10													
	22	0	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10													
	23	0	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10													
	24	0	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10													
	25	0	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	8	8	9	9	10	10											
	26	0	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	7	8	8	8	9	9	10	10											
	27	0	0	1	1	1	2	2	3	3	4	4	4	5	5	6	6	6	7	7	7	8	8	9	9	10	10									
	28	0	0	1	1	1	2	2	3	3	4	4	4	5	5	5	6	6	6	7	7	8	8	8	9	9	9	10	10							
	29	0	0	1	1	1	2	2	3	3	4	4	4	5	5	6	6	6	7	7	7	8	8	8	9	9	9	10	10							
	30	0	0	1	1	1	2	2	3	3	4	4	4	5	5	5	6	6	6	7	7	7	8	8	8	9	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 30, into a Tens score. You may choose to use the Tens Recording Chart which is at the end of the appendix.

Recommended Trade Books for Farms

If you recommend that parents 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.

1. *Barnyard Banter*, by Denise Fleming (Henry Holt and Company, 2008) ISBN 0805087788
2. *A Day in the Life of a Farmer*, by Heather Adamson (Capstone Press, 2000) ISBN 0736846743
3. *Fantastic Farm Machines*, by Chris Peterson and David R. Lundquist (Boyd's Mill Press, 2006) ISBN 1590782712
4. *Farming*, by Gail Gibbons (Holiday House, 1990) ISBN 0823407977
5. *From Seed to Pumpkin*, by Wendy Pfeffer (HarperTrophy, 2004) ISBN 0064451909
6. *Growing Vegetable Soup*, by Lois Ehlert (Voyager Books, 1990) ISBN 0152325808
7. *Life on a Crop Farm (Life on a Farm)*, by Judy Wolfman and David Lorenz Winston (Carolrhoda Books, 2001) ISBN 157505518X
8. *The Little Red Hen Big Book*, by Paul Galdone (Clarion Books, 1985) ISBN 0899193498
9. *The Milk Makers*, by Gail Gibbons (Aladdin, 1987) ISBN 0689711166
10. *Ox-Cart Man*, by Donald Hall and Barbara Cooney (Puffin, 1983) ISBN 0140504419
11. *Pigs*, by Gail Gibbons (Holiday House, 2000) ISBN 0823415546
12. *The Rusty, Trusty Tractor*, by Joy Cowley and Olivier Dunrea (Boyd's Mills Press, 2000) ISBN 1563978733
13. *Sheep*, by Rachael Bell (Heinemann, 2003) ISBN 1403440409
14. *The Year at Maple Hill Farm*, by Alice and Martin Provensen (Aladdin, 2001) ISBN 0689845006

1

Old MacDonald Has a Farm



Lesson Objectives

Core Content Objectives

Students will:

- Explain what a farm is
- Describe a farmer's job
- Identify animals found on farms and the sounds they make
- Describe how some food comes from farms as crops
- Identify buildings found on farms
- Identify machines and tools of farming

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say "excuse me" or "please," etc. (L.K.1)
- Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner's comments, with either an adult or another child of the same age (L.K.3)
- Prior to listening to a read-aloud, identify what they know and have learned that may be related to the specific story or topic to be read aloud (L.K.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.K.11)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.K.14)

- Answer questions requiring literal recall and understanding of the details, and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.K.15)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.K.17)
- Learn new words from read-alouds and discussions (L.K.24)

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

1A

Old MacDonald Has a Farm



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 very 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 are grown 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:

- Have you ever been to a farm?
- 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?

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 a piece of chart paper to record students’ responses. Save the chart for future reference.

Purpose for Listening

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.



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, since my farm is one of the most famous farms around. That is because a few years back, someone decided to make a song about my farm. Really, the song is about all the animals on my farm and the noises they make.



← 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?¹

We have *moos*, *boks*, *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 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.

1 (Point to each animal in the picture and have the class make the animal's sound.)

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

3 (Point to the pitchfork in the picture.)



← **Show image 1A-4: Barn**

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 out in nature. They need help.² Excuse me while I use my pitchfork to pitch a little hay to my cow. She's hungry, as always.³

4 Tools are things that help you do a job.

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.⁴ 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.

5 (Point to the hayloft.)

I keep hay for the animals up there in the hayloft.⁵ And that's my tractor over there. I love to ride through my fields on my tractor. Let's take a ride!



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

6 Pastures are fields of grass for animals to eat.

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.⁶ I also plant and **harvest crops** of corn and hay out in the fields.⁷ I feed most of these crops to my animals.

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



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

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 feed to 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 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.



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

Farms are very important. All the food you eat—from fried chicken to carrots to French fries—gets its start on a farm. All kinds of fruits and vegetables come from farms.



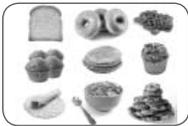
← **Show image 1A-9: Meats**

All kinds of meats come from farms.



← **Show image 1A-10: Dairy products**

Thanks to farms, we have milk, cheese, ice cream, and eggs. Which of these foods is your favorite?



← **Show image 1A-11: Foods from grains**

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



← **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 the 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.

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 the students' responses using richer and more complex language. It is highly recommended that you ask students to answer in complete sentences by asking them to restate the question in their responses.

1. What animals does Old MacDonald have on his farm? (cow, chicken, pig, sheep, dog) What sound does each animal make? (*moo, cluck, oink, baa, woof*)
2. How does Old MacDonald take care of the animals? (He gives them food, water, and shelter.)



← **Show image 1A-4: Barn**

3. What is this a picture of? (barn) Why do many farms have barns? (shelter for animals, place for tools, place for hay)
4. Why are farms important to all of us? (Our food comes from farms.)
5. How would you explain to a friend what a farm is? (land for raising animals and growing crops, usually has a barn and a tractor)
6. What kinds of jobs does a farmer have? (taking care of animals and crops, fixing fences)
7. What tools or machines help the farmer do his work? (tractor, pitchfork)

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. *Think Pair Share:* Would you like to live on a farm? Why or why not? (Answers may vary.)

1. In the read-aloud, Farmer MacDonald said that he kept his *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 use the word *tool* or *tools* when you answer.

1. brushing your teeth (A toothbrush is a tool that helps me brush my teeth.)
2. eating soup (A spoon is a tool that helps me eat soup.)
3. drawing a picture (Pencils, crayons, or markers are tools that help me draw pictures.)
4. combing your hair (A comb is a tool that helps me comb my hair.)
5. cutting a piece of paper (Scissors are tools that help me cut paper.)



Complete Remainder of the Lesson Later in the Day

1B

Old MacDonald Has a Farm



Extensions

15 minutes

Other Connections

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 the 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 is also an excellent transition activity.

Parent Letter

Send home Instructional Master 1B-1.

2

With a Moo, Moo Here



Lesson Objectives

Core Content Objectives

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

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say "excuse me" or "please," etc. (L.K.1)
- Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner's comments, with either an adult or another child of the same age (L.K.3)
- Prior to listening to a read-aloud, identify what they know and have learned that may be related to the specific story or topic to be read aloud (L.K.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.K.11)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.K.14)

- Answer questions requiring literal recall and understanding of the details, and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.K.15)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.K.17)
- Learn new words from read-alouds and discussions (L.K.24)
- Retell important facts and information from a read-aloud (L.K.30)

Core Vocabulary

beef, n. The meat from a cow or bull

Example: Beef is my favorite kind of meat.

Variation(s): none

dairy products, n. Foods made from milk

Example: Cheese, ice cream, and yogurt are dairy products.

Variation(s): dairy product

grazing, v. Moving around eating 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 large grazing animals

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

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

2A

With a Moo, Moo Here



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:

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

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 web started previously. Save the chart for future reference.

Purpose for Listening

Tell students that Old MacDonald is going to tell them about cows. Tell students to listen carefully to learn all about 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.¹ I only have one cow on my farm, but my neighbor has a whole herd.

1 A herd is a group of animals.

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.² The calf feeds on the milk each day until it is old enough to eat grass and other types of feed.

2 The mother cow makes milk inside her body.

If you look closely at the cow in this picture, you will notice a large pouch on her belly, near her hind legs.³ 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.

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 only one or two bulls. Even an old, experienced farmer like me needs to be careful around the bull because it can be unpredictable.⁴

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



← **Show image 2A-5: Hay bales**

Cows spend most of their time out in the fields or pasture **grazing** on fresh, green grass.⁵ Since grass isn't always available, some farmers grow extra fields of grass 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 grass in these extra fields is 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.⁶

5 *Grazing* means eating.

6 Have you ever seen a bale of hay?

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



← **Show image 2A-6: Cows eating corn**

Do you like to eat corn on the cob? I sure do. Cows also like to eat corn. In fact, even though people love to eat corn, most of the corn farmers grow is eaten by cows and other farm animals. Corn is especially good for dairy cows because it helps them produce more milk.



← **Show image 2A-7: Children drinking milk**

Calves aren't the only ones who drink cow's milk. People drink it, too. I bet 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.⁷ So, cows' milk is also important to people. That is why there are dairy farms.

7 Dairy products are things made from milk.



← **Show image 2A-8: Milking a cow**

People get a cow's milk by milking the cow. To milk the cow, this farm 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.



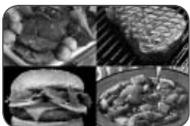
← **Show image 2A-9: Milking parlor**

On modern dairy farms, machines are used to milk the cows. The farmer has to hook 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-10: 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-11: Beef products**

Not all cows are dairy cows. Some farmers raise beef cattle. **Beef** is the word for cow meat.⁸ Hamburgers, steaks, beef stew, and roast beef are all beef products. The more the farmer feeds his cows, the bigger they get, and the more beef they produce. Beef is called red meat because it has a deep red color, unless you cook it until it is well done, in which case it looks brownish-gray. Does your family ever eat beef or dairy products?

8 (Point to each beef product as you read the following sentence.)

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 the students' responses using richer and more complex language. It is highly recommended that you ask students to answer in complete sentences by asking them to restate the question in their responses.



← Show image 2A-3: Cow and calf

1. What do you see in this picture? (cow and calf) What sound do they make? (moo)
2. How do cattle get the feed they need? (They eat grass or are fed hay or corn by the farmer.)
3. 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.)
4. Why does a cow have an udder? (to hold the milk it produces)
5. Why do farmers raise cattle? (for dairy and beef products)
6. What are male cattle called? (bulls) What are female cattle called? (cows)
7. What foods/drinks do people use that come from cattle? (milk, cheese, ice cream, yogurt, beef, etc.)
8. What is your favorite food that comes from a cow? (Answers may vary.)

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. *Think Pair Share:* What is the most interesting fact that you learned about cows? (Answers may vary.)

1. The read-aloud said that cows spend most of their time out in the fields or pasture *grazing* on 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, maybe you have 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, "That animal is grazing." If it is not an example of grazing, you will say, "That animal is not grazing."

1. The calf is drinking milk from its mother. (That animal is not grazing.)
2. The cow is eating the tender, green grass. (That animal is grazing.)
3. The deer started to wander away from its mother while it was eating grass. (That animal is grazing.)
4. The bull is drinking water from the river. (That animal is not grazing.)
5. The sheep is eating the grass behind the barn. (That animal is grazing.)



Complete Remainder of the Lesson Later in the Day

2B

With a Moo, Moo Here



Extensions

15 minutes

Image Review

One by one, show images 2A-2 through 2A-11. Have the students talk about what they see in each picture and what they have learned that is associated with the picture. As the students share, remember to repeat and expand upon each response using richer and more complex language, including, if possible, any read-aloud vocabulary.

3

And a Cluck, Cluck There



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

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say "excuse me" or "please," etc. (L.K.1)
- Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner's comments, with either an adult or another child of the same age (L.K.3)
- Learn and use appropriately common sayings and phrases, such as, "The early bird gets the worm" (L.K.7)
- Prior to listening to a read-aloud, identify what they know and have learned that may be related to the specific story or topic to be read aloud (L.K.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.K.11)

- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.K.14)
- Answer questions requiring literal recall and understanding of the details, and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.K.15)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.K.17)
- Learn new words from read-alouds and discussions (L.K.24)

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

3A

And a Cluck, Cluck There



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. Make 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:

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

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

Tell the class that Old MacDonald is going to tell them about chickens. Tell students to listen carefully to learn all about 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 thousands of chickens. Chickens are birds, but they do not really fly.



← Show image 3A-2: Chickens

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

Like any bird, chickens have feathers, feet, beaks, and wings, but chickens cannot fly. They *can* flap their wings, and sometimes a chicken can even get a few feet off the ground. But chicken bodies are not suited for flying.¹



← Show image 3A-3: Foraging chickens

2 Peck means to use a beak to get food.

Some farmers let their chickens out in the yard to **peck** around for insects, seeds, and other food on the ground.² 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.



← 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.



← 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 and—let's face it—they are not very smart, they are 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 the chickens are all safely locked up in the coop every night before he goes to bed.



← **Show image 3A-6: Eggs in nest**

Female chickens are called hens. Hens lay eggs, which people like to eat. On some farms, the farmer **collects** the eggs from the chickens' nests each morning and evening.³ 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.

3 The farmer takes the eggs.



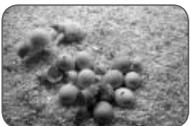
← **Show image 3A-7: Egg in frying pan**

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. Eggs are also used to make other foods, including cakes, candies, and other baked goods.



← **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, then 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.



4 or come out of their eggs

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

Hens are good mothers. Unlike cows and pigs, chickens do not produce milk to feed their young. After the chicks **hatch**,⁴ they quickly learn to scratch and peck. Soon, however, these chicks will be ready to peck the ground to find food for themselves.



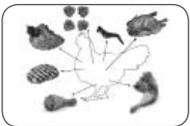
5 (Point to the comb in the picture.)

6 (Point to the wattle in the picture.)

← **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.⁵ 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.⁶ Roosters have larger wattles than hens.

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. Chicken meat is also good to eat. Fried chicken is especially popular, but you can also eat roasted chicken or barbecued chicken.

Some of you may like to eat a food called chicken fingers, as well. Did you notice fingers on any of the chickens you saw earlier? Of course not: Birds do not have fingers. Chicken fingers are simply little strips of cooked chicken meat, which happen to be about the size of a person's finger.

Well, that's about everything I know about chickens, and mine are probably getting hungry right about now, so I had better go and throw a few scoops of corn 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 the students' responses using richer and more complex language. It is highly recommended that you ask students to answer in complete sentences by asking them to restate the question in their responses.



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

1. What do you see in this picture? (hen and chicks) What sound do they make? (cluck)
2. How do chickens get the food that they need? (They peck for insects and seeds, or are fed by the farmer.)
3. How do chicks begin their life? (They hatch from an egg.)
4. 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.)
5. Why do many chickens spend time in a chicken coop? (for shelter, for protection from wild animals)
6. How can you tell the difference between a hen and a rooster? (Roosters have larger combs and wattles; they make a different sound.)
7. 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.)
8. Why do farmers raise chickens? (for eggs, for meat) Do you like to eat eggs and/or chicken meat? (Answers may vary.)

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. *Think Pair Share:* What is the most interesting fact that you learned about chickens? (Answers may vary.)

Word Work: Collects

(5 minutes)

1. The read-aloud said, "Each morning, the farmer *collects* the eggs from the chickens' nests."
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 *Making Choices* activity for follow-up. Directions: I am going to describe a situation. If it is an example of a person collecting things, say, "S/he collects ____." If it is not an example of collecting things, say, "S/he does not collect ____."

1. Steve picks up lots of shells at the beach and put them in his pail. (He collects shells.)
2. Gina looks at the eggs in the bird's nest. (She does not collect eggs.)
3. Sue keeps all of her favorite rocks that she has found in a box. (She collects rocks.)
4. Juan has at least fifty baseball trading cards in his desk. (He collects baseball trading cards.)
5. Mike found a penny and gave it to his mom. (He does not collect pennies.)



Complete Remainder of the Lesson Later in the Day

3B

And a Cluck, Cluck There



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. While 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 your 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 all up! Repeat the saying one more time. Ask students why the early bird would be the one to get the worm. (It gets there first to see and get the worm before the other birds do.) What would happen to a bird that came after the “early bird”? Would it get the worm?

Explain to students 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 the students time to do the things they need to do before coming to school—like combing their hair and brushing their teeth—so that they feel good about being ready for school. 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.

If time permits, you may also have students illustrate both the literal and figurative meanings of this saying or just the figurative meaning.

4

Here an Oink, There an Oink



Lesson Objectives

Core Content Objectives

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

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say "excuse me" or "please," etc. (L.K.1)
- Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner's comments, with either an adult or another child of the same age (L.K.3)
- Prior to listening to a read-aloud, identify what they know and have learned that may be related to the specific story or topic to be read aloud (L.K.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.K.11)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.K.14)

- Answer questions requiring literal recall and understanding of the details, and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.K.15)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.K.17)
- Learn new words from read-alouds and discussions (L.K.24)

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

pork, n. Meat from a pig

Example: Do you eat more pork or beef?

Variation(s): none

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

4A

Here an Oink, There an Oink



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:

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

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 web started previously. Save the chart for future reference.

Purpose for Listening

Tell the class that Old MacDonald is going to teach them about pigs. Tell students to listen carefully to learn all about 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 a pig on my farm. Pigs will eat almost anything, and in the past it was common to feed pigs all sorts of kitchen scraps and leftovers. However, laws in most states now outlaw feeding raw kitchen scraps and other garbage to pigs. Some farmers raise hundreds or thousands of pigs. They feed their pigs corn and other grains, too, so they grow very fast.



← 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. The pigs belly up to the trough and gobble up everything in sight.

Sometimes, pigs are called hogs. Whatever you call them, pigs like to eat a lot—a whole lot. And they eat fast. That is why, if someone eats something really quickly and it's a large quantity of food, we might say that person is "pigging out." And if someone is greedy and doesn't like to share food or something else, we may say that he or she is "hogging" or being a hog.



← Show image 4A-3: Pig in mud

Cows moo. People say that pigs go *oink*, but if you ask me, pigs just grunt, snort, and squeal. That's all I hear when I go near the pigpen. *Pigsty* is another word for *pigpen*. If anyone ever tells you your room looks like a pigsty, they mean it is time for you to do a little cleaning!

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 root in the ground and make holes where rain water collects. These puddles make a nice cool place to lie on a hot day. Often the pigs **wallow** in the puddles and stir up plenty

1 *Wallow* means to roll around.



← **Show image 4A-4: Pig**

of mud.¹ The mud helps keep the pigs cool in the hot summer, and it also helps keep the bugs away.

Because they snort and eat a lot and spend so much time wallowing in the mud, pigs have a reputation for being greedy, lazy creatures. In fact, however, they are quite intelligent. Some people say that pigs are even smarter than dogs, but you'd better not tell that to my dog, Bingo, or he might be sad!



← **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 those stubby little legs of theirs. 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**

Then again, not all pigs are fast. This is a male pig. Male pigs are called boars. This particular boar appears to have eaten more than his fair share of slop. You wouldn't have any trouble catching this big old pig, but I am not sure exactly *how* you would catch him. After all, he weighs almost as much as a small car. Making this pig move would be about as easy as pushing a car, only the pig has no wheels and he can push back.



← **Show image 4A-7: Sow and litter**

Female pigs are called sows. This sow has given birth to a **litter** of piglets.² 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 A litter is a group of babies born to the mother at the same time.



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

3 *Raise* means to take care of.

4 (Point to each pork product and say its name.)

Farmers **raise** pigs for their meat.³ Pig meat is called **pork**, and pork is used to make products such as bacon and sausage.⁴ Like many people, I like to eat bacon or sausage sometimes for breakfast. Do you?



← **Show image 4A-9: Ham and pork chops**⁵

5 (Point to each pork product as you read the next sentence.)

Ham, pork chops, and pork loin are names for certain parts of the pig. These are popular meats that you can roast, grill, or fry. You may recall that beef, or cow meat, is called red meat. Pork is called white meat because it looks white when it is cooked thoroughly.



← **Show image 4A-10: Pigs**

6 *Valuable* means worth a lot of money.

Pigs are **valuable** animals.⁶ If you ask me, I'd say every farmer ought to have at least one pig on the farm. 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 it 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 the students' responses using richer and more complex language. It is highly recommended that you ask students to answer in complete sentences by asking them to restate the question in their responses.



← **Show image 4A-7: Sow and litter**

1. What do you see in this picture? (pig and piglets) What sound do they make? (oink or grunts and squeals)
2. How do pigs get the food that they need? (The farmer feeds them corn or other grain.)
3. How do piglets get the food that they need? (They drink their mother's milk.)
4. What are female pigs called? (sows) What are male pigs called? (boars)
5. What is a litter of piglets? (a group of piglets birthed by a sow)
6. Why do farmers raise pigs? (for their meat)
7. What pork products do people use? (bacon, sausage, ham, pork chops, pork loin)
8. How are pigs like cows? How are they different? (They both feed their babies milk; people get different products from each; etc.)

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. *Think Pair Share:* What is the most interesting fact that you learned about pigs? (Answers may vary.)

Word Work: Valuable

(5 minutes)

1. The read-aloud said that 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.")
6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. Ask the students to look around the classroom. Have them decide what they think are some of the most valuable things around them. Remind the students to use the word *valuable* in their sentences and to explain why they think the object is valuable.



Complete Remainder of the Lesson Later in the Day

4B

Here an Oink, There an Oink



Extensions

15 minutes

Domain-Related Trade Book

Refer to the list of recommended trade books in the domain introduction at the front of this teacher's guide and choose an additional book to read aloud to the class. You will want to choose one that is about farm animals. 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 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.

5

Everywhere a Baa, Baa



Lesson Objectives

Core Content Objectives

Students will:

- Describe a farmer's and shepherd's job
- 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
- Match pictures of farm animal babies to adults

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say "excuse me" or "please," etc. (L.K.1)
- Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner's comments, with either an adult or another child of the same age (L.K.3)
- Prior to listening to a read-aloud, identify what they know and have learned that may be related to the specific story or topic to be read aloud (L.K.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.K.11)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.K.14)

- Answer questions requiring literal recall and understanding of the details, and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.K.15)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.K.17)
- Evaluate and select read-alouds, books, or poems on the basis of personal choice for rereading (L.K.23)
- Learn new words from read-alouds and discussions (L.K.24)

Core Vocabulary

fleece, n. The coat of wool of a sheep
Example: The fleece is soft and white.
Variation(s): none

flock, n. A group of animals
Example: The flock of sheep is grazing in the pasture.
Variation(s): flocks

responsibilities, n. Things 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>At a Glance</i>	Exercise	Materials	Minutes
Introducing the Read-Aloud	What Have We Already Learned?		10
	What Do We Know?		
	Purpose for Listening		
Presenting the Read-Aloud	Everywhere a Baa, Baa		10
Discussing the Read-Aloud	Comprehension Questions		10
	Word Work: Responsibilities		5
 Complete Remainder of the Lesson Later in the Day			
Extensions	Student Choice		15

5A

Everywhere a Baa, Baa



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:

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

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 web started previously. Save the chart for future reference.

Purpose for Listening

Tell the class that Old MacDonald is going to teach them about sheep. Tell students to listen carefully to learn all about sheep.



Everywhere a Baa, Baa

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

Old MacDonald here. You may remember that I have a sheep on my farm. The sheep says “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.¹ That’s right: Birds aren’t the only animals that travel in flocks—sheep do, as well.

1 She has a large group of sheep.

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*.



← Show image 5A-3: Ram and ewe

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.

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.



← Show image 5A-4: Lamb

Baby sheep are called lambs. The ewe often has twin lambs.² 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.

2 If the ewe had twin lambs, how many baby 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. Nobody raises sheep for eggs, because sheep don't lay eggs. Sheep are mammals, like cows and pigs, so they give birth to live young and they produce milk.

Some people do 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 easy lives. Basically, they spend 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.



← **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, if a coyote or wolf or other large predator is looking for a meal, sheep are easy to catch.³

Every now and then, a sheep does **stray** from the flock, usually in search of some tastier grass.⁴ Sheep are valuable—they are worth a lot of money—so the farmer cannot afford to let them wander off into the wild.⁵

My neighbor hires a **shepherd** to help watch over the 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 a predator. For the most part, it is not a very difficult job, but the job of shepherd does bring **responsibilities**.⁶ The shepherd must stay alert and beware of predators. If a sheep starts to wander,

3 Remember, a predator is an animal that attacks and eats other animals.

4 *Stray* means wander away.

5 Why are sheep valuable?

6 Responsibilities are things that a person is in charge of.

the shepherd can catch the sheep with his crook—a long wooden stick with a hook on the end to tug the sheep by the neck.



← **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 they 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 whole fleece comes off in one big piece.

Sometimes, while she's shearing the sheep, the farmer sings an old nursery rhyme:

*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.*

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 the students' responses using richer and more complex language. It is highly recommended that you ask students to answer in complete sentences by asking them to restate the question in their responses.



← **Show image 5A-3: Ram and ewe**

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

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. How are sheep like pigs? How are they different? (They both live on farms; sheep have wool and pigs don't . . .)

1. The read-aloud said that the job of a 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 it. (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, "S/he has responsibilities." If the person does not have responsibilities, say, "S/he does not have responsibilities."

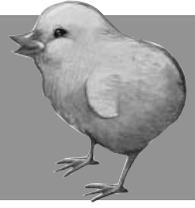
1. Maria packs her own lunch each day and buys milk at school. (She has responsibilities.)
2. Tom's mom always packs his lunch and decides what he will wear to school. (He does not have responsibilities.)
3. Lucy feeds her dog and takes him for a walk. (She has responsibilities.)
4. Carlos makes his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



Complete Remainder of the Lesson Later in the Day

5B

Everywhere a Baa, Baa



Extensions

15 minutes

Student Choice

Ask the students which read-aloud they have heard recently that they would like to hear again. If necessary, reread the titles of recent read-alouds to refresh the students' memories. You may also want to choose one yourself.

Reread the text that is selected. Feel free to pause at different places in the read-aloud this time and talk about vocabulary and information that you did not discuss previously during the read-aloud.

After the read-aloud, ask students if they noticed anything new or different during the second reading that they did not notice during the first reading. Also, ask them to try to express why they like this read-aloud. Remember to repeat and expand upon each response using richer and more complex language, including, if possible, any read-aloud vocabulary.

PP1

Pausing Point 1



Note to Teacher

This is the end of the read-alouds about farm animals. You may choose to pause here and spend one to two days reviewing, reinforcing, or extending the material taught thus far.

If you do pause, you may have students do any combination of the activities listed below. The activities may be done in any order. You may wish to do one activity on successive days. 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.

Core Content Objectives Up to This Pausing Point

Students will:

- Explain what a farm is
- Describe a farmer's and shepherd's job
- Identify animals found on farms and the sounds they make
- Identify needs of farm animals: food, water, and space to live and grow
- Match pictures and/or names of farm animal babies to their adult parents
- 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
- Identify buildings found on farms
- Identify machines and tools of farming

Activities

Image Review

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

Image Card Review

Materials: Image Cards 1–12

Pass out Image Cards 1–12 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 come to the front of the room. 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.” Ask the rest of the class if they agree or disagree.

Say:

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

Domain-Related Trade Book or Student Choice

Materials: Trade book

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

Your Own Farm

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

Materials: Chart paper

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 a piece of chart paper for reference.

Riddles for Core Content

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

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

Class Book: Farms

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 the 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.

Field Trip/Classroom Visitor

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.

Magazine Hunt for Farm Animal Products

Materials: Magazines, drawing paper, glue

Have students look through old magazines for pictures of farm animals and products from farm animals. Have students cut out the pictures and glue them on a piece of paper. Be sure to discuss what was found.

6

All Kinds of Crops



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

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.K.1)
- Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner's comments, with either an adult or another child of the same age (L.K.3)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.K.11)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.K.14)
- Answer questions requiring literal recall and understanding of the details, and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.K.15)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.K.17)

- Make personal connections to events or experiences in a read-aloud and/or make connections among several read-alouds (L.K.19)
- Learn new words from read-alouds and discussions (L.K.24)
- Retell important facts and information from a read-aloud (L.K.30)

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 for 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

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

6A

All Kinds of Crops



Introducing the Read-Aloud

10 minutes

Personal Connections

Have students name their favorite foods. Ask students if they know where the food comes from. Ask students how they would feel if they were not able to get that particular food.

Purpose for Listening

Tell students to listen carefully to learn more about where their favorite foods come from.



All Kinds of Crops

← Show image 6A-1: Old MacDonald with carrots

In the last several read-alouds, you have 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 collecting milk, eggs, wool, or meat.

I have mentioned before that I plant and harvest crops of wheat and corn on my farm, 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. Produce is grown on a farm; the various fruits and vegetables come to the store exactly as they were harvested or picked from the plants that *produce* them.

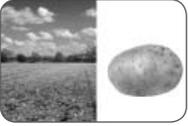
The nice thing about vegetables is that you can eat as much as you want! Nobody is going to tell you *not* to eat carrots, green beans, cabbage, celery, green peppers, or lettuce—and let's not forget broccoli! I love to eat vegetables, and I hope you do, too.

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—big chomps!



← **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 feed 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?

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!¹ 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?

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



← **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?²

2 (Pause for students to respond.)



← **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 grow wheat that I use to feed the animals on my farm.



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

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

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. Farmers also grow other **grains** like oats or rice that are also harvested and processed for people to eat.³

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.

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. Why do farmers grow crops? (to feed animals and people)
2. What kinds of crops do farmers grow that are sold for food for people? (fruits and vegetables, grains)
3. What is produce? (fresh fruits and vegetables)
4. What is your favorite kind of produce? (Answers may vary.)
5. 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.)
6. *Think Pair Share:* If you were a farmer, would you rather raise animals or grow crops? Why? (Answers may vary.)

Word Work: Produce

(5 minutes)

1. The read-aloud said, “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, “That’s produce.” If it describes something that is not produce, you will say, “That’s not produce.”

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



Complete Remainder of the Lesson Later in the Day

6B

All Kinds of Crops



Extensions

15 minutes

Image Review

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 crops 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.

Parent Letter

Send home Instructional Master 6B-1.

7

The Little Red Hen



Lesson Objectives

Core Content Objectives

Students will:

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

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.K.1)
- Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.K.3)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.K.11)
- Make predictions prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far and then compare the actual outcomes to predictions (L.K.12)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.K.14)
- Answer questions requiring literal recall and understanding of the details, and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.K.15)

- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.K.17)
- Make personal connections to events or experiences in a read-aloud and/or make connections among several read-alouds (L.K.19)
- Distinguish fantasy from realistic text (L.K.22)
- Learn new words from read-alouds and discussions (L.K.24)
- Retell or dramatize a read-aloud, including characters, and beginning, middle, and end events of the story in proper sequence (L.K.25)
- Sequence four to six pictures illustrating events in a story (L.K.26)

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

7A

The Little Red Hen



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.

Personal Connections

Ask students if they have ever asked for help with a difficult task. Have them 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.

Purpose for Listening

Tell students to listen carefully to find out whether or not the little red hen gets the help that is needed.



The Little Red Hen

← Show image 7A-1: Hen finding seeds¹

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

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?

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.² So she asked, “Who will help me plant these grains of wheat?”³

“Not I,” quacked the duck.

“Not I,” meowed the cat.

“Not I,” oinked the pig.



← Show image 7A-2: Hen raking soil

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?

“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.⁴ 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?”⁵

“Not I,” quacked the duck.

“Not I,” meowed the cat.

“Not I,” oinked the pig.



← Show image 7A-3: Hen cutting wheat

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

“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?”⁶

“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?**”⁷

“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?”⁸

“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**

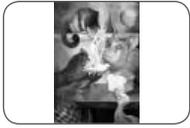
And so, all by herself, the little red hen baked a fine loaf of bread. “Now,” she said, “who will help me eat the bread?”⁹

“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 what she did.

Discussing the Read-Aloud

15 minutes

Comprehension Questions

(10 minutes)

1. 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, making the bread dough, baking the bread)
2. What crop does the little red hen use to make bread? (wheat)
3. 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.)
4. What *do* the duck, the cat, and the pig want to help do? (eat the bread)
5. 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.)
6. 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.)
7. 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.)

8. *Think Pair Share:* If you had been the duck, cat, or pig, would you have helped the little red hen? Why or why not? (Answers may vary.)

Word Work: Ripe

(5 minutes)

1. The read-aloud said that the stalks of wheat were *ripe*, and the wheat grain was ready to be harvested.
2. Say the word *ripe* with me.
3. If something is ripe, it is a fruit or 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. Be sure 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, pastures (The watermelons need to be ripe.)
5. tomatoes, hens (The tomatoes need to be ripe.)



Complete Remainder of the Lesson Later in the Day

7B

The Little Red Hen



Extensions

15 minutes

On Stage

Tell students that they are going to have a chance to act out *The Little Red Hen*. Tell them that you will be the narrator and they will be the characters in the 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 the students to dramatize.



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. Retell the story using the pictures. When you are sure that you have them in the correct order, glue them on the 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.

Also, use Image Cards 13–18 for retelling and sequencing the events of this story. This may be done as a class, in a small group, or by an individual at a center.

The instructional master may also be used as an assessment if students have practiced sequencing the story events.

8

The Seasons of Farming



Lesson Objectives

Core Content Objectives

Students will:

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

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say "excuse me" or "please," etc. (L.K.1)
- Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner's comments, with either an adult or another child of the same age (L.K.3)
- Prior to listening to a read-aloud, identify what they know and have learned that may be related to the specific story or topic to be read aloud (L.K.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.K.11)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.K.14)
- Answer questions requiring literal recall and understanding of the details, and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.K.15)

- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.K.17)
- Learn new words from read-alouds and discussions (L.K.24)
- Sequence four to six pictures illustrating events from a nonfiction read-aloud (L.K.31)

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

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

8A

The Seasons of Farming



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

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.¹ A farmer's work—the jobs he or she does each day—change from season to season. He or she does certain jobs in the spring, summer, fall, and winter.

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.

1 What season comes after winter?



← 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

In order to prepare, or cultivate, the soil, the farmer adds a little **fertilizer**, just to make sure there are plenty of nutrients for his plants.² Different plants like different kinds of fertilizers. Some fertilizers are made from chemicals and others are made from animal manure, or animal waste.

2 Fertilizer contains nutrients to help the plants grow well.



← Show image 8A-4: Seed spreader

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.³

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



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

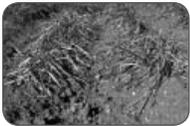
4 Why is the farmer happy when he sees dark clouds?

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.⁴



← **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**

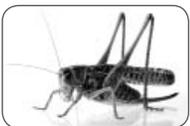
Sometimes, problems arise and the plants do not grow as expected. Crops fail sometimes, no matter how hard a farmer works and no matter how much he knows about farming. **Drought** is one of the farmer's worst enemies. A drought occurs when it does not rain for a very long time. Droughts occur most frequently 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.



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

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

If he has a good source of water nearby, the farmer can **irrigate** his crops.⁵ However, a long drought can cause wells and rivers to dry up, so irrigation can only work so well without adequate rainfall.



← **Show image 8A-9: Locust**

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

Unfortunately, rain isn't the only thing a farmer needs to worry about. **Pests** can ruin a crop, as well, especially in the summer.⁶ 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, it is necessary to spray **pesticides**—or chemicals that poison and kill 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.

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 his chemicals 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 rot. Harvest time is different for different crops, typically from early summer through the fall season. And 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, need to plant their trees just once. Once the trees, like these apple trees, are planted, however, the orchard owner must wait several years before the trees are able to produce big, red, juicy apples. Once 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.



← **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. What are the four seasons of the year? (spring, summer, fall or autumn, winter)
2. Pretend you are a farmer. What kinds of jobs do you need to do in the spring? (plow, fertilize, plant)
3. 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)
4. Pretend you are a farmer. What can you do to protect your crops from a drought? (irrigate)
5. Pretend you are a farmer. What is one thing you can do to protect your crops from pests? (use pesticide)
6. Pretend you are a farmer. What kinds of jobs do you need to do in the fall or autumn? (harvest crops)
7. 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)
8. *Think Pair Share:* Which season of the year do you think is the most interesting time on a farm? (Answers may vary.)

Word Work: Pests

(5 minutes)

1. The read-aloud said, “*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, "pests." If the sentence does not describe pests, you will say, "not pests."

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



Complete Remainder of the Lesson Later in the Day

8B

The Seasons of Farming



Extensions

15 minutes

Drawing the Read-Aloud

Give each student a piece of drawing paper. Show them how to fold the paper into fourths. Then have them open the paper so that all four sections are seen. 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. You may want to 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.

9

From Farm to Market



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
- Sequence events of crops from farm to store (planted, harvested, transported, packaged)

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say "excuse me" or "please," etc. (L.K.1)
- Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner's comments, with either an adult or another child of the same age (L.K.3)
- Prior to listening to a read-aloud, identify what they know and have learned that may be related to the specific story or topic to be read aloud (L.K.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.K.11)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.K.14)

- Answer questions requiring literal recall and understanding of the details, and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.K.15)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.K.17)
- Learn new words from read-alouds and discussions (L.K.24)
- Sequence four to six pictures illustrating events from a nonfiction read-aloud (L.K.31)

Core Vocabulary

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

Example: We have been canning beans all morning.

Variation(s): can, cans, canned

earn, v. To get something by working for it

Example: What chores do you do to earn your allowance?

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 potatoes were processed to make French fries.

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

9A

From Farm to Market



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 that 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 the 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.¹ 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 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**;² it will remain edible for months and even years.

2 Canned food will not go bad as quickly.

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.³ We don't use it any more. But, long ago, someone would pour some milk into the churn and swish it 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 awhile to make, but it sure tastes good!



← Show image 9A-3: Farmer 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.



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

4 *Earn* means to work to get something.

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.⁴ Today, I will take beans, tomatoes, corn, and eggs. Come along—let's see how business is at the market today.



← **Show image 9A-5: At the market**

5 Who remembers what produce is?

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.⁵ 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 a 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 a thousand 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**⁶ 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 thousands and thousands 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?

Discussing the Read-Aloud

15 minutes

Comprehension Questions

(10 minutes)

1. What are some of the ways that produce from farms can be saved to be eaten later? (refrigerated, canned)
2. Why do even farmers sometimes need to go to a grocery store? (They don't grow everything they need or want.)
3. How do farmers earn money? (by selling products from their farm, such as produce, milk, sheep's wool, etc.)
4. Where do many of the items that you buy in the grocery store come from? (farms)
5. Which happens first: crops, such as apples, are taken to a canning factory or they are harvested? (Crops are harvested.)
6. 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 at the canning factory.)
7. *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.)

Word Work: Spoil

(5 minutes)

1. The read-aloud said, "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 buy 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. Be sure to use the word *spoil* in your answer.

1. an apple left on the teacher's desk, or an apple kept in the refrigerator (apple left on the teacher's desk)
2. canned tomatoes, or tomatoes in a basket on the table (tomatoes in a basket)
3. milk left on the table, or milk kept in the refrigerator (milk left on the table)
4. corn left outside, or canned corn (corn left outside)
5. pumpkins harvested and canned, or pumpkins left in the field (pumpkins left in the field)



Complete Remainder of the Lesson Later in the Day

9B

From Farm to Market



Extensions

15 minutes

Domain-Related Trade Book

Refer to the list of recommended trade books in the domain introduction at the front of this teacher's guide and choose an additional 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.



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

Have four students hold Image Cards 19–22 in random order. Talk about what is happening in each picture: 19 (harvesting crop), 20 (truck transporting crop), 21 (crop at processing plant), and 22 (food in the grocery store).

Ask students which happens first. Have them arrange the four cards in the correct order. Then have the students explain the process of getting food from the farm to the market.

The image cards may also be used for sequencing events by a small group or by an individual at a center.

There is also an instructional master of these cards if you would like for all students to practice sequencing the events. The instructional master may also be used as an assessment.

10

Modern Agriculture



Lesson Objectives

Core Content Objectives

Students will:

- Identify machines and tools of farming
- Describe how farming has changed through the years

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.K.1)
- Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.K.3)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.K.11)
- Make predictions prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far and then compare the actual outcomes to predictions (L.K.12)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.K.14)
- Answer questions requiring literal recall and understanding of the details, and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.K.15)

- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.K.17)
- Evaluate and select read-alouds, books, or poems, on the basis of personal choice for rereading. (L.K.23)
- Learn new words from read-alouds and discussions (L.K.24)

Core Vocabulary

productive, *adj.* Capable of getting many things done

Example: You have been very productive at school today.

Variation(s): none

technology, *n.* Science that is used in everyday life

Example: I have seen many changes in computer technology in my lifetime.

Variation(s): technologies

transportation, *n.* Ways of carrying people or goods from one place to another

Example: Do you use a bus or car for transportation to school?

Variation(s): none

vehicles, *n.* Things used to transport people or goods

Example: Ships and airplanes are both vehicles that travel across the oceans.

Variation(s): vehicle

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Making Predictions About the Read-Aloud		10
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Modern Agriculture		10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Productive		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Student Choice		15

10A

Modern Agriculture



Introducing the Read-Aloud

10 minutes

Making Predictions About the Read-Aloud

Have students share some of the things they have learned about farming during the past several days. Ask them if they think that, through the years, farmers have always raised animals and grown crops in the same way, or if the ways of farming have changed. If students think that farming has changed, have them suggest ways that farming might have changed.

Purpose for Listening

Tell students to listen carefully to find out if farming has changed through the years, and if so, how.



Modern Agriculture

← Show image 10A-1: Ancient farming

Farmers have been growing crops and raising animals for thousands of years. The earliest farmers used very simple tools, and they were only able to grow small patches of vegetables.



← Show image 10A-2: Plow

Farmers are good problem-solvers. They are always thinking about new and better ways to get the job done. The earliest farmers used sticks and stones to break up the soil before planting. Eventually, a farmer had the bright idea of hooking up a blade behind an animal and training the animal to pull the blade, or plow, through the field.

Later, another farmer invented an even larger plow and decided to hook up two animals instead of one. That farmer was able to cultivate even more land and grow a larger crop.



← Show image 10A-3: Tractor

Animal-drawn plows made farming easier and more **productive**.¹ Today, there are still many places in the world where farmers rely on oxen or horses to pull their plows. However, farming has improved quite a bit in the past hundred years or so. Now, we have tractors. Thanks to tractors, a single farmer can grow enough beans or corn to feed a hundred or more people.

Tractors are powerful **vehicles**.² Farmers use tractors to perform many important jobs. A tractor can pull a plow to cultivate the soil. A tractor can pull a mower to cut hay, or a baler to make hay bales. A tractor can pull a seed or fertilizer spreader. I would not be able to do half the things I do if it weren't for my tractor.³

1 *Productive* means getting many things done. So animal-drawn plows made it easier to get the jobs related to planting done.

2 Vehicles are things used to carry people or goods.

3 Who do you think can get more done more quickly—a farmer using an animal-drawn plow, or a farmer using a tractor?



← **Show image 10A-4: Reaper with scythe**

Technology—the tools and machinery farmers have invented through the years—has also changed the way in which farmers harvest their crops. This is one way farmers used to harvest some crops such as grains, back before modern tractors and other machines were invented. This farmhand is swinging a scythe, a tool which has two handles and a long, sharp, curved blade. He and the other farmhands would swing their blades all day long, until their backs and arms were sore. After a couple days of scything, three men using scythes could harvest an entire field.



← **Show image 10A-5: Modern combine**

This type of scene is far more common on today's modern farms. Do you know what this machine is called? It is a combine harvester, or simply a combine. It is like a giant lawnmower. The attachment on the front of the combine has several knife-like blades that spin around and around. The combine not only cuts the grass, it also separates and cleans the grains from the stalks.

This farm stretches as far as the eye can see. The combine rumbles back and forth across the field until the entire crop is harvested. Imagine how long it would take the men with scythes to cut just one row of grass, which this combine can harvest in a matter of minutes.

Thanks to machines and other technology, a single modern farmer can cultivate an incredibly large crop. So, even though there are fewer farmers now, the farms that do exist can produce far more food than ever before.



← **Show image 10A-6: Harvesters and truck**

Transportation technology has also come a long way.⁴ Here, freshly threshed wheat grains are collected in the back of the harvester combine. When the harvester is full, the farmer meets a trucker. The wheat grains are loaded from the harvester into the truck.

⁴ Transportation is how people or goods are carried from one place to another.



← **Show image 10A-7: Ground beef/refrigerated truck**

Do you have a refrigerator in your house? Do you know what refrigerators are for? Refrigerators are electrical appliances that are used to keep food fresh. Dairy and meat products and certain other types of food will spoil, or rot, if you do not keep them cool. Thanks to refrigeration, however, farmers do not have to worry as much about their produce and meats becoming spoiled before reaching the marketplace.

The ground beef at the top of this picture was transported from the farm to the processing plant to the grocery store in a large refrigerated truck, like the one at the bottom of this picture. That's right: Some trucks you see on the highway are actually big refrigerators on wheels. In the grocery store, the butcher packages the meat and displays it on refrigerated shelves, so it will stay cool and fresh until someone buys it to make hamburgers or tacos.



← **Show image 10A-8: Old MacDonald on farm**

People sometimes say “Old MacDonald, farming is such hard work. Why don't you just quit and buy all the things you need from the grocery store like other people?”

It's true: Farming is hard work. But my family and I love our farm, and we love our farm animals. To us, the rewards of farming are worth all the hard work. We do not have the biggest farm, and we do not have the fanciest equipment, but we spend most of our time outside, working in the soil and in all kinds of weather. We love the soil, we love the sun, and we love the rain. And we love being able to eat delicious fruits and vegetables from our own backyard. It doesn't get any fresher than that!

It is time for me to get back to work. The cow needs to be milked, and the pig is hungry, as always. I had better throw a few handfuls of corn to the chickens and make sure the sheep has not wandered off through the pasture again. Stop by and visit the farm whenever you want. Next time I will be happy to put you to work!

Discussing the Read-Aloud

15 minutes

Comprehension Questions

(10 minutes)



← Show image 10A-3: Tractor

1. Has farming remained the same through the years or has it changed? In what ways? (It has changed because farmers have invented tools and machines to make some of their work easier; farmers can grow more food . . .)
2. What is this vehicle called? How do tractors help farmers? (Planting and harvesting can be done faster with tractors.)
3. How do refrigerators and refrigerated trucks help farmers? (Food doesn't spoil as fast.)
4. Why do you think people choose to be farmers? (They can grow their own food; they like to be outdoors; etc.)
5. Would you like to live or work on a farm? Why or why not? (Answers may vary.)
6. *Think Pair Share:* What are the most interesting things that you have learned about farms? (Answers may vary.)

Word Work: Productive

(5 minutes)

1. The read-aloud said, "Animal-drawn plows made farming easier and more *productive*."
2. Say the word *productive* with me.
3. *Productive* means capable of getting things done.
4. I was very productive last night; I read two books.
5. Are there times that you have felt that you were being productive? Have you ever noticed someone else being productive? Try to use the word *productive* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students' responses: "I was productive when I . . .")
6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: I will describe two situations. You will decide who is being more productive. Be sure to use the word *productive* when you give your answer.

1. Who is more productive: the person who cleans his room, or the person who says that he should clean his room? (the person who cleans his room)
2. Who is more productive: the farmer who looks at some seeds in his hand, or the farmer who plants seeds? (the farmer who plants seeds)
3. Who is more productive: the person who reads a book, or the person who hides the book in a closet? (the person who reads a book)
4. Who is more productive: the person who does her homework, or the person who refuses to do her homework? (the person who does her homework)
5. Who is more productive: the person who forgets to brush his teeth, or the person who brushes his teeth? (the person who brushes his teeth)



Complete Remainder of the Lesson Later in the Day

10B

Modern Agriculture



Extensions

15 minutes

Student Choice

Ask students which read-aloud they have heard recently that they would like to hear again. If necessary, reread the titles of recent read-alouds to refresh the students' memories. You may also want to choose one yourself.

Reread the text that is selected. Feel free to pause at different places in the read-aloud this time and talk about vocabulary and information that you did not discuss previously during the read-aloud.

After the read-aloud, ask students if they noticed anything new or different during the second reading that they did not notice during the first reading. Also, ask them to try to express why they like this read-aloud. Remember to repeat and expand upon each response using richer and more complex language, including, if possible, any read-aloud vocabulary.

PP2

Pausing Point 2



Note to Teacher

This is the end of the read-alouds about crops. You may choose to pause here and spend one to two days reviewing, reinforcing, or extending the material taught thus far.

If you do pause, you may have students do any combination of the activities listed below. The activities may be done in any order. You may wish to do one activity on successive days. 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.

Core Content Objectives Up to This Pausing Point

Students will:

- Explain what a farm is
- Describe a farmer's job
- Explain why farmers grow crops
- Identify crops as plants grown on farms for use as food
- Describe how farmers protect their crops from drought, weeds, and pests
- Sequence the seasonal rhythm of planting, growing, and harvesting
- Describe how some food comes from farms as crops
- Sequence events of crops from farm to store (planted, harvested, transported, packaged)
- Identify machines and tools of farming
- Describe how farming has changed through the years

Activities

Image Review

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

Domain-Related Trade Book or Student Choice

Materials: Trade book

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

Key Vocabulary Brainstorming

Materials: Chart paper

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 a piece of chart paper for reference.

Riddles for Core Content

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? (farmer)
- I carry food from farms to stores. What am I? (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? (tractor)

Class Book: Farms

Materials: Drawing paper and 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 the students brainstorm important

information about 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.

Field Trip/Classroom Visitor

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

Magazine Hunt for Crops

Materials: Magazines and drawing paper

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

Retelling *The Little Red Hen* with Puppets

Materials: Puppet-making supplies

Have the students make simple puppets to be used for retelling *The Little Red Hen*.

Field Trip to the Grocery Store

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

T-Chart of Foods

Materials: Chart paper

Make a T-Chart on a piece of chart paper. Label one side "Crops." Label the other side "Animals." Have the 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 other meals eaten.



This domain assessment evaluates each student's retention of the core content objectives targeted in *Farms*.

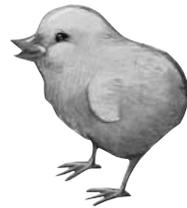


Domain Assessment (Instructional Master DA-1)

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. Circle the picture of the animal that makes this sound, "oink, oink." (pig)
2. Circle the picture of the animal that is not usually found on a farm. (elephant)
3. Circle the picture of a calf. (third picture)
4. Circle the picture of the vehicle that has made farming easier. (tractor)
5. Circle the picture that shows something farm animals need to live and grow. (hay)
6. Circle the picture that does not show a crop. (barn)
7. Circle the picture that does not show a pest. (corn)
8. Circle the picture of food that comes from an animal. (eggs)
9. Circle the picture of food that comes from a crop. (apples)
10. Circle the picture of a crop that becomes food for people. (corn)

For Teacher Reference Only:
Copies of *Tell It Again! Workbook*





Dear Parent or Guardian,

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 shelter to live and grow and 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. Hunt 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.

2. Identify Foods from Farms

When you are grocery shopping or eating a meal, talk with your child about the foods that came from a farm. You may talk about beef products, pork products, and dairy products.

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

See if there is a farm in your community that you may visit with your child to learn more about farms. Also, talk about any farms and the barns, tractors, pastures, and farm animals that you might pass when you are driving 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.

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

Your child has also learned 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 praise your child whenever s/he shares what has been learned at school.



Dear Parent or Guardian,

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. Hunt 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 eating a meal, talk with your child about the foods that came from a farm. You may talk 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

See if there is a farm in your community that you may visit with your child to learn more about farms. Also, talk about any farms and the barns, tractors, and crops that you might pass when you are driving to various places.

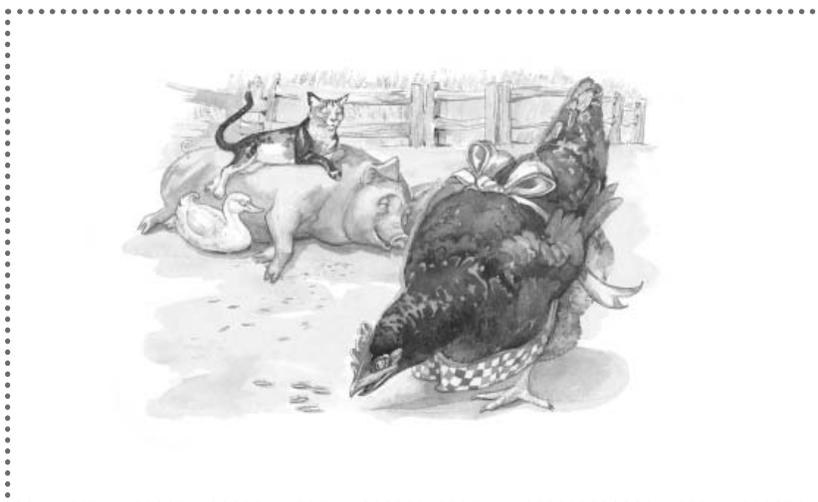
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It is very important that you read to your child every day. The local library has both fiction and nonfiction books about farms and farm crops that you may share with your child.

Be sure to praise your child whenever s/he shares what has been 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.

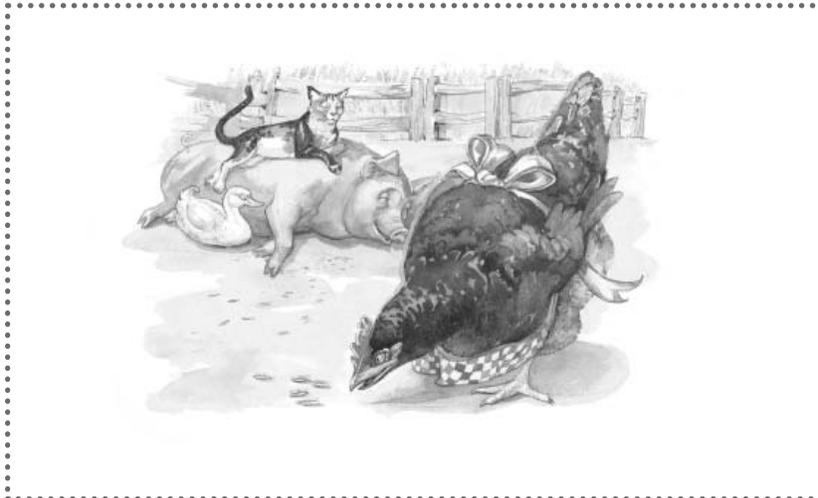
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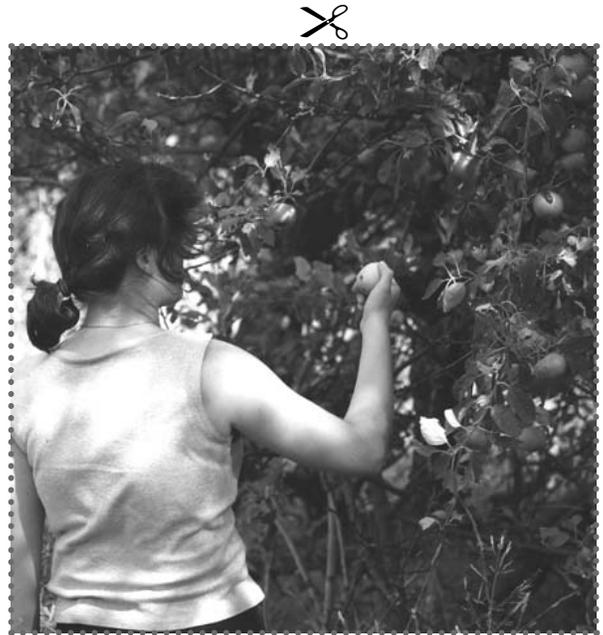


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Directions: The pictures on the worksheet show some of the events that take place to get food from the farm to the market. Look at each picture and think about what is happening. Cut out the pictures and arrange them to show the order of events. Retell 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.



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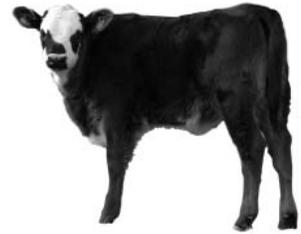
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Directions: Circle the picture that answers each question about farms.

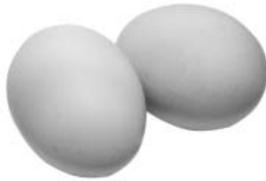
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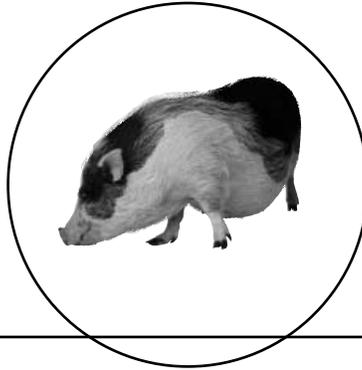
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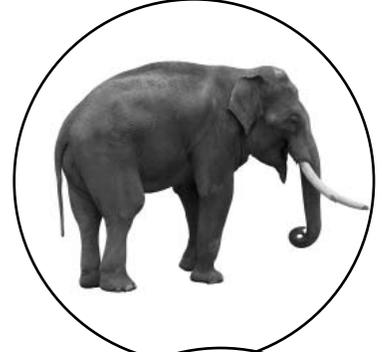
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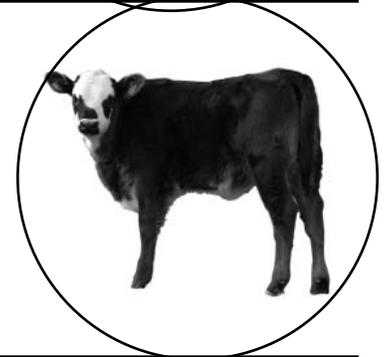
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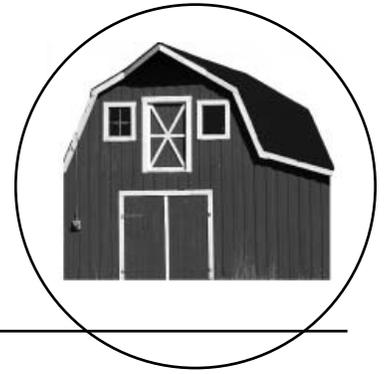


5.



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

6.



7.



8.



9.



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