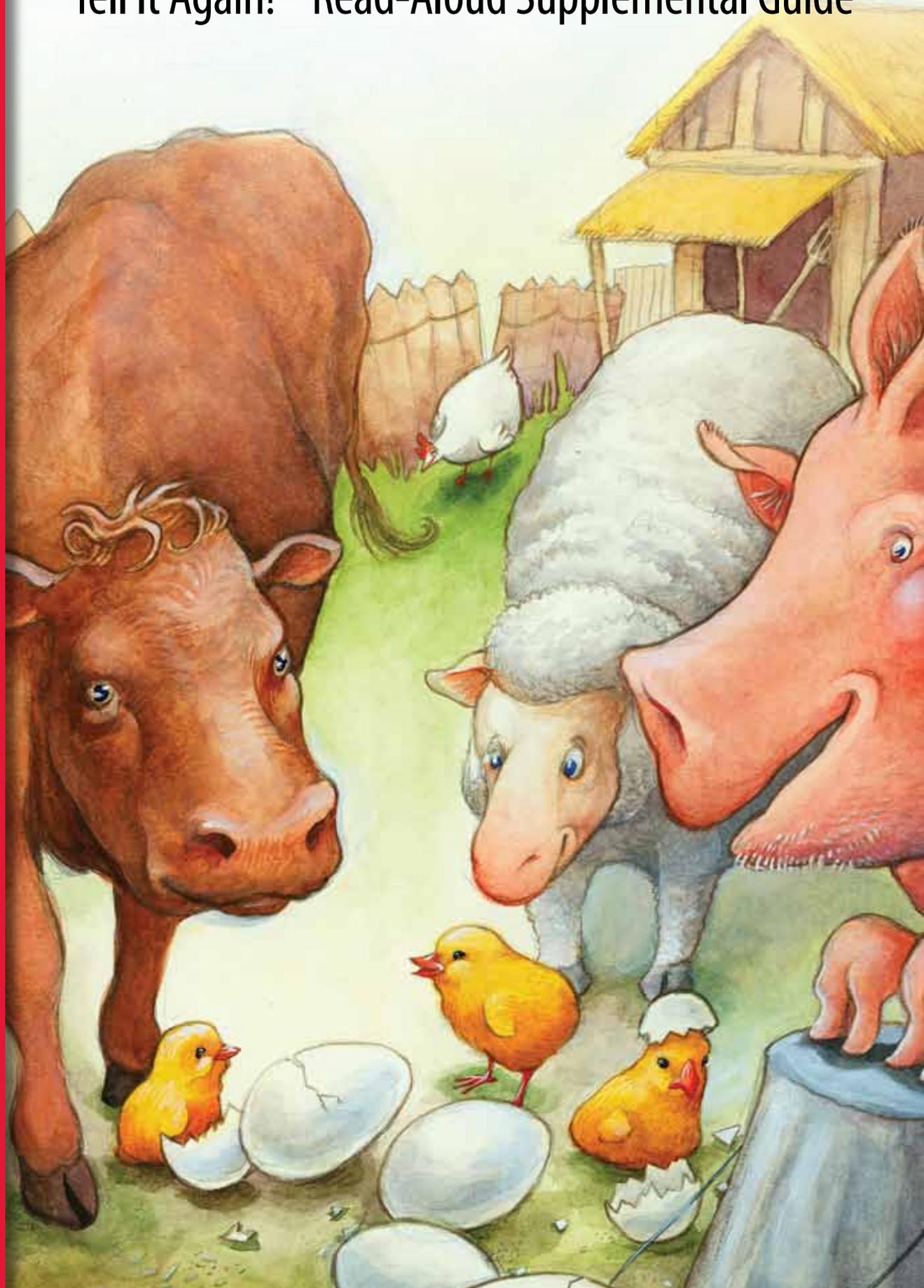


# Farms

Tell It Again!™ Read-Aloud Supplemental Guide



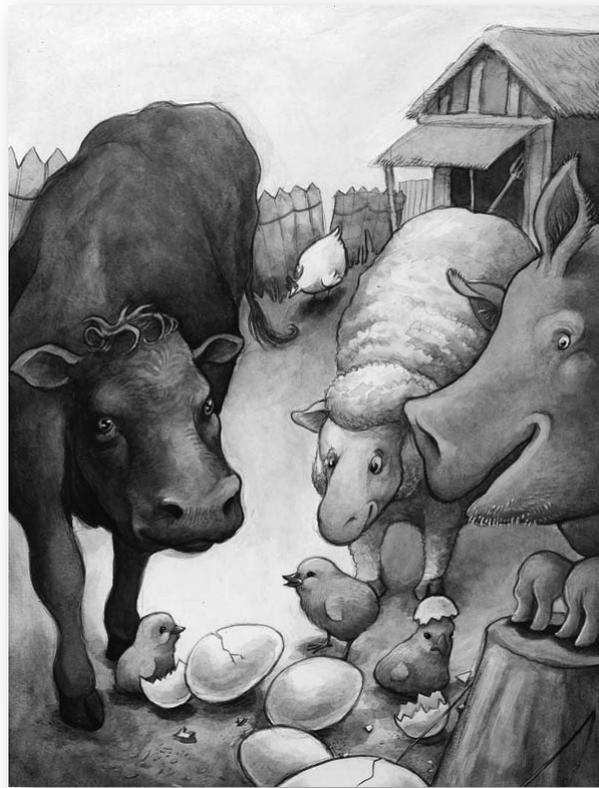
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# Farms

## Supplemental Guide to the Tell It Again!™ Read-Aloud Anthology

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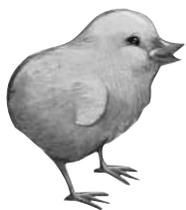
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# Preface to the Supplemental Guide

## Farms

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The *Supplemental Guide* is designed as a companion to the Core Knowledge Language Arts *Tell It Again! Read-Aloud Anthologies*. There is one *Supplemental Guide* per domain. This preface to the *Supplemental Guide* provides information about the guide’s purpose and target audience, describes how it can be used flexibly in various classroom settings, and summarizes the features of the guide that distinguish it from the *Tell It Again! Read-Aloud Anthologies*.

### ***Intended Users and Uses***

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This guide is intended to be used by general education teachers, reading specialists, English as a Second Language (ESL) teachers, special education teachers, and teachers seeking an additional resource for classroom activities. This guide is intended to be both flexible and versatile. Its use is to be determined by teachers in order to fit the unique circumstances and specific needs of their classrooms and individual students. Teachers whose students would benefit from enhanced oral language practice may opt to use the *Supplemental Guide* as their primary guide for Listening & Learning. Teachers may also choose to begin a domain by using the *Supplemental Guide* as their primary guide before transitioning to the *Tell It Again! Read-Aloud Anthology*, or may choose individual activities from the *Supplemental Guide* to augment the content covered in the *Tell It Again! Read-Aloud Anthology*. Such teachers might use the Vocabulary Instructional Activities and some of the modified read-alouds during small-group instruction time. Reading specialists and ESL teachers may find that the tiered Vocabulary Charts are a useful starting point in addressing their students’ vocabulary learning needs.

The *Supplemental Guide* is designed to allow flexibility with regard to lesson pacing, and encourages education professionals to pause and review when necessary. A number of hands-on activities and graphic organizers are included in the lessons to assist students with learning the content presented.

## ***Supplemental Guide Contents***

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The *Supplemental Guide* contains modified read-alouds, tiered Vocabulary Charts, Multiple Meaning Word Activities, Syntactic Awareness Activities, and Vocabulary Instructional Activities. For each modified read-aloud, a variety of Multiple Meaning Word Activities, Syntactic Awareness Activities, and Vocabulary Instructional Activities are available for classroom use, affording students additional opportunities to use domain vocabulary. The activities integrated into the lessons of the *Supplemental Guide* create a purposeful and systematic setting for English language learning. The read-aloud of each story or nonfiction text builds upon previously taught vocabulary and ideas, and introduces language and knowledge needed for the subsequent, more complex text. The *Supplemental Guide's* focus on oral language in the earlier grades addresses the language learning needs of students with limited English language skills, who may not be exposed to the kind of academic language found in written texts outside of a school setting.

### **Modified Read-Alouds**

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The modified read-alouds in the *Supplemental Guide*, like the read-alouds in the corresponding *Tell It Again! Read-Aloud Anthology*, are content-rich and designed to build students' listening comprehension, which is a crucial foundation for their reading comprehension abilities. You may notice that not all of the read-alouds in the *Tell It Again! Read-Aloud Anthology* appear in the corresponding *Supplemental Guide*. Some of the read-alouds were omitted to provide ample time for teachers to review read-aloud content and language, and to engage students in extended dialogue about the text. Nonetheless, students who listen to the *Supplemental Guide* read-alouds will learn the same core content as students who listen to read-alouds from the corresponding *Tell It Again! Read-Aloud Anthology*.

In the modified read-alouds, the teacher presents core content in a clear and scaffolded manner. Lessons are designed to be dialogic and interactive in nature. This allows students to use acquired content knowledge and vocabulary to communicate ideas and concepts with their peers and teachers in an accommodating and safe environment. Maximizing time for student conversation by structuring supportive situations—where students can engage in meaningful, collaborative discussions with their teacher and peers—is an important catalyst to oral language development.

### ***Tips and Tricks for Managing the Flip Book During the Read-Alouds***

Please note that many modified read-alouds ask that you show Flip Book images in a non-sequential order that differs from the order in which the images are arranged in the Flip Book. Furthermore, some modified read-alouds make use of Flip Book images from two or more separate lessons.

**It is highly recommended that you preview each modified read-aloud, with the Flip Book in hand, before teaching a lesson.** It is critical that you be familiar with the order of the Flip Book images for a given read-aloud, so that you are able to confidently present the read-aloud text and the appropriate image without searching through pages in the Flip Book.

We recommend that you consider using one or more of the following tips in preparing the Flip Book prior to the read-aloud to ensure a smooth transition in moving from one image to the next:

- Number the Flip Book thumbnails in each read-aloud lesson of the *Supplemental Guide*. Place corresponding, numbered sticky notes in the order Flip Book images will be shown, projecting from the side of the Flip Book so that each number will be clearly seen. (For example, if the number “3” is written next to an image thumbnail in the read-aloud, write the number “3” on a sticky note, and then place this on the appropriate image so the sticky note projects from the side of the Flip Book.)
- Alternatively, write the Flip Book image numbers as they appear in the read-aloud lesson of the *Supplemental Guide* (e.g., 4A-3) on sticky notes that project out from the side of the Flip Book so that image numbers are clearly visible.
- If you need to show images from two separate, nonconsecutive lessons, use different colored sticky notes for the different lessons. Be aware that images are printed on both sides of pages in the Flip Book. In some instances, you may need to be prepared to physically turn the Flip Book over to locate the next image and continue the read-aloud.

## Vocabulary Charts

Vocabulary Chart for [Title of Lesson]			
Core Vocabulary words are in <b>bold</b> . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
<b>Understanding</b>			
<b>Multiple Meaning</b>			
<b>Phrases</b>			
<b>Cognates</b>			

Vocabulary Charts at the beginning of each lesson categorize words into three tiers, which are generally categorized as follows:

- Tier 1 words are words that are likely to appear in the basic repertoire of native English-speaking students—words such as *baby*, *climb*, and *jacket*.
- Tier 2 words are highly functional and frequently used general academic words that appear across various texts and content areas—words such as *analysis*, *create*, and *predict*.
- Tier 3 words are content-specific and difficult words that are crucial for comprehending the facts and ideas related to a particular subject—words such as *photosynthesis*, *alliteration*, and *democracy*.

English Language Learners and students with limited oral language skills may not necessarily know the meanings of all Tier 1 words, and they may find Tier 2 and Tier 3 words confusing and difficult to learn. Thus, explicit explanation of, exposure to, and practice using Tier 1, 2, and 3 words are essential to successful mastery of content for these students (National Governors Association Center for Best Practices, Council of Chief State School Officers 2010, 32–35).

In addition, the Vocabulary Chart indicates whether the chosen words are vital to understanding the lesson (labeled *Understanding*); have multiple meanings or senses (labeled *Multiple Meaning*); are clusters of words that often appear together (labeled *Phrases*); or have a Spanish word that sounds similar and has a similar meaning (labeled *Cognates*). Words in the Vocabulary Chart were selected because they appear frequently in the text of the read-aloud or because they are words and phrases that span multiple grade levels and content areas. Teachers

should be aware of and model their use as much as possible before, during, and after each individual lesson, in addition to using these words to connect lessons. The Vocabulary Chart is also a good starting point and reference for keeping track of students' oral language development and retention of domain-related and academic vocabulary. These lists are not meant to be exhaustive, and teachers are encouraged to include additional words they feel would best serve their students.

### **Multiple Meaning Word Activities**

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Multiple Meaning Word Activities help students determine and clarify the different meanings of individual words. This type of activity supports a deeper knowledge of content-related words and a realization that many content words have multiple meanings associated with them. Students with strong oral language skills may be able to navigate through the different meanings of some words without much effort. However, students with limited English language proficiency and minimal vocabulary knowledge may be less likely to disambiguate the meanings of words. This is why it is important that teachers have a way to call students' attention to words in the lesson that have ambiguous meanings, and that students have a chance to explore the nuances of words in contexts within and outside of the lessons.

### **Syntactic Awareness Activities**

---

Syntactic Awareness Activities call students' attention to sentence structure. During the early elementary grades, students are not expected to read or write lengthy sentences, but might be able to produce complex sentences in spoken language when given adequate prompting and support. Syntactic Awareness Activities support students' awareness of the structure of written language, relationships between words, and grammar. Developing students' oral language through syntactic awareness provides a solid foundation for written language development in the later elementary grades and beyond.

### **Vocabulary Instructional Activities**

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Vocabulary Instructional Activities are included to build students' general academic, or Tier 2, vocabulary. These words are salient because they appear across content areas and in a variety of written texts. Vocabulary Instructional Activities support students' learning of Tier 2 words, and deepen their knowledge of academic words and the connections of

these words to other words and concepts. The vocabulary knowledge students possess is intricately connected to reading comprehension, as well as the ability to access background knowledge, express ideas, communicate effectively, and learn about new concepts.

## ***English Language Learners and Students with Disabilities***

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The *Supplemental Guide* assists education professionals who serve students with limited English language skills or students with limited home-literacy experience, which may include English Language Learners (ELLs) and students with special needs. Although the use of this guide is not limited to teachers of ELLs and/or students with special needs, the following provides a brief explanation of these learners and the challenges they may face in the classroom. Further, it outlines teaching strategies that address those challenges.

### **English Language Learners**

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The *Supplemental Guide* is designed to facilitate the academic oral language development necessary for English Language Learners (ELLs) to fully participate in the read-alouds and activities in the *Tell It Again! Read-Aloud Anthology*, and to strengthen ELLs' understanding of the core content presented in the Anthologies.

When teaching ELLs, it is important to keep in mind that they are a heterogeneous group from a variety of social backgrounds and at different stages in their language development. There may be some ELLs who do not speak any English and have little experience in a formal education setting. There may be some ELLs who seem fluent in conversational English but do not have the academic language proficiency to participate in classroom discussions about academic content. The following is a chart showing the basic stages of second language acquisition; proper expectations for student behavior and performance; and accommodations and support strategies for each stage. Please note that ELLs may have extensive language skills in their first language, and that they advance to the next stage at various rates depending on their acculturation, motivation, and prior experiences in an educational setting.

Language Acquisition Stage	Comprehension and Production	Accommodations and Support Strategies
<b>Preproduction (“The Silent Period”)</b>	<ul style="list-style-type: none"> <li>• Produces little or no English</li> <li>• May refuse to say or do anything</li> <li>• Responds in nonverbal ways</li> <li>• Has a minimal receptive vocabulary in English</li> </ul>	<ul style="list-style-type: none"> <li>• Use predictable phrases for set routines</li> <li>• Use manipulatives, visuals, realia, props</li> <li>• Use Total Physical Response (TPR) to indicate comprehension (point, nod, gestures)</li> <li>• Use lessons that build receptive vocabulary</li> <li>• Pair with another ELL who is slightly more advanced in oral language skills for activities and discussions focused on the English language</li> <li>• Pair with same-language peers for activities and discussions focused on content</li> <li>• Use simple questions that require simple nonverbal responses (e.g., “Show me...,” “Circle the...”)</li> <li>• Use a slow rate of speech, and emphasize key words</li> <li>• Model oral language, but do not force student to produce oral language</li> </ul>
<b>Early Production</b>	<ul style="list-style-type: none"> <li>• Responds with one- or two-word phrases</li> <li>• Understands basic phrases and words</li> <li>• Uses abundant fillers, e.g., “er” and “um,” when speaking</li> <li>• Includes frequent, long pauses when speaking</li> <li>• Has basic level of English vocabulary (common words and phrases)</li> </ul>	<ul style="list-style-type: none"> <li>• Use repetition, gestures, and visual aids to facilitate comprehension and students’ responses</li> <li>• Use small-group activities</li> <li>• Use charades and linguistic guessing games</li> <li>• Use role-playing activities</li> <li>• Use lessons that expand receptive and expressive vocabulary</li> <li>• Use increasingly more difficult question types as students’ receptive and expressive language skills improve: <ul style="list-style-type: none"> <li>• Yes/no questions</li> <li>• Either/or questions</li> <li>• Questions that require short answers</li> <li>• Open-ended questions to encourage expressive responses</li> </ul> </li> <li>• Pair with another ELL who is slightly more advanced in oral language skills for activities and discussions focused on the English language</li> <li>• Pair with same-language peers for activities and discussions focused on content</li> <li>• Allow for longer processing time</li> <li>• Continue to allow participation to be voluntary</li> </ul>

<b>Speech Emergence (Low Intermediate)</b>	<ul style="list-style-type: none"> <li>• Speaks in short phrases and simple sentences</li> <li>• Makes multiple grammatical errors</li> <li>• Begins to use context to infer the meanings of unknown words heard or read</li> <li>• Can produce some narratives and understand some details of a story</li> <li>• Uses many fillers, e.g., “um” and “like,” when speaking</li> <li>• Repeats individual phrases multiple times</li> <li>• Has a much larger receptive than expressive vocabulary in English</li> </ul>	<ul style="list-style-type: none"> <li>• Model correct language forms</li> <li>• Use more complex stories and books</li> <li>• Start to focus on Tier 2 vocabulary</li> <li>• Pair with high-level English speakers for activities and discussions focused on the English language</li> <li>• Provide some extra time to respond</li> <li>• Use increasingly difficult question types as students’ receptive and expressive language skills improve: <ul style="list-style-type: none"> <li>• Questions that require short sentence answers</li> <li>• <i>Why</i> and <i>how</i> questions</li> <li>• Questions that check for literal and abstract comprehension</li> </ul> </li> <li>• Engage students in producing language</li> </ul>
<b>Intermediate Fluency (High Intermediate)</b>	<ul style="list-style-type: none"> <li>• Engages in conversations</li> <li>• Produces connected narrative</li> <li>• Makes few grammatical errors</li> <li>• Uses some fillers when speaking</li> <li>• Shows good comprehension</li> <li>• Has and uses expanded vocabulary in English</li> </ul>	<ul style="list-style-type: none"> <li>• Model correct language forms</li> <li>• Introduce academic terms (e.g., making predictions and inferences, figurative language)</li> <li>• Use graphic organizers</li> <li>• Pair with native English speakers</li> <li>• Use questions that require opinion, judgment, and explanation</li> </ul>
<b>Advanced Fluency</b>	<ul style="list-style-type: none"> <li>• Uses English that nearly approximates the language of native speakers</li> <li>• Understands most conversations and can maintain a two-way conversation</li> <li>• Uses more complex grammatical structures, such as conditionals and complex sentences</li> <li>• Has and uses an enriched vocabulary in English</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to build background knowledge</li> <li>• Build high-level/academic language</li> <li>• Expand figurative language (e.g., by using metaphors and idioms)</li> <li>• Focus on high-level concepts</li> <li>• Pair with students who have a variety of skills and language proficiencies</li> <li>• Use questions that require inference and evaluation</li> </ul>

(Adapted from Hirsch and Wiggins 2009, 362–364; Smyk et al. 2013)

## **Students with Disabilities and Students with Special Needs**

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Students with disabilities (SWDs) have unique learning needs that require accommodations and modifications to the general education curriculum. When using the *Supplemental Guide* with SWDs and students with special needs, it is important to consider instructional accommodations, tools, strategies, and Universal Design for Learning (UDL) Principles, which promote learning for all students through the use of multiple forms of representation, expression, and engagement (Hall, Strangman, and Meyer 2003).

### ***Pacing***

Pacing is the purposeful increase or decrease in the speed of instruction. Educators can break lessons into manageable chunks depending on the needs of the class, and then follow each portion of the lesson with a brief review or discussion. This format of instruction ensures that students are not inundated with information. Additionally, you may want to allow students to move around the room for brief periods during natural transition points. When waiting for students to respond, allow at least three seconds of uninterrupted wait time to increase correctness of responses, response rates, and level of thinking (Stahl 1990).

### ***Goals and Expectations***

Make sure that students know the purpose and desired outcome of each activity. Have students articulate their own learning goals for the lesson. Provide model examples of desired end-products. Use positive verbal praise, self-regulation charts, and redirection to reinforce appropriate ways for students to participate and behave.

### ***Directions***

Provide reminders about classroom rules and routines whenever appropriate. You may assign a partner to help clarify directions. When necessary, model each step of an activity's instructions. Offering explicit directions, procedures, and guidelines for completing tasks can enhance student understanding. For example, large assignments can be delivered in smaller segments to increase comprehension and completion (Franzone 2009).

### ***Instruction Format and Grouping***

Use multiple instruction formats (e.g., small-group instruction, individual work, collaborative learning, and hands-on instruction). Be sure to group students in logical and flexible ways that support learning.

## ***Instructional Strategies***

The following evidence-based strategies can assist students with disabilities in learning content (Scruggs et al. 2010):

- **Mnemonic strategies** are patterns of letters and sounds related to ideas that enhance the retention and recall of information. They can be used as a tool to encode information.
- **Spatial organizers** assist student understanding and recall of information using charts, diagrams, graphs, and/or other graphic organizers.
- **Peer mediation**, such as peer tutoring and cooperative learning groups, can assist in assignment completion and enhance collaboration within the classroom.
- **Hands-on learning** offers students opportunities to gain understanding of material by completing experiments and hands-on activities that reinforce content.
- **Explicit instruction** utilizes clear and direct teaching using small steps, guided and independent practice, and explicit feedback.
- **Visual strategies** (e.g., picture/written schedules, story maps, task analyses, etc.) represent content in a concrete manner to increase focus, communication, and expression (Rao and Gagie 2006).

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# Alignment Chart for Farms: Supplemental Guide

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

## Alignment Chart for Farms: Supplemental Guide

### Lesson

	1	2	3	4	5	6	7	8
<b>Core Content Objectives</b>								
Explain that a farm is a place for growing food and raising animals	✓							
Demonstrate familiarity with a farmer's responsibilities	✓	✓	✓	✓	✓	✓		
Describe a shepherd's job					✓			
Identify animals found on farms and the sounds those animals make	✓	✓	✓	✓	✓			✓
Identify buildings found on farms	✓							
Identify equipment and tools of farming	✓							
Demonstrate familiarity with various nursery rhymes and songs	✓			✓	✓			✓
Identify needs of farm animals: food, water, and space to live and grow		✓	✓	✓	✓			
Describe how farm animal babies need to be fed and cared for by their parents or people		✓	✓	✓	✓			
Identify foods and products that come from farm animals		✓	✓	✓	✓			
Sequence the seasonal rhythm of planting, growing, and harvesting						✓		✓
Describe how farmers protect their crops from drought and pests						✓		
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 (planting/harvesting, transporting, processing, and selling)							✓	

## Alignment Chart for Farms: Supplemental Guide

### Lesson

		1	2	3	4	5	6	7	8
<b>Reading Standards for Literature: Kindergarten</b>									
<b>Key Ideas and Details</b>									
<b>STD RL.K.1</b>	With prompting and support, ask and answer questions about key details in a text.								
<b>CKLA Goal(s)</b>	With prompting and support, ask and answer questions requiring literal recall and understanding of the details and/or facts of a fiction read-aloud								✓
	Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a fiction read-aloud, including answering <i>why</i> questions that require recognizing cause/effect relationships								✓
<b>STD RL.K.2</b>	With prompting and support, retell familiar stories, including key details.								
<b>CKLA Goal(s)</b>	With prompting and support, retell or dramatize fiction read-alouds, including key details								✓
<b>STD RL.K.3</b>	With prompting and support, identify characters, settings, and major events in a story.								
<b>CKLA Goal(s)</b>	With prompting and support, use narrative language to describe characters, settings, things, events, actions, a scene, or facts from a fiction read-aloud								✓
<b>Craft and Structure</b>									
<b>STD RL.K.5</b>	Recognize common types of texts (e.g., storybooks, poems).								
<b>CKLA Goal(s)</b>	Listen to, understand, and recognize a variety of texts, including fictional stories, fairy tales, fables, nursery rhymes, and poems	✓	✓	✓	✓	✓			✓
<b>STD RL.K.6</b>	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story								
<b>CKLA Goal(s)</b>	With prompting and support, describe the role of an author and illustrator in a fiction text								✓
<b>Integration of Knowledge and Ideas</b>									
<b>STD RL.K.7</b>	With prompting and support, describe the relationship between illustrations and the story in which they appear.								
<b>CKLA Goal(s)</b>	With prompting and support, describe illustrations from a fiction read-aloud, using the illustrations to check and support comprehension of the read aloud								✓
<b>Range of Reading and Level of Text Complexity</b>									
<b>STD RL.K.10</b>	Actively engage in group reading activities with purpose and understanding.								
<b>CKLA Goal(s)</b>	Actively engage in fiction read-alouds with purpose and understanding								✓

**Alignment Chart for Farms: Supplemental Guide**

**Lesson**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
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**Reading Standards for Informational Text: Kindergarten**

**Key Ideas and Details**

<b>STD RI.K.1</b>	With prompting and support, ask and answer questions about key details in a text.							
<b>CKLA Goal(s)</b>	With prompting and support, ask and answer questions (e.g., <i>who, what, where, when</i> ) requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud							<input checked="" type="checkbox"/>
	Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including answering <i>why</i> questions that require recognizing cause/effect relationships							<input checked="" type="checkbox"/>
<b>STD RI.K.2</b>	With prompting and support, identify the main topic and retell key details of a text.							
<b>CKLA Goal(s)</b>	With prompting and support, identify the main topic and retell key details of a nonfiction/informational read-aloud	<input checked="" type="checkbox"/>						
<b>STD RI.K.3</b>	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.							
<b>CKLA Goal(s)</b>	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a nonfiction/informational read-aloud	<input checked="" type="checkbox"/>						

**Craft and Structure**

<b>STD RI.K.4</b>	With prompting and support, ask and answer questions about unknown words in a text.							
<b>CKLA Goal(s)</b>	With prompting and support, ask and answer questions about unknown words in nonfiction/informational read-alouds and discussions							<input checked="" type="checkbox"/>
<b>STD RI.K.6</b>	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.							
<b>CKLA Goal(s)</b>	With prompting and support, describe the role of an author and illustrator in a nonfiction/informational text		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	

**Integration of Knowledge and Ideas**

<b>STD RI.K.7</b>	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).							
<b>CKLA Goal(s)</b>	With prompting and support, describe illustrations from a nonfiction/informational read-aloud, using the illustrations to check and support comprehension of the read-aloud							<input checked="" type="checkbox"/>
<b>STD RI.K.8</b>	With prompting and support, identify reasons an author gives to support points in a text.							
<b>CKLA Goal(s)</b>	With prompting and support, identify reasons or facts an author gives to support points in a nonfiction/informational read-aloud	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

## Alignment Chart for Farms: Supplemental Guide

### Lesson

		1	2	3	4	5	6	7	8
<b>STD RI.K.9</b>	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).								
<b>CKLA Goal(s)</b>	With prompting and support, compare and contrast similarities and differences within a single nonfiction/informational read-aloud or between two or more nonfiction/informational read-alouds		✓	✓	✓		✓	✓	
<b>Range of Reading and Level of Text Complexity</b>									
<b>STD RI.K.10</b>	Actively engage in group reading activities with purpose and understanding.								
<b>CKLA Goal(s)</b>	Actively engage in nonfiction/informational read-alouds					✓			
<b>Writing Standards: Kindergarten</b>									
<b>Text Types and Purposes</b>									
<b>STD W.K.1</b>	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.								
<b>CKLA Goal(s)</b>	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the fiction or nonfiction/informational text they are writing about and state an opinion or preference about the text.					✓		✓	
<b>STD W.K.3</b>	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.								
<b>CKLA Goal(s)</b>	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened							✓	✓
<b>Research to Build and Present Knowledge</b>									
<b>STD W.K.8</b>	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.								
<b>CKLA Goal(s)</b>	With assistance, categorize and organize facts and information within a given domain to answer questions	✓	✓	✓	✓	✓	✓	✓	
<b>Speaking and Listening Standards: Kindergarten</b>									
<b>Comprehension and Collaboration</b>									
<b>STD SL.K.1</b>	Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and large groups.								
<b>STD SL.K.1a</b>	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).								
<b>CKLA Goal(s)</b>	Use agreed-upon rules for group discussions (e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.)					✓			

## Alignment Chart for Farms: Supplemental Guide

### Lesson

		1	2	3	4	5	6	7	8
<b>STD SL.K.2</b>	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.								
<b>CKLA Goal(s)</b>	Ask and answer questions to clarify information in a fiction or nonfiction/informational read-aloud				<input checked="" type="checkbox"/>				
<b>Presentation of Knowledge and Ideas</b>									
<b>STD SL.K.4</b>	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.								
<b>CKLA Goal(s)</b>	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail	✓			✓			✓	
<b>STD SL.K.5</b>	Add drawings or other visual displays to descriptions as desired to provide additional detail.								
<b>CKLA Goal(s)</b>	Add drawings or other visual displays to descriptions as desired to provide additional detail.				✓	✓	✓	✓	
<b>Language Standards: Kindergarten</b>									
<b>Conventions of Standard English</b>									
<b>STD L.K.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.								
<b>STD L.K.1d</b>	Understand and use question words (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , <i>how</i> ).								
<b>CKLA Goal(s)</b>	Ask questions beginning with <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , or <i>how</i>	✓		✓					
<b>STD L.K.1f</b>	Produce and expand complete sentences in shared language								
<b>CKLA Goal(s)</b>	Answer questions orally in complete sentences								<input checked="" type="checkbox"/>
	Produce and expand complete sentences in shared language activities	✓		✓				✓	
<b>Vocabulary Acquisition and Use</b>									
<b>STD L.K.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content.								
<b>STD L.K.4a</b>	Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i> ).								
<b>CKLA Goal(s)</b>	Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i> )	✓		✓		✓	✓	✓	
<b>STD L.K.5</b>	With guidance and support from adults, explore word relationships and nuances in word meanings.								
<b>STD L.K.5a</b>	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.								
<b>CKLA Goal(s)</b>	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent					✓			

## Alignment Chart for Farms: Supplemental Guide

### Lesson

		1	2	3	4	5	6	7	8
<b>STD L.K.5b</b>	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).								
<b>CKLA Goal(s)</b>	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms)				✓				
<b>STD L.K.5c</b>	Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i> ).								
<b>CKLA Goal(s)</b>	Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i> )					✓			
<b>STD L.K.5d</b>	Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i> ) by acting out the meanings.								
<b>CKLA Goal(s)</b>	Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i> ) by acting out the meanings					✓			
<b>STD L.K.6</b>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.								
<b>CKLA Goal(s)</b>	Use words and phrases acquired through conversations, being read to, and responding to texts					✓			
	Learn the meaning of common sayings and phrases			✓					



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



# Introduction to Farms

## Supplemental Guide

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This introduction includes the necessary background information to be used in teaching the *Farms* domain. The *Supplemental Guide for Farms* contains eight lessons. The first five lessons present the farm and farm animals, and the last three lessons present crops grown on the farm and the process of getting farm products to the market.

### ***Lesson Structure***

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#### **Odd-Numbered Lessons**

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Odd-numbered lessons contain two parts (50 minutes total), which are to be covered at different intervals during the day.

Part A (35 minutes) includes:

- Introducing the Read-Aloud
- Presenting the Read-Aloud
- Discussing the Read-Aloud

If necessary, Part A can be divided into two sessions with 15 minutes for Introducing the Read-Aloud up to Purpose for Listening, and 20 minutes for Purpose for Listening, Presenting the Read-Aloud, and Discussing the Read-Aloud.

Later in the day, Part B (15 minutes) should be covered and includes the activities unique to the *Supplemental Guide*:

- Multiple Meaning Word Activity
- Syntactic Awareness Activity
- Vocabulary Instructional Activity

Each activity may take up to 5 minutes to complete. The Multiple Meaning Word Activity helps students to determine and clarify the different meanings of words. The Syntactic Awareness Activity calls students' attention to sentence structure, word order, and grammar. The Vocabulary Instructional Activity focuses on building students' general academic, or Tier 2, vocabulary. Part B concludes with an interim assessment

opportunity called an End-of-Lesson Check-In. This is a dual opportunity for the teacher to 1) focus on a select group of students to directly assess the students’ language and content knowledge in a low-stress environment; and 2) gauge which students may be in need of additional language or content support.

## Even-Numbered Lessons

Even-numbered lessons contain two parts (50 minutes total), which are to be covered at different intervals during the day.

Part A (35 minutes) includes:

- Introducing the Read-Aloud
- Presenting the Read-Aloud
- Discussing the Read-Aloud

If necessary, Part A can be divided into two sessions with 15 minutes for Introducing the Read-Aloud up to Purpose for Listening, and 20 minutes for Purpose for Listening, Presenting the Read-Aloud, and Discussing the Read-Aloud.

Later in the day, Part B (15 minutes) should be covered and includes extension activities related to the lesson.

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

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

Week Two: Anthology				
Day 6	Day 7	Day 8	Day 9	Day 10
Pausing Point (50 min.)	Lesson 6A: "All Kinds of Crops" (35 min.)	Lesson 7A: "The Little Red Hen" (35 min.)	Lesson 8A: "The Seasons of Farming" (35 min.)	Lesson 9A: "From Farm to Market" (35 min.)
	Lesson 6B: Extensions (15 min.)	Lesson 7B: Extensions (15 min.)	Lesson 8B: Extensions (15 min.)	Lesson 9B: Extensions (15 min.)
50 min.	50 min.	50 min.	50 min.	50 min.
Week Two: Supplemental Guide				
Day 6	Day 7	Day 8	Day 9	Day 10
Pausing Point (50 min.)	Lesson 6A: "The Seasons of Farming" (35 min.)	Lesson 7A: "From Farm to Market" (Day 1 of 2) (35 min.)	Lesson 7C: "From Farm to Market" (Day 2 of 2) (35 min.)	Lesson 8A: "The Little Red Hen" (35 min.)
	Lesson 6B: Extensions (15 min.)	Lesson 7B: SG Activities (15 min.)	Lesson 7D: Extensions (15 min.)	Lesson 8B: Extensions (15 min.)
50 min.	50 min.	50 min.	50 min.	50 min.

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

⑩ Lessons include Student Performance Task Assessments.

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

**Note:** Please use this chart to see how the lessons from the *Tell It Again! Read-Aloud Anthology for Farms* correlate with the lessons in the *Supplemental Guide*.

Lesson Match-up for Farms	
Anthology	Supplemental Guide
Lesson 1: Old MacDonald Has a Farm	Lesson 1: Old MacDonald Has a Farm
Lesson 2: With a Moo, Moo Here	Lesson 2: With a Moo, Moo Here
Lesson 3: And a Cluck, Cluck There	Lesson 3: And a Cluck, Cluck There
Lesson 4: Here an Oink, There an Oink	Lesson 4: Here an Oink, There an Oink
Lesson 5: Everywhere a Baa, Baa	Lesson 5: Everywhere a Baa, Baa
Lesson 6: All Kinds of Crops	Lesson 7: From Farm to Market
Lesson 7: The Little Red Hen	Lesson 8: The Little Red Hen
Lesson 8: The Seasons of Farming	Lesson 6: The Seasons of Farming
Lesson 9: From Farm to Market	Lesson 7: From Farm to Market

## Lesson Implementation

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It is important to note that the interactive activities in the *Supplemental Guide* count on the teacher as the “ideal reader” to lead discussions, model proper language use, and facilitate interactions among student partners.

### Student Grouping

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Teachers are encouraged to assign partner pairs prior to beginning a domain, and partners should remain together for the duration of the domain. If possible, English Language Learners should be paired with native English speakers, and students who have limited English oral language skills should be paired with students who have strong English language skills. Keep in mind that in some instances, a group of three would benefit beginning ELLs, and an older student or adult volunteer may be a better learning partner for some students with disabilities. Partnering in this way promotes a social environment where all students engage in collaborative talk and learn from one another.

In addition, students of the same home language should have opportunities to work together, fostering their first-language use and existing knowledge to construct deeper meanings about new information.

### Graphic Organizers and Domain-Wide Activities

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Several different organizers and activities are included to aid students in their learning of the content in the *Farms* domain.

- A **Know-Wonder-Learn** Chart or knowledge web for *Farms* is used at the beginning of the lessons to help students share what they know, wonder, and have learned about farm animals presented in this domain.
- Response Cards for *Farms* (one for each animal) are included to help students remember and review the farm animals presented in this domain.
- You may wish to set up a diorama, or model, of a farm in the classroom. As your class learns about the different buildings, tools, animals, and crops on farms, add those items to the diorama.
- After lesson 7, where canning food is presented, you may wish to have students bring in a canned fruit or vegetable from home. You may wish to bring extra canned foods from home or coordinate with

the school’s cafeteria to get extra canned foods for students who are not able to or forget to bring their own cans. Have students talk about what is inside their can and how the food came from the farm to the market. You may wish to make this into a canned food drive event and, as a class, decide which food bank to donate to.

- At the end of this domain, you may wish to make bread with the class. You can relate the bread making process to the story, “The Little Red Hen.” [Refer to Culminating Activities for a recipe for making dough.]

**Note:** Be sure to check with your school’s policy regarding food distribution and allergies.

## Anchor Focus in Farms

This chart highlights several Common Core State Standards as well as relevant academic language associated with the activities in this domain.

Anchor Focus	CCSS	Description of Focus and Relevant Academic Language
Writing	W.K.1	<i>My Favorite Farm Animal and My Favorite Food from Farms</i>
		<i>Draw, dictate, label, share, opinion, favorite</i>
	W.K.3	Sequencing and narrating the process of getting crops from the farm to the market Sequencing and narrating the story “The Little Red Hen” <i>Sequence, put in order, narrate, First, Then, Next, After that, Finally</i>
Speaking and Listening	SL.K.2	Ask questions to clarify information about the read-aloud <i>I have a question about . . . I do not understand . . . What does _____ mean?</i>
		L.K.1f
Language		

## Domain Components

Along with this *Supplemental Guide*, you will need:

- *Tell It Again! Media Disk* or the *Tell It Again! Flip Book\** for Farms
- *Tell It Again! Image Cards* for Farms

\*The *Tell It Again! Multiple-Meaning Word Posters* for Farms are found at the back of the *Tell It Again! Flip Book*.

- *Tell It Again! Anthology* for Farms for reference

Recommended Resource:

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

## ***Why Farms Are Important***

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

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

# Core Vocabulary for Farms

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The following list contains all of the core vocabulary words in *Farms* in the forms in which they appear in the domain. These words may appear in the read-alouds or, in some instances, in the “Introducing the Read-Aloud” section at the beginning of the lesson. In the read-alouds, all instances where core vocabulary is used are boldfaced to make apparent the context in which core vocabulary appears, and to provide a quick way for teachers to identify these words. The inclusion of the words on this list does not mean that students are immediately expected to be able to use all of these words on their own. However, with repeated exposure throughout the lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

## **Lesson 1**

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crops  
harvest  
pastures  
shelter  
tools

## **Lesson 2**

---

grazing  
herd  
produces

## **Lesson 3**

---

collects  
hatch  
peck  
perching

## **Lesson 4**

---

litter  
raise  
valuable  
wallow

## **Lesson 5**

---

fleece  
flock  
responsibilities  
shepherd  
stray

## **Lesson 6**

---

drought  
fertilizer  
irrigate  
pests  
pesticides

## **Lesson 7**

---

canning  
earn  
edible  
grains  
livestock  
processed

produce  
spoil

## **Lesson 8**

---

dough  
ripe  
weeds

In addition to this core vocabulary list, every lesson includes its own tiered Vocabulary Chart categorized according to the model for conceptualizing words presented by Beck, McKeown, and Kucan (2008). Words in this chart either appear several times in the read-aloud or are words and phrases that support broader language growth, which is crucial to the English language development of young students. Most words on the chart are part of the *General Service List of English Words* (West 1953) or part of the Dale-Chall (1995) list of 3000 familiar words known by fourth grade. Moreover, a conscious effort has been made to include words from the *Primary Priority Words* according to Biemiller’s (2010) *Words Worth Teaching*. The words on the Vocabulary Chart are not meant to be exhaustive, and teachers are encouraged to add additional words they feel would best serve their group of students.

<b>Vocabulary Chart for Introduction to Old MacDonald Has a Farm</b>			
Core Vocabulary words are in <b>bold</b> . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
<b>Type of Words</b>	<b>Tier 3</b> Domain-Specific Words	<b>Tier 2</b> General Academic Words	<b>Tier 1</b> Everyday-Speech Words
<b>Understanding</b>	barn dairy grains <b>harvest</b> hay ingredients narrator <b>pastures</b> pitchfork product silo tractor	equipment different jobs <b>shelter</b> <b>tools*</b> require	animal chicken corn cow dog family food fruits grass meat need pig sheep vegetables
<b>Multiple Meaning</b>	<b>crops</b> <u>farm</u> pitch	raise* sound	feed water
<b>Phrases</b>			to take care of come(s) from
<b>Cognates</b>	silo tractor	diferente	animal familia frutas vegetales

## References

1. Beck, Isabel L., Margaret G. McKeown, and Linda Kucan. 2008. *Creating robust vocabulary: Frequently asked questions and extended examples*. New York: Guilford.
2. Biemiller, Andrew. 2010. *Words Worth Teaching*. Columbus: SRA/McGrawHill.
3. Dale, Edgar, and Jeanne Chall. 1995. *Readability Revisited: The New Dale-Chall Readability Formula*.
4. West, Michael. 1953. *A General Service List of English Words*. London: Longman, Green and Co.

## Comprehension Questions

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In the *Supplemental Guide for Farms*, there are three types of comprehension questions.

*Literal* questions assess students' recall of key details from the read-aloud; these questions are text dependent, requiring students to paraphrase and/or refer back to the portion of the read-aloud in which the specific answer to the question is provided. These questions generally address Reading Standards for Literature 1 (RL.K.1) and Reading Standards for Informational Text 1 (RI.K.1).

*Inferential* questions ask students to infer information from the text and to think critically; these questions are also text dependent, but require students to paraphrase and/or refer back to the different portions of the read-aloud that provide information leading to and supporting the inference they are making. These questions generally address Reading Standards for Literature 2–4 (RL.K.2–RL.K.4) and Reading Standards for Informational Text 2–4 (RI.K.2–RI.K.4).

*Evaluative* questions ask students to build upon what they have learned from the text using analytical and application skills; these questions are also text dependent, but require students to paraphrase and/or refer back to the portion(s) of the read-aloud that substantiate the argument they are making or the opinion they are offering. *Evaluative* questions might ask students to describe how reasons or facts support specific points in a read-aloud, which addresses Reading Standards for Informational Text 8 (RI.K.8). *Evaluative* questions might also ask students to compare and contrast information presented within a read-aloud or

between two or more read-alouds, addressing Reading Standards for Literature 9 (RL.K.9) and Reading Standards for Informational Text 9 (RI.K.9).

The *Supplemental Guides* include complex texts, thus preparing students in these early years for the increased vocabulary and syntax demands that aligned texts will present in later grades. As all of the readings incorporate a variety of illustrations, Reading Standards for Literature 7 (RL.K.7) and Reading Standards for Informational Text 7 (RI.K.7) are addressed as well.

## ***Student Performance Task Assessments***

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

## ***Above and Beyond***

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In the *Supplemental Guide for Farms*, there are numerous opportunities to challenge students who are ready to attempt activities that are above grade-level. These activities are labeled "Above and Beyond" and are identified with this icon: ↗.

## ***Supplemental Guide***

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The *Supplemental Guide* activities that may be particularly relevant to any classroom are the Multiple Meaning Word Activities and accompanying Multiple Meaning Word Posters; Syntactic Awareness Activities; and Vocabulary Instructional Activities. In addition, several multiple meaning words in the read-alouds are underlined. These activities afford all students additional opportunities to acquire a richer understanding of the English language. *Supplemental Guide* activities are identified with this icon: ↔.

## Recommended Resources for Farms

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### Trade Books

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The *Supplemental Guide* includes a number of opportunities in Extensions, the Pausing Point, and the Culminating Activities for teachers to select trade books from this list to reinforce domain concepts through the use of authentic literature. In addition, teachers should consider other times throughout the day when they might infuse authentic domain-related literature.

If you recommend that families read aloud with their child each night, you may wish to suggest that they choose titles from this trade book list to reinforce the domain concepts. You might also consider creating a classroom lending library, allowing students to borrow domain-related books to read at home with their families.

1. *Barnyard Banter*, by Denise Fleming (Henry Holt and Company, 2008) ISBN 978-0805087789
2. *Bee-Bim Bop!*, by Linda Sue Park and illustrated by Ho Baek Lee (Sandpiper, Houghton Mifflin Harcourt, 2008) ISBN 978-0547076713
3. *The Cazuela that the Farm Maiden Stirred*, by Samantha R. Vamos and illustrated by Rafael Lopez (Charlesbridge Publishing, 2011) ISBN 978-1580892421
4. *Chicken Dance*, by Tammi Sauer and illustrated by Dan Santat (Sterling, 2009) ISBN 978-1402753664
5. *Chicken Soup*, by Jean Van Leeuwen and illustrated by David Gavril (Abrams Books for Young Readers, 2009) ISBN 978-0810983267
6. *Chickens (Farmyard Friends)*, by Camilla de la Bédoyère (QEB Publishing, 2010) ISBN 978-1595669421
7. *Chicks & Chickens*, by Gail Gibbons (Holiday House, 2005) ISBN 978-0823419395
8. *Clarabelle: Making Milk and So Much More*, by Cris Peterson (Boyd's Mills Press, 2007) ISBN 978-1590783108
9. *Click, Clack, Moo: Cows That Type*, by Doreen Cronin and illustrated by Betsy Lewin (Atheneum Books for Young Readers, 2000) ISBN 978-1416903482

10. *Cycle of Rice, Cycle of Life: A Story of Sustainable Farming*, by Jan Reynolds (Lee & Low Books, 2009) ISBN 978-1600602542
11. *Daisy Comes Home*, by Jan Brett (Penguin Group, 2005) ISBN 978-0142402702
12. *A Day in the Life of a Farmer*, by Heather Adamson (Capstone Press, 2006) ISBN 978-0736846745
13. *Fantastic Farm Machines*, by Cris Peterson and David R. Lundquist (Boyd's Mill Press, 2006) ISBN 978-1590782712
14. *Farm*, by Elisha Cooper (Orchard Books, 2010) ISBN 978-0545070751
15. *Farming*, by Gail Gibbons (Holiday House, 1990) ISBN 978-0823407972
16. *Farms around the World (World of Farming)*, by Catherine Veitch (Heinemann-Raintree, 2011) ISBN 978-1432954987
17. *Food from Farms*, by Nancy Dickmann (Heinemann-Raintree, 2010) ISBN 978-1432939434
18. *From Seed to Pumpkin*, by Wendy Pfeffer (HarperCollins, 2004) ISBN 978-0064451909
19. *Grandpa's Tractor*, by Michael Garland (Boyd's Mills Press, 2011) ISBN 978-1590787625
20. *Growing Vegetable Soup*, by Lois Ehlert (Voyager Books, 1990) ISBN 978-0152325800
21. *Harvesters (Farm Machines)*, by Connor Dayton (Powerkids Pr, 2011) ISBN 978-1448850464
22. *If You Give a Pig a Pancake*, by Laura Numeroff and illustrated by Felicia Bond (HarperCollins, 1998) ISBN 978-0060266868
23. *Jobs on a Farm*, by Nancy Dickmann (Heinemann-Raintree, 2010) ISBN 978-1432939458
24. *Life on a Crop Farm*, by Judy Wolfman and David Lorenz Winston (Carolrhoda Books, 2001) ISBN 978-1575055183
25. *Life on a Dairy Farm*, by Judy Wolfman and David Lorenz Winston (Carolrhoda Books, 2004) ISBN 978-1575051901
26. *The Life of Rice: From Seedling to Supper (Traveling Photographer)*, by Richard Sobol (Candlewick, 2010) ISBN 978-0763632526

27. *The Little Red Hen*, by Paul Galdone (Houghton Mifflin Harcourt, 2011) ISBN 978-0547370187
28. *A Mango in the Hand: A Story Told Through Proverbs*, by Antonio Sacre and illustrated by Sebastia Serra (Abrams Books for Young Readers, 2011) ISBN 978-0810997349
29. *Market Day*, by Carol Foskett Cordsen and illustrated by Douglas B. Jones (Dutton Children's Books, 2008) ISBN 978-0525478836
30. *The Milk Makers*, by Gail Gibbons (Aladdin, 1987) ISBN 978-0689711169
31. *One Hen: How One Small Loan Made a Big Difference*, by Katie Smith Milway and illustrated by Eugenie Fernandes (Kids Can Press, 2008) ISBN 978-1554530281
32. *On the Farm*, by David Elliott and illustrated by Holly Meade (Candlewick, 2012) ISBN 978-0763655914
33. *On Ramón's Farm: Five Tales of Mexico*, by Campbell Geeslin and illustrated by Petra Mathers (Atheneum/Anne Schwartz Book, 1998) ISBN 978-0689811340
34. *Ox-Cart Man*, by Donald Hall and illustrated by Barbara Cooney (Puffin, 1983) ISBN 978-0140504415
35. *A Picture Book of César Chávez*, by David A. Adler and Michael S. Adler, and illustrated by Mary Olofsdotter (Holiday House, 2011) ISBN 978-0823423835
36. *The Princess and the Pig*, by Jonathan Emmet and illustrated by Poly Bernatene (Walker & Co., 2011) ISBN 978-0802723345
37. *Pigs*, by Gail Gibbons (Holiday House, 2000) ISBN 978-0823415540
38. *The Rusty, Trusty Tractor*, by Joy Cowley and illustrated by Olivier Dunrea (Boyd's Mills Press, 2000) ISBN 978-1563978739
39. *Sip, Slurp, Soup, Soup/Caldo, Caldo, Caldo*, by Diane Gonzales Bertrand and illustrated by Alex Pardo Delange (Arte Publico Press, 2008) ISBN 978-1558852419
40. *Some Pig! A Charlotte's Web Picture Book*, by E.B. White and illustrated by Maggie Kneen (Stirling, 2009) ISBN 978-1435116399
41. *The Year at Maple Hill Farm*, by Alice and Martin Provensen (Aladdin, 2001) ISBN 978-0689845000

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

## **Websites and Other Resources**

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### ***Student Resources***

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

### ***Teacher Resources***

3. **Farm Machines**  
<http://www.kidcyber.com.au/topics/farmmachines.htm>
4. **History of Farming**  
<http://inventors.about.com/library/inventors/bfarm1.htm>
5. **Farm Museum**  
<http://queensfarm.org/our-animals.html>



# Old MacDonald Has a Farm

# 1

## ✔ **Lesson Objectives**

### **Core Content Objectives**

Students will:

- ✓ Explain that a farm is a place for growing food and raising animals
- ✓ Demonstrate familiarity with a farmer’s responsibilities, including caring for animals and growing food
- ✓ Identify animals found on farms and the sounds those animals make
- ✓ Identify buildings found on farms
- ✓ Identify equipment and tools of farming
- ✓ Demonstrate familiarity with the song “Old MacDonald Had a Farm”

### **Language Arts Objectives**

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

Students will:

- ✓ Listen to and recognize a variety of text, including the song “Old MacDonald Had a Farm” (RL.K.5)
- ✓ With prompting and support, identify the main topic—farm and farm animals—and retell key details from “Old MacDonald Has a Farm” (RI.K.2)
- ✓ With prompting and support, describe the connection between a farmer and his/her jobs, and describe the connection between different farm animals and the sounds they make (RI.K.3)
- ✓ With prompting and support, identify the reasons or facts given in the read-aloud to show that much of the food we eat come from farms and to explain why farms have barns (RI.K.8)
- ✓ With assistance, categorize and organize information about farms on a KWL chart or knowledge web (W.K.8)

- ✓ Describe familiar places, such as farms, and with prompting and support, provide additional detail (SL.K.4)
- ✓ Ask and answer questions beginning with *where* (L.K.1d)
- ✓ Produce and expand complete sentences in a shared language activity (L.K.1f)
- ✓ Identify new meanings for the word *farm*, and apply them accurately (L.K.4a)
- ✓ Identify real-life connections between words—*shelter*, *crops*, *tools*, *farm*, and *raise*—and their use (L.K.5c)

### Core Vocabulary

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

*Example:* The farmer is watering his crops.

*Variation(s):* crop

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

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

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

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

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

*Variation(s):* pasture

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

*Example:* The farmer uses the barn as a shelter for her animals when it is too cold outside.

*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

<b>Vocabulary Chart for Introduction to Old MacDonald Has a Farm</b>			
Core Vocabulary words are in <b>bold</b> .			
Multiple Meaning Word Activity word is <u>underlined</u> .			
Vocabulary Instructional Activity words have an asterisk (*).			
Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
<b>Understanding</b>	barn dairy grains <b>harvest</b> hay narrator <b>pastures</b> pitchfork silo tractor	different ingredients jobs product <b>shelter</b> <b>tools*</b> require	animal chicken corn cow dog family food fruits grass meat pig sheep vegetables
<b>Multiple Meaning</b>	<b>crops</b> <u>farm</u> pitch	raise* sound	feed water
<b>Phrases</b>			to take care of come(s) from
<b>Cognates</b>	silo tractor	diferente	animal familia frutas vegetales

## ***Image Sequence***

This is the order in which Flip Book images will be shown for this read-aloud. Preview the order of Flip Book images before teaching this lesson. Please note that it differs from the sequence used in the *Tell It Again! Read-Aloud Anthology*.

1. 1A-7: Old MacDonald and family
2. 1A-1: Old MacDonald and his farm
3. 1A-2: Farm animals
4. 1A-3: Old MacDonald pitching hay to the cow
5. 1A-4: Barn interior
6. 1A-5: Old MacDonald on tractor
7. 1A-6: Old MacDonald on tractor beside silo

8. 1A-12: Old MacDonald fixing gate
9. 1A-8: Fruits and vegetables
10. 1A-9: Dairy products
11. 1A-10: Foods from grains
12. 1A-11: Meats
13. 1A-1: Old MacDonald and his farm

<i>At a Glance</i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>Domain Introduction</b>	chart paper for KWL or knowledge web	15
	<b>Introducing “Old MacDonald Has a Farm”</b>	Image Cards 1, 4, 7, 10; recording of “Old MacDonald Had a Farm”	
	<b>Vocabulary Preview: Shelter, Crops</b>		
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>Old MacDonald Has a Farm</b>	straw hat; dried corn seeds; see-through container; potato	10
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>		10
	<b>Word Work: Tools</b>		
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Multiple Meaning Word Activity: Farm</b>	Poster 1M (Farm)	15
	<b>Syntactic Awareness Activity: Asking and Answering Questions using <i>Where</i></b>		
	<b>Vocabulary Instructional Activity: Raise</b>	pictures of different animals	
	<b>End-of-Lesson Check-in</b>		
<b><i>Take-Home Material</i></b>	<b>Family Letter</b>	Instructional Masters 1B-1–1B-3	

### ***Advance Preparation***

For Domain Introduction, prepare a large **Know-Wonder-Learn (KWL)** Chart or knowledge web that you can use for the lessons in the first half of this domain about farm animals.

For Introducing “Old MacDonald Has a Farm,” bring in a recording of the song, “Old MacDonald Had a Farm.” You can play this song throughout this domain, especially during Introducing the read-aloud sections. You may wish to have students teach the class how to make different farm animal sounds in their home language.

When presenting the read-aloud, wear a straw hat to show students that you are assuming the character, Old MacDonald. Students will hear most of the read-alouds in the first-person voice of Old MacDonald. In addition, bring in various items that can help bring this lesson to life (e.g., dried corn seeds, see-through container, potatoes).

For the vocabulary instructional activity, prepare pictures of different animals (e.g., chickens, cows, turtles, goldfish, cats) for students to practice using the word *raise* in relation to someone who raises a certain animal.

**Note to Teacher**

This domain is on a topic familiar to most children but may not be in their life experiences; (i.e., they may never have visited an actual farm before). You may wish to show various pictures of actual farms, farm animals, farm buildings, and farmers at work, as well as short, child-friendly video clips about farms.

Several lessons in this domain discuss food (e.g., beef, pork) that comes from farms. You may wish to adjust the language of the read-alouds and lessons to fit the needs of your class. There are many opportunities within this domain to point out that some people, for a variety of reasons (e.g., religious or personal beliefs, food allergies), do not eat eggs, dairy, and/or meat products. This is a wonderful opportunity to teach students awareness and sensitivity.



# Old MacDonald Has a Farm

1A

## Introducing the Read-Aloud

15 minutes

### Domain Introduction

- Tell students that over the next several days they are going to listen to read-alouds about farms.



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

- Say to students: “Tell your partner who and what you see in this picture. What do you think we will be learning about?” Allow fifteen seconds for students to talk. Call on two partner pairs to share their answer.
- Tell students they will be learning about animals that live on farms and how the farmer takes care of them. Tell them that they will also learn about crops—or plants that are grown for food—that come from farms.

[You may wish to remind students of some crops they learned about in the *Plants* domain: corn, wheat, and rice.]

### Know-Wonder-Learn Chart or Knowledge Web

- Begin a **Know-Wonder-Learn** (KWL) chart or knowledge web about farms on chart paper. Record student comments related to farm experiences in the **Know** column. Save the chart for future use.

**Note:** Explain that you are going to write down what students say, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Tell them it is important for you to remember what they have said, and that you will read the words to them.

- Say to students: “Tell your partner what you know about farms. What can you see on a farm? What can you hear on a farm?” Allow one minute for students to talk in pairs. Help partner pairs initiate their conversation, and encourage them to ask questions to get more information. Call on a few volunteers to share what their partner told them.

- Ask students: “What do you wonder about farms? What would you like to find out about farms?” Record student responses in the **Wonder** column. Tell students that they might hear the answer to what they wonder. Unanswered questions could be potential group research topics.

## Introducing “Old MacDonald Has a Farm”



- Tell students that in today’s lesson, they will learn about the kinds of animals, buildings, and machines that are found on a farm.

### ← Show image 1A-2: Farm animals

- Tell students, “Farms can be noisy places. Sometimes, several different kinds of animals live on a farm, and each makes a different kind of sound.”
- Point to each animal, and say the animal name and the corresponding sound it makes. Have the children repeat after you. You may wish to have students share how to say the animal sounds in their home language.

- The sheep says *baa*.

[Spanish/Russian/French: *bee*; Chinese/Japanese: *meh*]

- The dog says *woof*.

[Spanish: *gauu*; Chinese: *wun*; Korean: *mung*; Japanese: *wan*; Arabic: *how*; French: *ouaf*; Russian: *hav* or *gav*]

- The chickens/hen say *cluck*.

[Spanish: *caca-racá* or *cocorocó*; Japanese: *ku* or *ko*; French: *cotcotcodet*; Russian: *ko*]

- The rooster says cockadoodledoo.

[Spanish: *kikiriki*; Chinese: *ko ko koi*; Korean: *kokioo*; Japanese: *kokekokkoo*; Arabic: *bak bakbvagiir*; French: *cocorico*; Russian: *kukareku*]

- The pig says *oink*.

[Spanish: *oink* or *kurrin*; Chinese: *ku*; Japanese: *buhi*; Korean: *kouro*; French: *chaau chaa* or *groin*; Russian: *hrgu*]

- The cow says *moo*.

[Spanish: *muuu* or *meee*; Chinese: *mo moou*; Japanese: *mau*; Korean: *mmmoh*; French: *meuh*; Russian: *mu-u-u*]

### ***Singing “Old MacDonald Had a Farm”***

- Tell students that they will learn a song called “Old MacDonald Had a Farm.” This is a song about Old MacDonald’s animals and the noises they make.
- Divide the students into small groups, and assign each group an animal using the Image Cards 1, 4, 7, and 10, for the cow, pig, chicken, and sheep. Have each group make up a motion to represent their animal and practice making their animal sound.
- Sing or play a recording of the song, “Old MacDonald Had a Farm.” Have each group stand up and do their animal motion and sound when the song mentions their animal.

### **Vocabulary Preview**

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#### ***Shelter***

1. Today you will hear that farmers take care of animals by giving them food, water and *shelter*.
2. Say the word *shelter* with me three times.
3. A shelter is a structure or building that protects people and animals from the weather, such as heat, wind, or rain. A shelter also keeps us safe from danger.
4. A barn is a shelter from bad weather for animals. A house or an apartment is a shelter from the wind, the rain, or hot or cold weather for people.
5. Tell your partner what kind of shelter you live in, and describe how your shelter protects you and keeps you safe from danger.

#### ***Crops***

1. You will learn that farmers grow *crops* on their farms.
2. Say the word *crops* with me three times.
3. Crops are plants that are grown on a farm for food.
4. People and animals like to eat corn. Corn is a crop that is grown on a farm. Wheat is a crop grown on farms that is used in making bread, cakes, and cookies for people to eat.

5. Tell your partner one crop that is grown on farms that you like to eat. Use the word *crop* when you speak to your partner.

### **Purpose for Listening**

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Tell students that they are going to listen to a read-aloud to learn about farms. Tell them to pay special attention to the farmer's job and the types of buildings and tools used in farming.

By the end of the lesson, students should be able to:

- ✓ Demonstrate familiarity with a farmer's responsibilities, including caring for animals and growing food
- ✓ Identify animals found on farms and the sounds those animals make
- ✓ Identify buildings found on farms
- ✓ Identify equipment and tools of farming



## Old MacDonald Has a Farm

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

This is a picture of Old MacDonald’s family. Can you name some of the people in this family?

[Help students describe the family by scaffolding their answers using words such as *mother, father, son, daughter, brother, and sister.*]

Where is Old MacDonald?

[Invite a student to come up and point to Old MacDonald.]

He has three children: Delilah, Sadie, and John. Mrs. MacDonald and the children help on the farm.

[Invite different students to come up and point to Delilah, Sadie, John, and Mrs. MacDonald.]

Today, Old MacDonald is going to be the narrator—or person who tells a story. Old MacDonald is going to tell us about his family’s farm. A farm is a place for growing crops and raising animals.



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

Where is Old MacDonald? Where does he live?

[Call on two students to answer.]

Old MacDonald lives on a farm.

In this picture you can see two farm buildings: a barn and a house.

[Point to the barn and house, and have students name the farm buildings with you.]

Old MacDonald’s farm is a family farm. His family grows **crops** and raises animals on their farm. Old MacDonald’s farm is small. Some farms are big. Big farms also grow **crops** or raise animals.

Now here comes Old MacDonald to tell us about his farm.

[Put on the straw hat and assume the character of Old MacDonald.]

Hi there! I’m Old MacDonald, and I have a farm.



← **Show image 1A-2: Farm animals**

As a farmer, I have many important jobs to do, but raising—that means taking care of—my farm animals is the most important thing I do. Farm animals cannot take care of themselves; their parents or a farmer, like me, must raise them.

Farm animals need food, water, and **shelter** to live. A **shelter** is something that protects people and animals from weather and danger. My barn is a **shelter** for my animals.

[Point to the barn.]



← **Show image 1A-3: Old MacDonald pitching hay to the cow**

The cow is hungry. One of her favorite foods to eat is hay or dried grass. I am giving her some hay now.

[Point to the hay. Ask students whether Old MacDonald is giving the cow food, water, or shelter.]



← **Show image 1A-4: Barn interior**

This is my barn. I use the barn as a **shelter**, from cold or rain, for my animals. I also keep my **tools**—things that help me do my job—in the barn. The pitchfork is a **tool** to move or pitch hay.

[Point to the pitchfork. Have students repeat *pitchfork* with you.]

The hayloft is a place in the barn to store hay for my animals.

[Point to the hayloft. Have students repeat *hayloft* with you.]

I have another **tool** that helps me do my job. This **tool** is called a wheelbarrow; it helps me move heavy loads.

[Point to the wheelbarrow. Have students repeat *wheelbarrow* with you.]

That's my tractor over there. I drive my tractor all around my farm.

[Point to the tractor. Have students repeat *tractor* with you.]

Let's review what you can find in my barn. Turn and tell your partner what you see. What is it used for?

[Allow fifteen seconds for students to talk. Call on some students to come up and point out items in the barn as they explain how they are used.]



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

I use my tractor to help me grow the animal's food here on the farm. On my farm, there are **pastures** full of green grass for cows and sheep to eat.

[Point to the pasture. Have students repeat *pastures* with you.]

I also plant and **harvest crops** of corn and wheat out in the fields. When the **crops** are ripe and ready to be picked, I **harvest**—or collect and gather—them.



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

Some animals eat dried corn.

[Show pieces of dried corn.]

I need to have extra feed—or food—stored for my animals to eat in the winter when they may not be able to go to the **pasture** to eat because it is too cold. Sometimes I feed them corn in the barn.

[Have a student point to the barn.]

I store extra feed for the animals in my silo.

[Point to the silo. Have students say *silo* with you.]

A silo is like a giant can or container. This silo is full of dried corn.

[Give each student several pieces of dried corn. Have students drop their corn seeds into a see-through cylindrical container to demonstrate how a silo works.]



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

Well, I have plenty of jobs to do today. There is always work to do on the farm!

Can you and your partner think of some jobs or work I need to do today?

[Allow fifteen seconds for students to talk. You may need to prompt students with suggestions such as fixing the gate, feeding the animals, watering the crops, driving the tractor, and pitching hay.]

While I am fixing the gate, your teacher will tell you about some foods that come from farms.

[Remove the straw hat.]



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

Farms are very important for growing food. Corn is one of the vegetables Old MacDonalD grows on his small family farm.

The fruits and vegetables we eat come from farms. Can you name some of them from this picture?

[Call on several students to answer. Sweep your finger in a circle, and indicate whether it is a fruit or vegetable. Have students repeat, “\_\_\_\_\_ is a [fruit/vegetable.”]

All these fruits and vegetables got their start on a farm. Even the French fries were once a potato. The potato is sliced and cooked to make French fries.

[Point to the French fries image, and then hold up the potato.]



← **Show image 1A-9: Dairy products**

Thanks to farms, we have dairy products.

[Point to and name the dairy products pictured.]

Take a look at this picture of dairy products. Tell your partner about one of the dairy products you like to eat.

[Allow students to talk for fifteen seconds. Call on a few students to share what their partner said. You may want to mention that some people, for different reasons, do not eat or drink dairy products.]



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

Foods made from grains, such as cookies, crackers, bread, and cake, do not come straight from farms.

[Point out and name the foods pictured with the class.]

There are no farms with cookie trees or bread bushes. The ingredients—or things you need—to make bread and other foods come from farms.



← **Show image 1A-11: Meats**

All kinds of meats come from farms, too.

[Point out and name a few types of meat with the class. You may want to mention that some people, for different reasons, do not eat meat products.]



← **Show image 1A-1: Old MacDonald and his farm**

Think about the meals your family enjoys eating. Tell your partner about a meal your family enjoys eating together. Do you think the meals you enjoy eating come from farms?

[Allow thirty seconds for students to talk, and then call on a few volunteers to share.]

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

**10** minutes

### **Comprehension Questions**

If students have difficulty responding to questions, reread pertinent lines 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. Encourage students to answer in complete sentences. Model answers using complete sentences for students.

1. *Inferential* What is the main topic of today's lesson, or what is today's lesson about?
  - Today's lesson is about farms and farm animals.



← **Show image 1A-2: Farm animals**

2. *Literal* Point to the sheep, the dog, the chicken, the pig, and the cow.
  - Have different students point to the different animals in the picture
3. *Literal* What sound does each animal make?
  - The sheep says *baa*. The dog says *woof*. The chickens say *cluck*. The pig says *oink*. The cow says *moo*.
4. *Inferential* What are three ways Old MacDonald takes care of the animals? [Hint: What are three things that farm animals need to survive or stay alive?]
  - He gives the animals food, water, and shelter.



← **Show image 1A-4: Barn interior**

5. *Literal* What is this a picture of?
  - It is a picture of a barn.

Call on students to point to the tractor, pitchfork, wheelbarrow and hayloft.

[Call on student volunteers to point out the equipment and tools.]

6. *Inferential* Why do many farms have barns?
  - Farms have barns to provide shelter for the animals, a place to keep tools, a place to store hay, etc.
7. *Evaluative* How do tools or equipment—such as the pitchfork, wheelbarrow or tractor—help a farmer do his or her work?
  - Answers may vary, but might include that tools and equipment help farmers to lift and move things; they help farmers to work faster.

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

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

**Sentence Frames:**

Would you like to live on a farm?  
(Yes/No)

On a farm, I can . . .

I would/would not like to live on  
a farm because . . .

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

**Word Work: Tools**

1. In the read-aloud you heard Old MacDonald say, “I . . . keep my *tools* . . . in the barn.”
2. Say the word *tools* with me three times.
3. Tools are things that help you do a job.
4. A computer is a very important tool for a teacher.  
A pencil is a useful tool for writing.
5. Think about the work you do at school. Look around the classroom; 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 student’s responses: “\_\_\_\_\_ are tools that help me . . .”]

6. What is the word we have been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to demonstrate a job that you might do. I want you to tell me what tools might help you do that job. Try to answer in complete sentences and use the word *tool* or *tools* when you answer.

[Encourage students to use the sentence frame: “\_\_\_\_\_ are tools that help us . . . ” Pantomime each activity to scaffold or support understanding of the question.]

1. brushing teeth
  - Toothbrushes are tools that help us brush our teeth.
2. eating soup
  - Spoons are tools that help us eat soup.
3. drawing a picture
  - Pencils, crayons, or markers are tools that help us draw pictures.
4. brushing hair
  - Hairbrushes and combs are tools that help us brush or comb our hair.
5. cutting paper
  - Scissors are tools that help us cut paper.



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



# Old MacDonald Has a Farm

1  
B

## Extensions

15 minutes

### ↔ Multiple Meaning Word Activity

#### *Sentence in Context: Farm*

**Note:** You may choose to have students hold up one or two fingers to indicate which image shows the meaning being described or have a student walk up to the poster and point to the image being described.

1. [Show Poster 1M (Farm).] In the read-aloud you heard “I’m Old MacDonald, and I have a *farm*.” Which picture shows this?
  - one
2. *Farm* can also mean to raise animals or grow crops, usually on a place called a farm. Which picture shows this?
  - two
3. Now with your partner, make a sentence for each meaning of *farm*. Try to use complete sentences. I will call on some of you to share your sentences.

### ↔ Syntactic Awareness Activity

#### *Asking and Answering Questions Using Where*

Directions: Today we are going to practice answering questions that use the question word *where*.

**Note:** There may be variations in the sentences created by your class. Allow for these variations and restate students’ sentences so that they are grammatical.

1. We ask questions by using question words. When someone asks a question using the question word *where*, they are asking a question about a place.



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

2. Where is Old MacDonald?
  - Old MacDonald is on his farm. Old MacDonald is on his tractor next to the barn and silo.

3. Which word in the question lets you know I was asking about a place?

- *where*

4. Where does Old MacDonald keep his animals when it is very cold outside?

- Old MacDonald keeps his animals in the barn.

Where does Old MacDonald store his corn?

- Old MacDonald stores his corn in the silo.

5. Which word in the questions lets you know that I was asking about a place?

- *where*



← **Show image 1A-4: Barn interior**

6. With your partner, ask and answer a question about the barn using question word *where*. For example, you could ask, “Where is the wheelbarrow?”

7. Now ask your partner a question about his/her favorite place at school. Use the question word *where*.

↔ **Vocabulary Instructional Activity**

*Word Work: Raise*



← **Show image 1A-3: Old MacDonald pitching hay to the cow**

1. In the read-aloud you heard, “Farm animals cannot take care of themselves; their parents or a farmer . . . must *raise* them”.

2. Say *raise* with me three times.

3. *Raise* means to grow a crop or take care of an animal or a person. [Have students act like they are cradling a baby.]

*Raise* also means to lift something up. [Have students raise their hands up high.]

4. When the farmer raises the animals, he helps them grow by giving them food, water, and shelter.

Raise your hand if you think you know the answer.

5. Can you think of an example for the two meanings of *raise*? [Call on two or three students. If necessary, prompt them with examples for the two meanings of *raise*.]

6. What is the word we have been talking about?

Use a *Word to World* activity for follow-up. Directions: I am going to show you a picture of an animal. If you think you would like to raise this kind of animal, say, “I would like to raise a/an [name of animal].” If you would not like to raise this kind of animal, say, “I would not like to raise a/an [name of animal].” [One by one, show students pictures of the animals you have prepared. Call on two students to share their reasons for their responses.]

## 10 End-of-Lesson Check-In

### *Old MacDonald Has a Farm*

Choose four students to focus on, and record their scores on the Tens Recording Chart. For this kind of informal observation, you should give a score of zero, five, or ten based on your evaluation of students’ understanding and language use.

0	Emergent understanding and language use
5	Developing understanding and language use
10	Proficient understanding and language use

- Remind students that today they learned about the kinds of animals, buildings, and equipment that are found on a farm.
- Ask them to talk to their partner about what they have learned, using the words and information shared in the lesson.
- Suggest to students that they could ask their partner about any unfamiliar words presented today.

Items to listen for:

- the core vocabulary words: *crops, harvest, pastures, shelter, and tools*
- the multiple-meaning word: *farm*
- the vocabulary instructional activity word: *raise*
- the names of common farm animals and the sounds they make
- how farmers raise animals
- the common buildings, tools, and equipment found on farms

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

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### **Family Letter**

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Send home Instructional Masters 1B-1, 1B-2, and 1B-3.



# With a Moo, Moo Here

## 2

### ☑ **Lesson Objectives**

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#### **Core Content Objectives**

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Students will:

- ✓ Describe how a farmer cares for animals by giving them food, water, and shelter
- ✓ Identify cows, calves, and bull, and the sounds they make
- ✓ Identify needs of cattle: food, water, and shelter or space to live and grow
- ✓ Describe how calves need to be fed and cared for by their parents or farmers
- ✓ Recall how cows are milked and the process of getting milk from the farm to the home
- ✓ Identify food that comes from cattle

#### **Language Arts Objectives**

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

Students will:

- ✓ Listen to and recognize a variety of text, including the song “Old MacDonald Had a Farm” (RL.K.5)
- ✓ With prompting and support, identify the main topic—cows—and retell key details from “With a Moo, Moo Here” (RI.K.2)
- ✓ With prompting and support, identify foods that come from cows and explain the milking process (RI.K.3)
- ✓ With prompting and support, describe the role of an author and illustrator in a nonfiction/information text about farms or cows (RI.K.6)

- ✓ With prompting and support, compare and contrast the similarities and differences between cows and bulls (RI.K.9)
- ✓ With assistance, categorize and organize information about farms and cows on a KWL chart or knowlege web (W.K.8)
- ✓ Identify real-life connections between words—*herd*, *produces*, and *grazing*—and their use (L.K.5c)

## Core Vocabulary

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

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

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

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

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

*Variation(s):* herds

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

*Example:* A flower produces seeds.

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

Vocabulary Chart for With a Moo, Moo Here			
Core Vocabulary words are in <b>bold</b> . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
<b>Understanding</b>	cattle bale beef bull <b>grazing*</b> teat udder	female/male jobs machine mow <b>produces</b> product squirt	baby cow grass farmer field meat
<b>Multiple Meaning</b>	calf dairy <b>herd</b>	tug feed	farm milk
<b>Phrases</b>	a bale of hay dairy farm milking a cow		
<b>Cognates</b>	bala	femenino maquina producto	bebé

## Image Sequence

This is the order in which Flip Book images will be shown for this read-aloud. Preview the order of Flip Book images before teaching this lesson. Please note that it differs from the sequence used in the *Tell It Again! Read-Aloud Anthology*.

1. 2A-1: Old MacDonald on tractor, leaving driveway
2. 2A-5: Hay bales
3. 2A-2: Heard of cattle
4. 2A-3: Cow and calf
5. 2A-4: Bull
6. 2A-6: Children drinking milk
7. 2A-7: Milking a cow
8. 2A-8: Milking parlor
9. 2A-9: Milk truck
10. 2A-10: Beef products

<i>At a Glance</i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>What Have We Learned?</b>	KWL chart or knowledge web	15
	<b>Introducing “With a Moo, Moo Here”</b>	Instructional Master 2A-1	
	<b>Vocabulary Preview: Herd, Produces</b>		
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>With a Moo, Moo Here</b>	straw hat; baby bottle; calendar page; marker; gallon of milk	10
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>		10
	<b>Word Work: Grazing</b>	pictures of animals grazing	
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Interactive image Review</b>		15
	<b>Domain-Related Trade Book</b>		

### ***Advance Preparation***

Prepare a copy of Instructional Master 2A-1 for each student. Refer to it as Response Card 1 (Cows). Students can use this Response Card for discussion, review, and to answer questions.

For Presenting the Read-Aloud, bring in a baby bottle, calendar page, marker, and a gallon of milk to aid students' learning of the process of milking a cow.

For Word Work, prepare pictures of animals grazing to show students what *grazing* looks like. You may wish to find pictures of cows, calves, deer, sheep, and bulls grazing on grass.



# With a Moo, Moo Here

2<sub>A</sub>

## Introducing the Read-Aloud

15 minutes

### What Have We Learned?

- Remind students that they learned about the kinds of animals, buildings, and equipment found on a farm.
- Ask the students to talk to their partner about what they have learned, using the words and information shared in the previous lesson. [Example vocabulary includes *crops, harvest, pastures, shelter, tools, or raise.*]
- Record what students say in the **Learn** column of the KWL chart or on the knowlege web.

**Note:** Explain that you are going to write down what students say, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Tell them it is important for you to remember what they have said, and that you will read the words to them.

### Introducing “With a Moo, Moo Here”

- Tell students that in today’s lesson, they will learn about the needs of cows and their babies. They will also learn what foods come from cows.



#### ← Show image 2A-2: Herd of cattle

- Say to students: “Turn and ask your partner if he or she has seen a real cow before. Tell your partner what you know about cows. You could talk about the sounds cows make, what cows look like, or which foods come from cows. You can also tell your partner what you wonder about cows.” Allow one minute for partner pairs to talk. You may need to prompt students to ask and answer questions. Call on a few students to share.
- You may choose to add the information to the **Know** and **Wonder** column of the KWL chart or to the knowlege web.

### ***Singing “Old MacDonald Had a Farm”***

- Provide each student with Response Card 1 (Cows).
- As a class, sing the verse about cows from “Old MacDonald Had a Farm.”
- Ask each student to hold up their Response Card and make the corresponding animal sound when the cow is named in the song.

### **Vocabulary Preview**

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#### ***Herd***



#### **← Show image 2A-2: Herd of cattle**

1. Today you will learn about cows. Cows live in a *herd*.
2. Say the word *herd* with me three times.
3. A herd is a group of animals that eat and travel together.
4. The farmer moved his herd of cows into the barn for the night.
5. Do you think *herd* means just a few of the same animal or many of the same animal? How do you know? Use the word *herd* when you tell about it.

#### ***Produces***

1. A cow *produces* milk.
2. Say the word *produces* with me three times.
3. When something or someone produces something, it is making, growing, or creating that thing.
4. A bee produces honey.  
Ms. Kowazoki’s art class produces beautiful murals.
5. Have you made, grown, or created something recently? If so, you have produced something. Tell your partner what you have produced. Use the word *produced* when you tell about it.

## Purpose for Listening

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Tell students that the main topic in this lesson is cows. Tell them to listen carefully to learn about the herd of cattle that belongs to Old MacDonald's neighbor.

By the end of the lesson, students should be able to:

- ✓ Identify cows, calves, and bulls, and the sounds they make
- ✓ Name the needs of cattle: food, water, and shelter
- ✓ Explain how the farmer or the cows care for their calves
- ✓ Identify foods that come from cattle



## With a Moo, Moo Here

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

Can you name the person in this picture?

- The person in this picture is Old MacDonald.

Where does Old MacDonald live?

- Old MacDonald lives on a farm.

What farm buildings do you see in this picture?

- I see a house, a barn, and a silo.

Remember, Old MacDonald is the narrator, or the person who tells us about his farm. Today, Old MacDonald is going to take us to visit his friend's cow farm.

[Put on straw hat and assume the character of Old MacDonald.]



### ← Show image 2A-5: Hay bales

Welcome to my neighbor's farm. I have a few cows on my farm, but my neighbor has a whole **herd**. Do you remember what **herd** means?

- A herd is a group of animals.

Hmmm, do you see my neighbor's **herd** of cows in this picture?

[Pause for students to answer.]

Well, the **herd** must be out in the fields or pasture, **grazing** on—or eating—fresh, green grass.

Cows need grass to eat. Sometimes farms do not have enough green grass for cows to **graze** on, so farmers feed hay to the cows. This is what my neighbor did. Look at all the hay there is in this picture.

[Point to the hay.]

Hay is dried grass that cows and other farm animals can eat when there is not enough grass in the pasture. The farmer pulls a machine with his tractor to mow it down.

[Have a student point to the tractor.]

Then he uses another machine to gather it up and make hay bales. Hay bales are large, tightly packed bundles tied together.

[Point to a hay bale. Ask students how many bales of hay are in this picture.]

Farmers can leave the bales of hay in the field or bring them into the barn to keep them nice and dry.



← **Show image 2A-2: Herd of cattle**

There they are! Here is my neighbor's **herd** of cows.

[Circle finger around picture to express the concept of a herd. Remind students that there are many animals in a herd.]

Cows can be also called cattle. This is a **herd** of cattle.

As you can see, there is plenty of green grass for the cattle to **graze** on here. And there is plenty of space here for cows to live and grow.



← **Show image 2A-3: Cow and calf**

This is a picture of a female—or girl—cow with her baby.

[Have a student point to the mother and the baby. Have students repeat *female*, *mother cow*.]

Baby cattle are called calves. Mother cows usually give birth to one calf each year.

[Point to the baby. Have students repeat *calf*.]

This mother cow **produces**—or makes—milk inside her udder for her young calf to drink.

[Point to the udder of the cow.]

The cow's udder has teats. Teats are like the rubber tops on baby bottles.

[Point to the teats visible in the image. Show the teat of the baby bottle.]

The hungry calf puts its mouth on its mother's teat and sucks on the teat so that milk comes out of the udder. If the mother cow is not able to **produce**—or make—enough milk for her calf, the farmer will feed the calf milk from a bottle.



← **Show image 2A-4: Bull**

Males—or boy cattle—are called bulls.

[Ask all the male students to stand up. As a class, count the number of male students.]

Bulls do not **produce**—or make—milk. Bulls are usually larger than female cows. Tell your partner the differences you see between female cows and male bulls.

[Allow thirty seconds for students to talk. Call on two partner pairs to share.]

Farmers usually have many female cows, but have only one or two bulls. Why do you think this is true? Why do farmers have only one or two bulls, but many, many cows?

- Answers may vary and may include that females produce milk, bulls do not; cows have babies, and bulls do not; bulls are larger, so they need more food, water, and space.

I think it is about time for me to go back to my farm to feed my cattle some hay while your teacher tells you about food that comes from cows.

[Take off straw hat.]



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

Calves are not the only ones who drink cow's milk. Do you like to drink milk?

[Do a quick tally of students who like to drink milk and students who do not like to drink milk. You may wish to explain that some people cannot drink cow's milk because they are allergic to it—they get sick if they drink it.]

Tell your partner about other products—or things—that are made from milk.

[Allow fifteen seconds for students to talk. Call on a few students to share. Possible responses include cheese, butter, yogurt, ice cream.]

Products made from milk—such as cheese, butter, yogurt, and ice cream—are called dairy products. Dairy products are food made from milk.

[Ask the class to repeat *dairy products* with you.]



← **Show image 2A-7: Milking a cow**

Farms that **produce** milk for dairy products are called dairy farms.

This girl is milking the cow. She is squeezing a teat on the cow's udder. She is giving the teat a tug to get the milk to squirt out into the bucket. With each tug, a little more milk squirts into the bucket. Little by little, milk squirts into the bucket.

[Have the students pantomime milking by squatting down, making a squeezing motion, and tugging motion with their hands.]

Do you think milking a cow is a fast and easy job?

[Pause for answers.]



← **Show image 2A-8: Milking parlor**

Now, many dairy farms use machines to milk their cows. The building where the cows are milked is called the milking parlor.

[Point to the milking equipment.]

Machines pump or squeeze the milk out of the udders.



← **Show image 2A-9: Milk truck**

The dairy farmer milks his cows two times a day. Every two days, a big truck comes to the dairy farm for the milk the cows have **produced**.

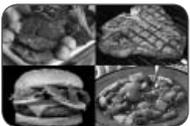
[Show on the calendar page how the cows are milked two times each day by drawing two tally marks on each day. Show that the milk truck comes every other day by asking students to put a dot on the days the truck would come to the farm to collect milk.]

After the truck leaves the farm, it brings the milk to a bottling factory, where milk is put into containers and sent to grocery stores to be sold.

[Show a gallon of milk.]

Do you have milk in your refrigerator? Hold up one finger for “yes” or two fingers for “no.”

[Do a quick tally of yes and no.]



← **Show image 2A-10: Beef products**

Not all cows are dairy cows. Farmers also raise beef cattle. Beef is meat that comes from cows. What beef products do you see in this image?

[Invite volunteers to point out and name the products. Point to each image, and have students repeat the sentences with you:]

Roast beef is a beef product.

Steaks are beef products

Hamburgers are beef products.

Beef stew is a beef product.

Not all families eat beef. Think of a food, made from beef or not made from beef, that you like to eat. Turn and tell your partner if you think that food comes from a farm.

[Allow thirty seconds for students to talk. Call on three partner pairs to tell the class what their partner likes to eat and whether that food comes from a farm.]

## Discussing the Read-Aloud

10 minutes

### Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines 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. Encourage students to answer in complete sentences. Model answers using complete sentences for students.

1. *Inferential* What is the main topic of today's lesson, or what is today's lesson about?
  - Today's lesson is about cows, dairy farms, and beef products.



← **Show image 2A-3: Cow and calf**

2. *Literal* What sound do cows make?
  - The cows make a moo sound.
3. *Inferential* What do cows need to live?
  - Cows need food, water, and shelter.
4. *Literal* What are female cattle called? What are male cattle called? What are baby cows called?
  - Female cattle are called cows. Male cattle are called bulls. Baby cows are called calves.



← **Show image 2A-3: Cow and calf**

5. *Inferential* [Point to the udder.] Why do female cows have an udder?
  - Female cows have an udder to store the milk they produce.
6. *Inferential* How do calves get the milk they need?
  - Calves drink their mother's milk or are fed from a bottle by the farmer.
7. *Inferential* How do cattle get the food they need?
  - They eat grass in the pasture or eat hay that the farmer makes.
8. *Inferential* What kinds of foods or drinks do people eat that come from cattle?
  - Some people eat milk, cheese, ice cream, yogurt, and beef.

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

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

**Sentence Frames:**

If you were a farmer, would you choose to raise cows? (Yes/No)

Cows produce \_\_\_\_\_.

Farmers raise cows because . . .

9. *Evaluative Think Pair Share:* Why do farmers raise cows?
10. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

**Word Work: Grazing**

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1. In the read-aloud you heard, "Cows spend most of their time out in the fields or pasture *grazing* on fresh, green grass."
2. Say the word *grazing* with me three times.
3. When an animal is grazing, it is moving around eating grass or other plants.
4. Old MacDonald's cows enjoy grazing on the green grass near the silo.
5. Have you ever seen an animal out in the field grazing on grass? Maybe you have seen one in a book or on television. Tell you partner about what you saw.

[Ask two or three students to share. If necessary, guide and/or rephrase the students' responses: "I saw a \_\_\_\_\_ grazing in the field."]

6. What is the word we have been talking about?

Use a *Making Choices* activity for follow-up.

[Have students repeat *calf, cow, deer, bull, and sheep* with you when you hold up the corresponding image.]

Directions: I will read a sentence about an animal doing something. If it is an example of an animal grazing, you will say, “The\_\_\_\_\_ is grazing.” If it is not an example of grazing, you will say, “The\_\_\_\_\_ is not grazing.”

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



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



# With a Moo, Moo Here

2<sub>B</sub>

## Extensions

15 minutes

### Interactive Image Review

- Tell students that they will review how milk gets from the farm to their homes.
- One by one, show the following Flip Book images, and have student volunteers point out what they see and explain what is happening in the pictures.
- Remember to repeat and expand upon student's responses using richer and more complex language, including some read-aloud vocabulary. If a student's response includes inaccurate information, return to the read-aloud to find out if it is true.



← Show image 2A-2: Herd of cattle



← Show image 2A-8: Milking parlor



← Show image 2A-9: Milk truck



← Show image 2A-6: Children drinking milk

- Say to students: "With your partner, talk about what needs to happen so that you can have milk to drink." Allow students to talk for one minute. Guide students through the milking process using facts from the read-aloud and temporal words.

### Domain-Related Trade Book

- Refer to the list of recommended trade books in the Introduction and choose an informational text about cows, or a text about farm animals in general, to read aloud to the class.

- Explain to students that the person who wrote the book is called the author. Tell students the name of the author. Explain to students that the person who makes the pictures for the book is called the illustrator. Tell students the name of the illustrator. Show students where they can find this information on the cover of the book or on the title page.
- As you read, use the same strategies that you have been using when reading the read-aloud selections—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc.
- After you finish reading the trade book aloud, lead students in a discussion as to how the story or information in this book relates to the read-alouds in this domain.



# And a Cluck, Cluck There

# 3

## ✔ **Lesson Objectives**

### **Core Content Objectives**

Students will:

- ✓ Describe how a farmer cares for animals by giving them food, water and shelter
- ✓ Identify hens, chicks, and roosters, and the sounds they make
- ✓ Identify needs of chickens: food, water, and shelter or space to live and grow
- ✓ Describe how chicks need to be fed and cared for by their parents or farmers
- ✓ Identify food that comes from chickens

### **Language Arts Objectives**

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

Students will:

- ✓ Listen to and recognize a variety of texts, including the song “Old MacDonald Had a Farm” (RL.K.5)
- ✓ With prompting and support, identify the main topic—chickens—and retell key details from “And a Cluck, Cluck There” (RI.K.2)
- ✓ With prompting and support, identify foods that come from chickens (RI.K.3)
- ✓ With prompting and support, identify the reasons or facts given in the read-aloud to explain why chickens live in a coop (RI.K.8)
- ✓ With prompting and support, compare and contrast the similarities and differences between a hen and a rooster; and compare and contrast the similarities and differences between cows and chickens (RI.K.9)

- ✓ With assistance, categorize and organize information about cows and chickens on a KWL chart or knowledge web (W.K.8)
- ✓ Ask and answer questions beginning with *who*, *what*, *where*, *when*, *why*, or *how* (L.K.1d)
- ✓ Produce and expand complete sentences in a shared language activity (L.K.1f)
- ✓ Identify new meanings for the word *feed*, and apply them accurately (L.K.4a)
- ✓ Identify real-life connections between words—*perching*, *predators*, *feed*, and *collect*—and their use (L.K.5c)
- ✓ Explain the meaning of the saying “The early birds gets the worm,” and use in the appropriate contexts (L.K.6)

### Core Vocabulary

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**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 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

<b>Vocabulary Chart for And a Cluck, Cluck There</b>			
Core Vocabulary words are in <b>bold</b> . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
<b>Type of Words</b>	<b>Tier 3</b> Domain-Specific Words	<b>Tier 2</b> General Academic Words	<b>Tier 1</b> Everyday-Speech Words
<b>Understanding</b>	coop <b>hatch</b> hen incubator nesting nocturnal <b>peck</b> rooster wattle yolk	<b>collects*</b> female/male shelter <b>perching</b> <i>predators</i>	beak bird chick chicken day/night egg mother worm
<b>Multiple Meaning</b>		crack flap raise warm	<u>feed</u> nest shell
<b>Phrases</b>	the early bird gets the worm egg white egg yolk		
<b>Cognates</b>	nocturno <b>picotear</b>	<b>coleccionar</b> femenino <i>percha</i> <i>predador(ora)</i>	día/noche madre

## ***Image Sequence***

This is the order in which Flip Book images will be shown for this read-aloud. Preview the order of Flip Book images before teaching this lesson. Please note that it differs from the sequence used in the *Tell It Again! Read-Aloud Anthology*.

1. 3A-1: Old MacDonald and chicken
2. 3A-2: Chickens
3. 3A-3: Foraging chickens
4. 3A-4: Chickens eating feed
5. 3A-5: Chicken coop
6. 3A-8: Nesting chicken
7. 3A-9: Hatching chicks
8. 3A-10: Hen and chicks

9. 3A-11: Rooster
10. 3A-6: Eggs in nest
11. 3A-7: Egg frying in pan
12. 3A-12: Chicken products

<i>At a Glance</i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>What Have We Learned?</b>	KWL chart or knowledge web	15
	<b>Introducing “And a Cluck, Cluck There”</b>	Instructional Master 3A-1; Response Card 1	
	<b>Vocabulary Preview: Perching, Predators</b>	images of chicken predators	
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>And a Cluck, Cluck There</b>	straw hat; paper sun and moon; images of chicken predators; hard-boiled eggs; nests made of brown paper bags; calendar	10
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>		10
	<b>Sayings and Phrases: The Early Bird Gets the Worm</b>		
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Multiple Meaning Word Activity: Sentence in Context: Feed</b>	Poster 2M (Feed)	15
	<b>Syntactic Awareness Activity: Expanding Sentences</b>		
	<b>Vocabulary Instructional Activity: Collects</b>	examples of common collectibles	
	<b>End-of-Lesson Check-in</b>		

### ***Advance Preparation***

Prepare a copy of Instructional Master 3A-1 for each student. Refer to it as Response Card 2 (Chickens). Students can use this Response Card for discussion, review, and to answer questions.

For Vocabulary Preview, prepare images of several predators of chickens, (e.g., owls, foxes, raccoons, weasels, and skunks). You may also use these images during the read-aloud.

For Presenting the Read-Aloud, bring in the various realia and props listed in the At a Glance chart to help support this lesson.

For Vocabulary Instructional Activity, bring in several examples of collectible items (e.g., shells, postcards, rocks, and stickers). Keep in mind the interests of your class when you consider what to bring.

***Note to Teacher***

You may wish to explain that some chicken eggs do not become chicks because the hen has not been fertilized by a rooster. Hens will lay eggs regardless of whether they have been fertilized by a rooster. Unfertilized eggs are the type of eggs people eat.



# And a Cluck, Cluck There

3<sub>A</sub>

## Introducing the Read-Aloud

15 minutes

### What Have We Learned?

- Remind students that they learned about cows on a farm. They also learned about the milking process and foods that come from cattle.
- Ask students to talk to their partner about what they have learned, using the words and information shared in the previous lesson. [Example vocabulary includes *grazing*, *herd*, *produces*, *cow*, *calf*, *cattle*, and *milking*.]
- Record what the students say in the **Learn** column or knowledge web.

**Note:** Explain that you are going to write down what students say, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Tell them it is important for you to remember what they have said, and that you will read the words to them.

### Introducing “And a Cluck, Cluck There”

- Tell students that in today’s lesson, they will learn about the needs of chickens and chicks. They will also learn about foods that come from chickens.



#### ← Show image 3A-2: Chickens

- Say to students: “Turn and ask your partner if he or she has seen a real chicken before. Tell your partner what you know about chickens. You could talk about the sounds chickens make, what chickens look like, or what foods come from chickens. You can also tell your partner what you wonder about chickens.” Allow thirty seconds for partner pairs to talk. You may need to prompt students to ask and answer questions. Call on a few students to share.
- You may choose to add the information to the **Know** and **Wonder** column or to the knowledge web.

### ***Singing “Old MacDonald Had a Farm”***

- Provide each student with Response Card 1 (Cows) and Response Card 2 (Chickens).
- As a class, sing the verses about cows and chickens from “Old MacDonald Had a Farm.” You may want to add verses about hens (cluck), chicks (peep), and roosters (cock-a-doodle-doo).
- Ask each student to hold up their Response Card and make the corresponding animal sound when the cow or chicken is named in the song.

### **Vocabulary Preview**

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#### ***Perching***

1. Today you will learn about chickens. Some chickens enjoy *perching* on rooftops and other high places.
2. Say the word *perching* with me three times.
3. Perching is sitting on branches, on a roof, or on other tall places.
4. The owl is perching on the pine tree.  
The rooster is perching on the fence.
5. Tell your partner whether you have seen a bird perching before. Where did you see the bird perching? What does perching look like? Use the word *perching* when you tell about it.

#### ***Predators***

1. Owls, foxes, and raccoons are *predators* to chickens.
2. Say the word *predators* with me three times.
3. Predators are animals that hunt other animals for food.  
[Show pictures of predators.]
4. Wild predators like to hunt farm animals.  
Farmers build fences to keep predators away from their animals.
5. Tell your partner about predators that might be dangerous to chickens. Use the word *predators* when you tell about it.

## Purpose for Listening

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Tell students that the main topic in this lesson is chickens. Tell them to listen carefully to learn how Old MacDonald takes care of his chickens.

By the end of the lesson, students should be able to:

- ✓ Identify hens, chicks, and roosters, and the sounds they make
- ✓ Name the needs of chickens: food, water, and shelter or space to live and grow
- ✓ Explain how the farmer or the parents care for their chicks
- ✓ Identify foods that come from chickens



## And a Cluck, Cluck There

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

Who do you see in this picture?

- I see Old MacDonald.

What is Old MacDonald's job?

- He is a farmer.

What is the name of the farm animal in the picture?

- It is a chicken.

[Put on a straw hat, and assume the character of Old MacDonald.]

Old MacDonald here again. This time I want to tell you about chickens. I have a few chickens on my farm, but some farmers have lots of chickens.



### ← Show image 3A-2: Chickens

Chickens are birds. They have feathers, feet, beaks, and wings.

[Have students say the words *feathers*, *feet*, *beaks*, and *wings* with you while you point to the respective part of the chicken.]

Chickens cannot really fly. They can flap their wings and sometimes get off the ground, but they cannot really fly.

[Invite students to flap their arms like a chicken while saying the word *flap*.]

I know my chickens cannot fly away, so I let my chickens walk around the farmyard. If chickens could fly, do you think I would let them walk around?

[Have students respond using one finger for "yes" and two fingers for "no." Call on a few volunteers to explain their responses.]



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

The chicken uses its beak to **peck** for food. Chickens use their beaks to get food from the ground.

[Invite students to point out and name a chicken's beak. Using your hands as a beak, demonstrate how a chicken would strike the ground using a pecking motion. Invite students to do the same.]

Chickens **peck** for insects, seeds, and any feed—or small pieces of food—they can find on the ground.



← **Show image 3A-4: Chickens eating feed**

These little grains on the ground are the feed I give my chickens. It is made from corn, wheat, or oats. In this picture, did I give my chickens food, water, or shelter? Hold up one finger for food, two fingers for water, and three fingers for shelter.

- food



← **Show image 3A-5: Chicken coop**

In this picture I'm giving my chickens food, water, or shelter? Decide with your partner.

[Call on a partner pair to answer.]

This chicken shelter is called a coop.

[Point to the coop. Have students repeat the word *coop* with you.]

The coop keeps chickens safe at night from predators. Predators are animals that hunt other animals for food.

The owl, fox, raccoon, weasel, and skunk are nocturnal—or nighttime—predators. Nocturnal predators are awake at night. Nighttime is when it is dark outside and people, like farmers, are sleeping.

[Hold up paper moon, and have students pretend to sleep. Then show students images of chicken predators and mention that these animals are up at night. Hold up paper sun, and have them pretend to wake up. Mention that the nocturnal predators are going to sleep.]

The chickens go into the coop at night. I close the door to the coop so other animals cannot come into the coop.



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

What do you see in this picture?

[Pause for answers.]

Female—or girl—chickens are called hens. Hens lay eggs. This hen is sitting on her eggs to keep them warm and protected. This is called nesting.

[Have students repeat the word *nesting* with you.]



← **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! The chick uses its beak to crack open the shell from the inside. Some chicks have **hatched**—the chicks have come out of their shells!

[Using a calendar, count off twenty-one days with students to illustrate the amount of time a hen needs to nest. Have students identify the chicks that have hatched and the ones that have not hatched.]

When the chicks **hatch**, they look wet. After a few hours, the chicks become fluffy and yellow.



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

This picture is a mother hen and her chicks. Hens are good mothers. Hens patiently sit on their eggs for twenty-one days. They even help other birds sit on their eggs, too!

Hens do not produce milk for their chicks like cows do for their calves. After the chicks **hatch**, they quickly learn to **peck** for food on the ground.

[Mimic pecking around for food, and invite students to do the same.]



← **Show image 3A-11: Rooster**

Male—or boy—chickens are called roosters.

[Have students repeat the word *rooster* with you.]

Tell your partner about the similarities and differences you see between a hen and a rooster.

[Allow thirty seconds for students to talk. Invite volunteers to point out and name the feathers, beak, feet, and wings.]

Roosters and hens have a **wattle** under their beaks.

[Point to the wattle. Have students place a hand under their chin and dangle it like a wattle while repeating the word *wattle*.]

Roosters and hens also have a **red comb** on top of their head.

[Point to the red comb. Have students open out the fingers and thumb of one hand and place it on their head to pantomime a red comb.]

The rooster’s wattle is bigger than the hen’s wattle, and the rooster’s red comb is bigger than the hen’s red comb. Roosters, are famous for **perching**—or sitting—on fences and on rooftops. Roosters like to **perch** on high places and crow “cock-a-doodle-doo!” My roosters are my alarm clock. They crow “cock-a-doodle-doo” as soon as the sun starts to rise.

[Have students be very quiet as you hold up the paper moon and then crow “cock-a-doodle-doo” when you hold up the paper sun.]

I do not mind getting up early because I know that “the early bird gets the worm.” “The early bird gets the worm” means that if you get up early and get to work early, you will be successful.

[Have students repeat “the early bird gets the worm.”]

I need to go back to the coop to check on my chickens while your teacher tells you about foods that come from chickens.

[Take off straw hat.]



← **Show image 3A-6: Eggs in nest**

What do you see in this picture?

[Have students repeat the words *eggs* and *nest* with you.]

Hens lay eggs. On some farms, the farmer **collects**—or gathers together—the eggs from the chickens’ nests each morning and evening.

[Place the two paper nests out on a table or surface. Tell the students to pretend these are chicken nests. Place one or two hard-boiled eggs in each nest. Have student volunteers collect the eggs from the nests and place them in an egg carton or a basket. Have students describe the action using the sentence frame: “(name of student) collects eggs.”]

The farmer and his family eat the eggs they **collect**, or they sell them to other people.



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

Eggs have hard shells. If you crack—or break open—the shell, you can see the clear egg white and the yellow egg yolk come out of the egg.

[Ask students to repeat the phrases *egg white* and *egg yolk* with you. Remind students that this kind of egg is not a chick, but an egg that people eat.]

Some people like to cook their eggs in a pan. When you cook an egg, the egg white turns from a clear color to white.

[Have student volunteers point to and name the egg white and the egg yolk in the picture.]

Eggs are used to make other foods such as cookies, cakes, or other baked goods.



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

Farmers raise chicken for their eggs and their meat. What chicken products do you see in this image?

[Invite volunteers to point out and name the chicken products.]

Think of a food you like to eat; it can be made from chicken or, if you do not like to eat chicken, it can be another food. Turn and tell your partner if you think the food comes from a farm.

[Allow fifteen seconds for students to talk. Call on three partner pairs to tell the class what their partner likes to eat and whether that food comes from a farm.]

## Discussing the Read-Aloud

10 minutes

### Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines 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. Encourage students to answer in complete sentences. Model answers using complete sentences for students.

1. *Inferential* What is the main topic of today's lesson, or what is today's lesson about?
  - Today's lesson is about chickens, hens, and roosters.



← **Show image 3A-11: Rooster**

2. *Literal* What do you see in this picture? What sound does it make?
  - There is a rooster in the picture. Roosters make a *cock-a-doodle-doo* sound.
3. *Inferential* What do the chickens need to live?
  - Chickens need food, water and shelter or space to live and grow.

4. *Literal* What are female chickens called? What are male chickens called? What are baby chickens called?
  - Female chickens are called hens. Male chickens are called roosters. Baby chickens are called chicks.
5. *Literal* What do chicks eat after they hatch?
  - When chicks hatch, they peck for food on the ground.
6. *Inferential* Why do chickens live in a coop?
  - A coop keeps them safe from predators, and it is a place to lay their eggs.
7. *Inferential* What kinds of foods do some people eat that come from chickens?
  - Some people eat chicken eggs and chicken meat.

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

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

**Sentence Frames:**

Are cows and chickens farm animals? (Yes/No)

Cows and chickens are the same because . . .

Cows and chickens are different because . . .

8. *Evaluative Think Pair Share:* How are cows and chickens the same? How are cows and chickens different?
  - Answers may vary. Both cows and chickens live on a farm; both are animals; both need food, water, shelter, and space to live and grow. Cows and chickens are different because cows produce milk; chickens produce eggs; cows are bigger; cows give birth to one calf each year; hens lay several eggs; cows say *moo*; chickens say *cluck*.
9. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

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

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- Remind students that the rooster wakes up the farmer when the sun comes up, and the farmer usually gets up because “the early bird gets the worm.”
- Have students repeat “the early bird gets the worm!” with enthusiasm.
- Explain that worms are a food birds like to eat. The early bird would see the worm before other birds see it, and the early bird will be able to eat the worm. Relate this saying to people. People probably don’t want a worm when they are early, but there are other rewards or prizes they can get for being early. For example:
  - Waking up early means time to read a book after you are all ready for school. The early bird gets the worm!
  - Arriving early to a party means you will not miss any fun. The early bird gets the worm!
  - Starting your homework right after school means you can finish your work and then play. The early bird gets the worm!
  - Getting ready to go to the park right when your mother says it is time to go means you can have more time to play at the park. The early bird gets the worm!
- Say to students: “Tell your partner about a time you were ‘the early bird’ and what happened when you were ‘the early bird.’ Use the saying ‘the early bird gets the worm’ when you tell about it.” Allow one minute for partners to talk. Help partners initiate their conversation, and encourage them to ask questions to get more information. Call on two volunteers to share.
- Try to find opportunities to use this saying when it applies to situations in the classroom.



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



# And a Cluck, Cluck There

3<sub>B</sub>

## Extensions

15 minutes

### ↔ Multiple Meaning Word Activity

#### *Sentence in Context: Feed*

**Note:** You may choose to have students hold up one or two fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

1. [Show Poster 2M (Feed).] In the read-aloud you heard “Chickens peck for insects, seeds, and any feed they can find on the ground.” Which picture shows the feed that chickens eat?
  - one
2. *Feed* also means to give food to, like the mother feeds the baby when the baby is hungry. Which picture shows this?
  - two
3. Now, with your partner, make a sentence for each meaning of *feed*. Try to use complete sentences. I will call on some of you to share your sentences.

### ↔ Syntactic Awareness Activity

#### *Expanding Sentences*

Directions: I will show you a picture. Then I will ask one question at a time. Each time a question is answered, we will add it to our sentence to make our sentence expand.

**Note:** There may be variations in the sentences created by your class. Allow for these variations and restate students’ sentences so that they are grammatical. If necessary, have students repeat the sentence.



← **Show image 3A-4: Chickens eating feed**

1. Who do you see in this picture? (chickens)

*The chickens*

2. What are the chickens doing? (eating, pecking)

*The chickens are eating.*

*The chickens are pecking.*

3. What are the chickens eating? (food, feed)

*The chickens are eating food (or feed).*

*The chickens are pecking food (or feed).*

4. What is the chicken eating the food off of? (off the ground)

*The chickens are eating food off the ground.*

*The chickens are pecking food off the ground.*

5. Are the chickens eating during the day or the night? (the day)

*The chickens are eating food off the ground during the day.*

*The chickens are pecking food off the ground during the day.*

**Extending the Activity**

You can continue this activity by asking additional questions such as the following: Why are the chickens eating or pecking? What kind of food are the chickens eating or pecking? How many chickens are eating or pecking? What color(s) are the chickens?

↗ Above and Beyond: Have students ask questions to the class.

↗ Above and Beyond: Have students work with their partner to ask questions and expand their own sentence.

↔ **Vocabulary Instructional Activity**

**Word Work: Collects**

**Materials: various collectibles (e.g., crayons, shells, postcards, rocks, stickers)**

1. In the read-aloud you heard, “On some farms, the farmer *collects* the eggs from the chickens’ nests each morning and evening.”
2. Say the word *collects* with me three times.
3. If a person collects things, he or she brings them together and saves them.

4. My grandfather collects pens.  
Josie collects stuffed animals.
5. What's the word we've been talking about?

Use a *Word to World* activity for follow-up. Directions: Some people like to collect certain things—they like to have a lot of one kind of thing. I am going to hold up different things that people might like to collect. If I hold up something you would like to collect, stand up and say, “I would like to collect [name of item].” If you would not like to collect it, stay seated.

1. shells
2. postcards
3. rocks
4. stickers
5. [any other collectibles your class may be interested in]
6. Is there something that you collect, or do you know someone who collects things? Use the word *collects* when you tell your partner about it.

## 10 End-of-Lesson Check-In

### *And a Cluck, Cluck There*

Choose four students to focus on, and record their scores on the Tens Recording Chart. For this kind of informal observation, you should give a score of zero, five, or ten based on your evaluation of students' understanding and language use.

0	Emergent understanding and language use
5	Developing understanding and language use
10	Proficient understanding and language use

- Remind students that today they learned about hens, chicks, and roosters.
- Ask them to talk to their partner about what they have learned, using the words and information shared in the lesson.
- Suggest to students that they could ask their partner about any unfamiliar words presented today.

Items to listen for:

- the core vocabulary words: *collects*, *hatch*, *peck*, and *perching*
- the names for chickens: *hen*, *chick*, *rooster*
- the sounds chickens make
- the needs of chickens: food, water, shelter, or space to live and grow
- how chickens need to be fed and cared for by their parents or farmers
- foods that come from chickens, including eggs and poultry products



# Here an Oink, There an Oink

## 4

### ✔ **Lesson Objectives**

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#### **Core Content Objectives**

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Students will:

- ✓ Describe how a farmer cares for animals by giving them food, water, and shelter
- ✓ Identify sows, piglets, and boars, and the sounds they make
- ✓ Identify needs of pigs: food, water, and shelter or space to live and grow
- ✓ Describe how piglets need to be fed and cared for by their parents or farmers
- ✓ Identify food that comes from pigs
- ✓ Demonstrate familiarity with the nursery rhyme “This Little Pig Went to Market”

#### **Language Arts Objectives**

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

Students will:

- ✓ Listen to and recognize a variety of text, including the song “Old MacDonald Had a Farm” and the nursery rhyme “This Little Pig Went to Market” (RL.K.5)
- ✓ With prompting and support, identify the main topic—pigs—and retell key details from “Here an Oink, There an Oink” (RI.K.2)
- ✓ With prompting and support, identify foods that come from pigs (RI.K.3)
- ✓ With prompting and support, describe the role of an author and illustrator in a nonfiction/information text about farm animals (RI.K.6)

- ✓ With prompting and support, compare and contrast the similarities and differences between cows and pigs (RI.K.9)
- ✓ With assistance, categorize and organize information about chickens and pigs on a KWL chart or knowledge web (W.K.8)
- ✓ Describe familiar things, such as something valuable, and with prompting and support, provide additional detail (SL.K.4)
- ✓ Create a figure of a pig to accompany oral description of the pig (SL.K.5)
- ✓ Demonstrate understanding of frequently occurring adjective—*clean*—by relating it to its opposite—*messy* (L.K.5b)
- ✓ Identify real-life connections between words—*wallow* and *valuable*—and their use (L.K.5c)

### Core Vocabulary

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

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

*Variation(s):* litters

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

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

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

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

*Example:* Jocelyn's sticker collection is valuable to her.

*Variation(s):* none

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

*Example:* Pigs often wallow in mud.

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

<b>Vocabulary Chart for Here an Oink, There an Oink</b>			
Core Vocabulary words are in <b>bold</b> . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
<b>Type of Words</b>	<b>Tier 3</b> Domain-Specific Words	<b>Tier 2</b> General Academic Words	<b>Tier 1</b> Everyday-Speech Words
<b>Understanding</b>	boar pigpen pigsty piglet pork sow trough <b>wallow</b>	clean/messy female/male lazy produces products* shelter <b>valuable</b>	mother mud pig
<b>Multiple Meaning</b>	<b>litter</b>	<b>raise</b>	
<b>Phrases</b>	feeding trough pork products wallowing in the mud		
<b>Cognates</b>		femenino productos*	madre

## ***Image Sequence***

This is the order in which Flip Book images will be shown for this read-aloud. Preview the order of Flip Book images before teaching this lesson. Please note that it differs from the sequence used in the *Tell It Again! Read-Aloud Anthology*.

1. 4A-1: Old MacDonald and pig
2. 4A-2: Pigs feeding at trough
3. 4A-3: Pigs in mud
4. 4A-4: Pig
5. 4A-5: Pig in field
6. 4A-7: Sow and litter
7. 4A-6: Boar
8. 4A-8: Bacon and sausage
9. 4A-9: Pigs

<i>At a Glance</i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>What Have We Learned?</b>	KWL chart or knowledge web	15
	<b>Introducing “Here an Oink, There an Oink”</b>	Instructional Master 4A-1; Response Cards 1–3	
	<b>Vocabulary Preview: Wallow, Valuable</b>		
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>Here an Oink, There an Oink</b>	straw hat; pictures of clean/messy spaces	10
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>		10
	<b>Word Work: Products</b>	Response Cards 1–3	
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>This Little Pig Went to Market</b>		15
	<b>Create a Pig</b>	modeling compound; paper plates; markers	
	<b>Domain-Related Trade Book</b>		

### ***Advance Preparation***

Prepare a copy of Instructional Master 4A-1 for each student. Refer to it as Response Card 3 (Pigs). Students can use this Response Card for discussion, review, and to answer questions.

For Presenting the Read-Aloud, prepare three pictures of clean spaces (e.g., a bed that is made; a desk that is clean; a room that is tidy) and three pictures of messy spaces (e.g., a bed that is not made; a desk that is cluttered; a room that is dirty) for students to compare and contrast.

For Create a Pig, prepare the molding compound for students to create with. Students should not be required to make their model true-to-life, but their model should somewhat have the form of a pig and a pig’s features (e.g., four legs, a snout, a tail, and two ears). This is a two-step project, and students can paint their models at a separate time. (See Pausing Point.)



# Here an Oink, There an Oink

4A

## Introducing the Read-Aloud

15 minutes

### What Have We Learned?

- Remind students that they learned about the needs of hens, roosters and chicks; how chicks hatch from eggs; and also about foods that come from chickens.
- Ask students to talk to their partner about what they have learned, using the words and information shared in the previous lesson. [Example vocabulary includes *collects*, *hatch*, *peck*, *perching*, *hen*, *rooster*, and *chick*.]
- Record what students say in the **L**earn column or on the knowledge web.

**Note:** Explain that you are going to write down what students say, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Tell them it is important for you to remember what they have said, and that you will read the words to them.

### Introducing “Here an Oink, There an Oink”

- Tell students that in today’s lesson, they will learn about the needs of pigs and their babies. They will also learn about foods that come from pigs.



#### ← Show image 4A-3: Pig in mud

- Say to students: “Turn and ask your partner if he or she has seen a real pig before. Tell your partner what you know about pigs. You could talk about the sounds pigs make, the foods pigs eat, where pigs live, and what pigs look like. You can also tell your partner what you wonder about pigs.” Allow thirty seconds for partner pairs to talk. You may need to prompt students to ask and answer questions. Call on a few students to share.
- You may choose to add the information to the **K**now and **W**onder columns or the knowledge web.

### ***Singing “Old MacDonald Had a Farm”***

- Provide each student with Response Cards 1 through 3.
- As a class, sing the verses about cows, chickens, and pigs from “Old MacDonald Had a Farm.”
- Ask each student to hold up their response card and make the corresponding animal sound when the cow, chicken, or pig is named in the song.

### **Vocabulary Preview**

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#### ***Wallow***

1. Today we will learn about pigs. Pigs like to *wallow* in the mud.
2. Say the word *wallow* with me three times.
3. Pigs like to wallow in or roll around in muddy puddles to stay cool.
4. A pig will wallow in the barnyard to keep bugs from biting.  
My friend Amy likes to wallow around in the water when she is at the lake.
5. Tell your partner if you would rather wallow in the mud or wallow in the water. Use the word *wallow* when you tell about it.

#### ***Valuable***

1. Piglets or baby pigs are *valuable* to the mother pig.
2. Say the word *valuable* with me three times.
3. *Valuable* means worth a lot of money or very important.
4. My grandmother’s ring is very valuable.  
Jamal is a valuable friend to Tyrone.
5. Tell your partner the name of someone who is valuable to you, or tell your partner about something that is valuable to you. Use the word *valuable* when you tell about it.

## Purpose for Listening

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Tell students that the main topic, or main idea, in this lesson is pigs. Tell them to listen carefully to learn something new about pigs.

By the end of the lesson, students should be able to:

- ✓ Identify sows, piglets, and boars, and the sounds they make
- ✓ Name the needs of pigs: food, water, and shelter or space to live and grow
- ✓ Describe how piglets need to be fed and cared for by their parents or farmers
- ✓ Identify foods that come from pigs



## Here an Oink, There an Oink

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

Who do you see in this picture?

- I see Old MacDonald.

Where is Old MacDonald?

- Old MacDonald is on his farm.

What is the name of the farm animal in the picture?

- It is a pig.

Do you remember what farm animals need?

- Farm animals need food, water, and shelter or space to live and grow.

[Put on straw hat, and assume the character of Old MacDonald.]



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

Hi kids! Today I want to tell you about another farm animal—pigs!

What are these pigs doing?

- These pigs are eating.

Just like cows and chickens, pigs depend on farmers like me for food and shelter.

In this picture, did I give the pigs food, water, or shelter?

[Have students hold up one finger for *food*, two fingers for *water*, and three fingers for *shelter*.]

At feeding time, I dump a bucket of feed—or food—into the pig’s feeding trough. A trough is a long, skinny, wooden or steel container used for feeding animals.

[Invite a student to point to the trough. Have the class repeat the word *trough* with you.]

Pigs like to eat a lot! Tell your partner what might be in the pigs’ feed—or food—that I gave them.

[Allow fifteen seconds for students to talk. Call on a few students to share.]

Pigs eat grass, grain, cheese, vegetable scraps, pretty much whatever you feed them. Some pigs grow to be over two hundred pounds!

[You may wish to relate two hundred pounds as a weight that is heavier than twenty gallons of water, seven student's desks with chairs, or five kindergartners.]



← **Show image 4A-3: Pig in mud**

Tell your partner what this pig is doing.

[Allow fifteen seconds for students to talk. Call on two students to share.]

When they are not busy eating, pigs like to **wallow**—or roll around—in a cool spot.

[Have students repeat the phrase *wallowing in the mud* with you while simulating rolling by moving their hands in a circular motion.]

When I let my pigs outside in a pasture, they often use their pointed snouts—or noses—to root—or dig—in the ground. The pigs make holes in the ground, and when it rains, the holes fill up with rain.

[Invite a student to point out the pig's nose in the image. Have students repeat the word *root* with you while simulating rooting by sniffing their hand with their nose.]

When the holes fill with rain, the dirt mixes with water and makes mud. The mud feels cold or cool to the pig, so the pig **wallows** in the mud. The mud also helps keep bugs away.

Does this pig look clean or dirty to you?

You may be surprised to hear that pigs do not like to be messy or dirty. But we use the term *pigsty*—a pigsty is where a pig lives—to talk about a messy place.

[Show students the pictures of messy/clean spaces.]

Decide with your partner whether the picture I show is a clean space or a messy space.

[Have students repeat the words *messy* and *clean* as they view each picture. Sort the pictures into two columns. Invite one or two students to explain their thoughts on why a space is messy or clean.]



← **Show image 4A-4: Pig**

Besides having the reputation of being messy and dirty, pigs also have a reputation for being lazy. When people think of pigs, they think of a lazy animal that does not like to do any work.



← **Show image 4A-5: Pig in field**

Some people think that pigs are lazy animals that lie around all day. They do not know that, in fact, pigs are fast runners. If a pig gets out of its pigsty, it can be very difficult to catch. Who would have thought that pigs are fast runners?

Pigs are intelligent—or smart—animals. Pigs are friendly animals, too. Some people think pigs make good pets because they are affectionate—they show a lot of warmth and love—and they are playful.

Tell your partner if you were surprised to hear these things about pigs. What surprised you?

[Allow fifteen seconds for students to talk. Call on a few students to share.]



← **Show image 4A-7: Sow and litter**

Just like cows and chickens, male and female pigs have different names.

Female—or girl—pigs are called sows. *Sow* rhymes with *cow*.

[Invite a student to point out the sow. Have students repeat the words *sow* and *cow* with you.]

This sow has given birth to a **litter** of baby pigs or piglets. A **litter** is a group of babies born to the mother at the same time.

[As a class, count the piglets in the image using the sentence frame: “The sow has \_\_\_\_\_ piglet(s).”]

The sow will usually give birth to **litters** of between six and twelve piglets each year.

Piglets drink milk from the sow’s many teats.

[Point to the sow’s teats.]

If the sow does not produce enough milk for each piglet in her **litter**, the farmer will move one of the piglets to a sow that has some extra milk.



← **Show image 4A-6: Boar**

Male—or boy—pigs are called boars.

[Invite a student to point out the boar. Have students repeat the word *boar* with you.]

This pig looks like he is wearing an earring, but it is really his ear tag. The tag has a number on it so the farmer knows which pig is which.

[Invite a student to point out the pig's ear tag.]

It's about time for me to put more feed—or food—into my pigs' trough. Your teacher will tell you about foods that come from pigs.

[Take off straw hat.]



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

Farmers **raise** pigs—or take care of pigs and make sure pigs grow—for their meat. Meat that comes from a pig is called pork. Pork is used to make pork products such as bacon, sausage, pork chops, and ham.

[Point to the items as you name them. You may want to mention that some people, for different reasons, do not eat pork products.]



← **Show image 4A-9: Pigs**

Sometimes farmers or families **raise** pigs to feed their own family. Sometimes they sell the pig meat for money to buy other important things. If a sow has a large **litter** of piglets, the farmer **raises** the piglets and then sells or trades them when they are adult pigs. The pig and the **litter** are **valuable**—or very important and worth a lot of money—to the farmer because they give the farmer's family food, and they can be sold for money to buy things the farm family needs.

Tell your partner about something that is **valuable** to you or your family.

[Allow thirty seconds for students to talk. Call on two students to share what their partner said.]

## Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines 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. Encourage students to answer in complete sentences. Model answers using complete sentences for students.

1. *Inferential* What is the main topic of today's lesson, or what is today's lesson about?

- Today's lesson is about pigs, boars, piglets, sows, and their needs.



← **Show image 4A-7: Sow and litter**

2. *Literal* What sound do pigs make?

- Pigs say *oink*, or grunt, squeal, or snort.

3. *Inferential* What do pigs need to live?

- Pigs need food, water, and shelter or space to live and grow.

4. *Literal* What are female pigs called? What are male pigs called? What are baby pigs called?

- Female pigs are called sows. Male pigs are called boars. Baby pigs are called piglets.

5. *Literal* What is a litter of piglets?

- A litter is a group of piglets.

6. *Inferential* Why do farmers raise pigs?

- Farmers raise pigs for their meat and/or to sell pigs for money to buy things the family needs.

7. *Evaluative* How are pigs like cows? How are they different?

- They both feed their babies milk; they both live on a farm; some people eat their meat. They are different sizes; they make different noises; pigs have a reputation for being dirty and messy.

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

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

**Sentence Frames:**

If you were a farmer, would you raise pigs? (Yes/No)

I would raise \_\_\_\_\_.

I would raise \_\_\_\_\_ for . . .

8. *Evaluative Think Pair Share:* Imagine you are a farmer who raises pigs. Turn and tell your partner what kind of pigs you are raising and why. Maybe you are raising a sow that will produce a litter of piglets. Maybe you have a boar and plan to sell its meat.
9. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

**Word Work: Products**

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1. In the read-aloud you heard, “Pork is used to make pork *products*.”
2. Say the word *products* with me three times.
3. Products are things that are made from something else. Products are made to be sold.
4. Bacon, sausage, and ham are three pork products. Milk, ice cream and cheese are three dairy products.
5. Think about what you like to eat. Are any of them farm products or made from something found on a farm?  
  
[Ask two or three students. If necessary guide/and or rephrase the student’s responses: “\_\_\_\_\_ are farm products I like to eat.”]
6. What is the word we have been talking about?

Use a *Word to World* activity for follow-up. Directions: I am going to show you a picture of a farm animal. Tell me a product that comes from that animal. Try to answer in complete sentences and use the word *product* when you answer. Start your answers with “\_\_\_\_\_ is a product that comes from a \_\_\_\_\_.”

- Use Response Cards 1–3.
- Call two to three students per image.

[You may wish to show Flip Book images 1A-9 and 2A-10 for cow products; 3A-7 and 3A-12 for chicken products; and 4A-8 for pig products.]



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



# Here an Oink, There an Oink

4B

## Extensions

15 minutes

### This Little Pig Went to Market

- Remind students, that in the *Nursery Rhymes and Fables* domain, they heard a nursery rhyme about pigs. Ask if they remember what that nursery rhyme is called.
  - “This Little Pig Went to Market”

Directions: I am going to say the first line of “This Little Pig Went to Market.” Then I will stop and give you a chance to echo. That means you will say the exact words that I said. We will continue doing this for each line of the rhyme.

- Explain that this rhyme is usually counted out on a child’s toes, with each line corresponding to a different toe, starting with the big toe. Have students repeat the rhyme touching each finger on one hand for each line, starting with the thumb.

*This little pig went to market,*

*This little pig stayed home;*

*This little pig had roast beef,*

*This little pig had none,*

*And this little pig cried, “Wee-wee-wee,” all the way home.*

### Create a Pig

#### Materials: modeling compound; paper plates; marker

- Help each student write his or her name on a paper plate using a marker. The plate will hold their work.
- Give each student a portion of modeling compound, and allow them to explore the material.
- At the conclusion of exploration time, ask the students to use the modeling compound to create a sow, piglet(s), or a boar.

**Note:** Be sure to tell students that they are making what they think a sow, piglet, or boar looks like. They do not need to worry about making it look true-to-life.

- After modeling is complete, have partners tell each other about their models. Use the sentence frame: “My pig is a \_\_\_\_\_ [sow, piglet, boar]. It has . . . ”
- Display pigs in the classroom. After the modeling compound has hardened, students can paint their pigs. (See Pausing Point activity.)

### **Domain-Related Trade Book**

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- Refer to the list of recommended trade books in the Introduction, and choose one informational text related to farm animals to read aloud to the class.
- Explain to students that the person who wrote the book is called the author. Tell students the name of the author. Explain to students that the person who makes the pictures for the book is called the illustrator. Tell students the name of the illustrator. Show students where they can find this information on the cover of the book or on the title page.
- As you read, use the same strategies that you have been using when reading the read-aloud selections—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc.
- After you finish reading the trade book aloud, lead students in a discussion as to how the story or information in this book relates to the read-alouds in this domain.



# Everywhere a Baa, Baa

5

## ✔ **Lesson Objectives**

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### **Core Content Objectives**

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Students will:

- ✓ Describe a farmer’s and a shepherd’s jobs
- ✓ Identify ewe, lamb, and ram, and the sounds they make
- ✓ Identify needs of sheep: food, water, and shelter or space to live and grow
- ✓ Describe how lambs need to be fed and cared for by their parents or farmers
- ✓ Explain that farmers raise sheep for their milk, meat, and wool.
- ✓ Demonstrate familiarity with the nursery rhyme “Baa, Baa, Black Sheep”

### **Language Arts Objectives**

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

Students will:

- ✓ Listen to and recognize a variety of text, including the song “Old MacDonald Had a Farm” and the nursery rhyme “Baa, Baa, Black Sheep” (RL.K.5)
- ✓ With prompting and support, identify the main topic—sheep—and retell key details from “Everywhere a Baa, Baa” (RI.K.2)
- ✓ With prompting and support, identify items that come from sheep (RI.K.3)
- ✓ Use a combination of drawing and dictating or labeling to compose an opinion piece in which they tell a reader about their favorite farm animal (W.K.1)

- ✓ With assistance, categorize and organize information about pigs and sheep on a KWL chart or knowledge web (W.K.8)
- ✓ Add drawings to description of favorite farm animal to provide additional detail (SL.K.5)
- ✓ Identify new meanings for familiar words, such as *pen*, and apply them accurately (L.K.4a)
- ✓ Sort images or labels of animals into *male* and *female* on a chart to gain a sense of the concepts they represent (L.K.5a)
- ✓ Identify real-life connections between words—*flock*, *twins*, *responsibilities*, *female/male*, and *pen*—and their use (L.K.5c)
- ✓ Distinguish shades of meaning among verbs describing the same general action (e.g., *petting*, *grazing*, *leading*, *chasing*, and *shearing*), by acting out the meanings (L.K.5d)

### Core Vocabulary

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

*Example:* The fleece is soft and white.

*Variation(s):* none

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

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

*Variation(s):* flocks

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

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

*Variation(s):* responsibility

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

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

*Variation(s):* shepherds

**stray, v.** To wander away

*Example:* Sheep sometimes stray from the flock.

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

<b>Vocabulary Chart for Everywhere a Baa, Baa</b>			
Core Vocabulary words are in <b>bold</b> . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
<b>Type of Words</b>	<b>Tier 3</b> Domain-Specific Words	<b>Tier 2</b> General Academic Words	<b>Tier 1</b> Everyday-Speech Words
<b>Understanding</b>	ewe <b>fleece</b> <b>flock</b> lamb ram shear sheepdog <b>shepherd</b> twins wool	job predator <b>responsibilities*</b> some/most task valuable	cheese hair milk mother sheep sweater yarn
<b>Multiple Meaning</b>	herd <u>pen</u>	raise <b>stray</b>	
<b>Phrases</b>			
<b>Cognates</b>		predator	madre suéter

## ***Image Sequence***

This is the order in which Flip Book images will be shown for this read-aloud. Preview the order of Flip Book images before teaching this lesson. Please note that it differs from the sequence used in the *Tell It Again! Read-Aloud Anthology*.

1. 5A-1: Old MacDonald and a sheep
2. 5A-2: Flock of sheep
3. 5A-6: Sheep grazing
4. 5A-7: Shepherd
5. 5A-8: Sheepdog herding sheep
6. 5A-3: Ewe and ram
7. 5A-4: Lamb
8. 5A-5: Child wearing a wool sweater
9. 5A-9: Farmer shearing sheep
10. 5A-10: Shorn fleece

<i>At a Glance</i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>What Have We Learned?</b>	KWL chart or knowledge web	15
	<b>Introducing “Everywhere a Baa, Baa”</b>	Instructional Master 5A-1; Response Cards 1–3	
	<b>Vocabulary Preview: Flock, Twins</b>		
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>Everywhere a Baa, Baa</b>	straw hat; picture of coyote and a wolf; wool yarn; wool clothing	10
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>		10
	<b>Word Work: Responsibilities</b>		
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Multiple Meaning Word Activity: Pen</b>	Poster 3M (Pen)	15
	<b>Syntactic Awareness Activity: What’s the Better Word?</b>		
	<b>Vocabulary Instructional Activity: Female/Male</b>	chart paper; pictures (see suggestions)	
	<b>End-of-Lesson Check-in</b>	Instructional Master 5B-1; Response Cards 1–4	

### ***Advance Preparation***

Prepare a copy of Instructional Master 5A-1 for each student. Refer to it as Response Card 4 (Sheep). Students can use this Response Card for discussion, review, and to answer questions.

For Presenting the Read-Aloud, prepare pictures of a coyote and a wolf to show students what predators of sheep look like. Bring in several realia of wool yarn and clothing from the lesson to help make this lesson come to life.

For the Vocabulary Instructional Activity, prepare a two-column chart to show pictures of female and male animals. Bring in pictures of female and male people and farm animals. See activity for picture suggestions.

For the End-of-Lesson Check-In, make up several review questions about the four farm animals presented in this domain: cows, pigs, chicken, and sheep. Students may hold up the corresponding Response Card to answer your questions.



# Everywhere a Baa, Baa

5<sub>A</sub>

## Introducing the Read-Aloud

15 minutes

### What Have We Learned?

- Remind students that they learned about the needs of sows, boars, and piglets, as well as how piglets are fed and food that comes from pigs.
- Ask students to talk to their partner about what they have learned, using the words and information shared in the previous lesson. [Example vocabulary includes *litter*, *raise*, *valuable*, *wallow*, *sow*, *boar*, and *piglet*.]
- Record what students say in the **L**earn column of the KWL chart or knowledge web.

**Note:** Explain that you are going to write down what students say, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Tell them it is important for you to remember what they have said, and that you will read the words to them.

### Introducing “Everywhere a Baa, Baa”

- Tell students that in today’s lesson, they will learn about the needs of sheep and their babies, as well as the products sheep produce: milk, meat, and wool.



#### ← Show image 5A-6: Sheep grazing

- Say to students: “Turn and ask your partner if he or she has seen a real sheep before. Tell your partner what you know about sheep. You could talk about the sounds sheep make, the foods sheep eat, where sheep live, and what sheep look like. You can also tell your partner what you wonder about sheep.” Allow thirty seconds for partner pairs to talk. You may need to prompt students to ask and answer questions. Call on a few students to share.
- You may choose to add the information to the **K**now and **W**onder column or to the knowledge web.

### ***Singing “Old MacDonald Had a Farm”***

- Provide each student with Response Cards 1–4.
- As a class, sing the verses about cows, chickens, pigs, and sheep from “Old MacDonald Had a Farm.”
- Ask each student to hold up their Response Card and make the corresponding animal sound when the cow, chicken, pig, or sheep is named in the song.

### **Vocabulary Preview**

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#### ***Flock***

1. Today you will learn about a farmer’s *flock* of sheep.
2. Say the word *flock* with me three times.
3. A flock is a large group of animals.
4. A flock of birds flew by this morning.  
The sheepdog helps keep the sheep together in a flock.
5. Would you like to be part of a flock of sheep or a flock of birds? Use the word *flock* when you speak to your partner.

#### ***Twins***

1. Today you will hear that mother sheep often give birth to *twins*.
2. Say the word *twins* with me three times.
3. Two babies born from the same mother at the same time are called twins.
4. The ewe gave birth in the barn to twins.  
My friends, Ellen and Emily, are twins.
5. Tell your partner if you know any twins. Use the word *twins* when you speak to your partner.

## Purpose for Listening

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Tell students that the main topic, or main idea, in this lesson is sheep. Tell them to listen carefully to hear about something special that sheep provide to people.

By the end of the lesson, students should be able to:

- ✓ Describe the farmer's and shepherd's responsibilities
- ✓ Identify ewes, rams, and lambs and the sounds they make
- ✓ Name the needs of sheep: food, water, and shelter or space to live and grow
- ✓ Describe how lambs need to be fed or cared for by their parents or farmers
- ✓ Explain that farmers raise sheep for their milk, meat, and wool



## Everywhere a Baa, Baa

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

What is one of the most important jobs Old MacDonald has on his farm?

- One of the most important jobs Old MacDonald has on his farm is taking care of, or raising, farm animals.

Which farm animal is Old MacDonald next to in this picture?

- Old MacDonald is next to a sheep.

What sound do sheep make?

- Sheep say “baa, baa.”

[Put on straw hat, and assume the character of Old MacDonald.]



### ← Show image 5A-2: Flock of sheep

You may have heard that I have some sheep on my farm in the song about me. But up the road, on my neighbor’s farm, you can hear “baa, baa” everywhere, because she has a large **flock**—or large group—of sheep. Another animal that travels in a **flock** is birds.

[Have students repeat the word *flock* with you.]

So what would you call a group of chickens?

- a flock of chickens

Now here is where things get tricky: sheep travel in **flocks**, like chickens. Listen carefully while I speak about each **flock**; together we will repeat what I say. After we have described the chickens and the sheep, see if you can tell your partner what was different.

[Say: “a flock of chickens.” Have students repeat the phrase.]

[Say: “a flock of sheep.” Have students repeat the phrase.]

Did you hear something different when I talked about a **flock** of chickens and a **flock** of sheep?

- In *flock of chickens*, there is a /s/ sound at the end of the word *chickens*, but in *flock of sheep* the word *sheep* does not have a /s/ sound.

We say “a **flock** of sheep,” not “a **flock** of sheeps.”



← **Show image 5A-6: Sheep grazing**

When farm animals move around to eat grass and other plants, they are grazing. What do these sheep look like they are grazing on in the pasture?

- The sheep are grazing on grass in the pasture.

One of the farmer's **responsibilities**—or jobs—is to let her **flock** of sheep out to graze every morning.

[Have students repeat *responsibilities* with you.]

At night, she is **responsible** for leading her **flock** back to their pen.

The **pen** is a small fenced area for animals. Sometimes, sheep sleep in the pen at night. The pen protects the sheep from predators. Remember, predators are animals that hunt another animal for food.

[Show pictures of sheep's predators, such as a wolf and coyote.]



← **Show image 5A-7: Shepherd**

A **shepherd** is a person who watches over a **flock** of sheep.

[Point to the shepherd. Have students repeat *shepherd* with you.]

The **shepherd's** most important **responsibility**—or job—is to ensure the health and safety of his lambs and sheep; part of that is accounting for the sheep. Sheep sometimes **stray**—or wander away—from the **flock**.

Let's pretend that I am the **shepherd** and you are a **flock** of sheep. I will be sure my sheep do not **stray** from the flock.

[Invite four students to be the sheep; you will be the shepherd. Try to guide your flock of sheep from one side of the room to the other side, trying your best to keep them together as a flock.]



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

**Shepherds** sometimes need help looking after 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 **stray**, and herd—or guide—them back to the flock.

[Invite a student to point to the sheepdog. Have students say *sheepdog* with you.]

Sheepdogs also chase away predators. Sheepdogs help to herd all the sheep back into the pen at night. Farmers need helpers like **shepherds** and sheepdogs to keep their **flock** safe.



← **Show image 5A-3: Ewe and ram**

Like the other farm animals you have learned about, there are male sheep and female sheep. A male sheep is called a ram. The ram sometimes has long, curled horns.

[Invite a volunteer to point out the ram. Have students repeat the word *ram* with you.]

My neighbor has one or two rams and the rest of her **flock** is female. A female sheep is called a ewe. It sounds like the word *you*—as in *you and me*—but it is spelled differently.

[Point to the ewe. Have students repeat *ewe* with you.]



← **Show image 5A-4: Lamb**

Baby sheep are called lambs.

[Have students repeat *lamb* with you.]

The ewe often has twin lambs—or two lambs at one time.

Similar to calves and piglets, lambs drink their mother's milk when they are very young. If there is not enough milk for two lambs, the farmer feeds one lamb with milk from a bottle.

I had better get back to my **responsibilities** on the farm. I am going to go check on my animals to make sure they have enough food. Your teacher will tell you how farmers raise—or take care of—sheep.

[Remove your straw hat.]



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

Some farmers raise sheep for milk. They can make cheese from sheep's milk. Some farmers raise sheep for their meat.

Most farmers also raise sheep for their wool. Wool is the hair on a sheep.

[Have students repeat *wool* with you.]

Which child is wearing a wool sweater in this picture?

[Invite a volunteer to point to the child with the wool sweater.]

The wool that grows on the lamb's body can be turned into yarn that can be made into sweaters, like the one this child is wearing. Wool yarn is made by twisting pieces of sheep hair together to make one long piece.

[Pass around pieces of wool yarn and a piece of clothing made from wool for students to see and feel what wool is like.]

Describe to your partner how the wool and the sweater feel. Do you think the lamb's hair feels soft?

[Allow fifteen seconds for students to talk. Call on a few students to share.]



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

One of the farmer's **responsibilities**—or jobs—is to shear the sheep. Shearing a sheep is like giving a sheep a haircut.

[Point to the clippers, the cord, and the wool on the ground. Have students repeat *shearing* with you.]

The **flock** grazes on grass and grows thick coats of fuzzy wool. The farmer shears the sheep just one time a year, in the springtime, before the hot summer days. When it is summertime, do you think the sheep needs a thick coat of wool to keep it warm?

[Have students hold up one finger for “yes” and two fingers for “no”. Call on one or two students to elaborate on their responses.]

By winter, when it is cold outside, they have grown new coats of wool to keep them warm.



← **Show image 5A-10: Shorn fleece**

What is in this picture?

- It is wool from a sheep.

Just like when you get your hair cut, the farmer shears or cuts the wool off without hurting the sheep. The wool the farmer shears off is called a **fleece**.

[Have students repeat *fleece* with you.]

The sheep's **fleece** is valuable because the farmer can sell it to people who make yarn. The yarn can be made into warm sweaters or blankets.

Do you remember the nursery rhyme “Baa, Baa, Black Sheep” from *Nursery Rhymes and Fables*? This nursery rhyme is something the farmer might sing while shearing the sheep.

Let’s sing it together now.

*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.*

## Discussing the Read-Aloud

10 minutes

### Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines 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. Encourage students to answer in complete sentences. Model answers using complete sentences for students.

1. *Inferential* What is the purpose of today’s lesson, or what is today’s lesson about?
  - Today’s lesson is about sheep, ewes, rams, lambs, and wool.



← **Show image 5A-3: Ewe and ram**

2. *Literal* Point to the ewe and the ram. What sound do they make?
  - Have different students point to the different animals in the picture and make the “baa” sound of sheep.
3. *Inferential* What are the needs of sheep?
  - Sheep need food, water, and shelter or space to live and grow.

4. *Inferential* What do lambs eat? Who gives lambs their food?
  - Lambs drink milk from their mother. Sometimes they are fed milk in a bottle by the farmer.
5. *Literal* What is a flock of sheep?
  - A flock of sheep is a group of sheep.
6. *Literal* What is a sheep's fleece?
  - The fleece is the wool that has been sheared from the sheep.
7. *Literal* What are the responsibilities of a shepherd?
  - The shepherd takes the sheep out to the pasture, sometimes puts them in the pen at night, and makes sure they are healthy and safe.
8. *Inferential* Why do farmers have sheepdogs?
  - Sheepdogs are helpers that help keep the flock from straying and keep the sheep safe from predators.
9. *Inferential* Why do farmers raise sheep?
  - Farmers raise sheep for their wool, their meat, and their milk.

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

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

**Sentence Frames:**

Is a shepherd's responsibility to care for pigs? (Yes/No)

A shepherd's responsibilities are...

In the morning... In the afternoon... At night...

10. *Evaluative Think Pair Share:* Pretend you are a shepherd on a sheep farm. What would your day be like? [Have students think about a shepherd's responsibilities and what they might do at different times during the day (e.g., in the morning, take the sheep to the pasture to graze).]
11. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

## Word Work: Responsibilities

---

1. In the read-aloud you heard, “One of the farmer’s *responsibilities* is to shear the sheep.”
2. Say the word *responsibilities* with me three times.
3. Responsibilities are tasks or jobs that a person is in charge of.
4. One of my responsibilities, as your teacher, is to make sure you are safe at school.
5. What is the word we have been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to tell you about a job or responsibility. Listen carefully to see if the person in the sentence has responsibilities. Try to answer in complete sentences, and use the word *responsibilities* when you answer.

1. Maria puts on her own jacket and shoes each morning.
  - Maria has responsibilities.
2. The baby’s mother puts on his jacket and shoes each morning.
  - The baby does not have responsibilities.
3. Carlos puts his pencils and crayons in the pencil box at the end of each Kindergarten day.
  - Carlos has responsibilities.
4. Lucy’s dad brushes her teeth before bed each night.
  - Lucy does not have responsibilities.
5. Miguel brushes his own teeth before school each morning.
  - Miguel has responsibilities.

### ***Extending the Activity***

Think about the work you do at school. Look around the classroom. Are there responsibilities that you have? Try to use the word *responsibilities* when you tell about it.

[Ask two or three students. If necessary guide/and or rephrase the student’s responses: “My responsibilities are. . .”]



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



# Everywhere a Baa, Baa

5<sub>B</sub>

## Extensions

15 minutes

### ↔ Multiple Meaning Word Activity

#### *Sentence in Context: Pen*

**Note:** You may choose to have students hold up one or two fingers to indicate which image shows the meaning being described or have a student walk up to the poster and point to the image being described.

1. [Show Poster 3M (Pen).] In the read-aloud you heard “The pen is a fenced shelter for a flock of sheep.” Which picture shows this?
  - one
2. A pen is something that you can write with. Maybe you have seen me writing with a black or blue pen. Which picture shows this?
  - two
3. Now with your partner, make a sentence for each meaning of *pen*. Try to use complete sentences. I will call on some of you to share your sentences.

### ↔ Syntactic Awareness Activity

#### *Which is the Better Word?*

**Note:** Although the focus of this activity is on word meanings, students will gain practice in syntax as they respond in complete sentences.

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

[If applicable, have students act out the different verbs.]

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

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





← **Show image 5A-6: Sheep grazing**

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



← **Show image 5A-7: Shepherd**

3. The shepherd is looking after his sheep. Is he *leading* or *following* the sheep?
  - The shepherd is leading the sheep. (Stand up)



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

4. Wow! Look at the sheepdog run. Is the sheepdog *herding* the sheep or *racing* with the sheep?
  - The sheepdog is herding the sheep. (Stand up)



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

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

↔ **Vocabulary Instructional Activity**

**Word Chart: Female/Male**

Picture suggestions:

- Female words: *mother, girl, cow, hen, sow, ewe*
- Male words: *father, son, bull, rooster, boar, ram*



← **Show image 5A-3: Ewe and ram**

1. In the read-aloud you heard, “A *female* sheep is called a *ewe*. A *male* sheep is called a *ram*.”
2. Say *female* with me three times.  
Say *male* with me three times.
3. Mothers and girls are females. Fathers and boys are males.
4. We will make a two-column chart for the words *male* and *female*.

[If you have pictures ready, use the pictures.]

Is this a picture of a male or a female?

[Have a student place the picture in the correct column. Show

students the different types of pictures you have prepared. Ask them if it is a picture of a male or a female. Have different students place the pictures in the correct columns.]

5. Talk with your partner using the words *male* and *female*. Describe what you have learned about the words from the Word Chart.

## 10 End-of-Lesson Check-In (Instructional Master 5B-1)

### *Everywhere a Baa, Baa*

- Remind students that today they learned about four different types of farm animals: cows, chickens, pigs, and sheep. Ask students questions about these four farm animals. Students may use Response Cards 1–4 to answer questions about farm animals that you have made up.
  - Distribute Instructional Master 5B-1 to each student. Ask students to think of one farm animal to draw. It could be their favorite farm animal or the farm animal they think is the most interesting. Have students draw a picture of their favorite farm animal onto the farm background. As students draw their favorite farm animal, have them consider:
    - where the animal sleeps at night
    - what the animal eats
    - what the animal is doing
    - who takes care of the animal
  - Have a few students tell you about what they have drawn. Be sure to read them what you have written on their papers.
-  Above and Beyond: If they are able, have students label their pictures.
- When they have finished, have them share their pictures with their partners, small groups, or home-language peers. Make sure that student explains why a particular animal is his/her favorite farm animal.



# Pausing Point

PP

## **Note to Teacher**

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

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

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

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Students will:

- ✓ Explain what a farm is
- ✓ Describe a farmer's and a shepherd's jobs
- ✓ Identify animals found on farms and the sounds animals make
- ✓ Identify buildings found on farms
- ✓ Identify equipment and tools of farming
- ✓ Demonstrate familiarity with the songs "Old MacDonald Had a Farm" and nursery rhymes "This Little Pig Went to Market" and "Baa, Baa, Black Sheep"
- ✓ Identify needs of farm animals: food, water, and space to live and grow
- ✓ Describe how farm animal babies need to be fed and cared for by their parents or farmers
- ✓ Identify foods that come from animals

## Student Performance Task Assessment

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### 10 Farm Animals Review (Instructional Master PP-1)

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Directions: I am going to read a sentence about farm animals. Let's say their names together: cow, chicken, pig, and sheep. First, you will listen to the sentence that I read. Then, you will circle the farm animal my sentence is about.

1. This animal makes the sound "baa, baa."
  - sheep
2. The babies of this animal hatch out from an egg.
  - chicken
3. The farmer shears this animal's wool.
  - sheep
4. This animal wallows in the mud.
  - pig
5. This animal lives in a coop.
  - chicken
6. The female is a hen, and the male is a rooster.
  - chicken
7. A group of babies born from this animal is called a litter.
  - pig
8. This animal sometimes has twin babies.
  - sheep

## Activities

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### 10 Old MacDonald Recitation (Instructional Master PP-2)

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If you have not already done so, find an opportunity to assess each student's ability to sing the verses to "Old MacDonald Had a Farm." Use Instructional Master PP-2 to record this assessment.

#### Singing "Old MacDonald" in Different Languages

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This would be a good opportunity to have your students share if they know how to sing "Old MacDonald" in a language other than English. You may wish to have the lyrics and audio available for this song in the languages your students speak. You may also wish to learn this song in sign language together as a class.

## **B-I-N-G-O**

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Remind students of Old MacDonald’s dog, Bingo. Teach students the song “BINGO”. Then have them draw what they think Bingo looks like and explain and compare their pictures in small groups. Here are the lyrics:

*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!*

## **Image Review**

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

## **Image Card Review**

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### **Materials: Image Cards 1–12**

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

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

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

Say:

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

## Paint Your Pig

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**Materials: photos of pigs that have different patterns and colors; students' pig models; paints and paintbrushes**

If your class has not done so already, have students paint the model of their pig. You may wish to show students photos of different kinds of pigs, including the ones from the Flip Book. Have students paint their pigs and then sort them into categories by traits: gender, age, color, and pattern.

Pig colors and patterns:

- There are no pink pigs, only white pigs with pinkish undertones. The Landrace pig, the Chester White pig, and the Yorkshire sow are examples.
- black with white on the feet, face, and tip of the tail; the Berkshire pig is an example.
- black with a white belt around the shoulders and body; the Hampshire pig is an example.
- red-colored pigs; the Duroc pigs and the Tamworth pig are examples.



## Above and Beyond: Class Book: Farms

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**Materials: Drawing paper, drawing tools**

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

## Domain-Related Trade Book or Student Choice

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**Materials: Trade book**

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

## Exploring Student Resources

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### Materials: Domain-related student websites

Pick appropriate websites from the Internet or from the websites listed in the Introduction for further exploration of topics already covered in farms: farm buildings and farm animals.

## Videos Related to Farms

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### Materials: Short videos related to farms

Carefully peruse the Internet for short (five minutes or less) videos related to topics already covered in this domain.

Prepare some questions related to the videos.

Discuss how watching a video is the same as and different from listening to a storybook.

Have students ask and answer questions using the question words *who*, *where*, and *what* regarding what they see in the videos.

## Field Trip/Classroom Visitor

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

## First-Hand Farm Experience

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



# The Seasons of Farming

# 6

## ☑ **Lesson Objectives**

### **Core Content Objectives**

Students will:

- ✓ Demonstrate familiarity with a farmer’s responsibilities, including growing food
- ✓ Sequence the seasonal rhythm of planning, planting, growing and harvesting
- ✓ Describe how farmers protect their crops from drought and pests

### **Language Arts Objectives**

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

Students will:

- ✓ With prompting and support, identify the main topic—seasons of the year on a farm—and retell key details from “The Seasons of Farming” (RI.K.2)
- ✓ With prompting and support, describe the role of an author and illustrator in an informational domain-related trade book about crops or the crop cycle (RI.K.6)
- ✓ With prompting and support, act out a farmer’s job during each season of the year based on the information given in the read-aloud (RI.K.8)
- ✓ With prompting and support, compare and contrast the activities on the farm during the different seasons of the year (RI.K.9)
- ✓ With assistance, categorize and organize information about sheep on a KWL chart or knowledge web (W.K.8)
- ✓ Act out what a farmer does during each season of the year (SL.K.5)

- ✓ Identify new meanings for familiar words, such as *crop*, and apply them accurately (L.K.4a)
- ✓ Identify real-life connections between words—*harvest*, *cycle*, *pests*, and *crop*—and their use (L.K.5c)

### Core Vocabulary

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

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

*Variation(s):* droughts

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

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

*Variation(s):* fertilizers

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

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

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

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

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

*Variation(s):* pest

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

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

*Variation(s):* pesticide

<b>Vocabulary Chart for The Seasons of Farming</b>			
Core Vocabulary words are in <b>bold</b> . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
<b>Type of Words</b>	<b>Tier 3</b> Domain-Specific Words	<b>Tier 2</b> General Academic Words	<b>Tier 1</b> Everyday-Speech Words
<b>Understanding</b>	<b>drought</b> <b>fertilizer</b> <b>irrigate</b> locust orchard <b>pests*</b> <b>pesticides</b> seedlings spreader spring/summer/ fall/winter tractor	chemical <i>cycle</i> <i>harvest</i>	apple farmer field season seed tree
<b>Multiple Meaning</b>	plow season sprout	<u>crop</u> soil	farm grow plant
<b>Phrases</b>	crop duster seed spreader	química	
<b>Cognates</b>	<b>irrigar</b> <b>peste*</b> <b>pestida</b> tractor		

## ***Image Sequence***

This is the order in which Flip Book images will be shown for this read-aloud. Please note that it is the same sequence used in the *Tell It Again! Read-Aloud Anthology*.

1. 8A-1: Four seasons
2. 8A-2: Plow
3. 8A-3: Fertilizer spreader
4. 8A-4: Seed spreader
5. 8A-5: Rain on brown field
6. 8A-6: Young crop
7. 8A-7: Failed crop
8. 8A-8: Irrigation system

9. 8A-9: Locust
10. 8A-10: Crop duster
11. 8A-11: Grape harvest
12. 8A-12: Apple orchard
13. 8A-13: First snow

<i>At a Glance</i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>What Have We Learned?</b>	KWL chart or knowledge web	15
	<b>Introducing “The Seasons of Farming”</b>	individual calendar pages	
	<b>Vocabulary Preview: Harvest, Cycle</b>		
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>The Seasons of Farming</b>	grapes; apples	10
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>		10
	<b>Word Work: Pests</b>		
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Multiple Meaning Word Activity: Crop</b>	Poster 4M (Crop)	15
	<b>On Stage</b>		
	<b>Domain-Related Trade Book</b>		
<b><i>Take-Home Material</i></b>	<b>Family Letter</b>	Instructional Masters 6B-1, 6B-2	

### ***Advance Preparation***

For Introducing “The Seasons of Farming,” bring in large calendar pages for each month of the year to show students the months that make up each season.

For Presenting the Read-Aloud, bring in samples of grapes and apples for students to eat. Students will learn that different crops get harvested at different times and in different ways.

**Note:** Be sure to check with your school’s policy regarding food distribution and allergies.



# The Seasons of Farming

6A

## Introducing the Read-Aloud

15 minutes

### What Have We Learned?

- Remind students that they learned about the needs of ewes, rams, and lambs; how lambs are fed; and products that come from sheep.
- Ask students to talk to their partner about what they have learned, using the words and information shared in the previous lesson. [Example vocabulary includes *fleece*, *flock*, *responsibilities*, *shepherd*, *stray*, *ewe*, *ram*, and *lamb*.]
- Record what students say in the **Learn** column or on the knowledge web.

**Note:** Explain that you are going to write down what students say, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Tell them it is important for you to remember what they have said, and that you will read the words to them.

### Introducing “The Seasons of Farming”

- Tell students that in today’s lesson, they will learn about the different responsibilities—or jobs—a farmer has during the different seasons of the year.

### Songs and Chants for the Seasons

#### ← Show image 8A-1: Four seasons

- Have students sit in a circle on the floor. Explain that they are sitting in a circle because the seasons follow a cycle—or the same order every year. They begin and end at the same time each year.
- Point to the illustration for winter, and place the months of December, January, and February on the floor. Point to each calendar page, and say the name of the month.
- Continue the cycle by pointing to the illustration for spring. Place the months of March, April, and May on the floor, and say the names of the month.



- Add summer. Place the months of June, July, and August on the floor, and say their names.
- Complete the seasons with the fall or autumn months of September, October, and November, and say their names.
- You may wish to ask students how they know which season it is based on clues from the illustration. For example, in the winter there is snow, in the spring the crop begins to grow, in the summer the crop is full grown, and in the fall the crop is harvested.

- Say the seasons and months chant:

*Winter is cold during December, January, and February.*

*Spring warms us up during March, April, and May.*

*Summer is hot during June, July, and August.*

*Autumn is cool during September, October, and November.*

*After autumn we return to winter, then spring, then summer and autumn again.*

*This is the cycle of the seasons!*

*This is the cycle of the seasons!*

- Ask students: “Do you know what season we are in now? How can you tell?” Use the sentence frame: “It is \_\_\_\_\_ now; I can tell because . . .”

**Note:** There will be a whole domain, *Seasons and Weather*, later in the year. Help students with their answers as necessary.

## Vocabulary Preview

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### *Harvest*

1. Today you will hear that farmers *harvest* their crops when the crops are ready to be picked.
2. Say the word *harvest* with me three times.
3. *Harvest* means to pick or collect a ripe crop.
4. Old MacDonald needs a lot of help during corn harvest season. The apple harvest festival was lots of fun this year.
5. Tell your partner names of crops a farmer harvests. Use the word *harvest* when you speak to your partner.

## **Cycle**

1. Today you will learn about the crop *cycle*.
2. Say the word *cycle* with me three times.
3. A cycle is a process that starts and ends in the same place or time and always follows the same order.
4. The cycle of the seasons is the same each year: winter, spring, summer, and then fall or autumn.  
The crop cycle begins with new leaves and flowers in the spring.
5. Think about the cycle of the seasons. What is your favorite time of year?

## **Purpose for Listening**

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Tell students that the main topic, or main idea, in this lesson is the crop cycle and how the needs of the farm change with the seasons.

By the end of the lesson, students should be able to:

- ✓ Demonstrate familiarity with a farmer's responsibilities, including growing food
- ✓ Sequence the seasonal rhythm of planting, growing, and harvesting
- ✓ Describe how farmers protect their crops from drought and pests



## The Seasons of Farming

### ← Show image 8A-1: Four seasons

Turn and tell your partner the names of the four seasons pictured here.

[Invite volunteers to come up and point to the different seasons as they name them. Have students repeat *spring*, *summer*, *fall* or *autumn*, and *winter*.

A farmer's responsibilities—or jobs—he or she does each day, change from season to season. Spring is time for the farmer to plant his crops. Crops are plants grown on a farm for food. Some farmers plant a lot of one kind of crop.

[Have students repeat *crops*. You may wish to remind students of the crops they learned about in *Plants*: corn, wheat, and rice.]

Each season is part of the crop cycle.

[Use your hand to illustrate the circular nature of a cycle. Have students repeat *cycle*.]

Planning, planting, growing, and harvesting are the stages of the crop cycle.

[Have students repeat *planning*, *planting*, *growing*, and *harvesting* while making a circular motion with their hands to reinforce the repetitive or circular nature of the crop cycle.]

### Words in Motion

Let's think of motions that show *planning*, *planting*, *growing*, and *harvesting*.



### ← Show image 8A-2: Plow

What farm machine am I pointing to in this picture?

- It is a tractor.

[Have students say *tractor* with you.]

The farmer can connect different pieces of farm equipment to the tractor. Equipment is like tools that help to get a job done. This piece of equipment is called a plow.

[Point to the plow. Have students repeat *plow* with you.]

The plow has long, sharp teeth that dig into the earth. In the spring, the farmer uses the plow to dig into the ground so that there is space to plant new seeds. The plow makes the rows for seeds to be planted.

[Have students mimic the action of a plow by dragging one hand, like a claw, across their arm.]

If the farmer did not plow the earth in the spring, do you think it would still be possible to plant seeds?

[Have students hold up one finger for “yes” and two fingers for “no”. Call on one or two students to elaborate on their responses. Emphasize that plowing in the spring is an important part of the crop cycle.]



← **Show image 8A-3: Fertilizer spreader**

After making rows with the plow, the farmer attaches a different piece of farm equipment to the tractor called a spreader.

[Point to the spreader. Have students repeat *spreader* with you.]

The spreader is spreading **fertilizer** by dropping the **fertilizer** on the rows where seeds will be planted.

[Have students repeat *fertilizer* with you.]

**Fertilizers** help plants grow. There are different kinds of **fertilizers**. Farmers try to give the plant the **fertilizer** that will make that plant grow the biggest and strongest.

Turn and tell your partner the name of a healthy food that helps you grow big and strong.

[Allow fifteen seconds for students to talk. Call on three students to share.]



← **Show image 8A-4: Seed spreader**

Now the farmer is driving the tractor with a seed spreader attached to it.

[Point to the seed spreader. Have students repeat *seed spreader* with you.]

What do you think a *seed* spreader does?

[Call on two volunteers to answer.]

As the spreader drops the seeds into the rows, it brushes a little bit of dirt or soil over the seeds.

[Pantomime dropping seeds into rows and brushing soil over each seed.]

Do you think the seeds will grow if the farmer does not cover the seeds with soil?

[Have students hold up one finger for “yes” or two fingers for “no”. Call on one or two students to elaborate on their answers, correcting any misconceptions about the need to cover the seeds with soil to make them grow.]



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

After planting the seeds, the farmer hopes for rain. In many places, spring is known as the rainy season. Tell your partner why the farmer hopes for rain.

[Allow fifteen seconds for students to talk. Call on a partner pair to share. You may wish to review what plants need to grow: food, air, water, and light.]

This field looks brown, but the field will turn green when the seeds sprout into seedlings.



← **Show image 8A-6: Young crop**

Look at what happened to the seeds! They have sprouted into seedlings. If these seedlings continue to grow, they will turn into tall corn plants. Hopefully these corn plants will continue to grow taller and taller throughout the rainy spring and hot summer.



← **Show image 8A-7: Failed crop**

Uh-oh! Tell your partner what you think happened to this crop. Is this crop growing well or has this crop failed—or died?

[Allow fifteen seconds for students to talk. Call on one or two students to share their thoughts.]

These crops look like they experienced a **drought**. A **drought** is a time with little or no rainfall so everything becomes very dry.

[Have students repeat the word *drought* with you.]

**Droughts** usually happen during the summer. **Droughts** are one of a farmer’s biggest problems.



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

One way a farmer gives crops water is to **irrigate** his crops. When a farmer **irrigates** his crops, he brings water to where the crops are planted.

[Point to the irrigation system. Have students repeat *irrigate* with you.]

The farmer can **irrigate** his crops with rainwater that has collected in ponds or lakes.

But what would happen if there is no rain for a long time? What would happen if there is a **drought**?

[Call on two volunteers to share.]

If a **drought** lasts for a long time, the farmer cannot **irrigate** his crops and the crops will fail—or die.



← **Show image 8A-9: Locust**

Another problem for farmers is **pests**. **Pests** are animals that harm or hurt the crops.

[Have students repeat *pest* with you.]

This **pest** is an insect called a locust.

[Have students repeat *locust* with you.]

Locusts eat and destroy crops during the summer season. If the locust destroys the crops, the crop can no longer be harvested and used.



← **Show image 8A-10: Crop duster**

Farmers can protect their crops from **pests** using **pesticides**. **Pesticides** are chemicals that kill **pests**. Farmers spray **pesticides** onto their crops to kill the pests. Some farms use their tractor with the **fertilizer** spreader attached to go between the rows of plants to apply **pesticides**. Some farms use a crop duster to spread **pesticides** over their crops. A crop duster is a type of airplane.

[Invite a student to point out the airplane. Have students repeat *crop duster* with you. You may wish to encourage students to rinse their fruits and vegetables thoroughly before eating them in order to wash off the chemicals in the pesticides. You may also wish to mention that there is another way farmers can keep pests away, and that is through organic farming methods. Organic farming methods do not use pesticides that have chemicals in them.]



← **Show image 8A-11: Grape harvest**

Harvest time is a happy time at the farm. It is also a busy and hard time. Crops need to be harvested—or picked and collected—at just

the right time or they will spoil—or no longer be able to be used or eaten.

Do you like to eat grapes?

[Have students hold up one finger for “yes” and two fingers for “no”. Have a student find the bunches of grapes on the vines.]

Grapes are fragile crops that must be harvested by hand so they are not damaged or ruined.

[Have students repeat *harvest* with you while pantomiming picking grapes and putting them in a bucket. You may wish to pass around samples of grapes for students to try.]

Farmers harvest the grapes when they are ripe and ready to be picked.



← **Show image 8A-12: Apple orchard**

What is growing on the trees at the orchard? An orchard is a farm that grows fruit trees such as apple trees or peach trees.

[Have students repeat *orchard* with you.]

Apples grow all summer long, until apple harvest—or picking—time, in the fall. At an orchard, the farmer only needs to plant each tree one time. This is different from other crops like wheat and corn where seeds need to be planted every spring.

It takes a long time for apple trees to produce big, juicy, red apples like these.

When the apple trees are full grown, they will follow the crop cycle for an apple tree: producing new leaves and flowers in the spring, young fruits in the summer, and ready to be harvested in the fall.

[Have students repeat the crop cycle with you: spring—new leaves and flowers; summer—young fruits; and fall— harvest. You may wish to pass around samples of apples for students to try. **Note:** Be sure to check with your school’s policy regarding food distribution and allergies.]



← **Show image 8A-13: First snow**

Turn and tell your partner what season is pictured.

- It is the winter season.

During the winter season, the farmer can finally have some rest. During the winter the farmer plans for the next planting season. Planning means buying seeds and testing the soil to decide how much **fertilizer** and **pesticides** will be needed next year. The farmer also fixes his tools and farm equipment that have broken during the year. No matter the season, there will always be work to do on the farm!

[You may wish to review a typical crop cycle and the seasons: winter—planning; spring—planting; summer—growing; and autumn—harvesting.]

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

**10** minutes

### **Comprehension Questions**

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. Encourage students to answer in complete sentences. Model answers using complete sentences for students.

1. *Inferential* What is the main topic of today's lesson, or what is today's lesson about?
  - Today's lesson is about the seasons of the year on the farm; what a farmer does each season; the crop cycle.



← **Show image 8A-1: Four seasons**

2. *Literal* Let's review what the farmer does during each season.

[Invite a different student to come up and point to a picture of a season and explain what a farmer does in that season.]

- In the winter the farmer is planning; in the spring the farmer is planting; in the summer the farmer is growing his or her crops; and in the fall the farmer is harvesting.
3. *Inferential* If you were a farmer, during which season would you need to plow, fertilize, and plant?
    - I would need to plow, fertilize, and plant in the spring.

4. *Inferential* If you were a farmer, during which season would you work to protect your crop from drought and pests?
  - I would need to protect my crops from drought and pests in the summer.
5. *Inferential* If you were a farmer, what do you do in the fall or autumn?
  - In the fall or autumn I would harvest crops.
6. *Inferential* If you were a farmer, what would you need to do in the winter?
  - In the winter, I would need to fix tools or machinery and plan for the next planting season.

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

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

**Sentence Frames:**

Is spring an important season on the farm? (Yes/No)

\_\_\_\_\_ is the most important season on the farm.

The most important season on a farm is \_\_\_\_\_ because . . .

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

**Word Work: Pests**

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1. In the read-aloud you heard, “*Pests* are animals that harm or hurt the crops.”
2. Say the word *pests* with me three times.
3. Pests are animals, like some insects, that harm plants or other things.
4. Pests can be animals, such as rats, or small insects like flies that bother people.
5. What is the word we have been talking about?

Use a *Making Choices* activity for follow-up. Directions: I will read a sentence. Listen carefully to see if the animal I tell you about is being a pest.

1. The deer ate all the flowers in my mother's garden.
  - The deer are pests.
2. The caterpillars ate the leaves of my tomato plant.
  - The caterpillars are pests.
3. The bees helped the flowers in the garden grow bigger.
  - The bees are not pests.
4. The fly kept flying around the food on the picnic table.
  - The fly is a pest.
5. The worms added fertilizer to my garden to help my garden grow.
  - The worms are not pests.
6. The squirrels dug up the baby plants growing in my garden.
  - The squirrels are pests.

### ***Extending the Activity***

Pests are all around us. Have you ever seen animals or insects that were pests? Were they on television? Could you have seen them in a book? Were they in or near your house? Try to use the word *pest* when you tell about them.

[Ask two or three students. If necessary guide/and or rephrase the student's responses: "I saw some \_\_\_\_\_, they were pests."]



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



# The Seasons of Farming

6<sub>B</sub>

## Extensions

15 minutes

### ↔ Multiple Meaning Word Activity

#### **Multiple Choice: Crop**

**Note:** You may choose to have students hold up one or two fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

1. [Show Poster 4M (Crop).] In the read-aloud you heard “Springtime marks the beginning of the *crop* cycle, when seeds are planted and new crops begin to grow.” Which picture shows this?
  - one
2. *Crop* can also mean to cut short or make smaller. Which picture shows this?
  - two
3. Now that we have gone over the different meanings for *crop*, quiz your partner on the different meanings of *crop*. For example you could say, “I am going to crop my pants and make them into shorts.” And your partner should respond, “That’s number two.”



### On Stage

#### ← Show image 8A-1: Four seasons

- Review the names of the four seasons. Remind students that the seasons happen in a cycle, over and over again.
- Tell students that they are going to act out what a farmer does during each season. You will point to a picture, and tell students the season. Students should begin to act out what a farmer does during that season.

#### **Variations**

- You may wish to split the class into four groups and assign them one season. Have the group work together to come up with actions for their assigned season and then act those actions out for the rest of the class.

- ✈ Above and Beyond: You may wish to have students act out what a farmer does during a certain season. You could have the rest of the class guess what the student is doing, and name the season in which the farmer would be doing those actions.

### **Domain-Related Trade Book**

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- Refer to the list of recommended trade books in the Introduction and choose one informational text related to crops or the crop cycle to read aloud to the class.
- Explain to students that the person who wrote the book is called the author. Tell students the name of the author. Explain to students that the person who makes the pictures for the book is called the illustrator. Tell students the name of the illustrator. Show students where they can find this information on the cover of the book or on the title page.
- As you read, use the same strategies that you have been using when reading the read-aloud selections—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc.
- After you finish reading the trade book aloud, lead students in a discussion as to how the story or information in this book relates to the read-alouds in this domain.

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

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### **Family Letter**

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Send home Instructional Masters 6B-1 and 6B-2.



# From Farm to Market

# 7

## ☑ **Lesson Objectives**

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### **Core Content Objectives**

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Students will:

- ✓ Explain why farmers grow crops
- ✓ Identify crops as plants grown on farms for use as food for animals and people
- ✓ Describe how some food comes from farms as crops
- ✓ Sequence the events of crops from farm to store: planting/harvesting, transporting, processing, and selling

### **Language Arts Objectives**

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

Students will:

- ✓ With prompting and support, describe the four steps of getting food from farm to market by arranging four images in the proper sequence (RI.K.3)
- ✓ With prompting and support, identify reasons why farmers buy things from the store and explain how farmers earn a living (RI.K.8)
- ✓ With prompting and support, compare and contrast life on a farm in the past and present-day life on a farm (RI.K.9)
- ✓ Use a combination of drawing and dictating or labeling to compose an opinion piece in which they tell a reader about their favorite farm food (W.K.1)
- ✓ Sequence four pictures illustrating events in the non-fiction read-aloud “From Farm to Market” to narrate how foods from farms get to the market (W.K.3)

- ✓ With assistance, categorize information about personal preferences for farm food on a class chart (W.K.8)
- ✓ Describe familiar things, such as favorite foods that come from farms and, with prompting and support, provide additional detail (SL.K.4)
- ✓ Add drawings to description of favorite farm food to provide additional detail (SL.K.5)
- ✓ Produce and expand complete sentences in shared language activities (L.K.1f)
- ✓ Identify new meanings for familiar words, such as *produce*, and apply them accurately (L.K.4a)
- ✓ Identify real-life connections between words—*processed*, *edible*, *grocer*, and *produce*—and their use (L.K.5c)

## Core Vocabulary

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

*Example:* We have been canning beans so we can save them to eat in the winter.

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

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

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

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

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

*Example:* Some flowers are edible and can be used on top of 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

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

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

*Variation(s):* none

**processed, v.** Prepared or changed

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

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

**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

**spoil, n.** To become unfit for use, to rot

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

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

### Vocabulary Chart for From Farm to Market

Core Vocabulary words are in **bold**.  
 Multiple Meaning Word Activity word is underlined.  
 Vocabulary Instructional Activity words have an asterisk (\*).  
 Suggested words to pre-teach are in *italics*.

Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
<b>Understanding</b>	<b>canning</b> factory <b>grains</b> grocer* grocery <b>livestock</b>	<b>earn</b> <b>edible</b> harvest machine <b>processed</b> product transport	apple butter corn fruit jar market potato sell supermarket truck vegetable
<b>Multiple Meaning</b>	churn <u>produce</u> root	crop label <b>spoil</b>	can farm plant store
<b>Phrases</b>	canned fruit canned vegetables produce section root vegetables		make their own
<b>Cognates</b>	factoría <b>granos</b>	<b>edible</b> maquina <b>procesar</b> producto transportar espoliar	fruta jara mercado patata supermercado troca vegetal planta

## ***Image Sequence***

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This is the order in which Flip Book images will be shown for this read-aloud. Preview the order of Flip Book images before teaching this part of the lesson. Please note that it uses images from two lessons and differs from the sequence used in the *Tell It Again! Read-Aloud Anthology*.

1. 9A-1: Farm family of long ago
2. 9A-2: Farm kitchen
3. 6A-2: Fruits and vegetables collage
4. 6A-3: Cornfield/ear of corn
5. 6A-4: Potato field/potato
6. 6A-5: Field of carrot plants/carrots
7. 6A-6: Wheat field/cows eating
8. 6A-7: Foods made from grains collage



# From Farm to Market

**7A**  
Day 1 of 2

At a Glance (Parts A & B)	Exercise	Materials	Minutes
<b>Introducing the Read-Aloud</b>	What Have We Learned?		15
	Introducing “From Farm to Market”	chart paper; picture labels; sticky notes	
	Vocabulary Preview: Processed, Edible		
	Purpose for Listening		
<b>Presenting the Read-Aloud</b>	From Farm to Market, Part I	straw hat; Favorite Farm Foods Chart; glass canning jar; bread or cracker samples	10
<b>Discussing the Read-Aloud</b>	Lesson Review		10
 Complete Remainder of the Lesson Later in the Day			
<b>Extensions</b>	Multiple Meaning Word Activity: Produce	Poster 5M (Produce)	15
	Syntactic Awareness Activity: Sentence Builder		
	Vocabulary Instructional Activity: Grocer	pictures of local supermarkets	
	End-of-Lesson Check-in		

## Advance Preparation

For Introducing “From Farm to Market,” prepare the materials to make a Favorite Farm Foods Chart: chart paper, picture labels for vegetables, fruits, meats, grains, and dairy, and one sticky note per child.

For Presenting the Read-Aloud, bring in various realia that may help make this lesson come to life. Prepare samples of bread or crackers made from different grains so that students can see and taste the pieces of grain.

**Note:** Be sure to check with your school’s policy regarding food distribution and allergies.

For Vocabulary Instructional Activity, prepare pictures of familiar supermarkets to help students understand the word *grocer*.

## What Have We Learned?



- Remind students that they learned how the jobs of the farmer change with the seasons.

### ← Show image 8A-1: Four seasons

- Say to students: “Talk to your partner about what you have learned about the seasons of farming or the crop cycle.” Allow one minute for students to talk in pairs. Help partner pairs initiate their conversation, and encourage them to ask questions to get more information. Call on a few volunteers to share what their partner told them. [Example vocabulary includes *cycle*, *drought*, *fertilizer*, *harvest*, *irrigate*, *pests* and *pesticides*, *season (spring, summer, fall, or winter)*, *planning*, *planting*, *growing*, *harvesting*.]

## Introducing “From Farm to Market”

- Tell students that for the next two days, they will learn how farm families produce food for themselves and their animals.

### Favorite Farm Food Chart

- Give each student a sticky note. Have each student draw his/her face on the sticky note and/or write his/her name.
- Have students repeat the names of the chart categories with you: vegetables, fruits, meats, grains, and dairy. Ask each student to think about which category represents their favorite farm foods. For example, if a student likes ice cream, the category would be dairy; if a student likes carrots, the category would be vegetables.
- Invite students to add their sticky note to the chart under the label for their favorite food category. Review the chart with the students and make observations about class preferences. Save the chart to use during the read-aloud.
- Say to students: “Turn and ask your partner the following question, ‘What is your favorite type of farm food? Why do you like it?’” Allow thirty seconds for partner pairs to talk. You may need to prompt students to ask and answer questions. Call on four students to share.

[Students may use the sentence frame: \_\_\_\_\_ are my favorite farm foods. I like them because . . .]

## Vocabulary Preview

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### *Processed*

1. Today you will hear that people eat wheat after it has been harvested and *processed*.
2. Say the word *processed* with me three times.
3. When crops are processed, they are prepared or changed.
4. Oats are processed into oatmeal.  
The factory processed the wheat before it was made into flour.



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



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

5. These pictures show two important crops: wheat and corn. Pretend that you have a factory. Tell your partner which grain your factory will process—either wheat or corn. Will it be made into bread, cereal, or crackers? Use the word *processed* when you speak to your partner.

### *Edible*

1. You will learn that canned food stays *edible* for months or even years.
2. Say the word *edible* with me three times.
3. Edible means something is able to be eaten.
4. The berries we see on the bushes might not be edible.  
Rotten food is no longer edible.
5. Tell your partner how you know a food is not edible anymore. Use the word *edible* when you tell your partner.

## Purpose for Listening

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Tell students that they are going to listen to a read-aloud to learn about farms from long ago and farms today. They will learn how farmers and their families produce food for themselves and their animals.

By the end of the lesson, students should be able to:

- ✓ Explain why farmers grow crops
- ✓ Identify crops as plants grown on farms for use as food for animals and people
- ✓ Describe how some food comes from farms as crops



## From Farm to Market, Part I

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

[Put on straw hat, and assume the character of Old MacDonald.]

Old MacDonald here. I have not seen you because I was busy working on my farm—always busy on the farm, every season of the year!

What do you think: does this image remind you of a kitchen people have today or a kitchen from long, long, ago?

- The image is of a kitchen from long, long ago.

Tell your partner some of the differences you notice between the kitchen in this picture and a kitchen you would see today.

[Allow thirty seconds for students to talk. Call on two partner pairs to share.]

- Answers may vary. [Responses might include that the image lacks color; the farmer is using a butter churn; the family appears to be cooking over an open fire; the women have their hair covered; there are no electronics visible.]

Long ago, most people in the United States lived on farms. At that time, families raised their own crops and **livestock**. **Livestock** is another word for farm animals.

[Have students repeat *livestock*.]

Families ate the vegetables and fruits they grew. They cooked the meat from their **livestock** and even made their own bread, butter, and cheese using products from the farm.

[Point to the category images on the Favorite Farm Foods chart as you name the categories of food that were produced long ago by farm families.]

Let's look at our Favorite Farm Foods chart and think about our favorite farm food. If you wanted ice cream, for example, would you make it at home or go to a store to buy it? Turn and tell your partner if you would make or grow your favorite farm food or buy it at the store.

[Allow thirty seconds for students to talk. Call on three partner pairs to share.]



← **Show image 9A-2: Farm kitchen**

On my farm, we still make many foods that most people buy at the store. For example, after we harvest our **produce**—or fresh vegetables and fruits—we pack some of it in jars.

[Point to the glass jars. Point to the tomatoes and green vegetables in the back of the image. Have students repeat *produce* (*PRO*-duce) with you.]

Packing **produce** in glass jars to keep it fresh is called **canning**.

[Have students repeat *canning* with you. Hold up a glass canning jar with the lid.]

**Canned** food stays **edible** for a long time. **Produce** that is **canned** can stay **edible**—or safe to eat—for months or years.

[Have students repeat *edible* with you while pantomiming eating with a smiley face.]

Food that is not **edible** is considered **spoiled**—or rotten—and is not **safe** to eat.

[Have students repeat *spoiled* with you while pantomiming encountering something distasteful.]

Old MacDonald’s family has **canned** beans, beets, and pears. Turn and tell your partner if you have ever eaten any **canned** food from a glass jar or a can. Maybe you have tried **canned** tomato sauce or **canned** peaches?

[Allow thirty seconds for students to talk. Call on two partner pairs to share.]

In the corner by the window is my family’s old butter churn. It is used to make butter. Milk from our cow was poured into the bottom, and then someone held the handle and lifted it up and pushed it down. The lifting and pushing down movement of the handle was hard work, but eventually the milk would thicken into butter.

[Point to the churn and mimic a butter churning motion. Have students repeat *churn* with you while making a churning motion.]

Sometimes, we still make our own ice cream using a machine like a butter churn. I use fresh milk from the cows and some sugar. I turn on the machine, and it churns and churns until we have ice cream.



← **Show image 6A-2: Fruits and vegetables collage**

What kinds of fruits and vegetables do you see in this picture?

[If any students selected fruits or vegetables as part of the Favorite Farm Foods chart exercise, you might want to call on them to name some of the foods they like to eat.]

I don't grow all these fruits and vegetables on my farm. Grocery stores buy fruits and vegetables from many different farmers all over the world. These fruits and vegetables are sold in the **produce**—or fruits and vegetables—section at the grocery store.

[Have students repeat *produce* (*PRO*-duce) with you.]

Have you ever been to the **produce** section at the grocery store?

[Have students hold up one finger for *yes* and two fingers for *no*.]

Most **produce** is grown on a farm; the fruits and vegetables are brought to the grocery store after they have been harvested.

The **produce** section at the grocery store is full of fresh fruits and vegetables. Vegetables are so good for your body; the more you eat them, the healthier you will become. Name some vegetables with me!

[Point out the vegetables as you name them with the students: carrots, green peppers, lettuce, radishes, broccoli, and cauliflower.]

You should eat at least two or three fruits every day. Name some fruits with me!

[Point out the apples, grapes, pears, and tomatoes.]

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



What crop is this?

- It is a corn crop.

I grow two kinds of corn: field corn for my **livestock**—or animals—and sweet corn for my family and to sell at the market. The grocer—someone who sells food at the grocery store—also buys my corn.



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

What crop is this?

- It is a potato crop.

The potato you eat is really part of the roots of the potato plant. This means that the potatoes are growing under the soil and need to be dug up. All plants have roots to take in water and nutrients from the soil. All plants have roots, but not all roots are **edible**—or can be eaten. The potato is an **edible** root!

Do you know where I should look for the potatoes when I need to harvest them?

- Look for potatoes underground.

Do you like to eat potatoes? Turn and tell your partner how you like to eat your potatoes. Maybe you like baked potatoes or mashed potatoes. Maybe you enjoy them as French fries or potato chips. Or maybe you do not like to eat potatoes.

[Allow fifteen seconds for students to talk. Call on four students to share.]



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

What crop is growing in this field?

- carrot crop is growing in this field.

Just like potatoes, carrots are **edible** roots or root vegetables.

[Have students repeat *root vegetables* with you.]

How do you think the farmer harvests root vegetables?

- The farmer harvests root vegetables by digging them up.



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

Look at this picture, and guess what other crop I grow to feed the **livestock** on my farm.

- Farmers grow wheat to feed the livestock.

People also eat wheat after it has been harvested and **processed**. When crops, like wheat, are **processed**, they are changed into something different. For example, the wheat grain can be **processed** into flour.

[Have students repeat *processed* with you.]



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

Do you see any foods made from grains that you like to eat in this picture?

[If any students selected grains as part of the Favorite Farm Foods chart exercise, you might want to call on them to name some of the foods they like to eat.]

Some farmers grow other **grains**, such as oats or rice, on their farms.

[Have students repeat *grains* with you.]

People only eat **grains** after they are **processed** and prepared in different ways. Look carefully at the bread or crackers you eat; you are probably eating wheat, oat, or rice **grains**!

[Pass around samples of bread or crackers and have students see if they can see some of the grains.]

## Discussing the Read-Aloud

10 minutes

### Lesson Review

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. Encourage students to answer in complete sentences. Model answers using complete sentences for students.

1. *Literal* How did farm families from long ago get their food?
  - Long ago, farm families grew or made all their own food.
2. *Literal* How do farm families save their produce?
  - Farm families save their produce by canning.
3. *Inferential* Why do farmers grow crops?
  - Farmers grow crops to feed animals and people.
4. *Literal* What is sold in the produce section at the grocery store?
  - Fruits and vegetables are sold in the produce section of the grocery store.
5. *Literal* Name three crops farmers grow.
  - Answers will vary, but might include corn, potatoes, carrots, and wheat.
6. *Literal* What kinds of crops need to be processed before people can eat them?
  - Grains need to be processed before people can eat them.



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



# From Farm to Market

**7B**  
Day 1 of 2

## Extensions

**15** minutes

### ↔ Multiple Meaning Word Activity

#### *Sentence in Context: Produce*

**Note:** You may choose to have students hold up one or two fingers to indicate which image shows the meaning being described or have a student walk up to the poster and point to the image being described.

1. [Show Poster 5M (Produce).] In the read-aloud you heard “Most produce (*PRO-duce*) is grown on a farm.” Which picture shows this?
  - one
2. Produce (*pro-DUCE*) means to create or make something, like chickens produce eggs and cows produce milk. Which picture shows this?
  - two
3. Now with your partner, make a sentence for *PRO-duce* and *pro-DUCE*. Try to use complete sentences. I will call on some of you to share your sentences.

### ↔ Syntactic Awareness Activity

#### *Sentence Builder*

Directions: Look at the picture. I will call on you one at a time to say a short sentence about the picture. Then we will put your sentences together to make a longer sentence.

**Note:** There may be variations in the sentences created by your class. Allow for these variations and restate students’ sentences so that they are grammatical. Once students have mentioned two ideas, combine them to make one sentence. See examples below.



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

1. I see a bunch of carrots.  
Carrots have green tops.  
*I see a bunch of carrots with green tops.*  
*I see a bunch of green-topped carrots.*

2. We cannot see the carrots when they are growing.  
Carrots are root vegetables.

*We cannot see the carrots when they are growing because carrots are root vegetables.*

*Carrots are root vegetables, so we cannot see the carrots when they are growing.*

### **Variation**

- ↗ Above and Beyond: Have students work with their partner to build longer sentences. Model for students how to take turns saying one thing at a time about the picture and how to combine their short sentences into one longer sentence.

## ↔ **Vocabulary Instructional Activity**

### **Word Work: Grocer**

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

1. In the read-aloud you heard, “The *grocer* also buys my corn.”
2. Say *grocer* with me three times.
3. A grocer is a person who sells food and groceries.
4. The grocer sells produce from all the farms near his store.
5. Sometimes you can meet a grocer at the supermarket. Have you ever met a grocer while you were at a supermarket? [Take a class tally. You may wish to have two or three students talk about the grocer.]
6. What is the word we have been talking about?

Use a *Sharing* activity for follow-up. Directions: Do you know the name of the grocery store or supermarket your family buys groceries from? Tell your partner about that grocery store. What does your family usually buy there? Have you met a grocer in the store? [If available, show students different pictures of local grocery stores, and ask if they have been there before.]

## ⑩ **End-of-Lesson Check-In**

### **From Farm to Market**

Choose four students to focus on, and record their scores on the Tens Recording Chart. For this kind of informal observation, you should give a score of zero, five, or ten based on your evaluation of students’ understanding and language use.



0	Emergent understanding and language use
5	Developing understanding and language use
10	Proficient understanding and language use

- Remind students that today they learned how farm families produced food for themselves and their animals both today and long ago.
- Ask them to talk to their partner about what they have learned using the words and information shared in the lesson.
- Suggest to students that they could ask their partner about any unfamiliar words presented today.

Items to listen for:

- the core vocabulary words: *canning*, *edible*, *grains*, *livestock*, *spoil*, *processed*, *PRO-duce*, and *pro-DUCE*
- the vocabulary instructional activity word: *grocer*
- reasons why farmers grow crops
- an understanding of crops as plants grown on farms for use as food for animals and people

## ***Image Sequence***

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This is the order in which Flip Book images will be shown for this read-aloud. Preview the order of Flip Book images before teaching this part of the lesson. Please note that it differs from the sequence used in the *Tell It Again! Read-Aloud Anthology*.

1. 9A-3: Old MacDonald emptying grocery bags
2. 9A-6: Supermarket
3. 9A-7: Can of food
4. 9A-8: Loading truck with boxes
5. 9A-9: Apple processing plant
6. 9A-4: Loading the pickup truck
7. 9A-5: At the market
8. 9A-10: Collage of apple products



# From Farm to Market

**7c**  
Day 2 of 2

<i>At a Glance (Parts C &amp; D)</i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b>Reviewing the Read-Aloud</b>	<b>What Have We Learned?</b>		10
	<b>Making Connections</b>	chart paper; pictures of red apples, yellow apples, green apples; sticky notes	
	<b>Vocabulary Review: Processed, Edible</b>		
	<b>Purpose for Listening</b>		
<b>Presenting the Interactive Read-Aloud</b>	<b>From Farm to Market, Part II</b>	straw hat; glass canning jar; canned vegetables; jar or can of tomato sauce	15
<b>Discussing the Read-Aloud</b>	<b>Comprehension Questions</b>		10
	<b>Word Work: Spoil</b>	carton of milk; a pumpkin, tomatoes, apples, grapes	
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b>Extensions</b>	<b>Sequencing From Farm to Market</b>	Image Cards 19–22; Instructional Master 7D-1	15
	<b>My Favorite Food from Farms</b>	drawing paper, drawing tools	

## **Advance Preparation**

For Making Connections, prepare the materials to make a Class Apple Chart: chart paper; pictures of red apples, yellow apples, and green apples; and one sticky note per child.

For Presenting the Interactive Read-Aloud, bring in various realia to help make this lesson come to life (e.g., glass canning jar, various canned fruits and vegetables, a jar or can of tomato sauce).

For Word Work, bring in examples of food items that may spoil if they are not stored in the right environment, and have students choose the environment in which the food item will most likely spoil.



## What Have We Learned?

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

- Invite students to come up to the picture and explain what is in the image.
- Emphasize that farmers grow crops, in this case wheat, to feed both their families and their livestock.



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

- Invite students to come up to the picture and name different foods made from grains.
- Emphasize that farmers grow grains for people and animals. People eat grains after they are processed. Point out that some grains are made into flour that is used in the types of foods pictured.

## Making Connections

- Tell students that in today's lesson, they will learn how crops get from the farm to the store.

### Class Apple Chart

**Materials:** chart paper with category pictures (red apples, yellow apples, and green apples), sticky notes

- Give each student a sticky note paper. Have students draw their face on their sticky note.
- Have students to repeat the names of the chart categories with you: red apples, yellow apples, and green apples.
- You may wish to tell students the names of the different colored apples (e.g., Red Delicious, Golden Delicious, and Granny Smith).
- Invite students to add their sticky notes to the chart under the picture label for their favorite colors or types of apples. Review the chart with the students, and make observations together about class preferences.

**Note:** Be sure to check with your school's policy regarding food distribution and allergies.

Vocabulary Review



### *Processed*

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

1. You have heard the word *processed* before, as in this sentence, “People also eat wheat, after it has been harvested and *processed*.”
2. When something is processed, it is prepared or changed.
3. Take turns with your partner to talk about things, such as crops, that might be processed. Each person gets three turns. [Some examples may include the wheat in bread, the rice in rice noodles, the milk in cheese, the meat in lunch meat, the garbanzo beans in hummus, and the apples in apple juice.]



### *Edible*

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

1. You have heard the word *edible* before, as in this sentence, “Just like potatoes, carrots are *edible* roots or root vegetables.”
2. *Edible* means something is able to be eaten.
3. Ask your partner about things that are edible or not edible. Take turns with your partner, and use the word *edible* in your questions. For example, “Is a pencil edible?” Each person gets to ask three questions.

### **Purpose for Listening**

---

Tell students that they are going to listen to a read-aloud to learn about the steps it takes to get crops from the farm to the store.

By the end of the lesson, students should be able to:

- ✓ Explain why farmers grow crops
- ✓ Sequence the events of crops from farm to store: planting, harvesting, transporting, and processing

The dialogic factors and instructional conversations within the lesson can be altered based on the needs of the class and professional judgment. Please keep in mind the Core Content Objectives when making adjustments to this interactive read-aloud.

## From Farm to Market, Part II

[Put on straw hat, and assume the character of Old MacDonald.]



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

I just returned to my farm house, and now I am unloading the food I bought from the supermarket.

What are some of the foods I bought at the grocery store?

[Invite students to come up and point out and name the items they recognize.]

I grow many crops on my farm. However, I do not grow bananas, mangoes, or pineapples, but I like to eat them. I buy those fruits at the grocery store. I also like to buy oranges from the store.

[Point to the fruits as you name them.]

I like to eat turkey, but my **livestock**—or animals—does not include turkeys. I buy my turkey at the grocery store.

[Point to the frozen turkey in the image.]



### ← Show image 9A-6: Supermarket

This is a picture of the supermarket where I bought these foods.

[Have students repeat *supermarket* with you.]

The supermarket is full of different kinds of foods! Whenever I go grocery shopping, I remember that almost everything here got its start on a farm.

Turn and tell your partner one food you recognize in this picture. Did it get its start on a farm?

[Allow fifteen seconds for students to talk. Call on three students to share.]



← **Show image 9A-7: Can of food**

All grocery stores sell **canned** food.

[Have students repeat *canned food* with you.]

My family **cans** our fresh **produce** in glass jars. We put the food into the jars ourselves and then heat up the jars to make sure the lids do not let air inside. When we **can** our **produce**, it will not **spoil**.

[Hold up a glass canning jar without the lid. Pantomime the process of filling the jar, tightening the lid, cooking the jar, and then testing the lid for tightness.]

Farm **produce** can also be packed into metal cans or glass jars at **canning** factories. Factories make or process things by using people and machines.

[Show students a canned vegetable and a jar of tomato sauce.]

**Canned** foods have labels on the outside so you can tell what is on the inside.

[Have students repeat *labels* with you while you point to the labels on the can and the jar.]



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

I took this picture when I visited a **canning** factory. The man said these boxes were filled with **canned** food. The food in those cans was **produce** growing in a farmer's field! Now it is ready to be transported—or moved by truck—from the **canning** factory to the store.

[Have students repeat *transported* with you.]

The **produce** was planted and harvested on a farm and then transported to the **canning** factory. At the factory, the **produce** is **processed** and **canned** and then transported to the grocery store to be sold.

[Have students repeat the farm to store steps with you: planting, harvesting, transporting, processing, canning, and transporting to the store.]



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

Here is another place I visited that processes farm **produce**. What food does this factory **process**?

- This factory processes apples.

These apples all came from the same big orchard—or farm that grows fruit trees. The farmer had to wait for a truck to come and pick up the apples to transport them to the processing plant—or factory.

[Have students repeat *processing plant* with you.]

The processing plant prepares the apples for the grocery store using five steps: washing, sorting, processing, packaging, and then finally transporting them to the grocery store.

[Have students pantomime washing, sorting, processing, packaging and transporting as they say each step with you.]



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

Here I am loading my extra **produce** and eggs into my truck to sell at the farmer's market. I **earn**—or get—money at the farmer's market by selling my extra **produce**. I sell my **produce** and eggs at the farmer's market once or twice a week.



← **Show image 9A-5: At the market**

What a busy day at the market! Look at all these customers—look at all the people who are here to buy something. I think I will **earn** enough money to buy the things I want to get here. There is the beekeeper. I want to buy the honey that his bees have produced. I might even see if he wants to trade some of my corn for his honey.

I have fun selling my **produce** at the farmer's market to **earn** money, and I can trade my crops for some of the products my family wants here, too!



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

One of my favorite things to buy at the farmer's market and the grocery store are products made from apples.

Do you see any apple products you like in this picture?

[Invite students to come up and name the apple products in the image. Point out and name any products that have not been covered: baby food, apple butter, canned apples, dried apples, apple pie, and apple cider.]

Well, it is time for me to get back to my farm. I hope you had a fun time learning about farms with me! The next time you enjoy your favorite food, remember that it most likely came from a farm!

## Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. Encourage students to answer in complete sentences. Model answers using complete sentences for students.

1. *Inferential* Can you buy items grown on farms in grocery stores?
  - Yes, I can buy items grown on farms in grocery stores.
2. *Inferential* Why did Old MacDonald buy mangoes at the grocery store?
  - He likes to eat mangoes, but he does not grow them on his farm.
3. *Inferential* How do farmers earn money?
  - They sell products from their farm to grocers and at the farmer's market.
4. *Inferential* If a farmer wants to sell her apples at the store, does she first take the apples to the canning factory, or does she first harvest the apples?
  - She first harvests the apples.



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

5. *Literal* What happens to the apples after they are harvested?
  - The apples are transported to a processing plant to be ready to be sold in the stores.

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

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

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

### Sentence Frames:

Would you rather plant the crops, transport the crops, or sell the crops?

I would rather...

I would rather...because...

## Word Work: Spoil

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1. In the read-aloud you heard Old MacDonald say “When [my family] cans our produce, it will not *spoil*.”
2. Say the word *spoil* with me three times.
3. *Spoil* means to rot or go bad. Spoiled food is not good to eat.
4. Some food is kept in the refrigerator so that it will not spoil. When families have an extra large crop of tomatoes in their garden, they can the tomatoes to make sure they do not spoil.
5. What is the word we have been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to show you a fresh food or drink. I will tell you two places I can store the food item. Listen carefully to figure out which place will cause the food to spoil first. Try to answer in complete sentences and use the word *spoil* when you answer. Start your answers with “. . . will spoil first.”

1. milk left on the table, or milk kept in the refrigerator
  - Milk left on the table will spoil first.
2. tomatoes in a basket on the table, or canned tomatoes
  - Tomatoes in a basket on the table will spoil first.
3. pumpkins harvested and canned, or pumpkins left on the vine in the field
  - Pumpkins left on the vine in the field will spoil first.
4. an apple left on the teacher’s desk, or an apple kept in the refrigerator
  - An apple left on the teacher’s desk will spoil first.
5. grapes left in a backpack, or grapes kept in the refrigerator
  - Grapes left in a backpack will spoil first.



## Complete Remainder of the Lesson Later in the Day



# From Farm to Market

**7D**  
Day 2 of 2

## Extensions

**15** minutes

### Sequencing From Farm to Market (Instructional Master 7D-1)

- Tell students that they will show how apples go from the farm to the market.
- Show students Image Cards 19–22. Tell students to think about the steps by which food moves from farm to market. Which picture shows what happens first? Which picture shows what happens second? Have students explain what they see in each image.
- Give each student Instructional Master 7D-1. Ask students to arrange the images so they show, in order, the steps of moving the apples from the farm to the market. They should double-check the order before gluing the pictures on their paper.
- Using their completed picture sequence, have partner pairs or home-language peers work together to explain the steps.

### My Favorite Food From Farms

- Ask students to think of a food that they like to eat. Ask whether that food came from a farm. Have students draw a picture about it. They can draw themselves enjoying the food; they can draw what the food crop looks like on the farm; they can draw someone buying the food at the supermarket; etc.
- Have a few students tell you about what they have drawn. Be sure to read to them what you have written on their paper.
- ✈️ **Above and Beyond:** If they are able, have students label their pictures.
- When they have finished, have them share their pictures with their partners, small groups, or home-language peers. Make sure that each student explains why a particular food is his/her favorite food from farms and points out how his/her picture represents that favorite food.



# The Little Red Hen

8

## ✔ **Lesson Objectives**

### **Core Content Objectives**

Students will:

- ✓ Identify animals found on farms
- ✓ Identify wheat as a crop grown on farms for use as food
- ✓ Identify bread as a product made from grains like wheat
- ✓ Sequence the seasonal rhythm of planting, growing, and harvesting
- ✓ Demonstrate familiarity with the story “The Little Red Hen”

### **Language Arts Objectives**

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

Students will:

- ✓ With prompting and support, ask and answer questions about key details in a text (RL.K.1)
- ✓ With prompting and support, dramatize the story “The Little Red Hen,” including characters, and beginning, middle, and end events in the proper sequence (RI.K.2)
- ✓ With prompting and support, use narrative language to describe characters and setting from “The Little Red Hen,” (RI.K.3)
- ✓ Listen to a variety of texts, including fictional stories such as the story “The Little Red Hen” (RL.K.5)
- ✓ With prompting and support, describe the role of an author and illustrator in a fiction text about farms (RL.K.6)
- ✓ With prompting and support, describe illustrations from “The Little Red Hen” to check and support comprehension of the story (RL.K.7)

- ✓ Sequence six pictures illustrating events in “The Little Red Hen” and tell about the events in the order in which they occurred (W.K.3)
- ✓ Identify real-life connections between words—*help*, *dough*, and *ripe*—and their use (L.K.5c)

## 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 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

Vocabulary Chart for The Little Red Hen			
Core Vocabulary words are in <b>bold</b> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
<b>Understanding</b>	clucked <b>dough</b> flour grain meowed oinked quacked <b>weeds</b> wheat	grind <i>help</i> <b>ripe*</b>	baked bread cat duck hen pig seeds
<b>Multiple Meaning</b>		fine harvest loaf	cut plant
<b>Phrases</b>	loaf of bread stalks of wheat		all by myself asked for help who will help me not I
<b>Cognates</b>	cloquear grano maullar		planta

## Image Sequence

This is the order in which Flip Book images will be shown for this read-aloud. Please note that it is the same as the corresponding lesson in the *Tell It Again! Read-Aloud Anthology*.

1. 7A-1: Hen finding seeds
2. 7A-2: Hen raking soil
3. 7A-3: Hen cutting wheat
4. 7A-4: Hen grinding wheat
5. 7A-5: Hen mixing dough
6. 7A-6: Loaf of bread
7. 7A-7: Hen with slice of bread

<i>At a Glance</i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>What Have We Learned?</b>	Image Cards 19–22	15
	<b>Introducing “The Little Red Hen”</b>		
	<b>Vocabulary Preview: Help, Dough</b>	ball(s) of dough	
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>The Little Red Hen</b>		10
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>		10
	<b>Word Work: Ripe</b>		
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Live, On Stage!</b>	Instructional Master 8B-1; wooden sticks; glue or tape	15
	<b>Sequencing “The Little Red Hen”</b>	Instructional Master 8B-2; glue or tape	
	<b>Domain-Related Trade Book</b>		



# The Little Red Hen

8A

## Introducing the Read-Aloud

15 minutes

### What Have We Learned?

- Remind students that they learned how food moves from the farm to the store.
- Say to students: “Talk to your partner about what you have learned about the farm to market process using the words and information shared in the previous lesson.” Allow one minute for students to talk in pairs. Help partner pairs initiate their conversations, and encourage them to ask questions to get more information. Call on a few volunteers to share. You may wish to display Image Cards 19–22 for reference.
- Example vocabulary includes: *plant, harvest, transport, can, store, process*

### Introducing “The Little Red Hen”

- Tell students that in today’s lesson, they will hear a fictional or made-up story about a little red hen. In this story the main character—the little red hen—asked for some help with a difficult task.
- Say to students: “Turn and ask your partner the following question: ‘Have you ever asked someone for help with a difficult task or job? Who did you ask?’” Allow fifteen seconds for students to talk. Call on two volunteers to share.

### Picture Walk

- Tell students that the story they will hear is called “The Little Red Hen.”
- Tell students that you will take a picture walk through this story together. Explain that a picture walk is when they look at the pictures from the story to become familiar with the story, see the characters of the story, and make predictions about what might happen in the story.
- Tell students that these pictures were drawn by someone, and that person is called the illustrator.



- Tell students that this story was written by someone, and that person is called the author.

← **Show image 7A-1: Hen finding seeds**

- Point out the main character in this story: the red hen.
- Have students name the other characters: the cat, the pig, and the duck.



← **Show image 7A-2: Hen raking soil**

- Ask students what the hen is doing in this picture.
- Ask whether she is doing it herself or if she has help.



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

- Tell students that the hen is processing the wheat to make flour.



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

- Ask students what they think the flour will be turned into.

***Repeating Refrains***

- Point to each animal as the story is read. Make the sound of the animal while saying its lines to help students distinguish which animal is speaking. After you have read aloud the animal's answers, point to each animal and have the students practice repeating the answers as if they were that animal.

**Vocabulary Preview**

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***Help***

1. Today you will hear the little red hen asking the other animals for *help*.
2. Say the word *help* with me three times.
3. *Help* means to provide assistance to someone.
4. My mother wants me to help her cook dinner tonight.  
I help my little brother learn his numbers.
5. Tell your partner one way you help at your home. Use the word *help* when you tell your partner.

## **Dough**

1. Today you will hear how the little red hen asks for help making *dough*.
2. Say the word *dough* with me three times.
3. Dough is a mixture of flour and milk or water. Dough is used to make bread. [Pass around a ball of dough for students to touch and smell.

**Note:** Be sure to check with your school's policy regarding food distribution and allergies.]

4. We made dough for pizza.  
The dough had too much flour, so the bread was very dry.
5. Have you ever seen dough being baked for a pizza or for a loaf of bread? Use the word *dough* when you tell your partner.

## **Purpose for Listening**

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Tell students that today they will hear a fictional or make-believe story about a hen that grows wheat. She asks her farm animal friends for help as she tries to make bread from her wheat. Listen carefully to find out whether or not the little red hen gets the help she needs.

By the end of the lesson, students should be able to:

- ✓ Identify animals found on farms
- ✓ Identify wheat as a crop grown on farms for use as food
- ✓ Identify bread as a product made from grains, such as wheat
- ✓ Sequence the seasonal rhythm of planting, growing, and harvesting
- ✓ Demonstrate familiarity with the story "The Little Red Hen"



## The Little Red Hen

### ← Show image 7A-1: Hen finding seeds

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

[Have students identify the main character, the little red hen.]

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.

[Point to the grains of wheat. Have students repeat *grains of wheat* with you.]

[Ask students: “What kind of crop will grow from the grains that the little red hen found?”]

- Wheat will grow from the grains that the little red hen found.

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

[Say to students: “Turn and tell your partner if you think the other animals will help the little red hen plant the grains of wheat. Tell why or why not.” Allow fifteen seconds for students to talk. Call on two partner pairs to share what they think will happen next in the story.]

“Not I,” quacked the duck.

“Not I,” meowed the cat.

“Not I,” oinked the pig.



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

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

[Ask students: “Why is the little red hen raking and watering the ground?”]

- She is planting the wheat seeds.

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.

[Have students repeat *weeds* with you. Define *weeds* as plants that grow where they are not wanted.]

By the end of the summer, those seeds of wheat had sprouted and grown into tall stalks of **ripe**, golden grain.

[Have students repeat the word *ripe* with you. Define *ripe* as ready to pick or eat.]

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?”

[Ask students: “Do you think the other animals are going to help the little red hen harvest or cut the wheat? Hold up one finger for ‘yes’ and two fingers for ‘no.’”]

“Not I,” quacked the duck.

“Not I,” meowed the cat.

“Not I,” oinked the pig.



← **Show image 7A-3: Hen cutting wheat**

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

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

“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!

[Point to the grinder. Have students repeat *grind* with you and mime *grinding*.]

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**?”

[Ask students: “How do you think the animals will answer?”]

“Not I,” quacked the duck.

“Not I,” meowed the cat.

“Not I,” oinked the pig.



← **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!

[Have students repeat “then I will do it myself” with you and mime mixing.]

When she had mixed the **dough**, the little red hen asked, “Who will help me bake the bread?”

“Not I,” quacked the duck.

“Not I,” meowed the cat.

“Not I,” oinked the pig.

[Ask students: “What do you think the little red hen will say when she answers the animals?”]

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



← **Show image 7A-6: Loaf of bread**

And so, all by herself, the little red hen baked a fine loaf of bread.

[Invite a student to point to and name the loaf of bread. Have students repeat *loaf of bread* with you.]

“Now,” she said, “who will help me eat the bread?”

[Say to students: “Tell your partner what you think the other animals will answer.” Call on three students to share.]

“I will,” quacked the duck.

“I will,” meowed the cat.

“I will,” oinked the pig.

[Say to students: “Turn and tell your partner if you think the little red hen will give the duck, cat, and pig a slice of her bread? Why or why not?” Allow fifteen seconds for students to talk. Call on two partner pairs to share.]



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

“Aha!” clucked the little red hen. “No, you will not!”

[Have students pretend to be the little red hen and repeat “No, you will not!”]

I planted the wheat all by myself.

I cut the wheat all by myself.

I ground the wheat grain into flour all by myself.

I mixed the **dough** and baked it all by myself.

And now I will eat the bread—all by myself!”

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

## **Discussing the Read-Aloud**

**10** minutes

### **Comprehension Questions**

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If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. Encourage students to answer in complete sentences. Model answers using complete sentences for students.

1. *Inferential* Who is the main character in this story?
  - The little red hen is the main character in this story.
2. *Inferential* Where is the setting for this story? How do you know? [If necessary, remind students that the setting is where the story takes place. (Students have heard this term in the *Stories* domain.)]
  - The setting for this story is on a farm because there are farm animals in the story and the pictures look like they are on a farm
3. *Literal* What crop does the little red hen use to make bread?
  - The little red hen uses wheat.
4. *Inferential* What were the steps the little red hen followed to grow the wheat?
  - She planted the seeds, pulled the weeds, and harvested the wheat.
5. *Literal* Do the duck, cat and pig want to help the little red hen make the bread?
  - No, the duck, cat, and pig do not want to help the little red hen make the bread.

6. *Literal* When do the duck, cat, and pig want to help the little red hen with the bread?
  - The duck, cat, and pig want to help the little red hen eat the bread.
7. *Evaluative* Do you think the animals will help the little red hen the next time she asks for help? Why or why not?
  - Answers may vary.
8. *Evaluative* Why do you think a hen, a duck, a cat, and a pig were chosen for the characters in the story instead of a lion, a giraffe, an elephant, and a tiger?
  - Answers may vary, but should emphasize that wheat grows on farms; and the hen, duck, cat, and pig are farm animals.

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

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

**Sentence Frames:**

Would you have helped the little red hen? (Yes/No)

I would/wouldn't have helped the little red hen.

I would/wouldn't have helped the little red hen because . . .

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

**Word Work: Ripe**

1. In the read-aloud you heard, "When the stalks of wheat were *ripe* and the wheat grain was ready to be harvested from the field, the little red hen asked, 'Who will help me cut the wheat?'"
2. Say the word *ripe* with me three times.
3. Ripe means ready to pick or eat.
4. When the apples are ripe, we pick apples at the orchard.
5. What is the word we have been talking about?

Use a *Making Choices* activity for follow-up. Directions: I will name two things found on a farm. The farmer needs one of those things to be ripe before he picks it. The other thing does not need to be ripe. Try to answer in complete sentences, and remember to use the word *ripe* when answering.

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

### ***Extending the Activity***

Does your family like to eat fruit? What does ripe fruit look like? What does ripe fruit taste like? Maybe you have tasted a ripe banana or a slice of ripe watermelon. Tell your partner about that fruit. Try to use the word *ripe* when you tell about it.

[Ask two or three students. If necessary, guide/and or rephrase the student's responses: "I ate some ripe \_\_\_\_\_."]



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



# The Little Red Hen

8<sub>B</sub>

## Extensions

15 minutes

### Live, On Stage! (Instructional Master 8B-1)

- Tell students that they are going to act out the story by pretending to be the animals in the story. You may wish to have students create stick puppets by gluing or taping images from Instructional Master 8B-1 onto wooden sticks.
- Tell them that you will be the narrator, or person who tells the story. Group children in the roles of little red hen, duck, cat, and pig. You may wish to have several children portray each character at the same time.
- Above and Beyond: If they are able, you may wish to have small groups act out the story on their own.
- Practice what the characters say and the gestures they might make. For example, the animals might shake their heads when saying “Not I.”
- Perform the story. Time permitting, have student groups change roles and tell the story again.

### Sequencing The Little Red Hen (Instructional Master 8B-2)

- Give each student Instructional Master 8B-2. Explain that the six pictures show the plot, or the events, from “The Little Red Hen.”
- Tell students to think about what happened in the story. Students should ask themselves which picture shows what happened first, second, and third, etc.
- Ask students to arrange the images so they show, in order, the events of “The Little Red Hen.” They should double-check the order before gluing or taping the pictures on their paper.
- Using their completed picture sequence, have partner pairs or home-language peers work together to retell the story.

## Domain-Related Trade Book

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- Refer to the list of recommended trade books in the Introduction and choose one fiction text or story related to the farm.
- Explain to students that the person who wrote the book is called the author. Tell students the name of the author. Explain to students that the person who makes the pictures for the book is called the illustrator. Tell students the name of the illustrator. Show students where they can find this information on the cover of the book, or on the title page.
- As you read, use the same strategies that you have been using when reading the read-aloud selections—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc.
- After you finish reading the trade book aloud, lead students in a discussion as to how the story or information in this book relates to the read-alouds in this domain.



# Domain Review

DR

## **Note to Teacher**

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

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

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

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Students will:

- ✓ Explain what a farm is
- ✓ Describe a farmer's and a shepherd's jobs
- ✓ Identify animals found on farms and the sounds animals make
- ✓ Identify buildings found on farms
- ✓ Identify equipment and tools of farming
- ✓ Demonstrate familiarity with the songs "Old MacDonald Had a Farm" and "Baa, Baa, Black Sheep"; the nursery rhyme "This Little Pig Went to Market"; and the story "The Little Red Hen"
- ✓ Identify needs of farm animals: food, water, and space to live and grow
- ✓ Describe how farm animal babies need to be fed and cared for by their parents or farmers
- ✓ Identify foods and items that come from farm animals
- ✓ Explain why farmers grow crops
- ✓ Identify crops as plants grown on farms for use as food
- ✓ Describe how some food comes from farms as crops
- ✓ Sequence the seasonal rhythm of planting, growing, and harvesting
- ✓ Describe how farmers protect their crops from drought and pests
- ✓ Sequence events of crops from farm to store (planted, harvested, transported, packaged)

## Review Activities

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### Image Review

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

### Image Card Review

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#### Materials: Image Cards 1–22; Response Cards 1–4

In your hand, hold Image Cards 1–22 fanned out like a deck of cards. Ask a student to choose a card but not show it to anyone else in the class. The student must then give a clue about the picture s/he is holding. For example, for an egg, a student may say, “The farmer collects me from the hens.” The student can say one word or a phrase as a clue to their image card as long as the actual word for the image card is not used. As necessary, whisper a clue into the student’s ear for that student to say aloud. The rest of the class will guess or hold up the corresponding Response Card for the object that is being described. Proceed to another Image Card when the correct answer has been given.

### T-Chart of Foods

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

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

### Riddles for Core Content

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

**Note:** If necessary, refer to specific images from the Flip Book.

- I had to do all the work to make some bread. Who am I?
  - the little red hen
- I carry food from farms to stores. What am I?
  - a truck

- I am grown on farms to become food for animals and people. What am I?
  - crops
- I make farm work much easier by pulling machines to plant and harvest crops. What am I?
  - a tractor
- I keep pests from harming the crops. Sometimes farmers use a crop duster to spray me onto the crops. What am I?
  - pesticides
- I am a pest to the farmer because I eat and destroy the farmer's crops. What am I?
  - locust
- I am a crop whose grains are used to make bread. What am I?
  - wheat
- I am what chickens peck off the ground. What am I?
  - feed

### **Taking Care of Baby Farm Animals**

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**Materials: Baby animal cards with four sections; spinner divided into four colored sections and corresponding color cards**

**Note:** This activity requires advance preparation. You will need to provide the baby farm animal cards, the spinner, and the color cards.

Have four students play at a time. Give each student a baby farm animal card while reviewing the names of the baby farm animals: calf, chick, piglet, and lamb. Review what these farm animals need to live and grow: food, water, shelter, and space to play and grow. Designate a color for each need.

Each student takes a turn spinning, picks up the corresponding color card, and places it on their baby farm animal card. If they already have that color, they miss a turn. The object of the game is to be the first to get all four needs met (or all four color cards).



# Domain Assessment

DA

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

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

## 10 Part I (Instructional Master DA-1)

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

1. **Farm:** The farmer works on his farm raising animals and growing crops.
  - smiling face
2. **Crops:** The farmer's crops are cows, pigs, and chickens.
  - frowning face
3. **Grazing:** The calf is grazing when it is drinking milk from its mother.
  - frowning face
4. **Herd:** A group of cows is called a herd.
  - smiling face
5. **Feed:** Chickens peck at the feed on the ground for food.
  - smiling face
6. **Flock:** A group of sheep is called a flock.
  - smiling face
7. **Harvest:** *Harvest* means to plant the seeds.
  - frowning face

8. **Grains:** Wheat, oats, and corn are grains used to make other food.
  - smiling face
9. **Produce (PRO-duce):** The produce section of the grocery store sells vegetables.
  - smiling face

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

10. **Produces (pro-DUCES):** Old MacDonald’s cow produces eggs.
  - frowning face
11. **Ripe:** Apples that are ripe are ready to be picked from the tree.
  - smiling face
12. **Product:** Cheese is a dairy product.
  - smiling face
13. **Responsibilities:** Babies have a lot of responsibilities.
  - frowning face
14. **Spoiled:** Food that is spoiled is not edible.
  - smiling face

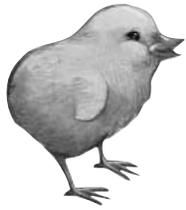
## 10 Part II (Instructional Master DA-2)

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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 as I name them. Finally, circle the picture my sentence is about. I will say each sentence two times.

1. Circle the picture of the animal that makes this sound: “oink, oink.”  
**(Cow, Pig, Sheep)**
  - pig
2. Circle the picture of the animal that does not live on a farm.  
**(Chicken, Cow, Elephant)**
  - elephant
3. Circle the picture of the animal whose baby is a calf.  
**(Pig, Chicken, Cow)**
  - cow

4. Circle the picture of the tool that farmers drive around the farm with.  
**(Tractor, Cow, Pitchfork)**
  - tractor
5. Circle the picture that shows something farm animals eat.  
**(Scarf, Hay, Tractor)**
  - hay
6. Circle the picture that is not a crop.  
**(Corn, Apple Trees, Barn)**
  - barn
7. Circle the picture that is not a pest.  
**(Corn, Locust, Fly)**
  - corn
8. Circle the picture of food that comes from an animal.  
**(Eggs, Corn, Apples)**
  - eggs
9. Circle the picture of food that comes from a crop.  
**(Milk, Eggs, Apples)**
  - apples
10. Circle the picture of a crop that is food for people.  
**(Barn, Corn, Tractor)**
  - corn



# Culminating Activities

CA

## Note to Teacher

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

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

## Remediation

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

Remediation opportunities include:

- targeting Review Activities;
- revisiting lesson Extensions; and
- rereading and discussing select read-alouds.

## Enrichment

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### Class Book: Farms

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Display students' pictures showing My Favorite Farm Animal and My Favorite Food from Farms. Have students discuss the pictures in small groups, asking and answering questions about the pictures. Bind the pages to make a book to put in the class library for students to read again and again.

## Domain-Related Trade Book or Student Choice

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### Materials: Trade book

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

## Exploring Student Resources

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### Materials: Domain-related student websites

Pick appropriate websites from the Internet or from the websites listed in the domain introduction for further exploration of topics covered in *Farms*: farm animals, crops, seasons of farming, and from farm to market.

## Videos Related to Farms

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### Materials: Short videos related to farms

Carefully peruse the Internet for short (5 minutes or less) videos related to topics already covered in this domain.

Prepare some questions related to the videos.

Discuss how watching a video is the same as and different from listening to a storybook.

Have students ask and answer questions using the question words *who*, *where*, and *what* regarding what they see in the videos.

## Field Trip to the Grocery Store

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

## Making Dough

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You may wish to use your own bread recipe or use the following simple recipe.

You will need:

1 1/2 cup warm water

3 1/2 teaspoons dry yeast

1 1/2 teaspoon salt

2 teaspoons sugar

5 cups high-gluten flour (bread flour, not regular flour)

5 tablespoons extra-virgin olive oil

(This will yield about three loaf pans of bread)

Directions:

**Note:** This can be done ahead of time, or you may wish to do this in front of the class while explaining the steps.

1. Place warm water in a warm mixing bowl and add yeast. (Tell students that yeast will make the dough rise or get bigger later.) Stir to dissolve and let stand 3 minutes.
2. Add salt and sugar and stir through.
3. Add flour and olive oil and mix using your hands until you can knead the dough without it sticking to your fingers.

### **Student Participation**

4. Have students wash and dry hands. Powder their hands with flour.
5. Give each student a section of dough. Show students how to knead the dough. Then have students knead the dough until a firm, smooth ball is formed—about 15 minutes.
6. Place balls of dough on a lightly oiled baking sheet. (You may wish to write students' names on sticky notes to place next to their balls of dough). Cover the dough with a clean towel, and allow it to rise in a warm place until its size is doubled—about 1 hour. Have students observe what happened to their ball of dough.

### **Baking Instructions**

7. Preheat oven to 375 degrees. Bake for about 15 minutes.

**Note:** Be sure to check with your school's policy regarding food distribution and allergies.

### **Farm Foods**

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Bring in—or coordinate with families and/or the cafeteria to provide—a variety of foods that come from farm animals or crops for students to sample. Be sensitive to the fact, and remind students, that some people do not eat meat, eggs, or dairy products for different reasons.

**Note:** Be sure to check with your school's policy regarding food distribution and allergies.

**For Teacher Reference Only:**

Instructional Masters for  
*Farms*







Dear Family Member,

During the next two weeks, your child will be learning about farms. Your child will learn about farm animals: cows, chickens, pigs, and sheep. Your child will learn that farm animals need food, water, and shelter to live and grow. S/he will also learn about food that comes from farm animals.

Below are some activities that you can do with your child to help him/her continue to learn about farms.

### 1. Welcome to My Farm!

Invite your child to draw a picture of a farm based on what s/he has learned in school about farms, using the background of a farm provided with this letter.

### 2. Singing “Old MacDonald Had a Farm”

Ask your child to sing this popular children’s song to you. If there is a translation of this song in your native language, sing it with your child.

*Old MacDonald had a farm, E I E I O.  
And on his farm he had a [Farm Animal], E I E I O.  
With a [XXX - XXX] here and a [XXX - XXX] there,  
Here a [XXX], there a [XXX], everywhere a [XXX - XXX]  
Old MacDonald had a farm, E I E I O.*

### 3. Visit a Farm or Petting Zoo

Find out if there is a farm or petting zoo in or around your community that you and your child can visit.

### 4. Foods from Farms

Next time you and your child go grocery shopping, prepare food, or eat a meal together, talk with your child about foods that come from a farm. Over the next few days, they will learn about dairy, beef, chicken, and pork products. Note: You may wish to explain to/ remind your child that for different reasons, some people do not eat eggs, dairy, or meat.

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

Your child will learn the well-known saying “the early bird gets the worm.” This means that there are rewards for doing things earlier or being early. For example, getting the best seat at

a show if you arrive early. Someone who does things early can be called an “early bird.” Find opportunities to use this saying when your child is or is not being the “early bird.”

## 6. Read Aloud Each Day

See if your local library or your child’s teacher has books about farms and farm animals that you can read with your child. A list of books is attached to this letter.

Be sure to encourage your child to share with you about the farm animals s/he has learned at school.

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

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### **Trade Books**

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

11. *Daisy Comes Home*, by Jan Brett (Penguin Group, 2005) ISBN 978-0142402702
12. *A Day in the Life of a Farmer*, by Heather Adamson (Capstone Press, 2006) ISBN 978-0736846745
13. *Fantastic Farm Machines*, by Cris Peterson and David R. Lundquist (Boyd's Mill Press, 2006) ISBN 978-1590782712
14. *Farm*, by Elisha Cooper (Orchard Books, 2010) ISBN 978-0545070751
15. *Farming*, by Gail Gibbons (Holiday House, 1990) ISBN 978-0823407972
16. *Farms around the World (World of Farming)*, by Catherine Veitch (Heinemann-Raintree, 2011) ISBN 978-1432954987
17. *Food from Farms*, by Nancy Dickmann (Heinemann-Raintree, 2010) ISBN 978-1432939434
18. *From Seed to Pumpkin*, by Wendy Pfeffer (HarperCollins, 2004) ISBN 978-0064451909
19. *Grandpa's Tractor*, by Michael Garland (Boyd's Mills Press, 2011) ISBN 978-1590787625
20. *Growing Vegetable Soup*, by Lois Ehlert (Voyager Books, 1990) ISBN 978-0152325800
21. *Harvesters (Farm Machines)*, by Connor Dayton (Powerkids Pr, 2011) ISBN 978-1448850464
22. *If You Give a Pig a Pancake*, by Laura Numeroff and illustrated by Felicia Bond (HarperCollins, 1998) ISBN 978-0060266868
23. *Jobs on a Farm*, by Nancy Dickmann (Heinemann-Raintree, 2010) ISBN 978-1432939458
24. *Life on a Crop Farm*, by Judy Wolfman and David Lorenz Winston (Carolrhoda Books, 2001) ISBN 978-1575055183
25. *Life on a Dairy Farm*, by Judy Wolfman and David Lorenz Winston (Carolrhoda Books, 2004) ISBN 978-1575051901
26. *The Life of Rice: From Seedling to Supper (Traveling Photographer)*, by Richard Sobol (Candlewick, 2010) ISBN 978-0763632526

27. *The Little Red Hen*, by Paul Galdone (Houghton Mifflin Harcourt, 2011) ISBN 978-0547370187
28. *A Mango in the Hand: A Story Told Through Proverbs*, by Antonio Sacre and illustrated by Sebastia Serra (Abrams Books for Young Readers, 2011) ISBN 978-0810997349
29. *Market Day*, by Carol Foskett Cordsen and illustrated by Douglas B. Jones (Dutton Children's Books, 2008) ISBN 978-0525478836
30. *The Milk Makers*, by Gail Gibbons (Aladdin, 1987) ISBN 978-0689711169
31. *One Hen: How One Small Loan Made a Big Difference*, by Katie Smith Milway and illustrated by Eugenie Fernandes (Kids Can Press, 2008) ISBN 978-1554530281
32. *On the Farm*, by David Elliott and illustrated by Holly Meade (Candlewick, 2012) ISBN 978-0763655914
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## Vocabulary List for Farms (Part 1)

This list includes many important words your child will learn about in *Farms*. Try to use these words with your child in English and in your native language. Next to this list are suggestions of fun ways your child can practice and use these words at home.

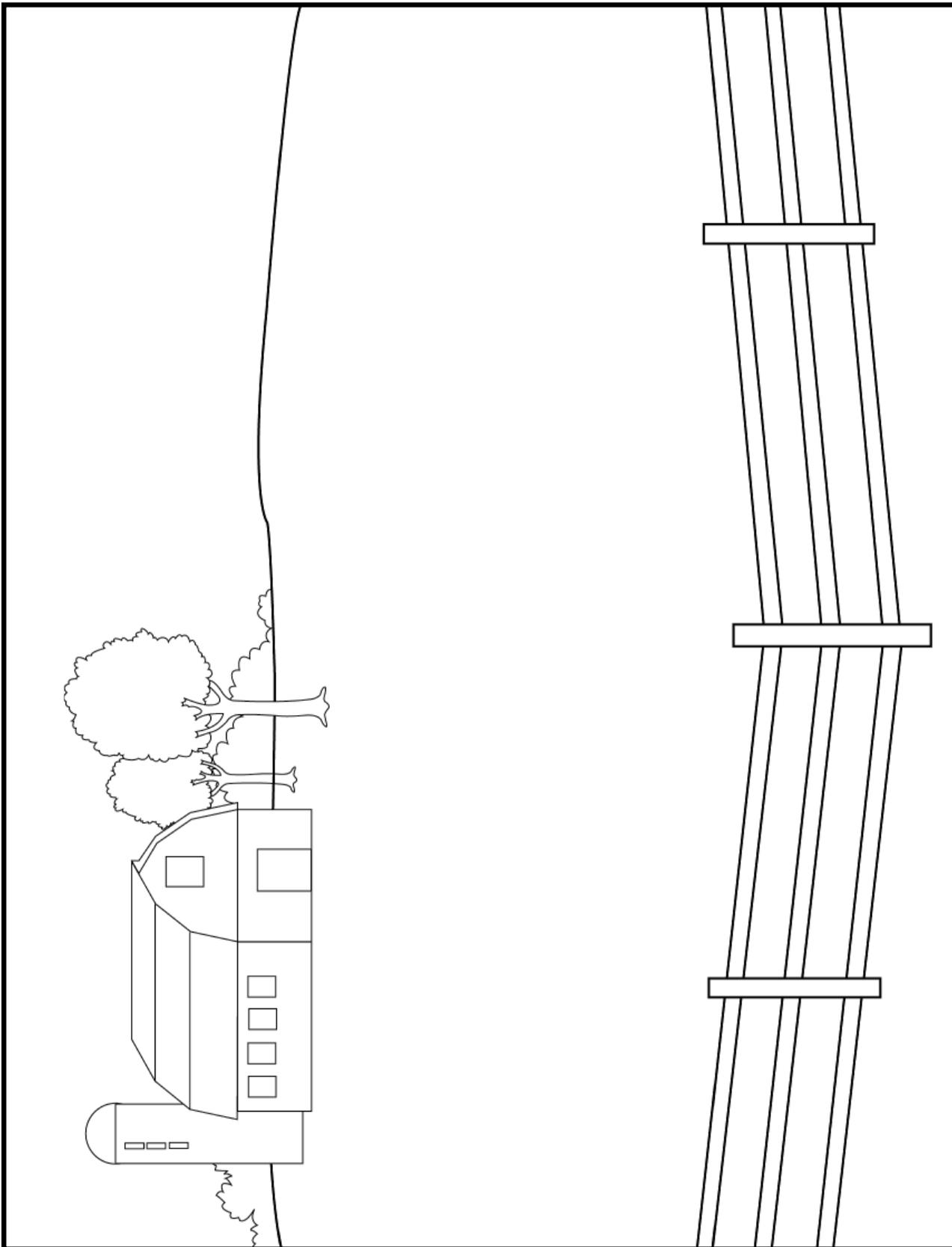
- crops
- pastures
- shelter
- tools
- grazing
- herd
- hatch
- peck
- perching
- litter
- valuable
- wallow
- fleece
- flock
- shepherd

*Directions: Help your child pick a word from the vocabulary list. Then help your child choose an activity and do the activity with the word. Check off the box for the word. Try to practice one word each day in English and in your native language.*

	<b>Draw it</b>
	<b>Count the number of letters</b>
	<b>Find an example</b>
	<b>Tell a friend about it</b>
	<b>Act it out</b>
	<b>Make up a song using it</b>



**Welcome to My Farm!**





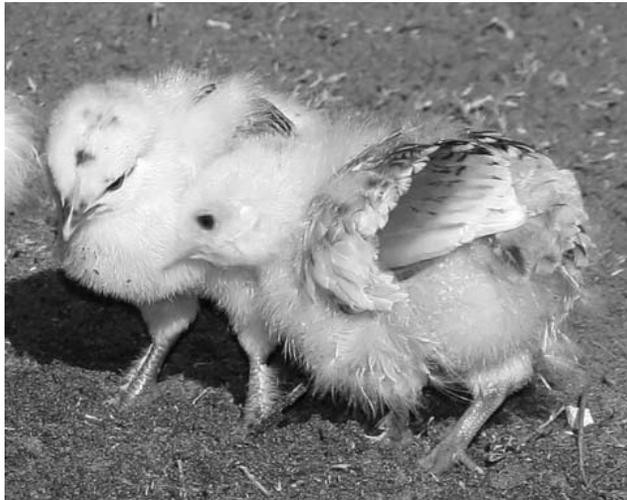
Name \_\_\_\_\_





3A-1

Name \_\_\_\_\_



2



Name \_\_\_\_\_



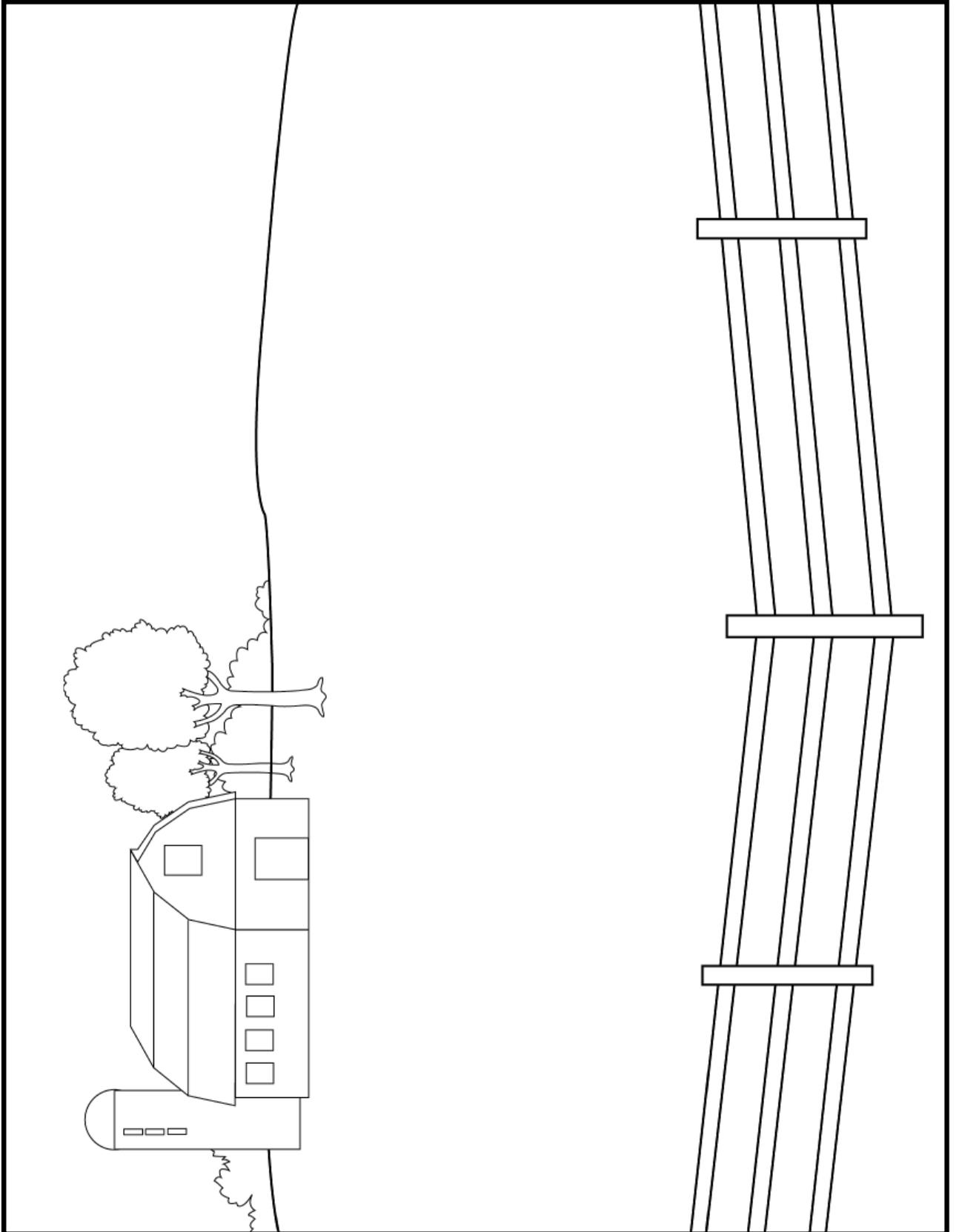


Name \_\_\_\_\_

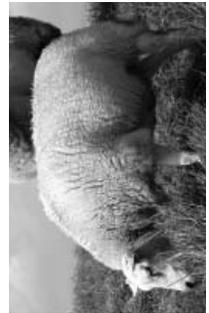




Directions: Draw your favorite farm animal onto this farm background.







1.

2.

3.

4.



5.

6.

7.

8.

This animal makes the sound "baa, baa."



1.

The babies of this animal hatch out from an egg.



2.

The farmer shears this animal's wool.



3.

This animal wallows in the mud.



4.



5.



This animal lives in a coop.



6.



The female is a hen, and the male is a rooster.



7.



A group of babies born from this animal is called a litter.



8.



This animal sometimes has twin babies.

Name \_\_\_\_\_

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

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

Student’s Name \_\_\_\_\_

Date \_\_\_\_\_

<p style="text-align: center;">Title of Nursery Rhyme _____ _____</p> <p>Scoring: _____</p> <p>10 Recited entire song correctly</p>
---

- 5 Recited some lines of the song correctly
- 1 Was not able to recite any lines of the song correctly

Comments \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





Dear Family Member,

The focus for the next several days will be on crops (e.g., apples, wheat, and corn) grown on farms. Your child will learn what happens on a farm during each of the four seasons—planning, planting, growing, and harvesting. Your child will continue to learn that farmers work very hard to provide food for people. S/he will learn how food gets from the farm to the market.

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

### **1. The Little Red Hen**

Ask your child to tell you the story *The Little Red Hen* using the pictures from the story on the back of this page. Ask your child what farmers do to plant, grow, harvest and process their crops. You may also wish to discuss how important it is to be willing to help others and to ask for help when s/he needs it.

### **2. Eating Crops**

Next time you and your child go grocery shopping, prepare food, or eat a meal, talk with your child about the foods that come from farm crops. Your child will learn about fruits and vegetables, as well as foods made from grains such as bread, cereal, and pasta. You may also wish to describe how fruits and vegetables that your family eats come from farms all over the world.

### **3. Visit a Farmer's Market**

See if there is a farmer's market in or near your community. Encourage your child to name the different crops s/he sees at the farmer's market. You may also wish to have your child ask the farmers questions about their crops, like when they plant the seeds, how long it takes the crops to grow, and how the crops are harvested.

### **4. Read Aloud Each Day**

It is very important that you read to your child every day. You may wish to check out books about farms and farm crops to read with your child. Refer to the list of books sent home with the last family letter.

Be sure to talk to your child about the interesting things s/he has learned in school about farms.

# The Little Red Hen



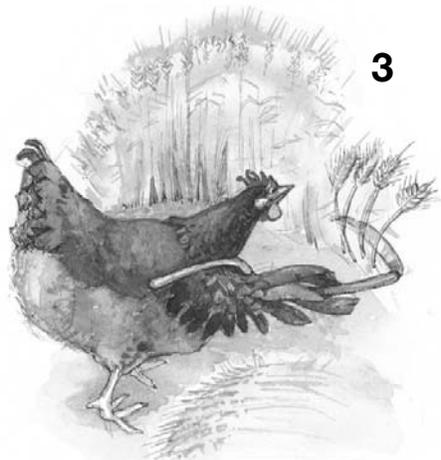
1

The little red hen finds grains of wheat.



2

The little red hen asks, “Who will help me plant the grains of wheat?”



3

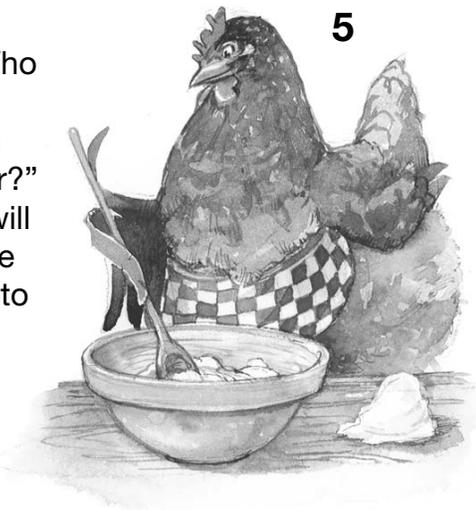
The little red hen asks, “Who will help me harvest—or pick and cut—the wheat?”



4

The little red hen asks, “Who will help me process—or grind and change—the wheat into flour?”

The little red hen asks “Who will help me make dough with the flour?” And, “Who will help me bake the dough into bread?”



5

The little red hen asks, “Who will help me eat the bread?”



6



## Vocabulary List for Farms (Part 2)

This list includes many important words your child will learn in *Farms*. Try to use these words with your child in English and in your native language. Next to this list are suggestions of fun ways your child can practice and use these words at home.

- drought
- fertilizer
- irrigate
- pests
- pesticides
- canning
- edible
- grains
- livestock
- processed
- produce
- spoil
- dough
- ripe
- weeds

*Directions: Help your child pick a word from the vocabulary list. Then help your child choose an activity and do the activity with the word. Check off the box for the word. Try to practice one word each day in English and in your native language.*

	<b>Draw it</b>
	<b>Count the number of letters</b>
	<b>Find an example</b>
	<b>Tell a friend about it</b>
	<b>Act it out</b>
	<b>Make up a song using it</b>



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





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



1



2



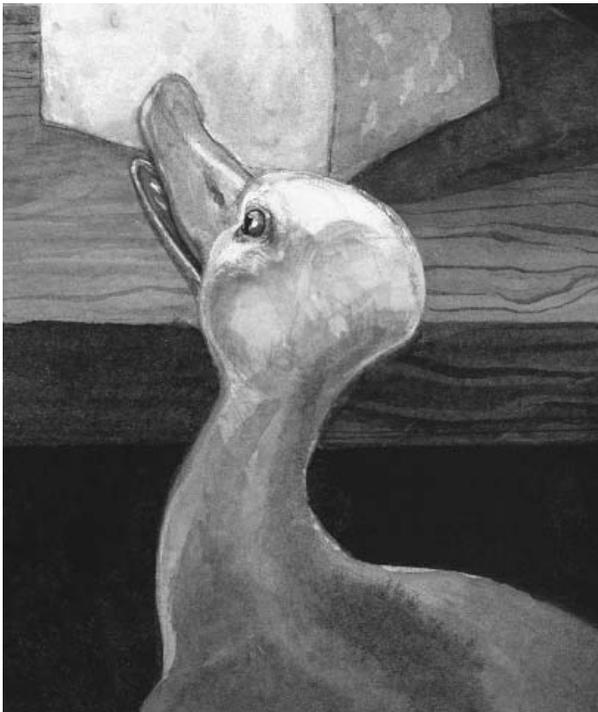
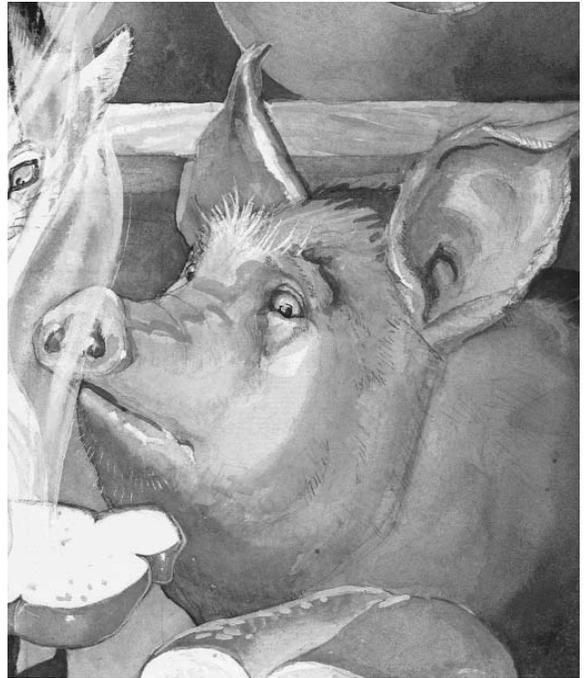
3



4



Cut out the characters of "The Little Red Hen" and glue to wooden sticks to make puppets for retelling the story.

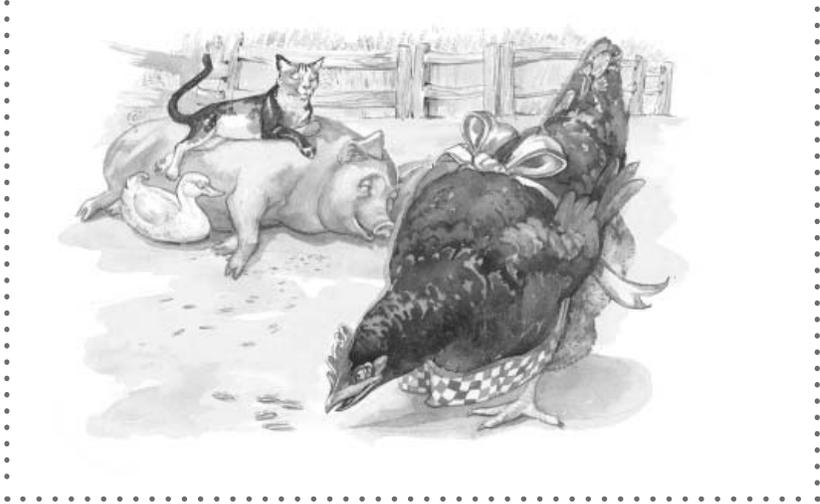




Directions: The pictures on the worksheet show some of the events of "The Little Red Hen." Look at each picture and think about what is happening. Cut out the pictures and put them in order to show the events of the story from beginning to end. Retell the story using the pictures. When you are sure that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









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



1

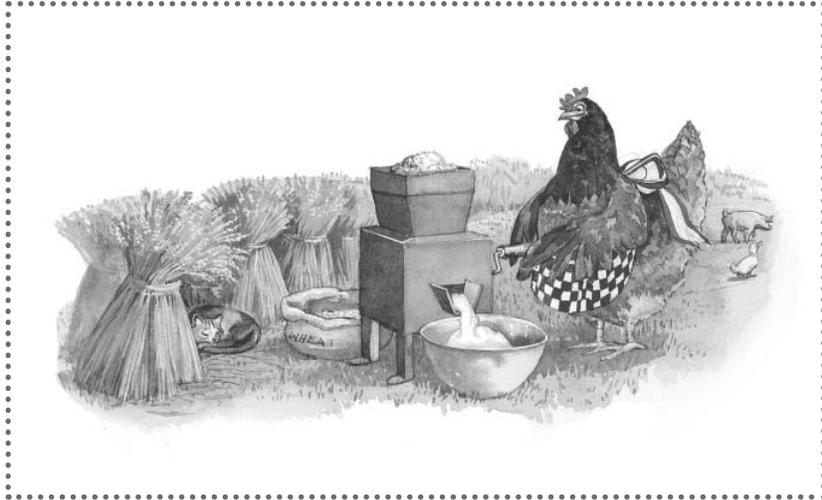


2



3





4



5



6



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

1.  
2.  
3.  
4.  
5.  
6.  
7.  
8.  
9.  
10.  

11. 



12. 



13. 



14. 



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

- |     |   |  |
|-----|---|--|
| 1.  |    |    |
| 2.  |    |    |
| 3.  |    |    |
| 4.  |    |    |
| 5.  |   |   |
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| 8.  |  |  |
| 9.  |  |  |
| 10. |  |  |

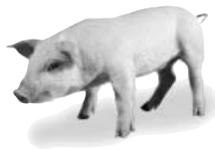
11.  

12.  

13.  

14.  

1.



2.



3.



4.



5.



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

6.



7.



8.



9.



10.

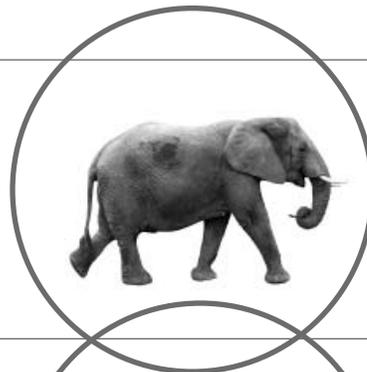


Directions: Circle the picture that answers each question about farms.

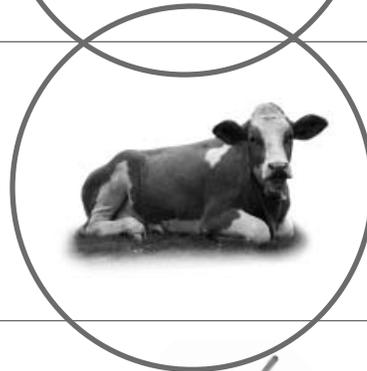
1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



# Tens Recording Chart

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

Name								

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

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

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

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

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# Farms

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