

Kindergarten

Knowledge 5 | Teacher Guide

Farms: From the Ground Up

Kindergarten

Knowledge 5

Farms: From the Ground Up

Teacher Guide

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Introduction

This introduction includes the necessary background information to be used in teaching the *Farms: From the Ground Up* domain. The Teacher Guide for *Farms: From the Ground Up* contains nine daily lessons. Each entire lesson will require a total of 60 minutes.

This domain includes a Pausing Point following Lesson 5, after all of the farm animals have been introduced. 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 fifteen days total on this domain.

INSTRUCTIONAL MATERIALS

Along with this Teacher Guide, you will need:

- Flip Book for *Farms: From the Ground Up*
- Image Cards for *Farms: From the Ground Up*
- Activity Book for *Farms: From the Ground Up*
- Digital Components for *Farms: From the Ground Up*

Additional resources that you may wish to integrate into your classroom instruction are:

- Trade Book Guide for *The Cazuela That the Farm Maiden Stirred* by Samantha R. Vamos
- Read-Aloud Videos for *Farms: From the Ground Up*

All domain components material can also be found on the program's digital components site.

WHY FARMS ARE IMPORTANT

This domain will introduce students to several farm types of animals and crops that people grow on farms. Students will learn how farmers raise and care for 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 like plants. Students will understand the importance of farms as a source of food and other products people use. They 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 about the importance of helping one another and doing one’s part to reap the benefits of a reward.

It is important to note that the *Farms: From the Ground Up* 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 do not eat eggs, dairy, and/or meat products for a variety of reasons (e.g., religious or personal beliefs, food allergies, etc.). This is a good opportunity to teach students awareness and sensitivity.

The Read-Alouds that students will be listening to and discussing in the *Farms* domain also provide opportunities for students to build content knowledge and draw connections to social studies and science subject areas but they do not explicitly teach the Texas Essential Knowledge and Skills standards for Social Studies and Science. At times throughout the unit, you may wish to build on class discussions to support students in making cross-curricular connections to the strands of Economics from the social studies discipline and Earth and Space and Organisms and Environments from the science discipline.

CORE CONTENT OBJECTIVES

The following Core Content Objectives are addressed in this domain:

- Describe the features of a farm
- Explain a farmer’s job
- Identify animals found on farms and the sounds those animals make
- Identify buildings and machines found on farms
- Demonstrate familiarity with the song “Old MacDonald Had a Farm”
- Identify the needs of animals: food, water, and space to live and grow
- Explain why farmers raise animals

- Identify foods and other products that come from farm animals
- Describe crops as plants grown on farms for food
- Identify different kinds of crops
- Explain why farmers grow crops
- Sequence the seasonal rhythm of planting, growing, and harvesting
- Identify the farm jobs that are done during each season
- Become familiar with the classic fable, “The Little Red Hen”
- Sequence the process of taking crops from farm to market (planting, harvesting, transporting, packaging)

CORE VOCABULARY FOR FARMS: FROM THE GROUND UP

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

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

WRITING

In this domain, students will focus on using details to describe key concepts in informational texts about farms. They will use drawing to identify important characteristics of farm animals, illustrate the farming jobs associated with different seasons, and sequence events in the process of getting food from farm to market. This domain includes one folktale in Lesson 7. Students will use drawing to retell the main events of the story and to review the farming jobs associated with each season.

The following activities may be added to students' writing portfolios to showcase their writing within and across domains:

- Sequencing Events (Lessons 7, 9)
- Drawing Farm Animals and Jobs (Lessons 2, 4, 8)
- any additional writing completed during the Pausing Point, Domain Review, or Culminating Activities

FARMS

Old MacDonald Had a Farm

PRIMARY FOCUS OF LESSON**Speaking and Listening**

Students will use details to describe a farm.

✦ **TEKS K.1.C**

Reading

Students will generate questions about text before, during, and after reading to deepen their understanding and gain information.

✦ **TEKS K.5.B**

Students will listen to a first-person text and explain why a farm is important.

✦ **TEKS K.6.D; TEKS K.9.E**

Language

Students will demonstrate an understanding of the Tier 2 word *tools*.

✦ **TEKS K.3.C**

Reading

Students will participate in a class recitation of “Old MacDonald Had a Farm.”

✦ **TEKS K.6.D**

FORMATIVE ASSESSMENT**Exit Pass**

Oral Students will produce an oral statement about why farms are important.

✦ **TEKS K.6.D**

✦ **TEKS K.1.C** Share information and ideas by speaking audibly and clearly using the conventions of language; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.6.D** Retell texts in ways that maintain meaning; **TEKS K.9.E** Listen to and experience first- and third-person texts; **TEKS K.3.C** Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud			
Domain Introduction	Whole Group	10 min.	<input type="checkbox"/> song recording <input type="checkbox"/> KWL Chart (Digital Components)
Core Connections			
Read-Aloud			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Flip Book: 1A-1–1A-12
“Old MacDonald Had a Farm”			
Comprehension Questions			
Word Work: <i>Tools</i>			
This is a good opportunity to take a break.			
Application			
On Stage	Whole Group	20 min.	<input type="checkbox"/> song lyrics
Take-Home Material			
Family Letter			<input type="checkbox"/> Activity Page 1.1

ADVANCE PREPARATION

Introducing the Read-Aloud

- Prepare a recording of “Old MacDonald Had a Farm” to play for students.
- Prepare a KWL (**K**now-**W**onder-**L**earn) chart on chart paper. Save the chart for use in future lessons. Alternatively, you may access a digital version in the digital components for this domain.

Universal Access

- Gather different books about farms to pass around the class. The school or local library may be a good resource.
- 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.

CORE VOCABULARY

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 eat or graze

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

Variation(s): pasture

shelter, n. a structure that protects people or animals from the weather or danger

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

Variation(s): shelters

tools, n. items that help you do a job

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

Variation(s): tool

Vocabulary Chart for “Old MacDonald Had a Farm”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	harvest pastures	shelter tools	
Multiple Meaning			
Sayings and Phrases	take care of come(s) from		

Lesson 1: Old MacDonald Had a Farm



Introducing the Read-Aloud

Speaking and Listening: Students will use details to describe a farm.



TEKS K.1.C

Reading: Students will generate questions about text before, during, and after reading to deepen their understanding and gain information.



TEKS K.5.B

DOMAIN INTRODUCTION (5 MIN.)

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



CORE CONNECTIONS (5 MIN.)

TEKS K.5.B

- Ask students what they already know about farms. You may prompt discussion with the following questions:
 - What kinds of animals live on a farm?
 - What kinds of plants grow on a farm?
 - What else would you see on a farm?
 - What kinds of sounds do you hear on a farm?
 - Have you ever been to a farm?
 - Do you wonder about anything else on a farm?



Check for Understanding

KWL Chart: Use the KWL chart to record student responses. Save the chart for future use.



TEKS K.1.C Share information and ideas by speaking audibly and clearly using the conventions of language; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance.

ENGLISH
LANGUAGE
LEARNERS



Speaking and Listening

Exchanging Information
and Ideas

Beginning

Ask students yes/no questions about farms, and encourage them to ask their own questions about farms.

Intermediate

Provide students with a specific sentence frames to ask and answer questions about farms. (e.g., “Some animals that live on a farm include . . .”).

Advanced/ Advanced High

Encourage students to use content-related words to ask and answer questions in complete sentences (e.g., “Where do cows live?”).

ELPS 1.E; ELPS 3.F

Lesson 1: Old MacDonald Had a Farm

Read-Aloud



Reading: Students will listen to a first-person text and explain why a farm is important.

✚ **TEKS K.6.D; TEKS K.9.E**

Language: Students will demonstrate an understanding of the Tier 2 word *tools*.

✚ **TEKS K.3.C**

PURPOSE FOR LISTENING

- Tell students that you cannot take them to a real farm today, but they can travel to a farm in their imaginations by listening to the Read-Aloud.
- Tell them to listen carefully to learn what the farmer, Old MacDonald, says about the different things found on his farm.

✚ **“OLD MACDONALD HAD A FARM” (15 MIN.)** **TEKS K.9.E**



Show Image 1A-1: Old MacDonald and his farm

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

the animals on my farm and the noises they make. *A farm is a place for growing crops and raising animals. Usually a farm has a house and a barn.*



Show Image 1A-2: Farm animals

It's true, my farm is a rather noisy place. I have several different kinds of animals here, and each animal makes a different kind of sound. Here are a few of the farm animals I take care of on my farm. Do you know the sound each animal makes? *[Point to each animal in the picture, and have the class make the corresponding animal sound.]*

✚ **TEKS K.6.D** Retell texts in ways that maintain meaning; **TEKS K.9.E** Listen to and experience first- and third-person texts; **TEKS K.3.C** Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.

Support

Farm can also mean to grow crops or raise animals.

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

There was a farmer had a dog

and Bingo was his name-o

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

and Bingo was his name-o!

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



Show Image 1A-3: Old MacDonald pitching hay to the cow

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

After all, farm animals don't take care of themselves. The cows, chickens, pigs, and sheep need a farmer to give them food, water, and **shelter** because, as farm animals, they were not born to live on their own in nature. They need help. *A shelter is a structure that protects people or animals from weather or danger.* Excuse me while I use my pitchfork to pitch a little hay to one of my cows. She's hungry, as always. *[Point to the pitchfork in the picture.]*



Show Image 1A-4: Barn interior

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

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



Show Image 1A-5: Old MacDonald on tractor

I grow most of the farm animals' food right here on the farm. On my farm, there are **pastures** full of green grass for the cows and sheep. *Pastures are fields of grass where animals eat or graze.* I also plant and **harvest** crops of corn and wheat out in the fields. *Harvest means to gather the crops that are ready to be used or eaten.* I feed most of these crops to my animals.



Show Image 1A-6: Old MacDonald on tractor beside silo

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



Show Image 1A-7: Old MacDonald and family

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

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

Support

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

Support

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



Show Image 1A-8: Fruits and vegetables

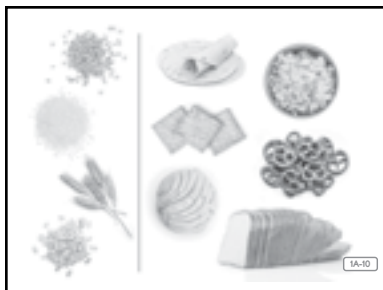
Farms are very important. Most of the food we eat—from hamburgers to carrots to French fries—gets its start on a farm.

Many kinds of fruits and vegetables come from farms.



Show Image 1A-9: Dairy products

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



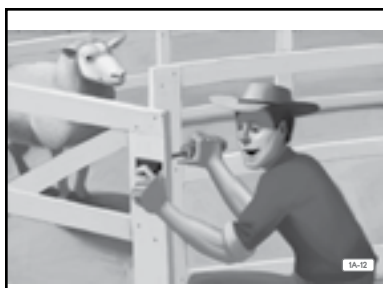
Show Image 1A-10: Foods from grains

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



Show Image 1A-11: Meats

All kinds of meats come from farms too.



Show Image 1A-12: Old MacDonald fixing gate

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



Check for Understanding

Recall: What is a farm and why are farms important? (*A farm is a place where animals are raised and crops are grown. Farms are important because food comes from farms.*)

COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** What kinds of jobs does a farmer have to do? (*A farmer takes care of animals and crops, fixes fences, etc.*)
2. **Literal.** What tools or machines help the farmer do his work? (*Tractors and pitchforks are examples of tools that help the farmer do his work.*)
3. **Inferential.** Name three ways Old MacDonald takes care of the animals? (*He gives them food, water, and shelter.*)

Show Image 1A-4: Barn interior

4. **Inferential.** What is this a picture of? (*the inside of a barn*) Why do many farms have barns? (*Farms have barns to provide shelter for animals, store tools, or keep hay.*)

WORD WORK: TOOLS (5 MIN.)

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

Support

If students have difficulty responding to questions, reread pertinent lines of the Read-Aloud and/or refer to specific images.



ENGLISH
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Speaking and Listening

Listening Actively

Beginning

Ask students simple yes/no questions (e.g., "Does Old MacDonald feed the animals?").

Intermediate

Provide students with a specific sentence frame (e.g., "Old MacDonald takes care of the animals by . . .").

Advanced/ Advanced High

Encourage students to use content-related words in complete sentences (e.g., "Old MacDonald feeds the animals and gives them shelter.").

ELPS 1.E; ELPS 3.F

Challenge

Have students think of other types of shelters. (*Answers may vary, but may include a house, shed, tree house, picnic shelter, porch, etc.*)

Use a Describing activity for follow-up. I am going to name a job that you might do. I want you to tell what tools might help you do that job. Try to answer in complete sentences and use the word *tool* when you answer. Start your answers with “_____ are tools that help us . . .”

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

Lesson 1: Old MacDonald Had a Farm

Application



Reading: Students will participate in a class recitation of “Old MacDonald Had a Farm.”



TEKS K.6.D

ON STAGE (20 MIN.)

- Teach the class at least these four verses of the song “Old MacDonald Had a Farm”:
 - Old MacDonald had a farm, E I E I O.
And on his farm he had a cow, E I E I O.
With a moo, moo here and a moo, moo there,
Here a moo, there a moo, everywhere a moo, moo.
Old MacDonald had a farm, E I E I O.
 - Old MacDonald had a farm, E I E I O.
And on his farm he had a hen, E I E I O.
With a cluck, cluck here and a cluck, cluck there,
Here a cluck, there a cluck, everywhere a cluck, cluck.
Old MacDonald had a farm, E I E I O.
 - Old MacDonald had a farm, E I E I O.
And on his farm he had a pig, E I E I O.
With an oink, oink here and an oink, oink there,
Here an oink, there an oink, everywhere an oink, oink.
Old MacDonald had a farm, E I E I O.
 - Old MacDonald had a farm, E I E I O.
And on his farm he had a sheep, E I E I O.
With a baa, baa here and a baa, baa there,
Here a baa, there a baa, everywhere a baa, baa.
Old MacDonald had a farm, E I E I O.
- Start by singing a line and having students echo.
- Once students are familiar with the song, you may try variations (e.g., you sing each verse and students sing the animal sounds, or you could have different groups of students sing the verse for a particular animal.).
- Students will have many opportunities to sing the song during the next several days. Singing can also be an excellent transition activity.



**ENGLISH
LANGUAGE
LEARNERS**

**Speaking and
Listening**

Presenting

Beginning

Sing the song, stopping after each line to have students repeat it after you.

Intermediate

Sing the song, leaving out key phrases. Pause so students can complete the unfinished phrases.

**Advanced/
Advanced High**

Provide minimal support and guidance for recitation of the song.

ELPS 3.G; ELPS 3.I



TEKS K.6.D Retell texts in ways that maintain meaning.



Exit Pass

Have students answer the following question independently, “Why are farms important?”

End of Lesson

Lesson 1: Old MacDonald Had a Farm

Take-Home Material

FAMILY LETTER

- Send home Activity Page 1.1.

Activity Page 1.1



FARMS

With a Moo, Moo Here

PRIMARY FOCUS OF LESSON**Speaking and Listening**

Students will use details to describe cows.

 **TEKS K.1.C****Reading**

Students will generate questions about text before, during, and after reading to deepen their understanding and gain information.

 **TEKS K.5.B**

Students will listen, ask questions, and identify the central idea and key details of a first-person informational text about cows.

 **TEKS K.5.B; TEKS K.6.D; TEKS K.8.D.i; TEKS K.9.E****Language**

Students will demonstrate an understanding of the Tier 3 word *grazing*.


 **TEKS K.3.B****Writing**

Students will create an illustration to show details about cows.

 **TEKS K.11.B****FORMATIVE ASSESSMENT****Exit Pass**

Drawing Students will draw a cow using key details from the Read-Aloud.

 **TEKS K.11.B**

 **TEKS K.1.C** Share information and ideas by speaking audibly and clearly using the conventions of language; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.6.D** Retell texts in ways that maintain meaning; **TEKS K.8.D.i** Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance; **TEKS K.9.E** Listen to and experience first- and third-person texts; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS K.11.B** Dictate or compose informational texts.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud			
What Have We Already Learned?	Whole Group	10 min.	❑ KWL Chart (Digital Components)
Read-Aloud			
Purpose for Listening	Whole Group	30 min.	❑ Flip Book: 2A-1–2A-10
“With a Moo, Moo Here”			
Comprehension Questions			
Word Work: <i>Grazing</i>			
This is a good opportunity to take a break.			
Application			
Image Review	Whole Group	20 min.	❑ paper ❑ drawing tools ❑ Flip Book: 2A-2–2A-10

ADVANCE PREPARATION

Universal Access

- Gather different books about cows to pass around the class. The school or local library may be a good resource.

CORE VOCABULARY

grazing, v. eating

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

Variation(s): graze, grazes, grazed

herd, n. a group of animals that eats and travels together

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

Variation(s): herds

Vocabulary Chart for “With a Moo, Moo Here”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	grazing		
Multiple Meaning	herd		
Sayings and Phrases			

Lesson 2: With a Moo, Moo Here



Introducing the Read-Aloud

Speaking and Listening: Students will use details to describe cows.



TEKS K.1.C

Reading: Students will generate questions about text before, during, and after reading to deepen their understanding and gain information.



TEKS K.5.B



WHAT HAVE WE ALREADY LEARNED? (10 MIN.)

TEKS K.5.B

- As a class, sing the verse about a cow from “Old MacDonald Had a Farm.”
- Ask students what they already know about cows.
- You may prompt discussion with the following questions:
 - What sound does a cow make?
 - What do cows eat?
 - Why do farmers raise cows?
 - How would you describe a cow?
 - Have you ever seen a real cow? If so, where?
 - What do you wonder about the cows?

ENGLISH
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Speaking and Listening

Exchanging Information and Ideas

Beginning

Ask students yes/no questions about cows, and encourage them to ask their own questions about cows.

Intermediate

Provide students with a specific sentence frame (e.g., “Cows eat . . .”).

Advanced/

Advanced High

Encourage students to use content-related words in complete sentences (e.g., “I saw a cow on my neighbor’s farm.”)

ELPS 1.E; ELPS 3.F

Check for Understanding



KWL Chart: Add the information that students share about cows to the KWL chart you started in Lesson 1. Save the chart for future use.



TEKS K.1.C Share information and ideas by speaking audibly and clearly using the conventions of language; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance.

Lesson 2: With a Moo, Moo Here

Read-Aloud



Reading: Students will listen, ask questions, and identify the central idea and key details of a first-person informational text about cows.

✚ **TEKS K.5.B; TEKS K.6.D; TEKS K.8.D.i; TEKS K.9.E**

Language: Students will demonstrate an understanding of the Tier 3 word *grazing*.

✚ **TEKS K.3.B**

✚ **PURPOSE FOR LISTENING** **TEKS K.8.D.i**

- Tell students to listen carefully to learn more about the main topic, or central idea, of today's lesson: cows.
- Explain that Old MacDonald is telling the story himself, so he uses words like "I" and "my." This is called first-person point of view.
- Tell students that the text is full of facts about farms. Facts tell details that are true, such as "cows make milk." Facts are different from opinions, which show what people think. An example of an opinion is "I like milk." Guide students to identify facts in the text as they read.

✚ **"WITH A MOO, MOO HERE" (15 MIN.)** **TEKS K.9.E**



Show Image 2A-1: Old MacDonald on tractor, leaving driveway

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



Show Image 2A-2: Herd of cattle

Cattle are some of the first animals people think of when they think of farms. *Cattle are cows and bulls.* This is actually my neighbor's **herd** of cattle. *A herd is a group of animals that eat and travel together.* I only have a few cows on my farm, but my neighbor has a whole herd.

✚ **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.6.D** Retell texts in ways that maintain meaning; **TEKS K.8.D.i** Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance; **TEKS K.9.E** Listen to and experience first- and third-person texts; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

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

Support

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

Support

Cows are female cattle and bulls are male cattle.

Challenge

Have students think of other animals that graze. (Answers may vary, but may include sheep, horses, goats, deer, buffalo, etc.)



Show Image 2A-3: Cow and calf

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

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



Show Image 2A-4: Bull

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



Show Image 2A-5: Hay bales

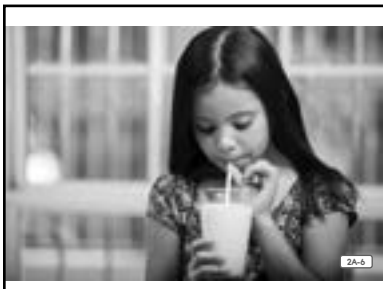
Cattle spend most of their time out in the fields or pasture **grazing** on fresh, green grass. *Grazing means eating.* Because grass isn't always available, some farmers grow extra fields of grass, alfalfa, and other grains that they can turn into hay. Hay is dried grass that cows and other farm animals can eat when there is not

enough grass growing in the pasture. Once the plants in these extra fields are fully grown, the farmer pulls a machine with his tractor to mow it down. Then

he uses another machine to gather it up and make hay bales. *A bale is a large, tightly packed bundle tied together. Have you ever seen a bale of hay?*

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

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



Show Image 2A-6: Girl drinking milk

Calves aren't the only ones who drink cow's milk. People drink it, too. I am sure a lot of you drink milk every day. Milk is also used to make ice cream as well as many other dairy products including cheese, butter, and yogurt.

Dairy products are things made from milk.

So, cows' milk is also important to people.

That is why there are dairy farms. *What facts did we learn about milk from this paragraph? Which of these products that are made from milk do you like? What questions do you have about milk or why people drink milk?*



Show Image 2A-7: Milking a cow

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

she does this sort of work a lot, in which case she will be used to it.



Show Image 2A-8: Milking parlor

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

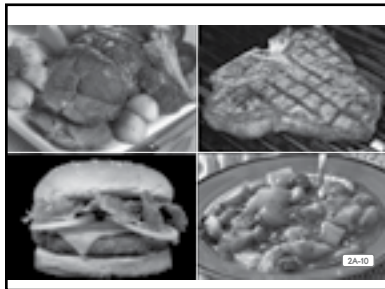
Support

You may want to mention that some people do not eat or drink dairy products.



Show Image 2A-9: Milk truck

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



Show Image 2A-10: Beef products

Not all cows are dairy cows. Some farmers raise beef cattle. *Beef* is the word for cow meat. [Point to each beef product as you read the following sentence.] Roast beef, steaks, hamburgers, and beef stew are all beef products.



Check for Understanding

TEKS K.8.D.i

One-Word Answer: What is the main topic, or central idea, of today's lesson? (*cows*)

How often do farmers milk cows each day? (*twice*)

Are cows mammals? (*yes*)

What do we call a group of cows that travel and eat together? (*herd*)

COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** What are male cattle called? (*Male cattle are called bulls.*) What are female cattle called? (*Female cattle are called cows.*) What are baby cattle called? (*Baby cattle are called calves.*)

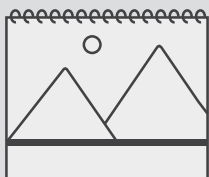
Show Image 2A-3: Cow and calf

2. **Inferential.** Why does a cow have an udder? (*A cow has an udder to hold the milk it produces.*)
3. **Inferential.** How do cattle get the food they need? (*They eat grass or are fed hay or feed by the farmer.*)



TEKS K.8.D.i Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance.

Flip Book 2A-3



- **Literal.** How do calves get the food they need? (*They drink their mother's milk or are bottle fed by the farmer until they can eat grass.*)

4. **Inferential.** Why do farmers raise cattle? (*Farmers raise cattle for dairy and beef products.*)

5. **Evaluative.** *Think Pair Share:* What is the most interesting fact that you learned about cows? (*Answers may vary but should include support from the Read-Aloud.*)

What new questions do you have about cows? (*Answers may vary but should include questions to gain information or clarify understandings about the Read-Aloud.*) Add student responses to the KWL chart.

WORD WORK: GRAZING (5 MIN.)

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

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

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



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Speaking and Listening

Exchanging Information and Ideas

Beginning

Ask students yes/no questions about the cows and encourage them to ask their own questions about cows.

Intermediate

Encourage students to build on what the previous student has said about cows.

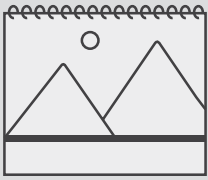
Advanced/

Advanced High

Challenge students to say something more about what the previous student has said about cows.

ELPS 2.H; ELPS 3.F

Flip Book
2A-2–2A-10



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Speaking and
Listening

Exchanging Information
and Ideas

Beginning

Ask students yes/no questions about the image and encourage them to ask their own questions about the image.

Intermediate

Encourage students to build on what the previous student has said about the image.

Advanced/

Advanced High

Challenge students to say something more about what the previous student has said about the image.

ELPS 2.H; ELPS 3.F;

ELPS 3.J

Lesson 2: With a Moo, Moo Here

Application



Writing: Students will create an illustration to show details about cows.



TEKS K.11.B

IMAGE REVIEW (20 MIN.)

Show Images 2A-2 through 2A-10

- Have students talk about what they see in each picture and what they have learned about that is associated with the picture.
- As students share, remember to repeat and expand upon each response using richer and more complex language, including, if possible, any Read-Aloud vocabulary.
- Explain that facts from the text will help students draw the animals.
- Ask students to identify the difference between facts and opinions. Guide them to understand that facts are true and opinions are what people think or feel.



Exit Pass

Have students draw a picture of a cow. Encourage them to include a background and interesting facts and details they learned from the Read-Aloud.

End of Lesson



TEKS K.11.B Dictate or compose informational texts.

FARMS

And a Cluck, Cluck There

PRIMARY FOCUS OF LESSON**Speaking and Listening**

Students will use details to describe chickens.

✚ **TEKS K.1.C; TEKS K.5.B**

Reading

Students will ask questions and identify the central idea and key details of an informational text about chickens.

✚ **TEKS K.5.B; TEKS K.6.D; TEKS K.8.D.i**

Language

Students will demonstrate an understanding of the Tier 2 word *collects*.

✚ **TEKS K.3.B**

Students will demonstrate an understanding of the phrase “the early bird gets the worm.”

✚ **TEKS K.3.B**

Students will demonstrate an understanding of the multiple meaning word *feed*.

✚ **TEKS K.3.B**

FORMATIVE ASSESSMENT**Exit Pass**

Oral Students will produce an oral statement about chickens.

✚ **TEKS K.1.C**

✚ **TEKS K.1.C** Share information and ideas by speaking audibly and clearly using the conventions of language; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.6.D** Retell texts in ways that maintain meaning; **TEKS K.8.D.i** Recognize characteristics and structures of informational text, including the central idea and supporting evidence, with adult assistance; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud			
What Have We Already Learned?	Whole Group	10 min.	❑ KWL Chart (Digital Components)
Essential Background Information or Terms			
Read-Aloud			
Purpose for Listening	Whole Group	30 min.	❑ Flip Book: 3A-1–3A-12
“And a Cluck, Cluck There”			
Comprehension Questions			
Word Work: <i>Collects</i>			
This is a good opportunity to take a break.			
Application			
Sayings and Phrases	Whole Group Partner	20 min.	❑ Poster 2M: Feed (Flip Book)
Multiple Meaning Word Activity			

ADVANCE PREPARATION

Application

- Divide students into pairs for the Multiple Meaning Word Activity.

Universal Access

- Gather different books about chickens to pass around the class. The school or local library may be a good resource.

CORE VOCABULARY

collects, v. takes, brings together, and saves

Example: My brother collects interesting rocks.

Variation(s): collect, collected, collecting

hatch, v. to come out of an egg

Example: Do you think the chicks will hatch today?

Variation(s): hatches, hatched, hatching

peck, v. to bite or strike with a beak

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

Variation(s): pecks, pecked, pecking

Vocabulary Chart for “And a Cluck, Cluck There”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	hatch peck (<i>picotear</i>)	collects (<i>coleccionar</i>)	
Multiple Meaning			
Sayings and Phrases	the early bird gets the worm		

Lesson 3: And a Cluck, Cluck There

Introducing the
Read-Aloud

Speaking and Listening: Students will use details to describe chickens.



TEKS K.1.C; TEKS K.5.B

WHAT HAVE WE ALREADY LEARNED? (10 MIN.)

- As a class, sing the verse about a cow from “Old MacDonald Had a Farm.”
- Ask students to recall what they have learned about cows. Refer to the KWL chart to prompt students.
- Remind students that female cattle are called cows, male cattle are called bulls, and baby cattle are called calves.
- Review the dairy and beef products we get from cattle.
- As a class, sing the verse about a hen from “Old MacDonald Had a Farm.”
- Ask students what they already know about hens or chickens.
- You may prompt discussion with the following questions:
 - What sounds do chickens make?
 - What do chickens eat?
 - Why do farmers have chickens?
 - What does a chicken look like?
 - Have you ever seen a real chicken? If so, where?
 - What do you wonder about chickens?

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Speaking and Listening

Exchanging Information and Ideas

Beginning

Reframe questions as simple yes/no questions (e.g., “Do chickens live on farms?”).

Intermediate

Provide students sentence frames using an expanded set of learned phrases (e.g., “Farmers raise chickens for . . .”).

Advanced/

Advanced High

Provide minimal support and guidance for open responses.

ELPS 3.F



Check for Understanding

KWL Chart: Add the information that students share about chickens to the KWL chart you started in Lesson 1. Save the chart for future use.



TEKS K.1.C Share information and ideas by speaking audibly and clearly using the conventions of language; **TEKS K.5.B** Generate questions about a text before, during, and after reading to deepen understanding and gain information with adult assistance.

Lesson 3: And a Cluck, Cluck There

Read-Aloud



Reading: Students will ask questions and identify the central idea and key details of an informational text about chickens.

✚ **TEKS K.5.B; TEKS K.6.D; TEKS K.8.D.i**

Language: Students will demonstrate an understanding of the Tier 2 word *collects*.

✚ **TEKS K.3.B**

PURPOSE FOR LISTENING

- Tell students to listen carefully to learn more about the main topic, or central idea, of today's lesson: chickens.

"AND A CLUCK, CLUCK THERE" (15 MIN.)



Show Image 3A-1: Old MacDonald and chicken

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



Show Image 3A-2: Chickens

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

Challenge

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

✚ **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.6.D** Retell texts in ways that maintain meaning; **TEKS K.8.D.i** Recognize characteristics and structures of informational text, including the central idea and supporting evidence, with adult assistance; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

Support

Feed is also the food that animals eat.



Show Image 3A-3: Foraging chickens

Some farmers let their chickens out in the yard to **peck** around for insects, seeds, and other food on the ground. *Peck means to bite or strike with a beak.* As long as there is food to be found, chickens tend to stay close to home, so there is little need to worry about them running away.



Show Image 3A-4: Chickens eating feed

Generally, chickens need help from the farmer to get all the food they need. The farmer feeds them special pellets, called chicken feed, or he can feed them dried corn, wheat, or oats. *The word feed can mean two things: it can describe the food itself or it can mean to give food to.*



Show Image 3A-5: Chicken coop

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

The chicken coop also has a fenced-in dirt yard. The main reason for having a fence is to keep other animals out. Because chickens can't fly they would be easy prey for other animals, including owls, foxes, raccoons, weasels, and skunks. These creatures are nocturnal predators, meaning they are animals that hunt at night, so every farmer needs to make sure that the chickens are all safely locked up in the coop every night before he or she goes to bed.



Show Image 3A-6: Eggs in nest

Female chickens are called hens. Hens lay eggs, which many people like to eat. On some farms, the farmer **collects**, *or takes* the eggs from the chickens' nests each morning and evening. On other farms the hens lay their eggs in cages with sloping bottoms so the

eggs roll out onto a conveyor belt that collects them. The farmer and his family eat the eggs, or they sell them to other people.



Show Image 3A-7: Egg in frying pan

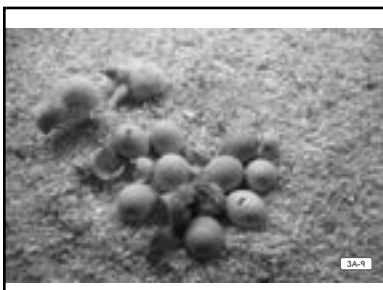
Eggs have hard shells. If you crack the shell you can break open the egg and release the yolk and white. Egg yolk is yellow and egg white is actually clear, though it turns white when you cook it. Some people like to eat fried or scrambled or boiled eggs for breakfast. Eggs are also used to make other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

including cakes, cookies, and other baked goods.



Show Image 3A-8: Nesting chicken

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



Show Image 3A-9: Hatching chicks

After the hen sits on the eggs for about twenty-one days, something amazing will happen. A chick will be born, and it will use its beak to crack open the shell from the inside! For twenty-one days, the chick has gradually grown inside the egg. All this time it has been using the egg yolk and white as its food. Within

a few hours the chick will be fluffy and yellow. On some farms the eggs are hatched in incubators, machines that warm the eggs just like a mother hen.



Show Image 3A-10: Hen and chicks

Hens are good mothers. They naturally know to sit on eggs to keep them warm and how to raise baby chicks. They will even sit on other hens' (or even other birds') eggs! Unlike cows and pigs, chickens do not produce milk to feed their young. After the chicks **hatch**, or come out of their eggs they quickly learn to scratch

Support

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

and peck. Soon, these chicks will be ready to peck the ground to find food for themselves.



Show Image 3A-11: Rooster

Male chickens are called roosters. The farmer usually only keeps one rooster in the chicken coop. Roosters do not lay eggs. Like the hens you saw earlier, this rooster has a red comb on top of his head. *[Point to the comb in the picture.]* If you compare this rooster to the hens, you will also notice that he has a larger

wattle. The wattle is a flap of bare skin that hangs down on a bird's throat. *[Point to the wattle in the picture.]* Roosters have larger wattles than hens.

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



Show Image 3A-12: Chicken products

Of course, farmers don't raise chickens just for their eggs. Many people like to eat chicken. One of my favorites is fried chicken, but some folks like to eat roasted chicken or barbecued chicken. *We have learned a lot of facts about chickens. We learned what they look like and what they sound like. This is an opinion, or what*

Old MacDonald thinks, about fried chicken. Who also likes to eat chicken like Old MacDonald? What is your favorite kind of chicken to eat?

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

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

Support

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



Check for Understanding

One-Word Answer: What is the main topic, or central idea, of today's lesson? (*chickens*)
What is a male chicken called? (*rooster*)
What is a female chicken called? (*hen*)
Does a rooster or a hen lay eggs? (*hen*)
What is the yellow middle of an egg called? (*yolk*)

COMPREHENSION QUESTIONS (10 MIN.)

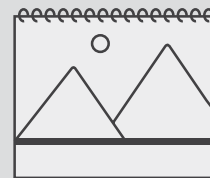
Show Image 3A-10: Hen and chicks

1. **Literal.** What do you see in this picture? (*I see a hen and chicks.*)
What sound do they make? (*Hens and chicks make the sound cluck!*)
2. **Literal.** How do chicks begin their lives? (*They hatch from eggs.*)
3. **Literal.** Once the chicks have hatched, how do they get the food they need? (*They quickly learn to scratch and peck the ground for food.*)
4. **Inferential.** How can you tell the difference between a hen and a rooster? (*Roosters have larger combs and wattles; they make a different sound.*)
5. **Evaluative.** How are chickens like other birds that you might see outside? (*Chickens have feathers, wings, beaks, make nests, lay eggs, etc.*) How are they different? (*Chickens can't fly; they live in a coop, etc.*)

WORD WORK: COLLECTS (5 MIN.)

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

Flip Book 3A-10



Support

If students have difficulty responding to questions, reread pertinent lines of the Read-Aloud and/or refer to specific images.



ENGLISH
LANGUAGE
LEARNERS

Speaking and Listening

Listening Actively

Beginning

Ask students simple yes/no questions (e.g., "Do chickens lay eggs?").

Intermediate

Provide students sentence frames using an expanded set of learned phrases (e.g., "Chickens are different from other birds because . . .").

Advanced/

Advanced High

Provide minimal support and guidance for open responses.

ELPS 3.F

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

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

Lesson 3: And a Cluck, Cluck There

Application



Language: Students will demonstrate an understanding of the phrase “the early bird gets the worm.”

 **TEKS K.3.B**


Language: Students will demonstrate an understanding of the multiple meaning word *feed*.

 **TEKS K.3.B**

SAYINGS AND PHRASES (10 MIN.)

The Early Bird Gets the Worm

- Explain to students that proverbs are short, traditional sayings that have been passed along orally from generation to generation. These sayings usually express general truths based on experiences and observations of everyday life.
- Tell students that although some proverbs do have literal meanings—that is, they mean exactly what they say—many proverbs have a richer meaning beyond the literal level.
- Remind students that in the Read-Aloud they heard the saying “the early bird gets the worm.” Have students repeat the saying.
- Explain that worms are something birds like to eat; a bird would be happy if it found a worm because it could eat it!
- Repeat the saying one more time. Ask students why the early bird would get the worm. (*It gets there first to eat the worm before other birds do.*) What would happen to a bird that came after the early bird? Would it get the worm?
- Explain that this saying can also be true for people. People probably aren’t interested in getting a worm when they’re early, but there are other rewards they can get.
- Give students an example, such as getting up early gives students time to do things they need to do before school, like combing their hair, eating a good breakfast, and brushing their teeth; arriving early for the movies allows enough time to get a ticket, a snack, and a preferred seat before the movie.
- You may also want to explain that some businesses, such as bakeries or bagel shops, benefit from an early start (for employees as well as customers).

 **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

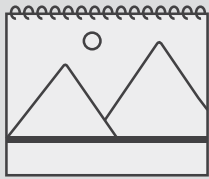
Support

Explain that when sayings are passed along orally from generation to generation it means that children hear sayings from their parents and grandparents. Then, when they are older, they pass down the same sayings to their own children and grandchildren.

Challenge

Ask students if they can think of other good things or rewards that come from being early.

Flip Book Poster 2M



ENGLISH
LANGUAGE
LEARNERS



Reading

Exchanging Information
and Ideas

Beginning

Reframe questions as simple yes/no questions (e.g., “Do chickens eat this type of feed?”).

Intermediate

Provide students with a specific sentence frame (e.g., “The picture of chicken feed reminds me of . . .”).

Advanced/

Advanced High

Encourage students to use key details in complete sentences (e.g., “The picture of chicken feed reminds me of the pellets I feed my hamster.”).

ELPS 1.E; ELPS 3.F

Check for Understanding



Stand Up/Sit Down: An example of the saying “the early bird gets the worm” might be cleaning up your desk quickly so that you can be first in line for recess. (*stand up*)

An example of the saying “*the early bird gets the worm*” might be watching television with a big bowl of buttered popcorn. (*sit down*)

Another example of the saying might be waking up early so that you can get to the donut shop before they run out of their popular cream-filled donuts. (*stand up*)

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

MULTIPLE MEANING WORD ACTIVITY (10 MIN.)

Show Poster 2M: Feed

- Remind students that in the Read-Aloud they heard “The farmer feeds [chickens] special pellets, called chicken feed, or he can feed them dried corn, wheat, or oats.”
- Explain that this sentence uses both definitions of *feed*. Specify that you are talking about the food that some animals, like chickens, eat.
- Have students hold up one or two fingers to indicate which image on the poster shows this meaning (*one finger*).
- Divide students into pairs. Ask them to discuss what they think of when they see this picture of the word *feed*. Call on several students to share their responses.
- *Feed* also means something else. *Feed* means to give food to. For example, the mother cow feeds her calf milk when it’s hungry.
- Have students hold up one or two fingers to indicate which image on the poster shows this meaning (*two fingers*).
- Ask students to discuss with their partners what they think of when they see this picture of the word *feed*. Call on several students to share their responses.
- Remind students to answer in complete sentences.



Exit Pass

Ask students to name one interesting detail they learned about chickens.

End of Lesson

4

FARMS

Here an Oink,
There an Oink

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will use details to describe pigs.

✦ **TEKS K.1.C**

Reading

Students will identify the central idea and key details of an informational text about pigs.

✦ **TEKS K.5.B; TEKS K.8.D.i**

Language

Students will demonstrate an understanding of the Tier 2 word *valuable*.

✦ **TEKS K.3.C**

Writing

Students will illustrate key details about pigs.

✦ **TEKS K.11.B**

FORMATIVE ASSESSMENT

Drawing Activity

A Pig's Life Students will draw a pig, using details from the text.

✦ **TEKS K.11.B**



Writing Studio

If you are using Writing Studio, you may begin Unit 2 Lesson 1 after completing this Knowledge lesson. If you have not done so already, you may wish to review the Writing Studio materials and their connections to this domain.

✦ **TEKS K.1.C** Share information and ideas by speaking audibly and clearly using the conventions of language; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.8.D.i** Recognize characteristics and structures of informational text, including the central idea and supporting evidence, with adult assistance; **TEKS K.3.C** Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations; **TEKS K.11.B** Dictate or compose informational texts.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud			
What Have We Already Learned?	Whole Group	10 min.	❑ KWL Chart (Digital Components)
Read-Aloud			
Purpose for Listening	Whole Group	30 min.	❑ Flip Book: 4A-1–4A-9
“Here an Oink, There an Oink”			
Comprehension Questions			
Word Work: <i>Valuable</i>			
This is a good opportunity to take a break.			
Application			
Drawing Activity	Independent	20 min.	❑ paper ❑ drawing tools

ADVANCE PREPARATION

Universal Access

- Gather different books about pigs to pass around the class. The school or local library may be a good resource.

CORE VOCABULARY

litter, n. a group of 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 take care of

Example: The farmer will raise chickens on his farm.

Variation(s): raises, raised, raising

valuable, adj. precious or worth a lot of money

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

Variation(s): none

wallow, v. to roll around in water or mud

Example: Pigs often wallow in mud.

Variation(s): wallows, wallowed, wallowing

Vocabulary Chart for "Here an Oink, There an Oink"

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		valuable wallow	
Multiple Meaning	litter	raise	
Sayings and Phrases	wallowing in the mud		

Lesson 4: Here an Oink, There an Oink

Introducing the Read-Aloud



Speaking and Listening: Students will use details to describe pigs.

 **TEKS K.1.C**

WHAT HAVE WE ALREADY LEARNED? (10 MIN.)

- Ask students to recall what they have learned about chickens. Refer to the KWL chart to prompt students.
- As a class, sing the verse about a pig from “Old MacDonald Had a Farm.” Ask students what they already know about pigs.
- Remind students that they learned about pigs in Domain 1, *Nursery Rhymes and Fables*.
- You may prompt discussion with the following questions:
 - What sound does a pig make?
 - What do pigs eat?
 - Why do farmers have pigs?
 - What does a pig look like?
 - Have you ever seen a real pig? If so, where?



Check for Understanding

KWL Chart: Add the information that students share about pigs to the KWL chart you started in Lesson 1. Save the chart for future use.



**ENGLISH
LANGUAGE
LEARNERS**

Speaking and Listening

Exchanging Information and Ideas

Beginning

Reframe questions as simple yes/no questions (e.g., “Have you ever seen a real pig?”).

Intermediate

Provide students sentence frames using an expanded set of learned phrase (e.g., “When I saw a pig, I thought . . .”).

Advanced/ Advanced High

Provide minimal support and guidance for open responses.

ELPS 3.F

 **TEKS K.1.C** Share information and ideas by speaking audibly and clearly using the conventions of language.

Lesson 4: Here an Oink, There an Oink

Read-Aloud



Reading: Students will identify the central idea and key details of an informational text about pigs.



TEKS K.5.B; TEKS K.8.D.i

Language: Students will demonstrate an understanding of the Tier 2 word *valuable*.



TEKS K.3.C

PURPOSE FOR LISTENING

- Tell students to listen carefully to learn interesting facts and details about pigs.

“HERE AN OINK, THERE AN OINK” (15 MIN.)



Show Image 4A-1: Old MacDonald and pig

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



Show Image 4A-2: Pigs feeding at trough

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

Sometimes, pigs are called hogs. Whatever you call them, it's a known fact that pigs like to eat a lot. Pigs eat grass, grain, cheese, vegetable

scraps—pretty much whatever you feed them—and then some! In fact, I know some farmers who use their pigs to harvest their corn, bean, and turnip crops. The pigs even eat the weeds and till the soil with their pointy snouts while they're rooting around! Now that's what I call smart farming. Some pigs grow to be over 200 pounds. *What facts did we learn about pigs from this section?*



TEKS K.5.B Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.8.D.i** Recognize characteristics and structures of informational text, including the central idea and supporting evidence, with adult assistance; **TEKS K.3.C** Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.



Show Image 4A-3: Pig in mud

When they are not busy eating, pigs like to lie around in a cool spot. If the farmer lets his pigs outside in a pasture, they often use their pointed noses to make holes in the ground where rainwater collects. These puddles make a nice, cool place to lie on a hot day. The pigs often **wallow** in the puddles and stir up plenty

of mud. *Wallow means to roll around in water or mud.* Because pigs don't sweat like people do, the mud helps keep them cool in the hot summer, and it also helps keep the bugs away.

Cows moo. People say that pigs go oink, but if you ask me, pigs have their own language. All those grunts, snorts, and squeals I hear when I go near the pigpen sound like the pigs are having a conversation with each other. *Pigsty* is another word for *pigpen*. But you might be surprised to hear that pigs are not dirty or messy. So if someone tells you that your room looks like a pigsty when it is time for you to do a little cleaning, you should let them know that pigs actually do not like their homes to be dirty.



Show Image 4A-4: Pig

Because they snort and eat a lot and spend so much time wallowing in the mud, pigs have a reputation for being dirty, lazy, and greedy. However, they are intelligent, friendly creatures (and I think they're kind of cute!).

I just heard an opinion about pigs. What was the opinion? (pigs are cute). Why is that an

opinion? (It's what Old MacDonald thinks about pigs.) Some people say that pigs are even smarter than dogs, but you'd better not tell that to my dog, Bingo! Some people even say that pigs make good pets because they are affectionate and they like to play.



Show Image 4A-5: Pig in field

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

Support

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



Show Image 4A-6: Boar

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



Show Image 4A-7: Sow and litter

Female pigs are called sows. *The word sow rhymes with cow.* This sow has given birth to a **litter** of piglets. *A litter is a group of babies born to the same mother at one time.* Typically, sows will give birth to litters of between six and twelve piglets each year. Pigs are mammals; like cows, pigs produce milk for their young.

Sows do not have udders like cows, but they do have lots of teats—hopefully enough for every piglet. If the mother pig is not able to produce enough milk, the farmer may move one of the piglets to another sow that has some extra milk.



Show Image 4A-8: Bacon and sausage

Farmers raise pigs for their meat. *Raise means to take care of.* Meat that comes from a pig is called pork, and pork is used to make products such as bacon and sausage. *[Point to each pork product and say its name.]* Some people like to eat bacon or sausage for breakfast.

Other types of pork include ham, pork chops, and pork loin. These are popular foods that you can roast, grill, or fry. Do you have a favorite? *Your answer to this question will be your opinion.*



Show Image 4A-9: Pigs

Pigs are **valuable** animals. *Valuable means precious or worth a lot of money.* In some parts of the world, it is common for every family to own a pig. The meat from one large pig can feed a whole family for a month or more. Plus, if a sow has a litter of piglets, the piglets can

be sold or traded in the market once they are grown up. The farmer or family can then use the money to buy food or other important things.

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

Wow! We learned many interesting facts about pigs. What new thoughts or questions do you have about what we learned?



Check for Understanding

One-Word Answer: What is the main topic, or central idea, of the Read-Aloud? (*pigs*)

What are female pigs called? (*sows*)

What are male pigs called? (*boars*)

What are baby pigs called? (*piglets*)

COMPREHENSION QUESTIONS (10 MIN.)

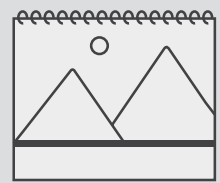
Show Image 4A-7: Sow and litter

1. **Literal.** What do you see in this picture? (*I see a pig and piglets.*)
What sounds do they make? (*Pigs oink. grunt, and squeal.*)
2. **Inferential.** How do pigs get the food they need? (*The farmer feeds them corn, grain, or scraps.*)
 - How do piglets get the food they need? (*They drink their mother's milk.*)
3. **Literal.** What is a litter of piglets? (*A litter means a group of piglets born to a sow.*)
4. **Inferential.** What pork products do people eat? (*We get bacon, sausage, ham, pork chops, and pork loin from pigs.*)
5. **Evaluative.** How are pigs like cows? How are they different? (*They both feed their babies milk, they both live on a farm, people get different products from each, they are different sizes; etc.*)

Challenge

Ask students to think of other things on a farm that might be valuable. (*Answers may vary, but may include the barn, tools, machinery, cows, other animals, etc.*)

Flip Book 4A-7



ENGLISH
LANGUAGE
LEARNERS

Speaking and Listening

Exchanging Information and Ideas

Beginning

Ask students yes/no questions about how pigs and cows differ and encourage them to ask their own questions about similarities and differences between the animals.

Intermediate

Encourage students to build on what the previous student has said about how pigs and cows are similar or different.

Advanced/ Advanced High

Challenge students to say something more about what the previous student has said about pigs and cows.

ELPS 3.F; ELPS 4.J

WORD WORK: VALUABLE (5 MIN.)

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

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

Lesson 4: Here an Oink, There an Oink

Application



Writing: Students will illustrate key details about pigs.



TEKS K.11.B

DRAWING ACTIVITY (20 MIN.)

- Review key characteristics of pigs by asking the following questions:
 - Where do pigs live?
 - What does a pig look like?
 - Why do pigs wallow in mud?
 - Are pigs messy or clean?
 - What do pigs eat?
- Give each student a piece of paper and have them draw a pig using facts and details from the Read-Aloud.
- Point out that facts about pigs will help them draw a pig.
- Encourage students to draw a background to show where a pig lives.
- Tell students to draw the pig doing something particular, like eating or wallowing in mud.
- Encourage students to include details and information they learned from the Read-Aloud.
- Tell students that at the end of class you will ask them to share an interesting detail from their drawings.

End of Lesson

Challenge

Have students add other animals they have learned about to their farm scene. You may also have students label their drawings with the words "pig," "chicken," and "cow," if they are able to do so.



**ENGLISH
LANGUAGE
LEARNERS**

Writing

Writing

Beginning

Have students use phrases and familiar vocabulary to describe their drawing.

Intermediate

Have students describe their drawing using short sentence(s).

Advanced/ Advanced High

Have students describe their drawing using longer, more detailed sentence(s).

ELPS 5.F



TEKS K.11.B Dictate or compose informational texts.

5

FARMS

Everywhere a Baa,
Baa

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will use details to describe sheep.

 **TEKS K.1.C**

Reading

Students will identify the central idea and key details of an informational text about sheep.

 **TEKS K.8.D.i**

Language

Students will demonstrate an understanding of the Tier 2 word *responsibilities*.

 **TEKS K.3.C**

Students will demonstrate an understanding of the multiple meaning word *pen*.

 **TEKS K.3.B**

Reading

Students will make inferences and use evidence to support understanding.


 **TEKS K.5.F**

FORMATIVE ASSESSMENT

Exit Pass

Oral Students will produce an oral statement about sheep using key details from the Read-Aloud.

 **TEKS K.1.C**

 **TEKS K.1.C** Share information and ideas by speaking audibly and clearly using the conventions of language; **TEKS K.8.D.i** Recognize characteristics and structures of informational text, including the central idea and supporting evidence, with adult assistance; **TEKS K.3.C** Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS K.5.F** Make inferences and use evidence to support understanding with adult assistance.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud			
What Have We Already Learned?	Whole Group	10 min.	❑ KWL Chart (Digital Components)
Read-Aloud			
Purpose for Listening	Whole Group	30 min.	❑ Flip Book: 5A-1–5A-10
“Everywhere a Baa, Baa”			
Comprehension Questions			
Word Work: <i>Responsibilities</i>			
This is a good opportunity to take a break.			
Application			
Multiple Meaning Word Activity	Whole Group	20 min.	❑ Poster 3M: Pen (Flip Book) ❑ Flip Book: 5A-3, 5A-5–5A-9 ❑ Word Chart ❑ tape or glue
Syntactic Awareness Activity			
Vocabulary Instructional Activity			

ADVANCE PREPARATION

Introducing the Read-Aloud

- Prepare KWL chart for use in this and future lessons.

Note to Teacher

- If you run out of time, you may wish to do the Syntactic Awareness Activity as a Pausing Point activity.

Application

- Prepare to divide students into pairs for the Multiple Meaning Word Activity.

- Prepare a Word Chart and images for display during the Vocabulary Instructional Activity.
 - Draw a line down the middle of the chart paper.
 - Place a picture of a boy on the left column and a picture of a girl on the right column.
 - Find and make copies of the following images: boy, girl, man, woman
 - Make copies of the following Flip Book images: cow (see image 2A-3), bull (see image 2A-4), hen (see image 3A-10), rooster (see image 3A-11), sow (see image 4A-7), boar (see image 4A-6), ewe (see image 5A-3), ram (see image 5A-3).
 - Cut image 5A-3 in half so that there is a picture of a ewe and one of a ram.

Universal Access

- Gather different books about sheep to pass around the class. The school or local library may be a good resource.

CORE VOCABULARY

fleece, n. wool

Example: The fleece blanket 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 a person has

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 the sheep have a good pasture.

Variation(s): shepherds

stray, v. to wander away

Example: Sheep sometimes stray from the flock.

Variation(s): strays, strayed, straying

Vocabulary Chart for “Everywhere a Baa, Baa”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	fleece flock shepherd	responsibilities	
Multiple Meaning		stray	
Sayings and Phrases			

Lesson 5: Everywhere a Baa, Baa



Introducing the Read-Aloud

Speaking and Listening: Students will use details to describe sheep.



TEKS K.1.C

WHAT HAVE WE ALREADY LEARNED? (10 MIN.)

- As a class, sing the verse about a pig from “Old MacDonald Had a Farm.”
- Ask students to recall what they have learned about pigs. Refer to the KWL chart to prompt students.
- As a class, sing the verse about a sheep from “Old MacDonald Had a Farm.” Ask students what they already know about sheep.
- You may prompt discussion with the following questions:
 - What sound does a sheep make?
 - What do sheep eat?
 - Why do farmers have sheep?
 - What does a sheep look like?
 - Have you ever seen a real sheep? If so, where?

**ENGLISH
LANGUAGE
LEARNERS**



Speaking and
Listening

Exchanging Information
and Ideas

Beginning

Reframe questions as simple yes/no questions (e.g., “Have you ever seen a real sheep?”).

Intermediate

Provide students sentence frames using an expanded set of learned phrase (e.g., “Farmers raise sheep because . . .”).

Advanced/

Advanced High

Provide minimal support and guidance for open responses.

ELPS 3.F



Check for Understanding

KWL Chart: Add the information that students share about sheep to the KWL chart you started in Lesson 1. Save the chart for future use.



TEKS K.1.C Share information and ideas by speaking audibly and clearly using the conventions of language.

Lesson 5: Everywhere a Baa, Baa

Read-Aloud



Reading: Students will identify the central idea and key details of an informational text about sheep.

✚ **TEKS K.8.D.i**

Language: Students will demonstrate an understanding of the Tier 2 word *responsibilities*.

✚ **TEKS K.3.C**

Reading: Students will make inferences and use evidence to support understanding.

✚ **TEKS K.5.F**

PURPOSE FOR LISTENING

- Tell students to listen carefully to learn interesting details about sheep.

“EVERYWHERE A BAA, BAA” (15 MIN.)



Show Image 5A-1: Old MacDonald and a sheep

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



Show Image 5A-2: Flock of sheep

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

By the way, you might have noticed something a little unusual about the word *sheep*. You can have one cow or a herd of cows. You can have one pig or a herd of pigs. You can have one chicken or a

✚ **TEKS K.8.D.i** Recognize characteristics and structures of informational text, including the central idea and supporting evidence, with adult assistance; **TEKS K.3.C** Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations; **TEKS K.5.F** Make inferences and use evidence to support understanding with adult assistance.

flock of chickens. However, you can have one sheep or a flock of sheep. Did you notice? You do not need to add the /s/ sound to the end of the word *sheep* if you have more than one sheep. In other words, you would not say that my neighbor has a flock of sheeps. We say she has a flock of sheep.



Show Image 5A-3: Ewe and ram

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

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



Show Image 5A-4: Lamb

Baby sheep are called lambs. The ewe often has twin lambs. *If the ewe had twin lambs, how many lambs would it have?* When lambs are young, they feed on their mother’s milk. Sometimes, the ewe may not have enough milk for two lambs, so the farmer may need to feed one of the lambs milk from a bottle.



Show Image 5A-5: Child wearing a wool sweater

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

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

Challenge

Ask students if they can think of other words that are the same in the singular and plural. (Answers may vary, but may include fish, deer, etc.)



Show Image 5A-6: Sheep grazing

Sheep lead pretty simple lives. They spend most of their time out in the field grazing. The farmer lets them out to graze every morning and leads them back to the safety of the pen at night. *A pen is a small fenced area for animals.*



Show Image 5A-7: Shepherd

Sheep generally stay with the flock, because it is safer being in a large group than being alone. Sheep do not have to worry about small animals like raccoons or skunks sneaking up and eating them. However, unlike cattle and pigs, sheep are not very large, and they are certainly not fast. So, sheep farmers have

to protect their sheep from coyotes and wolves or other large predators.

Predators are other animals that eat sheep.

Every now and then, a sheep does **stray** from the flock, usually in search of some tastier grass. *Stray means to wander away.* Sheep are valuable farm animals—they are worth a lot of money—so the farmer cannot afford to let them wander off. *Why are sheep valuable?*

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



Show Image 5A-8: Sheepdog herding sheep

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

Support

A pen can also be a tool for writing.

Challenge

Stray can also mean an animal or pet, usually a dog or cat, that is lost or does not have a home.

Support

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



Show Image 5A-9: Farmer shearing sheep

The sheep eat grass and grow thick coats of fuzzy wool all year round. After the sheep have had time to grow long, shaggy coats of wool, the farmer gets out the shearing clippers. Shearing clippers are like the electric razors a barber uses to cut hair. The farmer uses the shearing clippers to cut the wool off all

the sheep in the flock. The farmer does this in the springtime, when warm weather is coming and the sheep no longer need a thick coat of wool. By the time the winter comes around again, the sheep will have grown new wool to keep them warm during the cold weather.



Show Image 5A-10: Shorn fleece

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

Sometimes, while the farmer is shearing the sheep, the farmer sings an old nursery rhyme

you might remember: *[Remind students that they heard this in the Nursery Rhymes and Fables domain.]*

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.

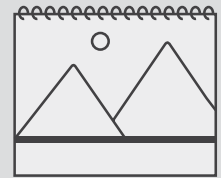


Check for Understanding

One-Word Answer:

- What is the central idea of the Read-Aloud? (*sheep*)
- What is a baby sheep called? (*lamb*)
- What is a group of sheep called? (*flock*)
- When a farmer shears a sheep, what are they cutting off or removing? (*wool*)
- What is another word for wool? (*fleece*)

Flip Book 5A-3



ENGLISH
LANGUAGE
LEARNERS

Speaking and Listening

Exchanging Information and Ideas

Beginning

Ask students yes/no questions about how sheep and pigs differ and encourage them to ask their own questions about similarities and differences between the animals.

Intermediate

Encourage students to build on what the previous student has said about how sheep and pigs are similar or different.

Advanced/ Advanced High

Challenge students to say something more about what the previous student has said about sheep and pigs.

ELPS 3.F; ELPS 4.J

COMPREHENSION QUESTIONS (10 MIN.)

Show Image 5A-3: Ewe and ram

1. **Literal.** What do you see in this picture? (*I see a male sheep or ram and a female sheep or ewe.*) What sound do they make? (*Sheep make the sound baa.*)
2. **Inferential.** How do sheep get the food they need? (*They eat grass and are fed hay and grain.*) **TEKS K.5.F**
 - **Literal.** How do lambs get the food they need? (*They drink milk from their mother or are bottle fed by the farmer.*)
3. **Literal.** Why do farmers raise sheep? (*Farmers raise sheep for their milk, meat, and wool.*)
4. **Literal.** What are the responsibilities of a shepherd? (*A shepherd takes the sheep to pasture, makes sure they don't stray, etc.*)
5. **Evaluative.** *Think Pair Share:* How are sheep like pigs? How are they different? (*They both live on farms; sheep have wool and pigs don't; etc.*)

WORD WORK: RESPONSIBILITIES (5 MIN.)

1. In the Read-Aloud you heard, "The shepherd's job brings certain responsibilities"
2. Say the word *responsibilities* with me.

TEKS K.5.F Make inferences and use evidence to support understanding with adult assistance.

3. Responsibilities are things that you are in charge of doing.
4. One of my responsibilities as your teacher is to help you become a better reader.
5. Do you have any responsibilities at school? How about at home? Try to use the word *responsibilities* when you tell us about them. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "One of my responsibilities is . . ."]
6. What's the word we've been talking about?

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

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

Lesson 5: Everywhere a Baa, Baa

Application



Language: Students will demonstrate an understanding of the multiple meaning word *pen*.

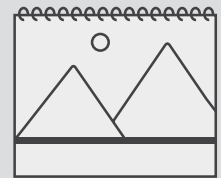
 **TEKS K.3.B**

MULTIPLE MEANING WORD ACTIVITY (5 MIN.)

Show Poster 3M: Pen

- Tell students that in the Read-Aloud they heard, “The farmer lets [the sheep] out to graze every morning and leads them back to the safety of the pen at night.”
- Have students hold up one or two fingers to indicate which image on the poster shows this meaning (1).
- Explain that *pen* can mean other things. A pen is something that you can write with. You have probably seen adults write using a black or blue pen.
- Have students hold up one or two fingers to indicate which image on the poster shows this meaning (2).
- Divide students into pairs and ask them to create a sentence for each meaning of *pen*.
- Encourage them to use complete sentences. Call on a few students to share their sentences.

Flip Book Poster 3M




Check for Understanding

Hold Up Fingers: Farm animals are often put in pens to keep them safe. (1)

My mother uses a pen to write the grocery list. (2)

My older sister forgot her pen and had to use a pencil for her science test. (2)

When I went to the fair, I saw five rabbits in a pen. (1)

 **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

SYNTACTIC AWARENESS ACTIVITY (5 MIN.)

What's the Better Word?

- I will say a sentence that describes what is happening in the picture.
- Next, I will give you two words to choose from.
- Say the word aloud that you think works best.

Show Image 5A-5: Child wearing a wool sweater

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

Show Image 5A-6: Sheep grazing

- These two sheep are eating grass out in the field. Would you say they are resting or grazing? (*grazing*)

Show Image 5A-7: Shepherd

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

Show Image 5A-8: Sheepdog herding sheep

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

Show Image 5A-9: Farmer shearing sheep

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

VOCABULARY INSTRUCTIONAL ACTIVITY (10 MIN.)

Word Chart: Male/Female

- Display the Word Chart you created in advance.

Show Image 5A-3: Ewe and ram

- In the Read-Aloud you heard, "... A female sheep is called a ewe. ... a male sheep is called a ram."
- Say *male* with me. Say *female* with me.
- *Male* describes a man, like a father or boy. *Female* describes a woman, like a mother or girl.
- Point to the Word Chart you displayed and explain that there are two columns, one for male and one for female. Students will look at some images and help you decide which column they should go in.

Flip Book 5A-5–5A-9



Challenge

Have students act out the different actions, like petting vs. tapping, resting vs. grazing, and leading vs. following.

Flip Book 5A-3



- Have students look at image 5A-3: Ewe and ram. Explain that you cut the image in half so that the ewe and ram are now separate. “Is a ram a male or female? Which column should it be in?”
- “Is a ewe male or female? Which column should it be in?” Have a student place the pictures in the correct column.
- Show students the different types of pictures you have prepared. Ask them if it is an example of male or female.
- Then ask in which column the picture belongs. Have different students place the pictures in the correct column.



Exit Pass

Have students think of one detail they learned about sheep. Ask each student to share a detail. Make a list on the board of the details and use tally marks to indicate when students have thought of the same detail. Example: A ram is a male sheep. III (indicates three students thought of that detail).

End of Lesson



**ENGLISH
LANGUAGE
LEARNERS**

Speaking and Listening

Selecting Language Resources

Beginning

Have students verbally share key words from the Application activities.

Intermediate

Have students verbally craft a complete sentence based on one of the Application activities.

Advanced/

Advanced High

Have students verbally craft a detailed sentence based on one of the Application activities.

ELPS 3.C; ELPS 3.I

Pausing Point

NOTE TO TEACHER

You should pause here and spend two days 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 that you use the Mid-Domain Assessment to assess students' knowledge of *Farms: From the Ground Up*. The other activities may be done in any order. You may 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

- Describe the features of a farm
- Explain a farmer's job
- Identify animals found on farms and the sounds those animals make
- Identify buildings and machines found on farms
- Demonstrate familiarity with the song "Old MacDonald Had a Farm"
- Identify the needs of animals: food, water, and space to live and grow
- Explain why farmers raise animals
- Identify foods and other products that come from farm animals

MID-DOMAIN ASSESSMENT

Old MacDonald Recitation (Activity Page PP.1)

- 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 Activity Page PP.1 to record this assessment.

Activity Page PP.1



ACTIVITIES

Image Review

- Show the images from any Read-Aloud again, and have students retell the Read-Aloud using the images.

Image Card Review

Materials: Image Cards 1–12

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

Tell students you will make the sounds of one of the farm animals they have been learning about. If students have a card that has something to do with the animal that makes that sound, they should stand. If students do not have a card about that animal, they should 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.”

Domain-Related Trade Book or Student Choice

Materials: Trade book

- Read a trade book to review a particular animal or animals. You can find some titles by searching online for the name of the animal and “children’s book.” You may also choose to have students select a Read-Aloud to be heard again.

Your Own Farm

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

Key Vocabulary Brainstorming

Materials: Chart paper, chalkboard, or whiteboard

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

Image Hunt for Farm Animals and Products

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

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

Image Cards 1–12



Riddles for Core Content

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

Class Book: Farms

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 so 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 them write a caption for the picture with adult assistance. 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.

First-Hand Farm Experience

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

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

Farm Foods

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 your school’s policy regarding food distribution and allergies.

FARMS

All Kinds of Crops

PRIMARY FOCUS OF LESSON**Speaking and Listening**

Students will review and discuss ideas about where food comes from.

✦ **TEKS K.1.C**

Reading

Students will explain the importance of crops.

✦ **TEKS K.6.D**

Language

Students will demonstrate an understanding of the Tier 2 word *produce*.

✦ **TEKS K.3.C**

Writing

Students will illustrate different kinds of crops.

✦ **TEKS K.11.B**

FORMATIVE ASSESSMENT**Exit Pass**

Written Students will draw a picture of a type of food that comes from an animal and one that comes from a crop.

✦ **TEKS K.11.B**

✦ **TEKS K.1.C** Share information and ideas by speaking audibly and clearly using the conventions of language; **TEKS K.6.D** Retell texts in ways that maintain meaning; **TEKS K.3.C** Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations; **TEKS K.11.B** Dictate or compose informational texts.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud			
What Have We Already Learned?	Whole Group	10 min.	<input type="checkbox"/> KWL Chart (Digital Components)
Read-Aloud			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Flip Book: 6A-1–6A-7
“All Kinds of Crops”			
Comprehension Questions			
Word Work: <i>Produce</i>			
This is a good opportunity to take a break.			
Application			
Image Review	Whole Group	20 min.	<input type="checkbox"/> paper <input type="checkbox"/> drawing tools <input type="checkbox"/> Flip Book: 6A-2–6A-7
Take-Home Material			
Family Letter			<input type="checkbox"/> Activity Page 6.1

ADVANCE PREPARATION

Universal Access

- Consider bringing in food items for children to taste. Gather foods like fresh carrots, radishes, and lettuce that are mentioned in the Read-Aloud. Note: Be sure to check your school’s policy regarding food distribution and allergies.

CORE VOCABULARY

edible, adj. fit to eat

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

Variation(s): none

grains, n. plants that have seeds that are used to make food

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

Variation(s): grain

produce, n. the parts of plants that we eat

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

Variation(s): none

Vocabulary Chart for “All Kinds of Crops”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	grains (<i>grano</i>)	edible (<i>edible</i>)	
Multiple Meaning		produce	
Sayings and Phrases			

Lesson 6: All Kinds of Crops

Introducing the
Read-Aloud

Speaking and Listening: Students will review and discuss ideas about where food comes from.



TEKS K.1.C

WHAT HAVE WE ALREADY LEARNED? (10 MIN.)

- Tell students they have already learned about food products that come from animals.
- Ask students to name some of the food products we get from cows, sheep, pigs, and chickens. (*milk, eggs, cheese, beef, pork, etc.*)
- Explain that we will now learn about the food that comes from crops grown on a farm.
- Ask students what they learned about crops in Domain 4, *Plants*.
- Remind students that crops are plants raised and harvested for food.
- Have students think of their favorite foods. Ask if they know where the food comes from.
- Have students say whether their favorite food comes from a plant or an animal. Ask several students to share their responses.

ENGLISH
LANGUAGE
LEARNERSSpeaking and
ListeningExchanging Information
and Ideas

Beginning

Reframe questions as simple yes/no questions (e.g., "Does your favorite food come from a plant or crop?").

Intermediate

Provide students sentence frames using an expanded set of learned phrase (e.g., "My favorite food comes from . . .").

Advanced/

Advanced High

Provide minimal support and guidance for open responses.

ELPS 3.F



TEKS K.1.C Share information and ideas by speaking audibly and clearly using the conventions of language.

Check for Understanding



KWL Chart: Add the information that students share about where food comes from to the KWL chart you started in Lesson 1. Save the chart for future use.

Lesson 6: All Kinds of Crops

Read-Aloud



Reading: Students will explain the importance of crops.

TEKS K.6.D

Language: Students will demonstrate an understanding of the Tier 2 word *produce*.

TEKS K.3.C

PURPOSE FOR LISTENING

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

“ALL KINDS OF CROPS” (15 MIN.)



Show Image 6A-1: Old MacDonald with carrots

In the last several Read-Alouds, you learned a lot about the different kinds of animals that might live on a farm and the things they need. You’ve seen that, on my farm, there are cows, chickens, pigs, and sheep. I spend a lot of time taking care of the animals, providing them with

food and shelter, protecting them, and then getting milk, eggs, wool, or meat.

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

TEKS K.6.D Retell texts in ways that maintain meaning; **TEKS K.3.C** Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.

Support

Produce (pro-DUCE)
means to create or make.



Show Image 6A-2: Fruits and vegetables collage

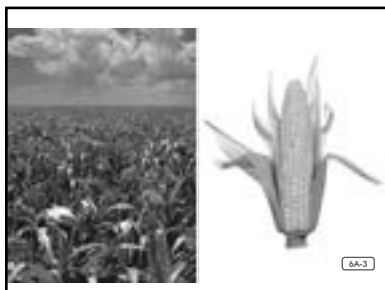
This picture shows some of the kinds of foods that different farmers grow. Can you name the fruits and vegetables that you see in this picture? I don't grow all of these things on my farm. Grocery stores buy fruits and vegetables from many different farmers,

so that when you go to the store, you have a wide variety of fruits and vegetables from which to choose.

You will find these fruits and vegetables in the **produce** section at the grocery store. Most produce is grown on a farm; the various fruits and vegetables are brought to the store after they are harvested or picked from the plants that produce them. *Produce (PRO-duce) refers to the parts of plants that we eat.*

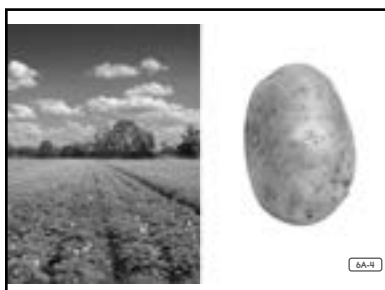
The nice thing about vegetables is that nobody is going to tell you not to eat carrots, green beans, cabbage, celery, green peppers, or lettuce—and let's not forget broccoli! I love to eat vegetables, and I hope you do, too.

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



Show Image 6A-3: Cornfield/ear of corn

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



Show Image 6A-4: Potato field/potato

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

So where do you think the potatoes are? *[Pause for students to respond.]*

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

All plants have roots. Plants use roots to take in water and nutrients from the soil and to keep them planted firmly in the earth through wind and rain. Not all plants have **edible** roots, but potato plants sure do! *Edible means that it is fit to eat.* Farmers have to dig up the potatoes in order to harvest them.

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

Challenge

Have students think of items that are edible and inedible.



Show Image 6A-5: Field of carrot plants/ carrots

Carrots, radishes, and beets are all root vegetables, as well. How do you think farmers harvest these vegetables? *[Pause for students to respond.]*



Show Image 6A-6: Wheat field/cows eating

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



Show Image 6A-7: Foods made from grains collage

You might be surprised to learn that people also eat wheat, though we don't eat it in exactly the same form as farm animals do! Once the wheat is harvested, it is then processed and prepared in different ways before people eat it. Some farmers also grow

other **grains** like oats or rice that are harvested and processed for people to eat. *Grains are plants that have seeds that are used to make food.*



Speaking and Listening

Exchanging Information and Ideas

Beginning

Reframe questions as simple yes/no questions (e.g., "Would your life be different if farmers did not grow crops?").

Intermediate

Provide students with a specific sentence frame (e.g., "If farmers did not grow crops, my life would be different because . . .").

Advanced/

Advanced High

Encourage students to use key details in complete sentences (e.g., "If farmers did not grow crops, there would not be enough produce at the grocery store.").

ELPS 3.F

If you eat cereal for breakfast each morning, you are probably eating wheat, oats, or rice grains! The next time you eat cereal, look at the box that it came in to find out what kind of grains you are eating. *Many breakfast cereals are made with whole grains, which are healthy!*

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



Check for Understanding

Recall: Why are crops important? (*They provide the food we eat.*)

COMPREHENSION QUESTIONS (10 MIN.)

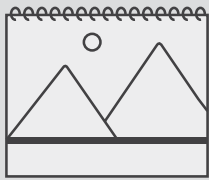
- Literal.** What kinds of crops do farmers grow that are sold for food for people? (*Farmers grow fruits, vegetables, and grains for people to eat.*)
- Inferential.** Why do farmers grow crops? (*Farmers grow crops to feed animals and people.*)
- Inferential.** What is produce? (*Produce means fresh fruits and vegetables.*)
- Evaluative.** How would your life be different if farmers didn't grow crops? (*We wouldn't have produce or foods made from fruits, vegetables, and grains.*)

WORD WORK: PRODUCE (5 MIN.)

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

Use a Making Choices activity for follow-up. I will read a sentence. If it describes produce, you will say, “_____ is produce.” If it describes something that is not produce, you will say, “_____ is not produce.”

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



ENGLISH
LANGUAGE
LEARNERS



Speaking and
Listening

Exchanging Information
and Ideas

Beginning

Ask students yes/no questions about the image and encourage them to ask their own questions about the image.

Intermediate

Encourage students to build on what the previous student has said about the image.

Advanced/

Advanced High

Challenge students to say something more about what the previous student has said about the image.

ELPS 2.H; ELPS 3.F;

ELPS 3.J

Activity Page 6.1



Lesson 6: All Kinds of Crops

Application



Writing: Students will illustrate different kinds of crops.



TEKS K.11.B

IMAGE REVIEW (20 MIN.)

Show Images 6A-2 through 6A-7

- Have students talk about what they see in each picture and what they have learned that is associated with the picture.



Exit Pass

Have students fold a piece of paper in half. Ask them to draw a food that comes from an animal on the left side. Have them draw a food that comes from a crop on the right side. If necessary, help them mark the left and right sides of the paper.

End of Lesson

Lesson 6: All Kinds of Crops

Take-Home Material

FAMILY LETTER

- Send home Activity Page 6.1.



TEKS K.11.B Dictate or compose informational texts.

FARMS

The Little Red Hen

PRIMARY FOCUS OF LESSON**Speaking and Listening**

Students will discuss details about chickens and hens.

✦ **TEKS K.1.C**

Reading

Students will make connections to and describe the actions of a main character from a folktale. **TEKS K.5.E**

✦

Language

Students will demonstrate an understanding of the Tier 2 word *ripe*.

✦ **TEKS K.3.C**

Reading

Students will make inferences and use evidence to support understanding.

✦ **TEKS K.5.F**

Students will sequence the events in a folktale.

✦ **TEKS K.6.D**

FORMATIVE ASSESSMENT**Activity Page 7.1**

Sequencing Story Events Students will sequence images illustrating the events in “The Little Red Hen” in order to retell the plot of the folktale.

✦ **TEKS K.6.D**

✦ **TEKS K.1.C** Share information and ideas by speaking audibly and clearly using the conventions of language; **TEKS K.5.E** Make connections to personal experiences, ideas in other texts, and society with adult assistance; **TEKS K.3.C** Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations; **TEKS K.5.F** Make inferences and use evidence to support understanding with adult assistance; **TEKS K.6.D** Retell texts in ways that maintain meaning.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud			
What Have We Already Learned?	Whole Group	10 min.	<input type="checkbox"/> KWL Chart (Digital Components)
Read-Aloud			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Flip Book: 7A-1–7A-7
“The Little Red Hen”			
Comprehension Questions			
Word Work: <i>Ripe</i>			
This is a good opportunity to take a break.			
Application			
Sequencing Story Events	Independent	20 min.	<input type="checkbox"/> Activity Page 7.1 <input type="checkbox"/> paper <input type="checkbox"/> glue or tape <input type="checkbox"/> scissors

ADVANCE PREPARATION

Universal Access

- Have students act out “The Little Red Hen.” Tell them that you will be the narrator and they will be the characters in the story. Divide students into groups of hens, ducks, cats, and pigs so that all students get to participate. Remind the various characters what they will need to say, and talk about gestures they may use. For example, the animals may shake their heads when saying “Not I.”

CORE VOCABULARY

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

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

Variation(s): none

ripe, adj. ready to pick or eat

Example: The green banana is not ripe.

Variation(s): riper, ripest

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

Example: We often pull weeds from our garden.

Variation(s): weed

Vocabulary Chart for “The Little Red Hen”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		ripe dough weeds	
Multiple Meaning			
Sayings and Phrases	loaf of bread		

Lesson 7: The Little Red Hen

Introducing the
Read-Aloud

Speaking and Listening: Students will discuss details about chickens and hens.



TEKS K.1.C

WHAT HAVE WE ALREADY LEARNED? (10 MIN.)

- As a class, sing the verse about a hen from “Old MacDonald Had a Farm.”
- Ask students to recall what they have learned about chickens and hens. Remind students that a hen is a female chicken.
- Refer to the KWL chart to prompt students.
- Remind students that they learned about chickens in Domain 3, *Stories*, and earlier in this domain.
- You may prompt discussion with the following questions:
 - What sound does a hen make?
 - What do hen eat?
 - Why do farmers have hens?
 - What does a hen look like?
 - Have you ever seen a real hen? If so, where?
- Explain that in the previous Read-Aloud, students heard about how farmers plant crops to use as food. Tell them today they will hear a fictional, or make-believe, story about a hen that grows wheat as a crop.

**ENGLISH
LANGUAGE
LEARNERS**



Speaking and
Listening

Exchanging Information
and Ideas

Beginning

Reframe questions as simple yes/no questions (e.g., “Have you ever seen a real hen?”).

Intermediate

Provide students sentence frames using an expanded set of learned phrases (e.g., “Farmers raise hens because . . .”).

**Advanced/
Advanced High**

Provide minimal support and guidance for open responses.

ELPS 3.F



Check for Understanding

KWL Chart: Add the information that students share about hens to the KWL chart you started in Lesson 1. Save the chart for future use.



TEKS K.1.C Share information and ideas by speaking audibly and clearly using the conventions of language.

Lesson 7: The Little Red Hen

Read-Aloud



Reading: Students will make inferences and use evidence to support understanding. **TEKS K.5.F**

Reading: Students will make connections to and describe the actions of a main character from a folktale. **TEKS K.5.E**

Language: Students will demonstrate an understanding of the Tier 2 word *ripe*. **TEKS K.3.C**

PURPOSE FOR LISTENING

- Ask students if they have ever asked for help with a difficult task. Have two or three students share their experiences.
- Ask students if they received the help they needed or if others were reluctant to, or did not want to, help. Have two or three students share their experiences.
- Tell students that you are going to share a folktale about a little red hen who asked for some help with a difficult task.
- Tell students to listen carefully to find out whether or not the little red hen gets the help she needs.

“THE LITTLE RED HEN” (15 MIN.)



Show Image 7A-1: Hen finding seeds

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

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

As she was scratching around in the barnyard one day, the little red hen found some grains

of wheat. “We can plant these seeds and they will grow,” thought the hen.

If grains of wheat are planted, what kind of crop will grow? So she asked,

“Who will help me plant these grains of wheat?” *Who do you think will help the little red hen plant the grains of wheat?*

TEKS K.5.E Make connections to personal experiences, ideas in other texts, and society with adult assistance; **TEKS K.3.C** Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations; **TEKS K.5.F** Make inferences and use evidence to support understanding with adult assistance.

“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!

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.

Weeds are wild 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.

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

“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?” *Who do you think will help the little red hen grind the wheat into flour?*

“Not I,” quacked the duck.

“Not I,” meowed the cat.

“Not I,” oinked the pig.



Show Image 7A-4: Hen grinding wheat

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

When the wheat grain had been ground into flour, the little red hen asked, "Now who will help me make this flour into bread **dough**?"

Dough is a mixture of flour and milk or water

that is used to make bread. Who do you think will help the little red hen make the flour into bread dough?

"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!

When she had mixed the dough, the little red hen asked, "Who will help me bake the bread?"

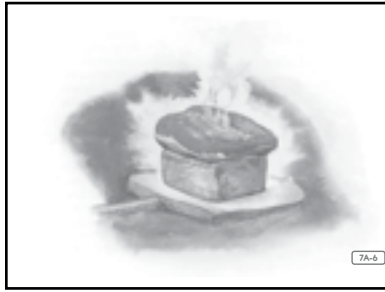
Who do you think will help the little red hen bake the bread?

"Not I," quacked the duck.

"Not I," meowed the cat.

"Not I," oinked the pig.

"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. "Now," she said, "who will help me eat the bread?" *Who do you think will help the little red hen eat the bread?*

"I will," quacked the duck.

"I will," meowed the cat.

"I will," oinked the pig.



Show Image 7A-7: Hen with slice of bread

"Aha!" clucked the little red hen. "No, you will not! I planted the wheat all by myself. I cut the wheat all by myself. I ground the wheat grain into flour all by myself. I mixed the dough and baked it all by myself. And now I will eat the bread—all by myself!"

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



✦ Check for Understanding **TEKS K.5.F**

Use Evidence: Which words or phrases describe the hen's actions in the folktale? (*Answers will vary, but may include: worked hard every day; Then I will do it myself; she checked to see how the plants were growing; she pulled the weeds; she cut the wheat; she ground the flour, etc.*)

COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** What crop does the little red hen use to make bread? (*The hen uses wheat to make bread.*)
2. **Literal.** The little red hen asks other animals for help several times during the story. What does she ask them to do? (*She asks them to plant the seeds, cut the wheat, grind the wheat into flour, make the bread dough, bake the bread, and eat the bread.*)



TEKS K.5.F Make inferences and use evidence to support understanding with adult assistance.

Support

Show images from the Flip Book to prompt student answers.

3. **Inferential.** Why doesn't the little red hen let the other animals eat the bread? (*They didn't help with the work, so they don't get to enjoy the reward.*)
4. **Evaluative.** Why do you think a hen, duck, cat, and pig were chosen for the characters in this story rather than, for example, a lion, giraffe, elephant, and tiger? (*They are farm animals, and a farm is where wheat is grown.*)
5. **Evaluative.** What is the moral, or the lesson, of the folktale? (*If you work hard and help others, you will receive good things.*)

WORD WORK: RIPE (5 MIN.)

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

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

- corn, tractor (*The corn needs to be ripe.*)
- eggs, strawberries (*The strawberries need to be ripe.*)
- calves, pumpkins (*The pumpkins need to be ripe.*)
- watermelons, barns (*The watermelons need to be ripe.*)
- tomatoes, hens (*The tomatoes need to be ripe.*)

Challenge

Ask students to share the morals of other fables they have read, particularly in Domain 1, *Nursery Rhymes and Fables*.



ENGLISH
LANGUAGE
LEARNERS

Listening and Learning

Exchanging Information and Ideas

Beginning

Ask students yes/no questions about the moral of the story.

Intermediate

Encourage students to build on what the previous student has said about the moral of the story.

Advanced/ Advanced High

Challenge students to say something more about what the previous student has said about the moral of "The Little Red Hen."

ELPS 2.H; ELPS 3.F;

ELPS 3.J

Activity Page 7.1



Support

You may want to show Image Cards 13–18 to retell and review the sequence of events of this story.

Challenge

Have students use transitional words like “first,” “next,” then,” “second,” and “last” when they retell the story.

ENGLISH
LANGUAGE
LEARNERS



Writing

Composing/Writing

Beginning

Prompt students with simple questions (e.g., “Does this picture show the beginning of the story?”).

Intermediate

Prompt students with statements (e.g., “Point to the picture that shows the beginning of the story.”).

Advanced/

Advanced High

Encourage students to sequence the pictures using words such as “beginning.”

ELPS 5.F

Lesson 7: The Little Red Hen

Application



Reading: Students will sequence the events in a folktale.



TEKS K.6.D

SEQUENCING STORY EVENTS (20 MIN.)

- Give each student Activity Page 7.1 to complete independently.
- Activity Page 7.1 has six pictures that show some of the events in “The Little Red Hen.”
- Have students look at each picture and think about what is happening.
- Ask students to cut out the six pictures and put them in order to show the events of the story from beginning to end.
- Have students retell the story using the pictures.
- Tell students that when they are sure they have the pictures in the correct order, they should glue them on a separate sheet of paper in the correct order.
- As students complete their activity pages, divide them into pairs to conduct a *Think Pair Share* retelling of the story with each student taking a turn.

End of Lesson



TEKS K.6.D Retell texts in ways that maintain meaning.

FARMS

The Seasons of Farming

PRIMARY FOCUS OF LESSON**Speaking and Listening**

Students will discuss details about the four seasons.

 **TEKS K.1.C****Reading**

Students will identify the central idea of text and describe the farming season.

 **TEKS K.8.D.i****Language**

Students will demonstrate an understanding of the Tier 3 word *pests*.


 **TEKS K.3.B****Writing**

Students will illustrate and sequence the events in “The Seasons of Farming.”

 **TEKS K.11.B****FORMATIVE ASSESSMENT****Drawing Activity**

Farm Jobs Students will illustrate the farming jobs associated with each season.

 **TEKS K.11.B**

 **TEKS K.1.C** Share information and ideas by speaking audibly and clearly using the conventions of language; **TEKS K.8.D.i** Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS K.11.B** Dictate or compose informational texts.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud			
Essential Background Information or Terms	Whole Group	10 min.	
Read-Aloud			
Purpose for Listening	Whole Group	30 min.	❑ Flip Book: 8A-1–8A-13
“The Seasons of Farming”			
Comprehension Questions			
Word Work: <i>Pests</i>			
This is a good opportunity to take a break.			
Application			
Drawing Activity	Independent	20 min.	❑ paper folded into quarters ❑ drawing tools ❑ Flip Book: 8A-1

ADVANCE PREPARATION

Application

- Provide students with a piece of drawing paper folded into quarters. Put a small number 1 in the top left section, a small number 2 in the top right section, a small number 3 in the bottom left section, and a small number 4 in the bottom right section.

Universal Access

- Gather different books about farming and the seasons to pass around the class. The school or local library may be a good resource.

CORE VOCABULARY

drought, n. a period of time when there is very little or no rain
 Example: The plants have turned brown because of the drought.
 Variation(s): droughts

fertilizer, n. material that provides nutrients to soil and plants
 Example: We put fertilizer on our garden each spring.
 Variation(s): fertilizers

irrigate, v. to bring water to a place where crops are planted
 Example: Farmers often need to irrigate their crops.
 Variation(s): irrigates, irrigated, irrigating

pesticides, n. chemicals used to kill pests
 Example: Some farmers use pesticides on their crops.
 Variation(s): pesticide

pests, n. animals, such as insects, that harm crops
 Example: The flies buzzing around my head are pests.
 Variation(s): pest

Vocabulary Chart for “The Seasons of Farming”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	drought fertilizer irrigate (<i>irrigar</i>) pests (<i>peste</i>) pesticides (<i>pestida</i>)		
Multiple Meaning			
Sayings and Phrases			

Lesson 8: The Seasons of Farming

Introducing the
Read-AloudENGLISH
LANGUAGE
LEARNERSSpeaking and
ListeningExchanging Information
and Ideas**Beginning**

Reframe questions as simple yes/no questions (e.g., "Is winter the coldest season?").

Intermediate

Provide students sentence frames using an expanded set of learned phrases (e.g., "I can tell it is summer because. . .").

Advanced/**Advanced High**

Provide minimal support and guidance for open responses.

ELPS 3.F**Challenge**

Do you think farm activities are the same or different during the different seasons? Why?

Speaking and Listening: Students will discuss details about the four seasons.

**TEKS K.1.C****ESSENTIAL BACKGROUND INFORMATION OR TERMS (10 MIN.)**

- Tell students that each year has four seasons: spring, summer, winter, and fall.
- Explain that spring begins in March and is always followed by summer, which begins in June and is the warmest season.
- Explain that fall, or autumn, follows summer and begins in September. After fall comes winter, the coldest season. Winter begins in December and ends in March, when spring arrives again and the cycle starts over.
- Have students name the four seasons in order.
- Ask students how they can tell when it is spring where they live. Then, ask the same question for each of the other seasons.
- Continue the discussion by asking students to describe characteristics of each season and the kinds of activities they do at different times of the year.

**Check for Understanding****One-Word Answer:**

- How many seasons are there? (*four*)
- When do the flowers begin to grow? (*spring*)
- When do the trees lose their leaves? (*fall*)
- When is the hottest time of year? (*summer*)
- When is it most likely to snow? (*winter*)



TEKS K.1.C Share information and ideas by speaking audibly and clearly using the conventions of language.

Lesson 8: The Seasons of Farming

Read-Aloud



Reading: Students will identify the central idea of text and describe the farming season. **TEKS K.8.D.i**

Language: Students will demonstrate an understanding of the Tier 3 word *pests*. **TEKS K.3.B**

PURPOSE FOR LISTENING

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

“THE SEASONS OF FARMING” (15 MIN.)



Show Image 8A-1: Four seasons

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

she does certain jobs in the spring, summer, fall, and winter.

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

Challenge

Ask students if they can think of other jobs that change with the seasons. (*Answers will vary, but may include fishermen, sports coaches, professional athletes, park rangers, etc.*)

Support

Remind students that crops are plants that are raised and harvested for food. *Crop* can also mean to cut short, as in to crop someone's hair.

TEKS K.8.D.i Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

Challenge

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



Show Image 8A-2: Plow

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



Show Image 8A-3: Fertilizer spreader

In order to prepare, or cultivate, the soil, the farmer adds a little **fertilizer**, just to make sure that there are plenty of nutrients for his plants. *Fertilizer contains nutrients to help the plants grow well.* Different plants like different kinds of fertilizers. Some fertilizers are made from chemicals and others are made from

animal manure, or animal waste.



Show Image 8A-4: Seed spreader

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



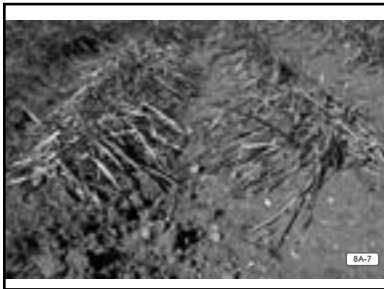
Show Image 8A-5: Rain on brown field

After planting, the farmer watches the weather and hopes for rain. The seeds need water in order to sprout into seedlings. In many places, spring is also a rainy season. Few things make a farmer happier than the sight of dark rain clouds overhead. *Why is the farmer happy when he sees dark clouds?*



Show Image 8A-6: Young crop

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



Show Image 8A-7: Failed crop

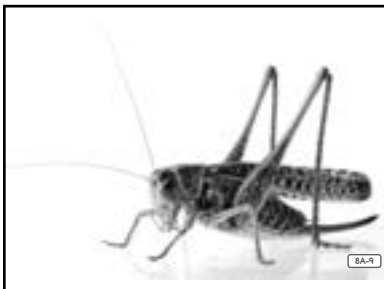
Sometimes, problems arise and the plants do not grow as expected. Crops fail, or die, sometimes, no matter how hard a farmer works and no matter how much he knows about farming. **Drought** is one of the farmer's worst enemies. A drought occurs when it does not rain for a very long time. Droughts

occur most frequently during the summertime. The crop in this picture is supposed to be tall and green. Instead, because of a drought, the crop is brown and wilted.



Show Image 8A-8: Irrigation system

If he has a good source of water nearby, the farmer can **irrigate** his crops. Irrigate *means to bring water to a place where crops are planted*. However, a long drought can cause wells and rivers to dry up. Irrigation can work well but only if there is adequate rainfall.



Show Image 8A-9: Locust

Unfortunately, rain isn't the only thing a farmer needs to worry about. **Pests** can ruin a crop, as well, especially in the summer. *Pests are animals, such as insects, that harm crops*. This is a locust, which is a type of grasshopper. Locusts are famous for destroying crops by eating them. Various types of worms, beetles,

flies, and other insects can also eat a farmer's crops.



Show Image 8A-10: Crop duster

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

Organic farms grow crops without chemical pesticides.

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



Show Image 8A-11: Woman holding apple

On some farms, harvest time is the hardest time. Most crops need to be harvested at just the right time or they will spoil. Harvest time is different for different crops, and runs typically from early summer through the fall season. Some crops must be harvested by hand so they are not damaged. During harvest time,

farmers need all the help they can get. They often hire people to help bring in the harvest as quickly as possible.



Show Image 8A-12: Apple orchard

Actually, not all farmers need to plant new crops every winter. Farmers that own orchards, or fruit-tree farms, such as apples and peaches, only have to plant each tree one time. That may sound easier, but it also requires a lot of hard work and patience, as every orchard farmer knows. Once these apple trees are

planted, the orchard owner must wait several years before they are able to produce big, juicy apples. After the trees are fully grown, they will follow the usual crop cycle—producing new leaves and flowers in the spring and young fruits in the summer. The apples grow all summer long until fall, when it is apple-picking time.



Show Image 8A-13: First snow

After harvest time, the farmer is finally able to take a rest. You might think that winter would be the easiest season for a farmer, and compared to other seasons it probably is. However, winter is the only time the farmer has to fix tools and machinery that has worn out or broken during the rest of the year. It is

also time to plan for the next planting season—to buy seeds and test the soil to decide how much fertilizer he will need next year. No matter the season, there is always work to be done on the farm.

COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal.** What are the four seasons of the year? (*The four seasons are spring, summer, fall/autumn, and winter.*)
2. **Inferential.** What can farmers do to protect their crops from drought? (*Farmers can irrigate their crops.*)
3. **Inferential.** What can farmers do to protect their crops from pests? (*Farmers can use pesticide.*)
4. **Inferential.** Imagine you are a farmer. What kinds of jobs do you do each season? (*In the spring, I plow, fertilize, plant; In the summer, I irrigate crops and protect crops from drought and pests; In the fall, I harvest crops; In the winter, I fix tools and machinery and plan for the next year.*)
5. **Evaluative.** *Think Pair Share:* Which season of the year do you think is the most important time on a farm? (*Answers may vary.*)
6. **Literal.** What is the most important point about this topic? (*A farmer has different jobs in each season of the year.*)
7. **Evaluative.** What details tell you that? (*Some of the farmer's jobs include planting seeds in the spring, watering the crops in the summer, harvesting the crops in the fall, and fixing tools and machinery in the winter.*)

WORD WORK: PESTS (5 MIN.)

1. In the Read-Aloud you heard, "Pests can ruin a crop, as well."
2. Say the word *pests* with me.
3. Pests are animals that harm plants or other animals.



ENGLISH
LANGUAGE
LEARNERS

Listening and Learning

Exchanging Information and Ideas

Beginning

Ask students yes/no questions about the most important time of year on the farm, and encourage them to ask their own questions about seasons on the farm.

Intermediate

Encourage students to build on what the previous student has said about the most important season on a farm.

Advanced/ Advanced High

Challenge students to say something more about what the previous student has said about seasons on a farm.

ELPS 2.H; ELPS 3.F;
ELPS 3.J

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

Use a Making Choices activity for follow-up. I am going to read a sentence. If the sentence describes pests, you will say, "_____ is/are a pest(s)." If the sentence does not describe pests, you will say, "_____ is/are not a pest(s)."

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

Lesson 8: The Seasons of Farming

Application



Writing: Students will illustrate and sequence the events in “The Seasons of Farming.”



TEKS K.11.B

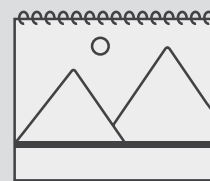
DRAWING ACTIVITY (20 MIN.)

Show Image 8A-1: Four seasons

- Ask students what this image shows. (*the four seasons*)
- Give each student a piece of drawing paper folded into quarters.
- With students, review the kinds of jobs a farmer does on a farm during each of the four seasons.
- Have students draw the jobs associated with each season in the four quarters.
- Tell students that in the section numbered 1, they should draw a picture of a job a farmer needs to do in the spring.
- In the section numbered 2, they should draw a picture of a job a farmer needs to do in the summer.
- In the section numbered 3, they should draw a picture of a job a farmer needs to do in the fall or autumn.
- In the section numbered 4, they should draw a picture of a job a farmer needs to do in the winter.
- When students are finished, have them share what they've drawn.

End of Lesson

Flip Book 8A-1



Support

Show the images from the Read-Aloud if students are having difficulty remembering which jobs are performed during each season.

Challenge

Have students label their drawings with words and short phrases.



**ENGLISH
LANGUAGE
LEARNERS**

Writing

Composing/Writing

Beginning

Prompt students with statements (e.g., “Point to the picture that shows the farmer harvesting the crops.”).

Intermediate

Prompt students with simple questions (e.g., “What does a farmer do in the spring?”).

Advanced/

Advanced High

Encourage students to describe their drawings using complete sentences.

ELPS 5.F



TEKS K.11.B Dictate or compose informational texts.

9

FARMS

From Farm to Market

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will discuss the seasons of farming and why farmers grow crops.

 **TEKS K.1.C**

Reading

Students will explain how crops from the farm become food people eat.

 **TEKS K.6.D**

Language

Students will demonstrate an understanding of the Tier 2 word *spoil*.

 **TEKS K.3.C**

Writing

Students will sequence the events of getting food from the farm to the market.


 **TEKS K.11.B**

FORMATIVE ASSESSMENT

Activity Page 9.1

Sequencing Events Students will sequence images illustrating the process of getting food from the farm to the market.

 **TEKS K.11.B**

 **TEKS K.1.C** Share information and ideas by speaking audibly and clearly using the conventions of language; **TEKS K.6.D** Retell texts in ways that maintain meaning; **TEKS K.3.C** Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations; **TEKS K.11.B** Dictate or compose informational texts.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud			
What Have We Already Learned?	Whole Group	10 min.	
Read-Aloud			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Flip Book: 9A-1–9A-10
“From Farm to Market”			
Comprehension Questions			
Word Work: <i>Spoil</i>			
This is a good opportunity to take a break.			
Application			
Sequencing Farm to Market	Independent	20 min.	<input type="checkbox"/> Activity Page 9.1 <input type="checkbox"/> Image Cards 19–22 <input type="checkbox"/> paper <input type="checkbox"/> glue <input type="checkbox"/> scissors

ADVANCE PREPARATION

Note to Teacher

- At the end of this domain, you may wish to make bread with the class. You can relate the breadmaking process to the story “The Little Red Hen.” Be sure to check your school’s policy regarding food distribution and allergies.

Universal Access

- 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 your 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 went 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.

CORE VOCABULARY

- canning, v.** sealing food in an airtight container for future use
 Example: We have been canning beans all weekend.
 Variation(s): can, cans, canned
- earn, v.** to get something by working for it
 Example: My older sister babysits to earn extra spending money.
 Variation(s): earns, earned, earning
- livestock, n.** farm animals
 Example: The farmer takes care of his livestock.
 Variation(s): none
- processed, v.** prepared
 Example: The wheat was processed to make flour.
 Variation(s): process, processes, processing
- spoil, v.** 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”			
Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	canning livestock	earn processed (<i>procesar</i>)	
Multiple Meaning		spoil	
Sayings and Phrases			

Lesson 9: From Farm to Market

Introducing the Read-Aloud



Speaking and Listening: Students will discuss the seasons of farming and why farmers grow crops.



TEKS K.1.C

WHAT HAVE WE ALREADY LEARNED? (10 MIN.)

- Ask students why farmers grow crops.
- Ask the class if they can name some of the crops grown on farms.
- Have students name some types of food they eat that are crops.
- Have students describe the steps a farmer takes to grow crops, starting with planting the seeds.

Support

Prompt students by showing selected images from the previous Read-Aloud.



**ENGLISH
LANGUAGE
LEARNERS**

Speaking and Listening

Exchanging Information and Ideas

Beginning

Reframe questions as simple yes/no questions (e.g., “Do farmers plant seeds in the spring?”).

Intermediate

Provide students sentence frames using an expanded set of learned phrases (e.g., “In the fall, farmers. . .”).

Advanced/ Advanced High

Provide minimal support and guidance for open responses.

ELPS 3.F



TEKS K.1.C Share information and ideas by speaking audibly and clearly using the conventions of language.

Lesson 9: From Farm to Market

Read-Aloud



Reading: Students will explain how crops from the farm become food people eat.

✚ **TEKS K.6.D**

Language: Students will demonstrate an understanding of the Tier 2 word *spoil*.

✚ **TEKS K.3.C**

PURPOSE FOR LISTENING

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

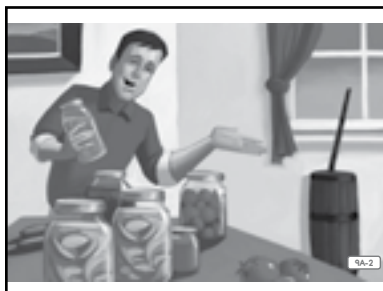
“FROM FARM TO MARKET” (15 MIN.)



Show Image 9A-1: Farm family of long ago

Long ago, most people in the United States lived and worked on small farms. Back then, farm families got all the food they needed from the crops and **livestock** they raised right there on their own farms. *Livestock is another word for farm animals.* They not only ate their own vegetables, fruits, and meats, they also made

their own bread, butter, and cheese using products from the farm.



Show Image 9A-2: Farm kitchen

Here on my farm, we still make a lot of things that most people buy at the supermarket or other stores. For instance, instead of eating everything as soon as we harvest it, we pack some of our produce in glass jars. This is called **canning**. We make our own canned beans, beets, and pears. Unlike fresh fruits and vegetables—

even if you keep them in a refrigerator—canned food will not **spoil**; *Canned food will not rot, or go bad as quickly.* it will remain edible for months and even years.

Support

Edible means fit to eat.

✚ **TEKS K.6.D** Retell texts in ways that maintain meaning; **TEKS K.3.C** Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.

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



Show Image 9A-3: Old MacDonald emptying grocery bags

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

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



Show Image 9A-4: Loading the pickup

I take my extra produce to sell at the farmer's market once or twice a week. That is where I **earn** some of my money. *Earn means to get something by working for it.* Today, I will take beans, tomatoes, corn, and eggs. Come along—let's see how business is at the market today.



Show Image 9A-5: At the market

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

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

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



Show Image 9A-6: Supermarket

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

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



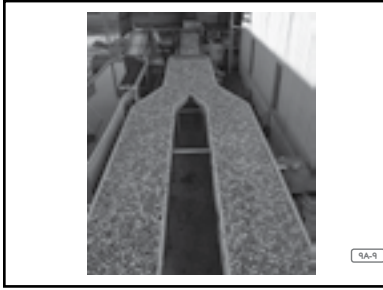
Show Image 9A-7: Can of food

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



Show Image 9A-8: Loading truck with boxes

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



Show Image 9A-9: Apple processing plant

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

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



Show Image 9A-10: Collage of apple products

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

Support

Have students think of other foods that are grown on a farm, processed, and then sent to the store.



Check for Understanding

One-Word Answer: Where do many of the items that you buy in the grocery store come from? (*farms*)
How do canned foods get from the canning factory to the store? (*truck*)
What is another word for *processed*? (*prepared*)

COMPREHENSION QUESTIONS (10 MIN.)

- Inferential.** What are some of the ways that produce from farms can be saved to be eaten later? (*Produce can be saved if it is refrigerated or canned.*)
- Inferential.** Why do farmers sometimes need to go to a grocery store? (*They don't grow everything they need or want.*)



Listening and Learning

Exchanging Information and Ideas

Beginning

Ask students yes/no questions about which job they would like to have and encourage them to ask their own questions about jobs in the farm-to-market process.

Intermediate

Encourage students to build on what the previous student has said about a job in the farm-to-market process.

Advanced/ Advanced High

Challenge students to say something more about what the previous student has said about a job in the farm-to-market process.

ELPS 2.H; ELPS 3.F;

ELPS 3.J

3. **Inferential.** How do farmers earn money? (*Answers may vary, but may include that farmers earn money by selling products from their farm, such as produce, milk, and sheep's wool.*)
4. **Inferential.** Which happens first: crops, such as apples, are taken to a canning factory or they are harvested? (*Crops are harvested.*)
5. **Evaluative.** *Think Pair Share:* Which job would you rather have: planting and harvesting crops on the farm, transporting the crop to the factory or store, or selling the produce at the grocery store? Why? (*Answers may vary, but should include support from the Read-Aloud.*)
6. **Literal.** How does a farmer move crops from the farm to the market? (*Answers should include a retelling of the process outlined in the Read-Aloud.*)

WORD WORK: SPOIL (5 MIN.)

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

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

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

Lesson 9: From Farm to Market

Application



Writing: Students will sequence the events of getting food from the farm to the market.



TEKS K.11.B

SEQUENCING EVENTS (20 MIN.)

- Give each student Activity Page 9.1 to complete independently.
- Tell students that the pictures on Activity Page 9.1 show the four steps of getting food from the farm to the market.
- Ask students to look at each picture and think about what is happening.
- Have students cut out the pictures and put them in order to show the steps from beginning to end.
- Ask students to retell the process using the pictures.
- When students are sure that they have the pictures in the correct order, they should glue them on a separate sheet of paper in the correct order.
- As students complete their activity pages, divide them into pairs to conduct a *Think Pair Share* retelling of the process of getting food from farm to market, with each student taking a turn.

End of Lesson

Activity Page 9.1



Support

You may wish to retell and review the sequence of events to get food from the farm to the market.

Challenge

Have students use transitional words like “first,” “next,” then,” “second,” and “last” when they retell the process.



**ENGLISH
LANGUAGE
LEARNERS**

Writing

Composing/Writing

Beginning

Prompt students with statements (e.g., “Point to the picture that shows the beginning of the story.”).

Intermediate

Prompt students with simple questions (e.g., “Does this picture show the beginning of the story?”).

Advanced/ Advanced High

Encourage students to label the pictures with words (e.g., “beginning.”).

ELPS 5.F



TEKS K.11.B Dictate or compose informational texts.

Domain Review

NOTE TO TEACHER

You should spend one day reviewing and reinforcing the material in this domain. You may have students do any combination of the activities provided, in either whole-group or small-group settings.

CORE CONTENT OBJECTIVES

- Describe crops as plants grown on farms for food
- Identify different kinds of crops
- Explain why farmers grow crops
- Sequence the seasonal rhythm of planting, growing, and harvesting
- Identify the farm jobs that are done during each season
- Become familiar with the classic fable “The Little Red Hen”
- Sequence the process of taking crops from farm to market (planting, harvesting, transporting, packaging)

REVIEW ACTIVITIES

Image Review

- Show the images from any Read-Aloud again, and have students retell information from the Read-Aloud using the images.

Image Card Review

Materials: Image Cards 1–22

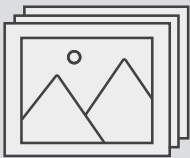
- In your hand, hold Image Cards 1–22 fanned out like a deck of cards. Ask a student to choose a card but not show it to anyone else in the class. The student must then give a clue about the picture they are holding. For example, for an egg, a student may say, “The farmer collects me from the hens.”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

T-Chart of Foods

Materials: Chart paper, chalkboard, or whiteboard

- Make a T-Chart on chart paper, a chalkboard, or a whiteboard. Label one side “Crops.” Label the other side “Animals.” Have students name the foods they

Image Cards 1–22



ate for breakfast and try to identify if the food came from a crop or an animal. Write the names (or draw pictures) of the foods in the correct column on the chart. You may expand the activity to include lunch and/or dinner.

Key Vocabulary Brainstorming

Materials: Chart paper, chalkboard, or whiteboard

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

Riddles for Core Content

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

Domain Assessment

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

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

**PART I (ACTIVITY PAGE DA.1)****TEKS K.6.F**

I am going to ask a question using a word you have heard in the Read-Alouds. First, I will say the word and then use it in a question. If the answer to the question is yes, circle thumbs up. If the answer to the question is no, circle thumbs down. I will ask each question two times. Let's do number one together.

Note: For students who will be using the Editable PDF Activity Page, please have them answer by typing "yes" if the sentence is correct, and "no" if the sentence is incorrect.

1. **Farm:** Is a farm a place where animals are raised and crops are grown? (*thumbs up*)
2. **Crops:** Are cows, pigs, and chickens crops? (*thumbs down*)
3. **Grazing:** Could you see shepherds grazing wool off the sheep? (*thumbs down*)
4. **Pen:** Do farmers put their sheep in a pen at night? (*thumbs up*)
5. **Produce:** Are carrots and lettuce examples of produce? (*thumbs up*)
6. **Flock:** If I have ten sheep, do I have a flock of sheep? (*thumbs up*)
7. **Harvest:** Do we harvest crops by planting seeds? (*thumbs down*)
8. **Grains:** Are wheat, oats, and corn grains used to make food? (*thumbs up*)
9. **Shelter:** Would you go inside a shelter if it's raining? (*thumbs up*)

I am going to ask more questions using other words you have heard in the Read-Alouds. First I will say the word and then use it in a question. If the answer to the question is yes, circle thumbs up. If the answer to the question is no, circle thumbs down.

10. **Tool:** Is Old MacDonald's cow a useful tool for farming? (*thumbs down*)
11. **Collects:** If a farmer collects eggs, could he sell them at a market? (*thumbs up*)
12. **Valuable:** Are farm machines, like tractors, valuable? (*thumbs up*)
13. **Ripe:** Is it best to eat strawberries when they are ripe? (*thumbs up*)
14. **Spoil:** If you leave a glass of milk sitting in the hot sun for a long time, will it spoil? (*thumbs up*)



PART II (ACTIVITY PAGE DA.2)

TEKS K.5.G

I am going to ask questions about a farm. First, I will say the name of each item pictured before asking a question. You will listen to the question that I ask. Next, you will look at the three pictures in the row and find the one that answers the question. Finally, you will circle the correct picture.

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

Culminating Activities

NOTE TO TEACHER

Please use these two final days to address class results of the Domain Assessment. Based on the results of the Domain Assessment, 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 also 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

You may choose to regroup students according to particular areas of weakness, as indicated by Formative and Domain Assessments.

Remediation opportunities include:

- targeting Review Activities
- revisiting lesson Applications
- rereading and discussing select Read-Alouds

ENRICHMENT

Retelling “The Little Red Hen” with Puppets

Materials: Puppet-making supplies

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

Domain-Related Trade Book or Student Choice

Materials: Trade book

- Read an additional trade book to review crops and farming. You may also choose to have students select a Read-Aloud to be heard again.

Image Hunt for Crops and Products

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

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

Class Book: Farms

Materials: Drawing paper, drawing tools

- Tell the class or a group of students they are going to make a class book to help them remember what they have learned in this domain. Have students brainstorm important information about farms and crops. Have each student choose one idea to draw a picture of, and then have them 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.

Firsthand Farm Experience

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

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

Farm Foods

- 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 that some people do not eat meat, eggs, or dairy products for different reasons.

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

Field Trip to the Grocery Store

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

Field Trip/Classroom Visitor

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

Teacher Resources

Kindergarten	Knowledge 5
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Teacher Guide

Teacher Resources




In this section you will find:

- Activity Book Answer Key
- Texas Essential Knowledge and Skills Correlation Chart
- English Language Proficiency Standards Correlation Chart

ACTIVITY BOOK ANSWER KEY

NAME: _____ 7.1 Activity Page
DATE: _____




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. Write the number of the picture in the correct order. When you are sure that you have them in the correct order, glue them on a separate sheet of paper in the correct order.

- 
- 
- 

Knowledge 5

Knowledge 5 Farms 95

NAME: _____ 7.1 Activity Page
DATE: _____





- 
- 
- 

Knowledge 5

Knowledge 5 Farms 97

NAME: _____ 9.1 Activity Page
DATE: _____

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. Write the number of the picture in the correct order. When you are sure that you have them in the correct order, glue them on a separate sheet of paper in the correct order.





















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- 
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Knowledge 5

Knowledge 5 Farms 99

NAME: _____ DA.1 Assessment
DATE: _____



Directions: Listen to your teacher's instructions.

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-  
-  
-  
-  
-  
-  
-  
-  
-  



Knowledge 5

Knowledge 5 Farms 101



11.



12.

13.

14.

102

Knowledge 5 Farms




NAME: _____

DA.2




Assessment

DATE: _____




1.




2.




3.




4.

5.

6.








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




Knowledge 5

103




7.




8.

9.

10.

104

Knowledge 5 Farms

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - KINDERGARTEN

Knowledge 5

Correlation—Teacher's Guide

(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

TEKS K.1.A	listen actively and ask questions to understand information and answer questions using multi-word responses	
TEKS K.1.B	restate and follow oral directions that involve a short, related sequence of actions	
TEKS K.1.C	share information and ideas by speaking audibly and clearly using the conventions of language;	D5: p. 5, D5: p. 8, D5: p. 17, D5: p. 20, D5: p. 27, D5: p. 30, D5: p. 40, D5: p. 43, D5: p. 50, D5: p. 54, D5: p. 67, D5: p. 70, D5: p. 77, D5: p. 80, D5: p. 87, D5: p. 90, D5: p. 98, D5: p. 101
TEKS K.1.D	work collaboratively with others by following agreed-upon rules for discussion, including taking turns	
TEKS K.1.E	develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants	

(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

(A) demonstrate phonological awareness by:

TEKS K.2.A.i	identifying and producing rhyming words	
TEKS K.2.A.ii	recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;	
TEKS K.2.A.iii	identifying the individual words in a spoken sentence;	
TEKS K.2.A.iv	identifying syllables in spoken words	
TEKS K.2.A.v	blending syllables to form multisyllabic words	
TEKS K.2.A.vi	segmenting multisyllabic words into syllables	
TEKS K.2.A.vii	blending spoken onsets and rimes to form simple words	
TEKS K.2.A.viii	blending spoken phonemes to form one-syllable words	
TEKS K.2.A.ix	manipulating syllables within a multisyllabic word	
TEKS K.2.A.x	segmenting spoken one-syllable words into individual phonemes	

(B) demonstrate and apply phonetic knowledge by:

TEKS K.2.B.i	identifying and matching the common sounds that letters represent	
TEKS K.2.B.ii	using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words	
TEKS K.2.B.iii	recognizing that new words are created when letters are changed, added or deleted such as <i>it – pit – tip – tap</i>	
TEKS K.2.B.iv	identifying and reading at least 25 high-frequency words from a research-based list.	

(C) demonstrate and apply spelling knowledge by:

TEKS K.2.C.i	spelling words with VC, CVC, and CCVC	
TEKS K.2.C.ii	spelling words using sound-spelling patterns; and	
TEKS K.2.C.iii	spelling high-frequency words from a research-based list	

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(D) demonstrate print awareness by:		
TEKS K.2.D.i	identifying the front cover, back cover, and title page of a book	
TEKS K.2.D.ii	holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep	
TEKS K.2.D.iii	recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries	
TEKS K.2.D.iv	recognizing the difference between a letter and a printed word	
TEKS K.2.D.v	identifying all uppercase and lowercase letters	
TEKS K.2.E	develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality	
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:		
TEKS K.3.A	use a resource such as a picture dictionary or digital resource to find words	
TEKS K.3.B	use illustrations and texts the student is able to read or hear to learn or clarify word meanings	D5: p. 17, D5: p. 21, D5: p. 27, D5: p. 31, D5: p. 37, 5: p. 50, D5: p. 61, D5: p. 87, D5: p. 91
TEKS K.3.C	identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.	D5: p. 5, D5: p. 9, D5: p. 40, D5: p. 44, D5: p. 50, D5: p. 55, D5: p. 67, D5: p. 71, D5: p. 77, D5: p. 81, D5: p. 98, D5: p. 102
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.		
TEKS K.4	self-select text and interact independently with text for increasing periods of time	
(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:		
TEKS K.5.A	establish purpose for reading assigned and self-selected texts with adult assistance	
TEKS K.5.B	generate questions about a text before, during, and after reading to deepen understanding and gain information with adult assistance	D5: p. 5, D5: p. 8, D5: p. 17, D5: p. 20, D5: p. 21, D5: p. 27, D5: p. 30, D5: p. 31, D5: p. 40, D5: p. 44
TEKS K.5.C	make and confirm predictions using text features and structures with adult assistance	
TEKS K.5.D	create mental images to deepen understanding with adult assistance	
TEKS K.5.E	make connections to personal experiences, to ideas in other texts, and society with adult assistance	D5: p. 77, D5: p. 81
TEKS K.5.F	make inferences and use evidence to support understanding with adult assistance	D5: p. 50, D5: p. 55, D5: p. 59, D5: p. 77, D5: p. 81, D5: p. 84
TEKS K.5.G	evaluate details to determine what is most important with adult assistance	
TEKS K.5.H	synthesize information to create new understanding with adult assistance	
TEKS K.5.I	monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance	

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(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

TEKS K.6.A	describe personal connections to a variety of sources	
TEKS K.6.B	provide an oral, pictorial, or written response to a text	
TEKS K.6.C	use text evidence to support an appropriate response	
TEKS K.6.D	retell texts in ways that maintain meaning	D5: p. 5, D5: p. 9, D5: p. 15, D5: p. 17, D5: p. 21, D5: p. 27, D5: p. 31, D5: p. 67, D5: p. 71, D5: p. 77, D5: p. 86, D5: p. 98, D5: p. 102
TEKS K.6.E	interact with sources in meaningful ways such as illustrating or writing	
TEKS K.6.F	respond using newly acquired vocabulary as appropriate	

(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:

TEKS K.7.A	discuss topics and determine the basic theme using text evidence with adult assistance	
TEKS K.7.B	identify and describe the main character(s)	
TEKS K.7.C	identify the elements of plot development including the main events, the problem, and the resolution for texts read aloud with adult assistance	
TEKS K.7.D	describe the setting	

(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

TEKS K.8.A	demonstrate knowledge of distinguishing characteristics of well-known children's literature, such as folktales, fables, fairy tales, and nursery rhymes	
TEKS K.8.B	discuss rhyme and rhythm in nursery rhymes and a variety of poems	
TEKS K.8.C	discuss main characters in drama	

(D) recognize characteristics and structures of informational text, including

TEKS K.8.D.i	the central idea and supporting evidence, with adult assistance	D5: p. 17, D5: p. 21, D5: p. 24, D5: p. 27, D5: p. 31, D5: p. 40, D5: p. 44, D5: p. 50, D5: p. 55, D5: p. 87, D5: p. 91
TEKS K.8.D.ii	titles and simple graphics to gain information	
TEKS K.8.D.iii	the steps in a sequence with adult assistance.	
TEKS K.8.E	recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do	
TEKS K.8.F	recognize characteristics of multimodal and digital texts	

(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

TEKS K.9.A	discuss with adult assistance the author's purpose for writing text	
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TEKS K.9.B	discuss with adult assistance how the use of text structure contributes to the author's purpose	
TEKS K.9.C	discuss with adult assistance the author's use of print and graphic features to achieve specific purposes	
TEKS K.9.D	discuss with adult assistance how the author uses words that help the reader visualize	
TEKS K.9.E	listen to and experience first- and third-person texts	D5: p. 5, D5: p. 9, D5: p. 17, D5: p. 21
(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:		
TEKS K.10.A	plan by generating ideas for writing through class discussions and drawings	
TEKS K.10.B	develop drafts in oral, pictorial, or written form by organizing ideas	
TEKS K.10.C	revise drafts by adding details in pictures or words	
(D) edit drafts with adult assistance using standard English conventions, including:		
TEKS K.10.D.i	complete sentences	
TEKS K.10.D.ii	verbs	
TEKS K.10.D.iii	singular and plural nouns	
TEKS K.10.D.iv	adjectives, including articles	
TEKS K.10.D.v	prepositions	
TEKS K.10.D.vi	pronouns, including subjective, objective, and possessive cases	
TEKS K.10.D.vii	capitalization of the first letter in a sentence and name	
TEKS K.10.D.viii	punctuation marks at the end of declarative sentences	
TEKS K.10.D.ix	correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	
TEKS K.10.E	share writing	
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:		
TEKS K.11.A	dictate or compose literary texts, including personal narratives	
TEKS K.11.B	dictate or compose informational texts	D5: p. 17, D5: p. 26, D5: p. 40, D5: p. 49, D5: p. 67, D5: p. 76, D5: p. 87, D5: p. 97, D5: p. 98, D5: p. 107
(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:		
TEKS K.12.A	generate questions for formal and informal inquiry with adult assistance	
TEKS K.12.B	develop and follow a research plan with adult assistance	
TEKS K.12.C	gather information from a variety of sources with adult assistance	
TEKS K.12.D	demonstrate understanding of information gathered with adult assistance	
TEKS K.12.E	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results	

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(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:

ELPS 1.A	use prior knowledge and experiences to understand meanings in English	
ELPS 1.B	monitor oral and written language production and employ self-corrective techniques or other resources	
ELPS 1.C	use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary	
ELPS 1.D	speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known)	
ELPS 1.E	internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment	D5: p. 8, D5: p. 13, D5: p. 20, D5: p. 38
ELPS 1.F	use accessible language and learn new and essential language in the process	
ELPS 1.G	demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations	
ELPS 1.H	develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations	

(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:

ELPS 2.A	distinguish sounds and intonation patterns of English with increasing ease	
ELPS 2.B	recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters	
ELPS 2.C	learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	
ELPS 2.D	monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed	
ELPS 2.E	use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	

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ELPS 2.F	listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment	
ELPS 2.G	understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	
ELPS 2.H	understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations	D5: p. 25, D5: p. 26, D5: p. 76, D5: p. 85, D5: p. 95, D5: p. 106
ELPS 2.I	demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs	
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:		
ELPS 3.A	practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible	
ELPS 3.B	expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication	
ELPS 3.C	speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	D5: p. 63
ELPS 3.D	speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency	
ELPS 3.E	share information in cooperative learning interactions	
ELPS 3.F	ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	D5: p. 8, D5: p. 13, D5: p. 20, D5: p. 25, D5: p. 26, D5: p. 30, D5: p. 35, D5: p. 38, D5: p. 43, D5: p. 47, D5: p. 54, D5: p. 59, D5: p. 70, D5: p. 74, D5: p. 76, D5: p. 80, D5: p. 85, D5: p. 90, D5: p. 95, D5: p. 101, D5: p. 106
ELPS 3.G	express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	D5: p. 15
ELPS 3.H	narrate, describe, and explain with increasing specificity and detail as more English is acquired	

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Knowledge 5		Correlation—Teacher's Guide
ELPS 3.I	adapt spoken language appropriately for formal and informal purposes	D5: p. 15, D5: p. 63
ELPS 3.J	respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment	D5: p. 26, D5: p. 76, D5: p. 85, D5: p. 95, D5: p. 106
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>		
ELPS 4.A	learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words	
ELPS 4.B	recognize directionality of English reading such as left to right and top to bottom	
ELPS 4.C	develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	
ELPS 4.D	use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text	
ELPS 4.E	read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned	
ELPS 4.F	use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	
ELPS 4.G	demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs	
ELPS 4.H	read silently with increasing ease and comprehension for longer periods	
ELPS 4.I	demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs	

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ELPS 4.J	demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs	D5: p. 47, D5: p. 59
ELPS 4.K	demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs	
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>		
ELPS 5.A	learn relationships between sounds and letters of the English language to represent sounds when writing in English	
ELPS 5.B	write using newly acquired basic vocabulary and content-based grade-level vocabulary	
ELPS 5.C	spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired	
ELPS 5.D	edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired	
ELPS 5.E	employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations such as (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe -s) correctly; and, (iii) using negatives and contractions correctly	
ELPS 5.F	write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired	D5: p. 49, D5: p. 86, D5: p. 97, D5: p. 107
ELPS 5.G	narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	

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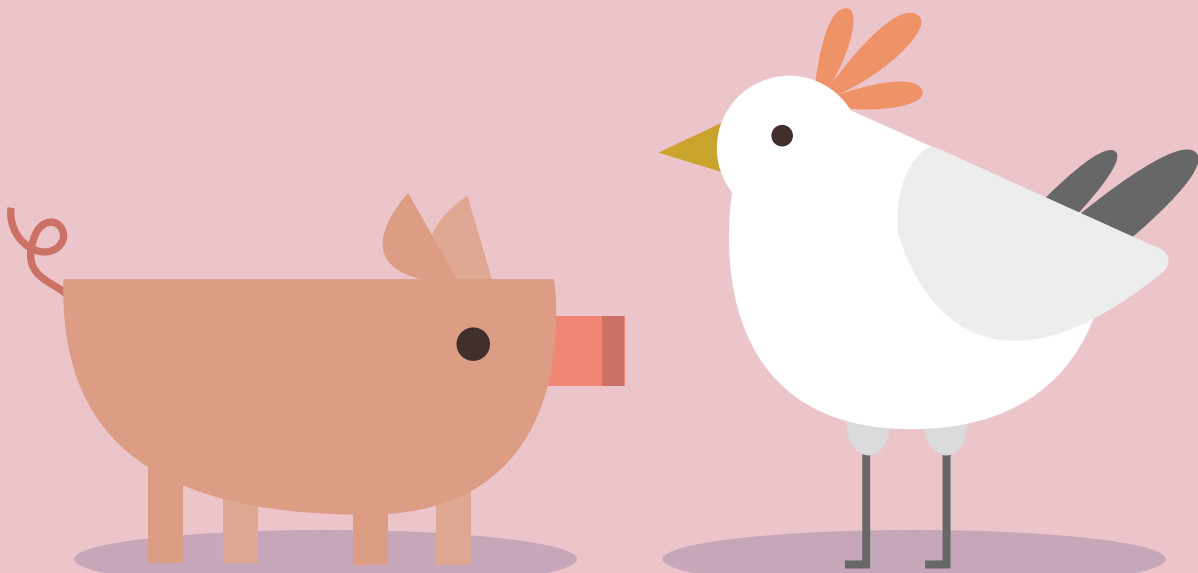


Kindergarten | Knowledge 5 | Teacher Guide
Farms: From the Ground Up

ISBN 9781683919100



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Kindergarten

Knowledge 5 | Activity Book

Farms: From the Ground Up

Kindergarten

Knowledge 5

Farms: From the Ground Up

Activity Book

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Printed in Mexico
01 XXX 2021

NAME: _____

DATE: _____

Dear Family Member,

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

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

1. Search for Farm Pictures

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

2. Identify Foods from Farms

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

3. Draw a Farm

Have your student draw or paint a picture of a farm or one of the farm animals and then tell you about it. Again, ask questions to keep your student using the vocabulary they have learned.

4. Visit a Farm or Farmers’ Market

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

5. Read Aloud Each Day

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

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

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

Be sure to let your student know how much you enjoy hearing about what they have learned at school.

NAME: _____

DATE: _____

PP.1

Activity Page

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

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

Student's Name _____

Date _____

Scoring:

10 Recited entire nursery rhyme correctly

5 Recited some lines of the nursery rhyme correctly

1 Was not able to recite any lines of the nursery rhyme correctly

Comments _____

NAME: _____

DATE: _____

Dear Family Member,

I hope you have been having fun doing activities at home to learn about farms and farm animals. The focus for the next several days will be farm crops. Your student will learn crop names, what farmers need to provide for crops to live and grow, and why farmers raise crops. They will learn what happens on a farm during each of the four seasons. Your student will continue to learn that farmers work very hard to provide food and then arrange to have the food transported from farm to market. Your student will also enjoy listening to “The Little Red Hen,” a classic fable about the rewards of hard work.

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

1. Search for Farm Pictures

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

2. Identify Foods from Farms

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

3. Draw a Farm

Have your student draw or paint a picture of a farm with crops and then tell you about it. Again, ask questions to keep your student using the vocabulary they have learned.

4. Visit a Farm or Farmers’ Market

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

5. Read Aloud Each Day

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

Be sure to let your student know how much you enjoy hearing about what they have learned at school.

NAME: _____

DATE: _____

7.1

Activity Page

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.



NAME: _____

DATE: _____

7.1
CONTINUED

Activity Page



NAME: _____

DATE: _____

9.1

Activity Page

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.



NAME: _____

DA.1

Assessment

DATE: _____

1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



Directions: Listen to your teacher's instructions.

11.



12.



13.



14.





















NAME: _____

DATE: _____

DA.2

Assessment

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

1.			
2.			
3.			
4.			
5.			
6.			

7.



8.



9.



10.



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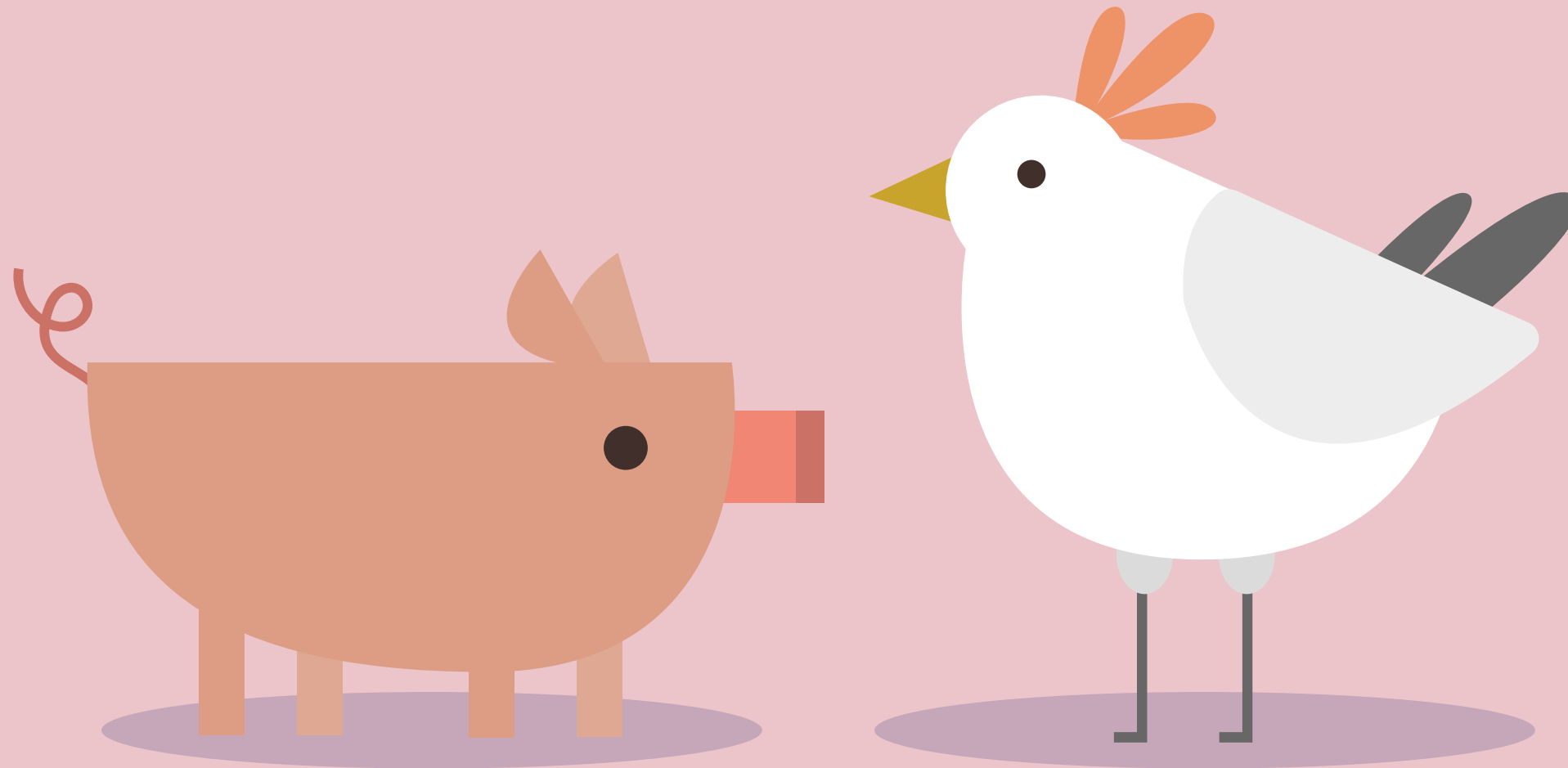


Kindergarten | Knowledge 5 | Activity Book
Farms: From the Ground Up

ISBN 9781643837901



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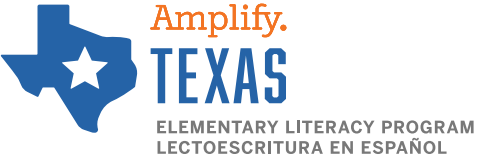
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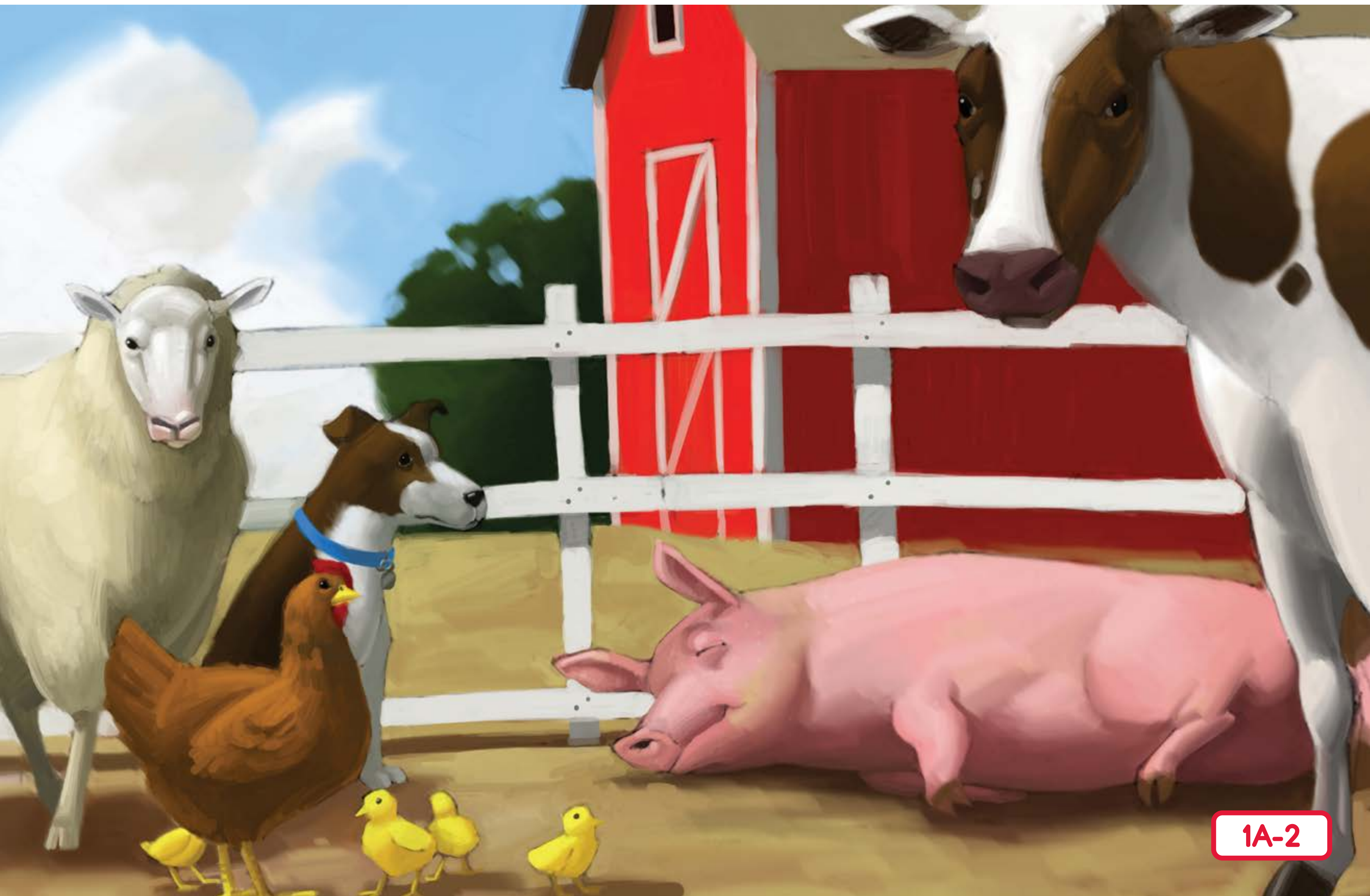


Flip Book Introduction

This Flip Book contains images that accompany the Teacher Guide for *Farms: From the Ground Up*. The images are in sequential order. Each image is identified by its lesson number, read-aloud letter (A or B), and the number of the image within the particular read-aloud. For example, the first image in Read-Aloud 1A is numbered 1A-1. Once you have worked your way through the book to the last page, you will flip the entire book over to view the second half of the images.

Depending on your classroom configuration, you may need to have students sit closer to the Flip Book in order to see the images clearly.









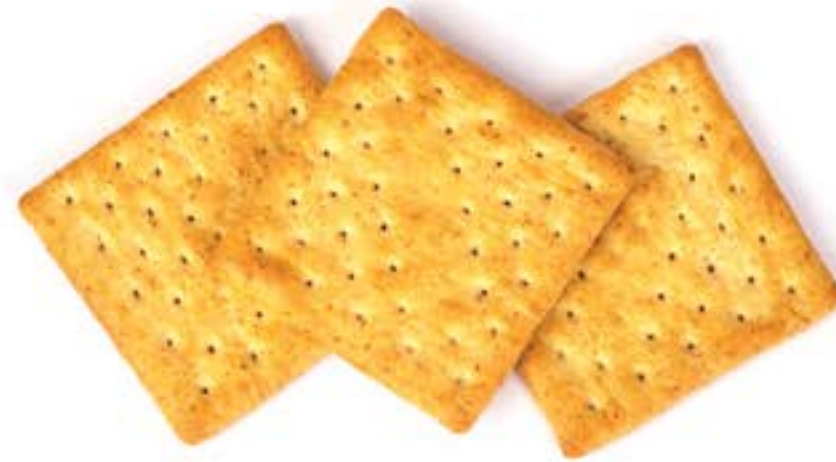






















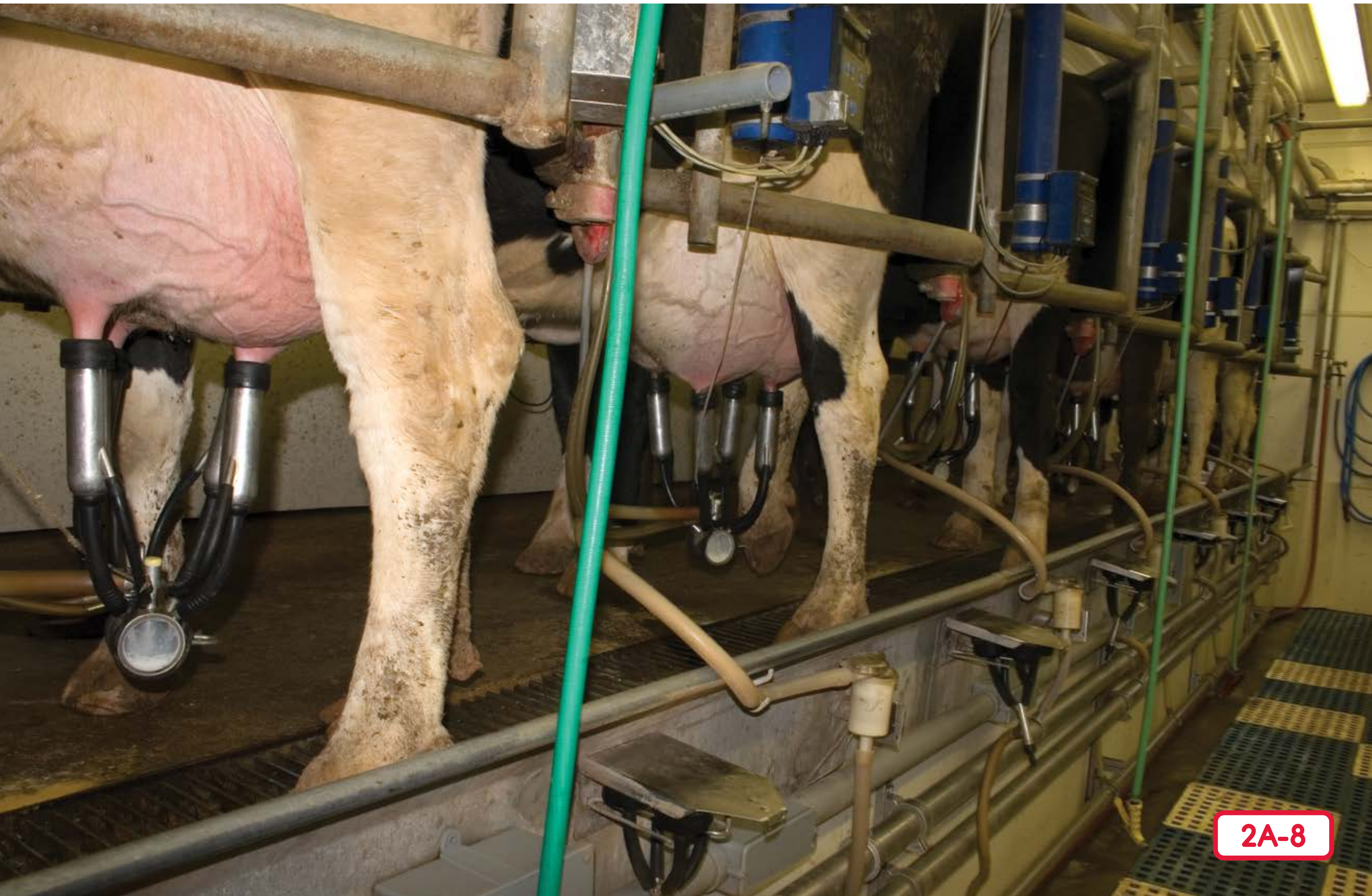


2A-4









2A-8











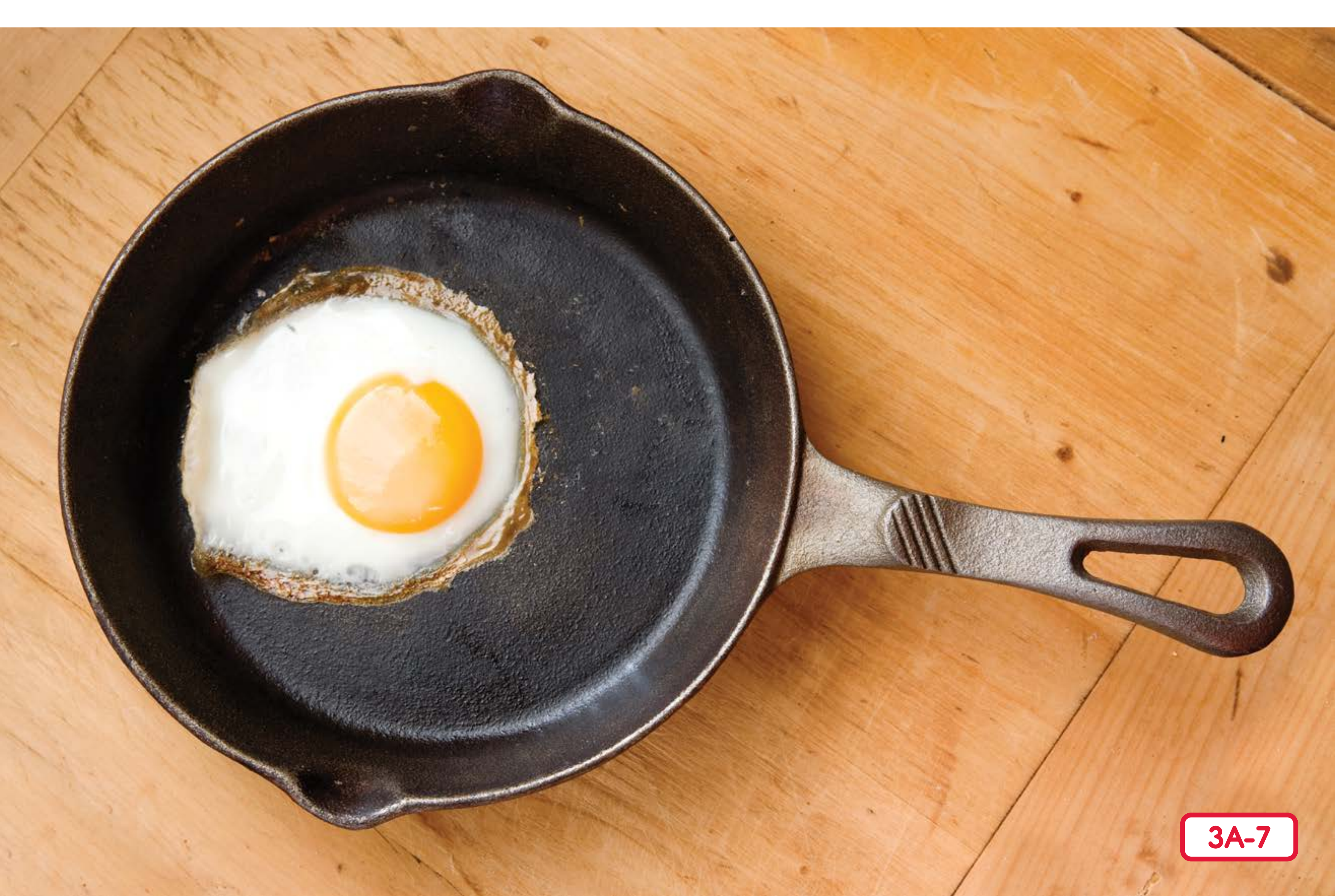


3A-4



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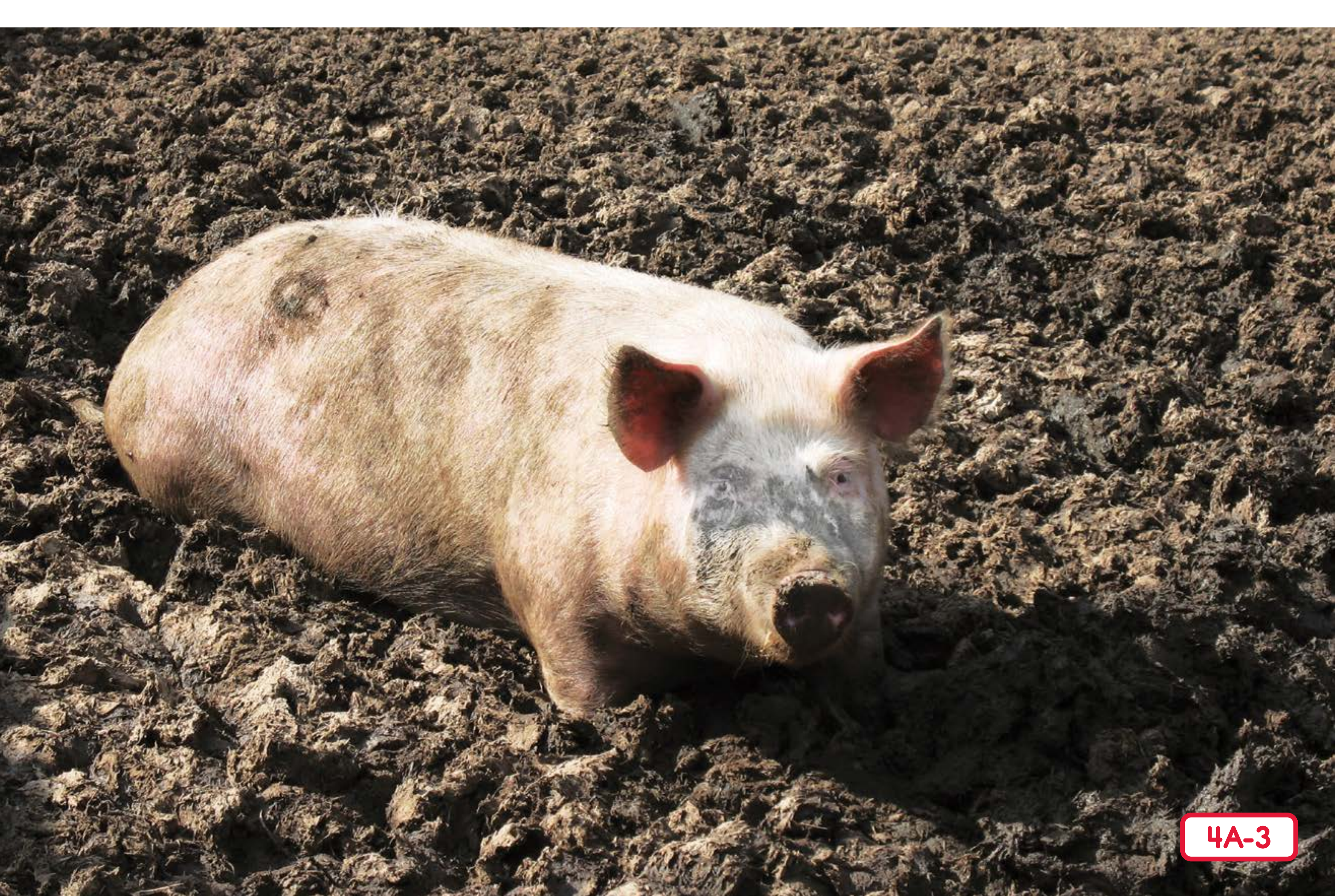


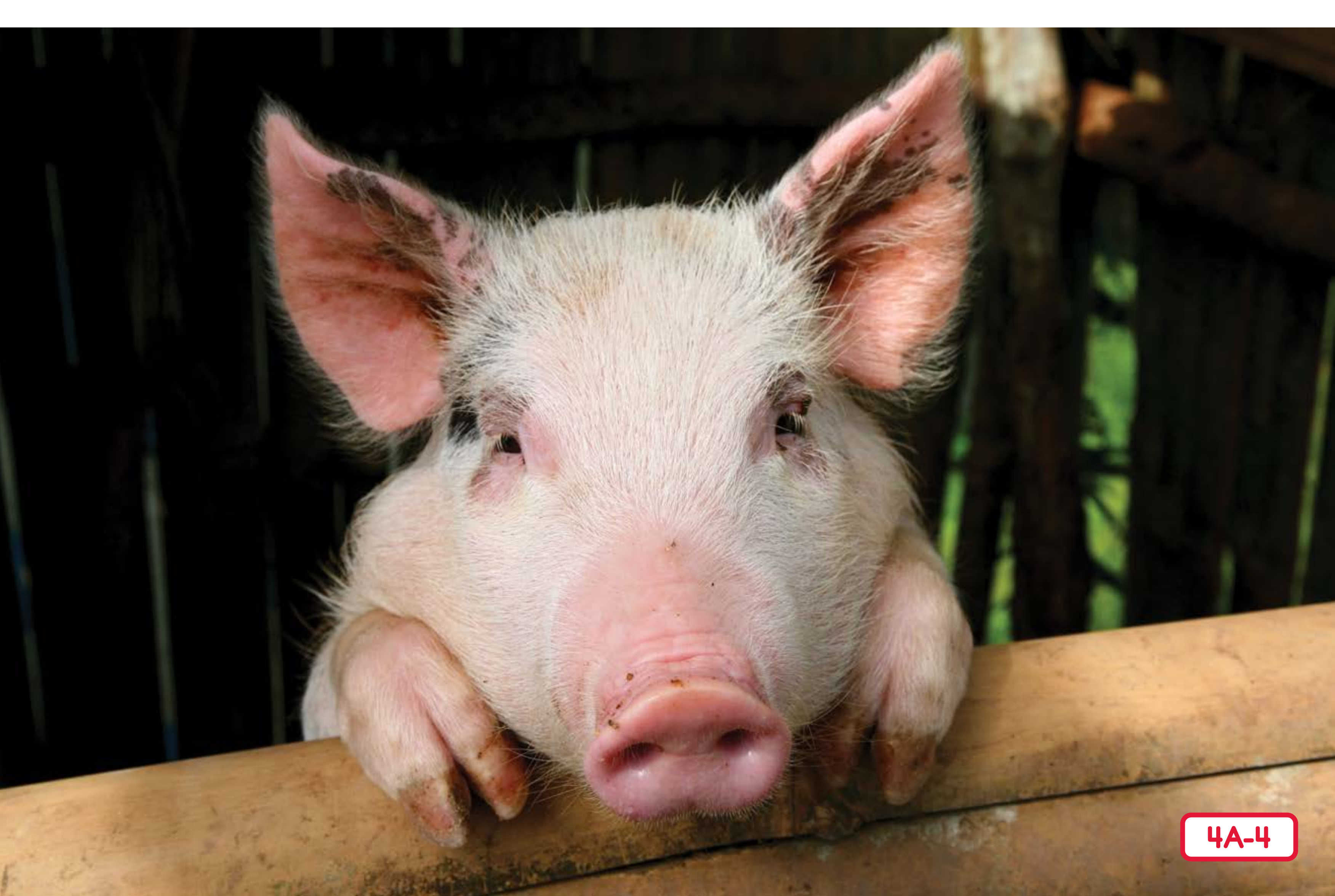






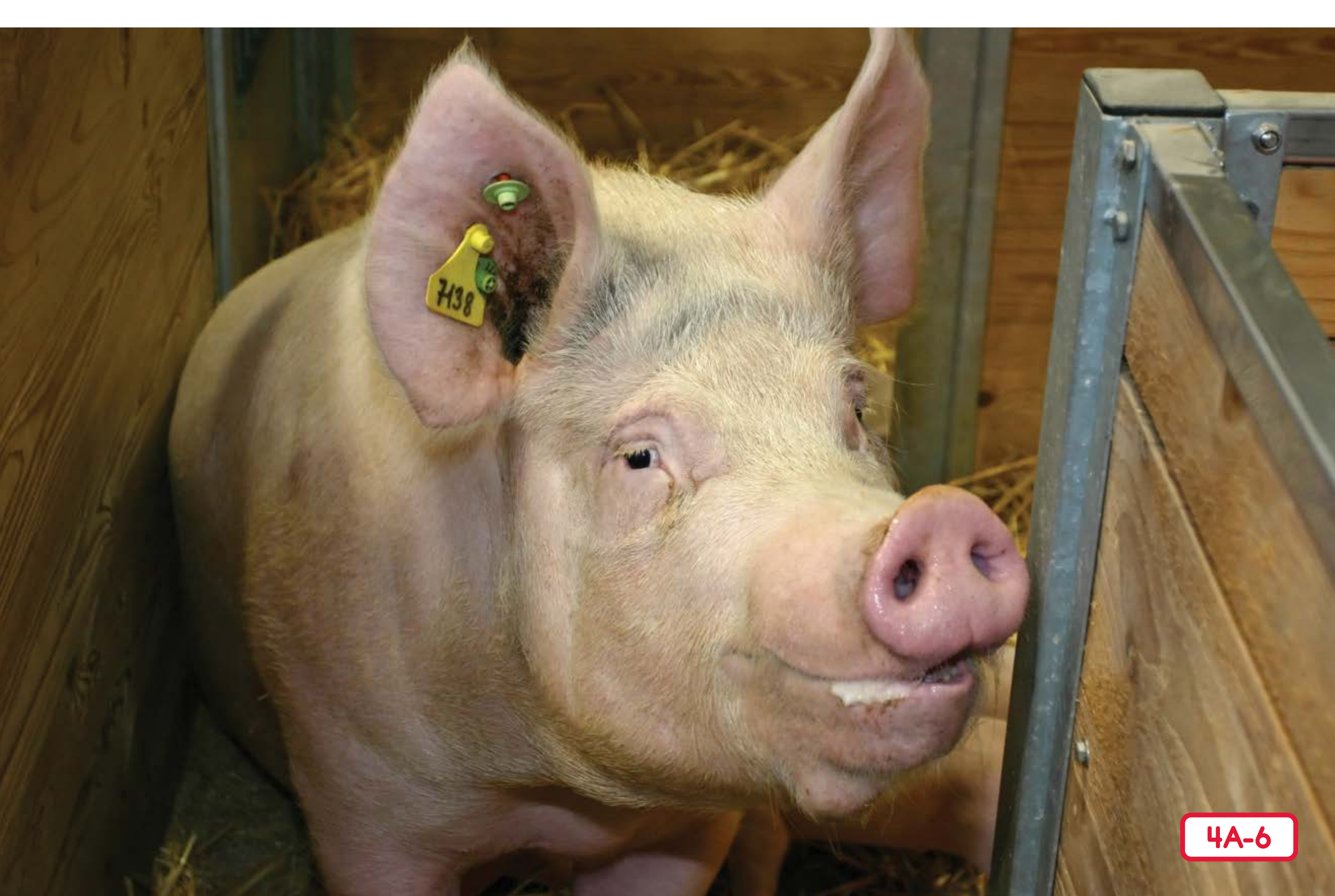




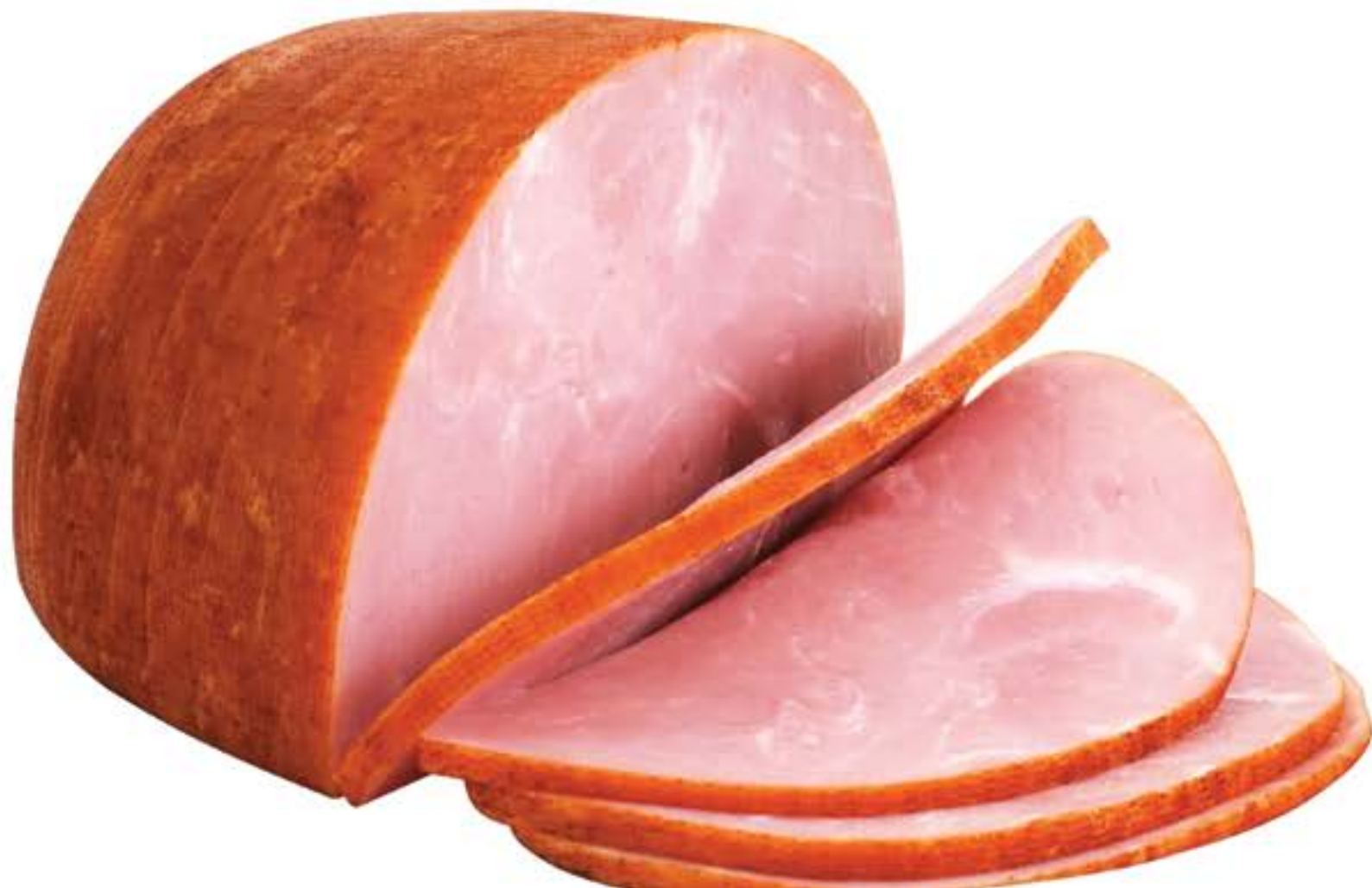


4A-4

















5A-3



5A-4





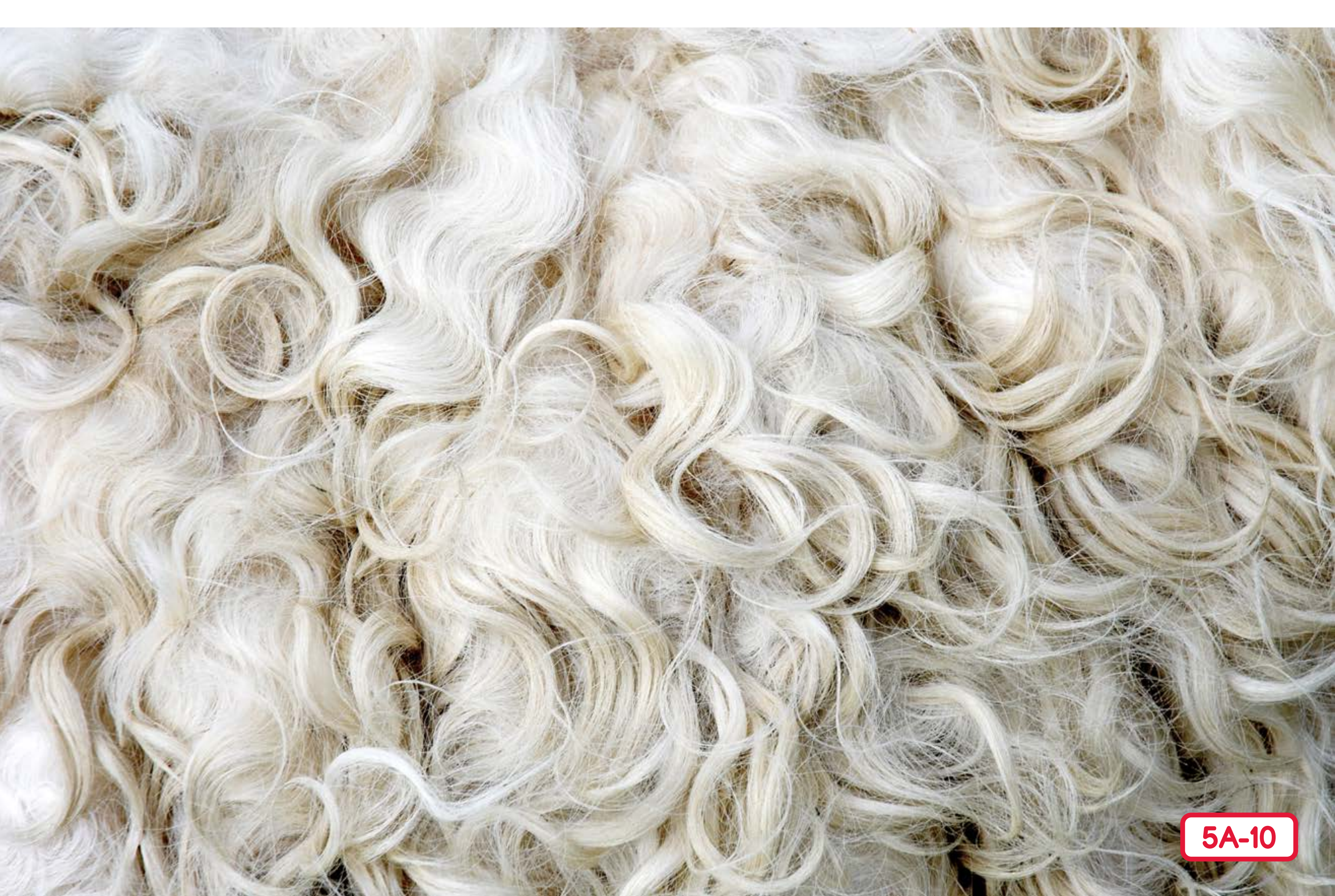
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5A-9



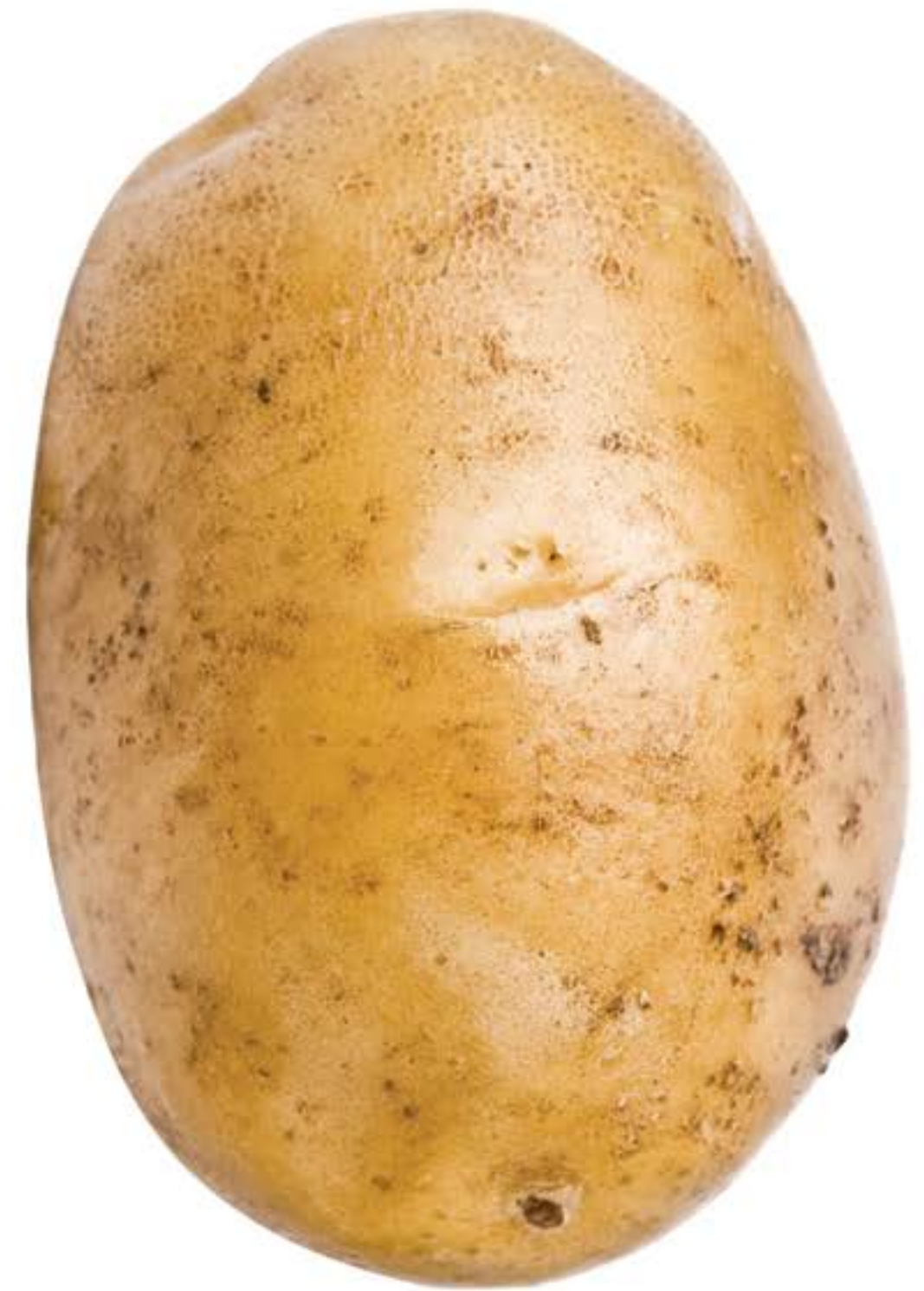
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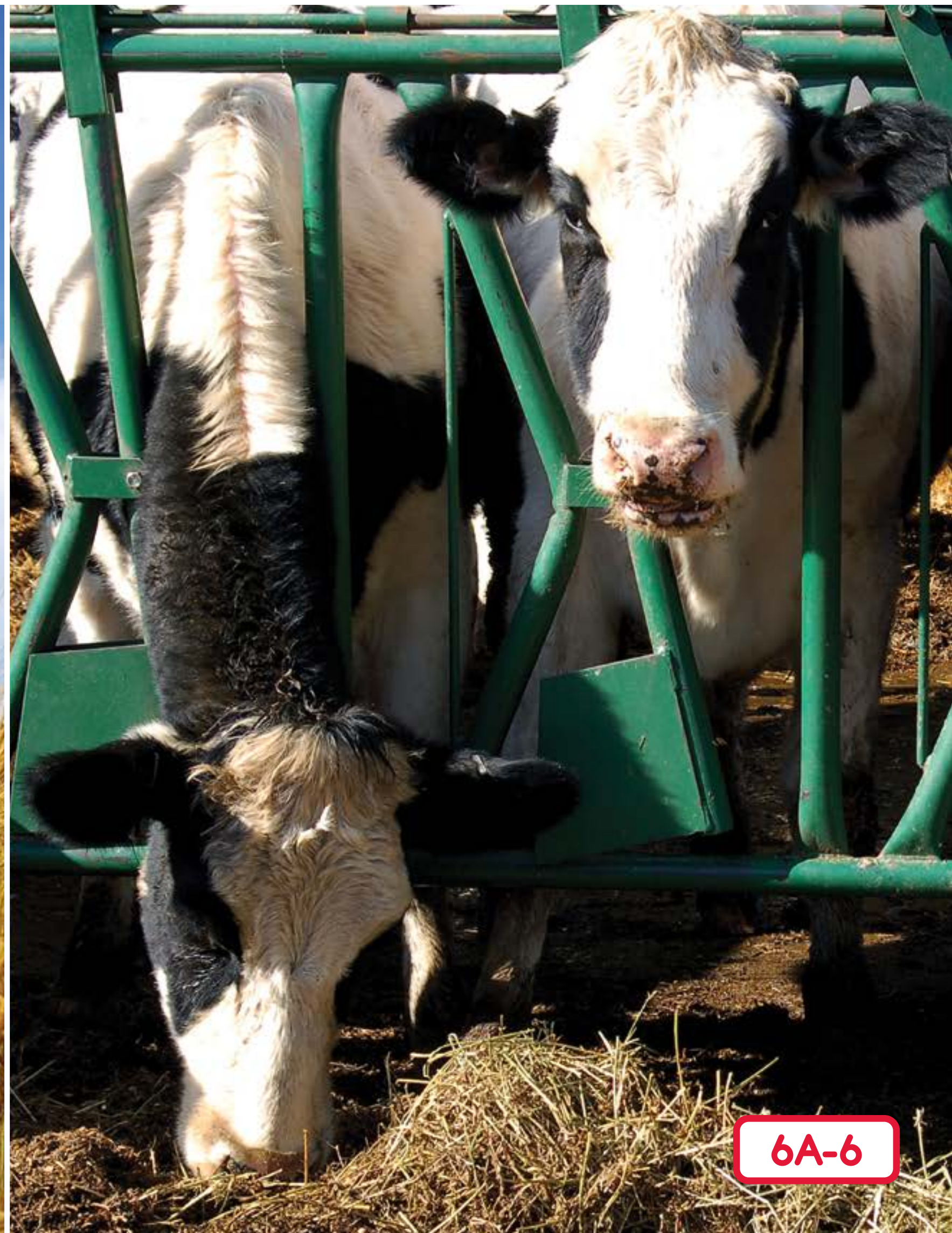


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6A-4









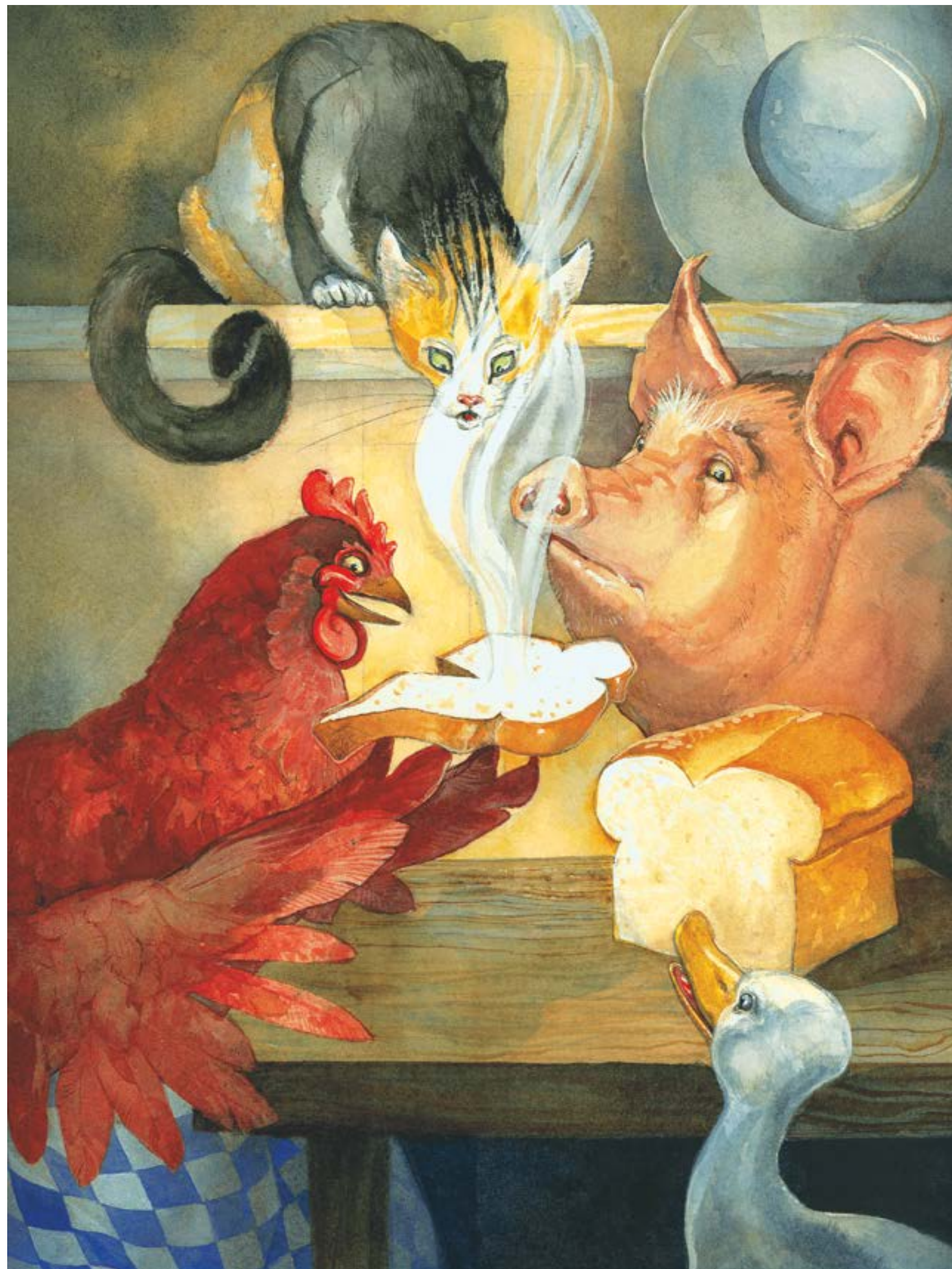












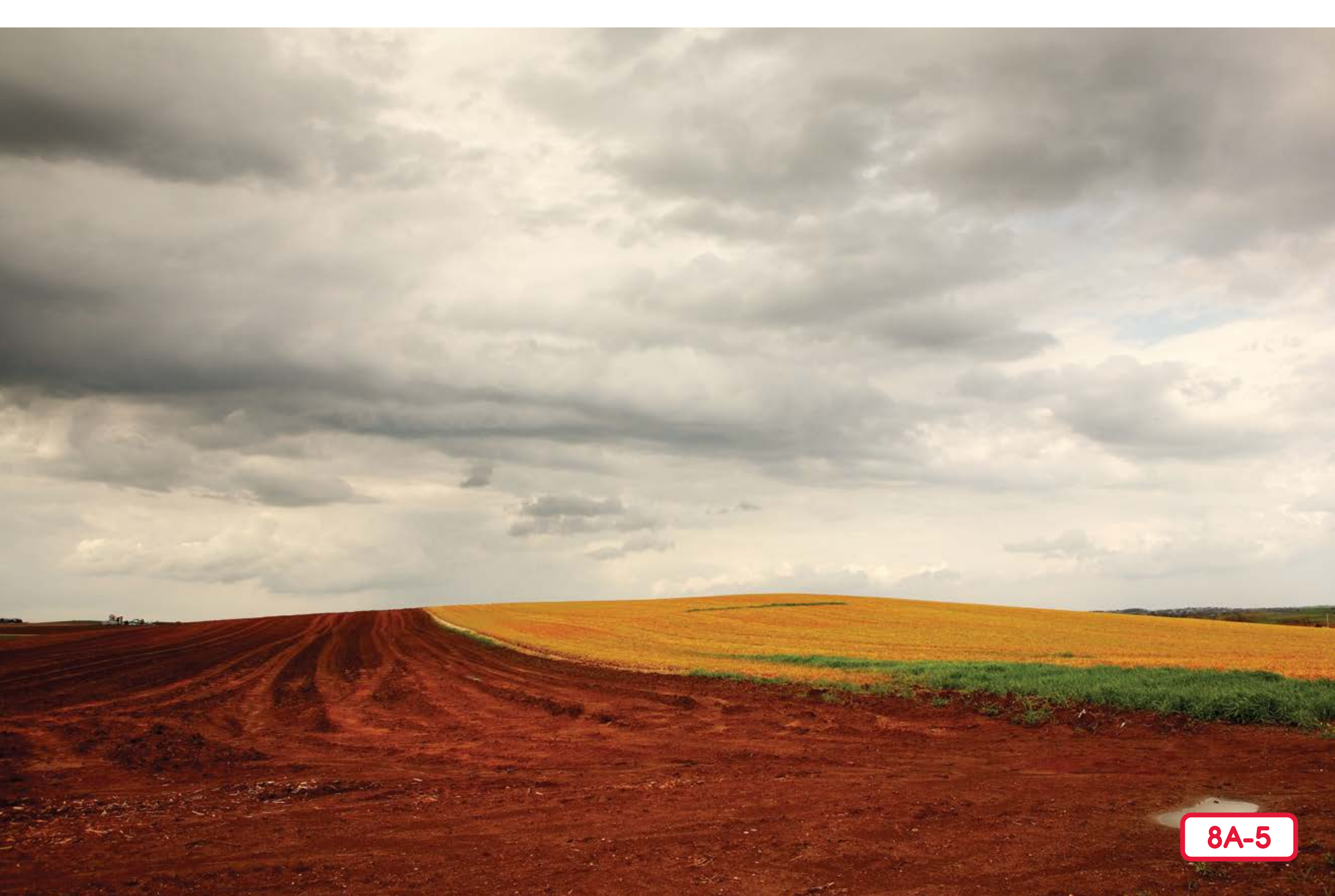




8A-2







8A-5



8A-6

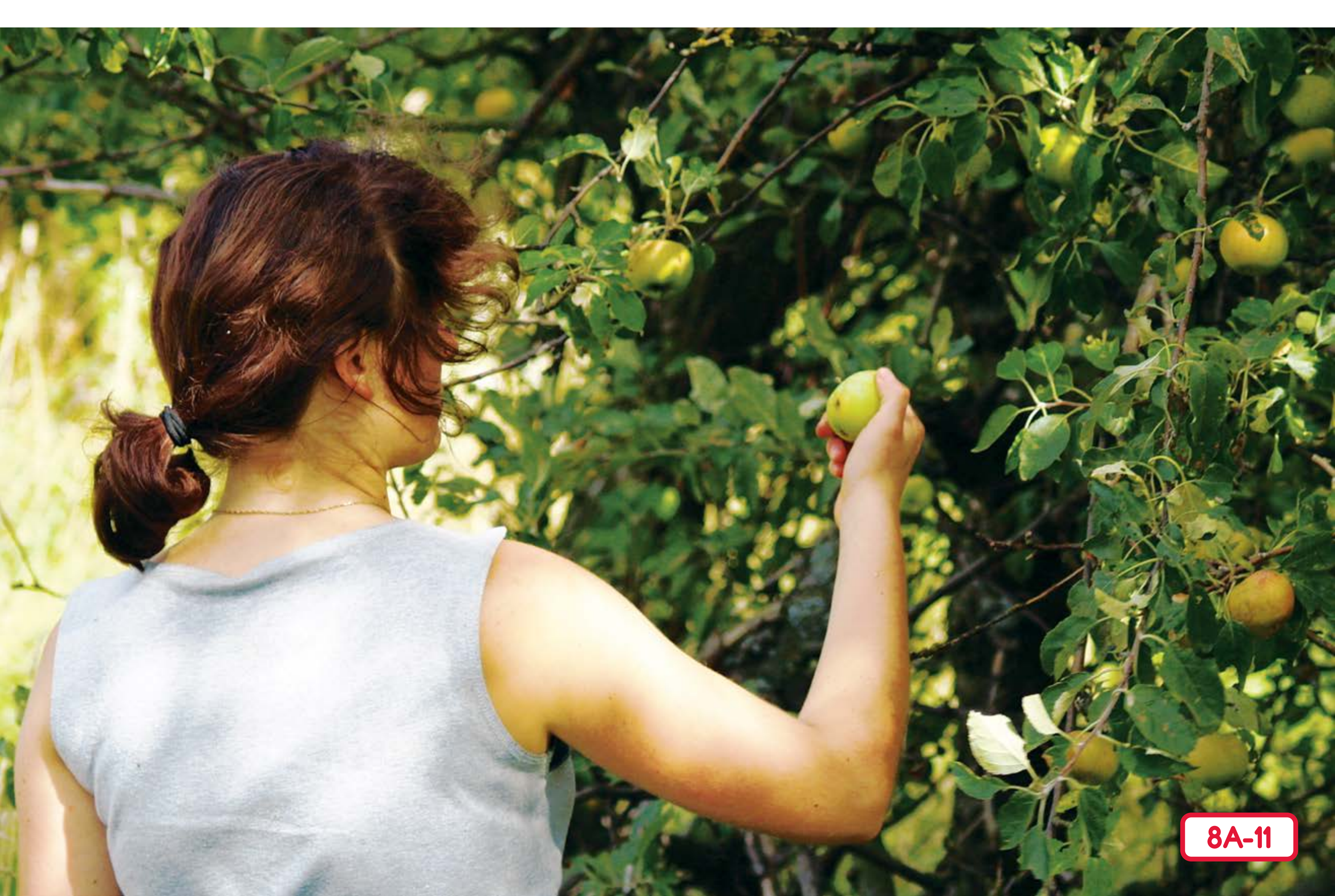








8A-10





8A-12

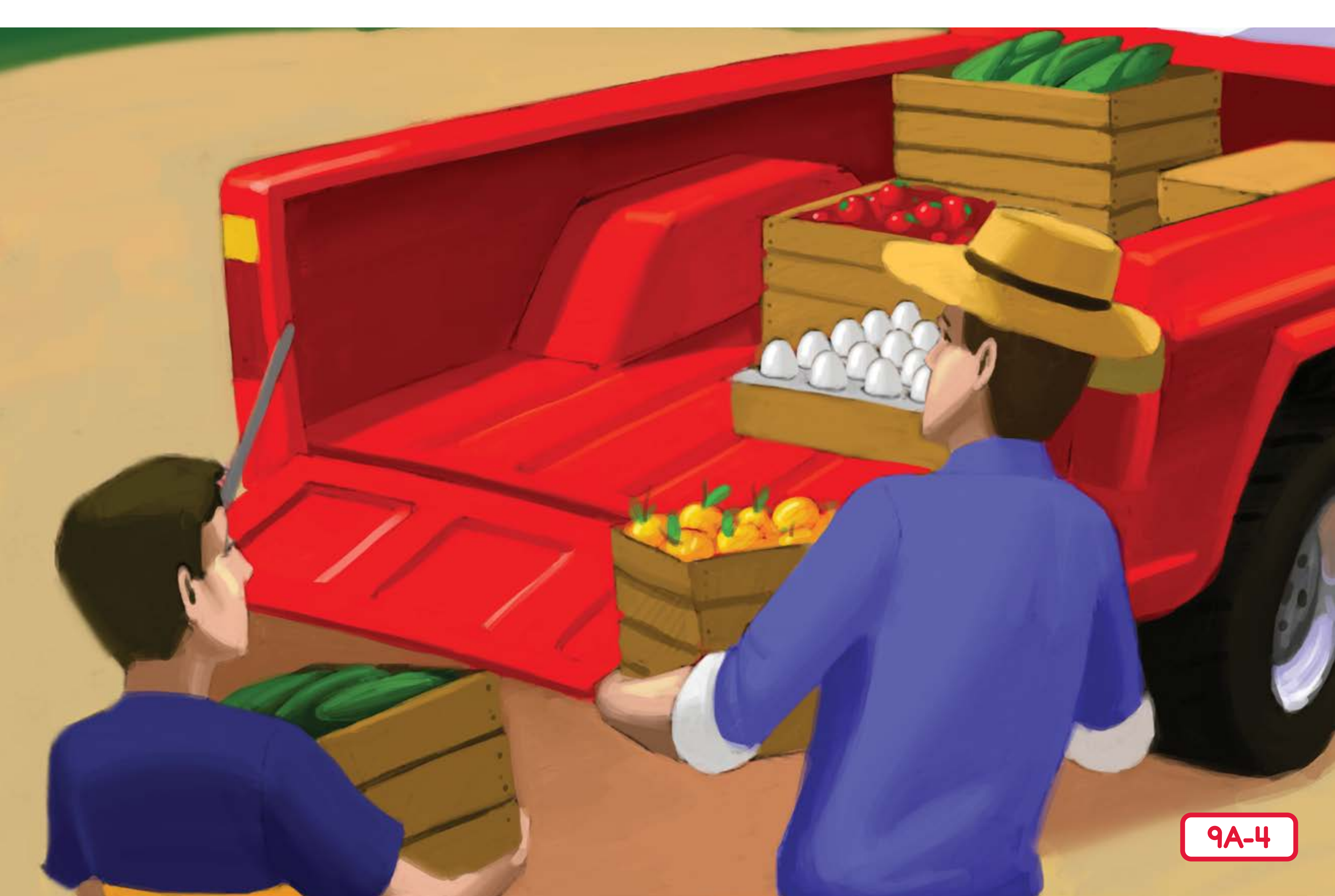


8A-13















Market Pantry canned pasta combines quality ingredients and great value in a rich and hearty home-style meal.

Nutrition Facts

Serving Size 1 cup (252g)
Servings Per Container about 2

Amount Per Serving

Calories 270 Calories from Fat 70

% Daily Value*

Total Fat 7g **11%**

Saturated Fat 2.5g **13%**

Trans Fat 0g

Cholesterol 15mg **5%**

Sodium 1310mg **54%**

Total Carbohydrate 43g **14%**

Dietary Fiber 2g **6%**

Sugars 9g

Protein 9g

Vitamin A 10% • Vitamin C 0%

Calcium 2% • Iron 10%

* Percent Daily Values are based on a
2,000 calorie diet.

INGREDIENTS: WATER, TOMATO PASTE, ENRICHED WHEAT FLOUR (WHEAT FLOUR, NIACIN, IRON, THIAMINE, MONONITRATE, RIBOFLAVIN), BEEF, HIGH FRUCTOSE CORN SYRUP, CORN MEAL (WHEAT FLOUR, WATER, CORN STARCH, SALT, TEXTURE), SOY PROTEIN (SOY FLOUR, CARAMEL COLOR, NATURAL FLAVOR, SEASONING), HYDROLYZED CORN AND SOY PROTEIN, HYDROLYZED CORN GLUTEN AND WHEAT, ONION POWDER, CITRIC ACID, MONOSODIUM GLUTAMATE, CARAMEL COLOR, CHEDDAR CHEESE, CHEESE CULTURES, SALT, SODIUM CITRATE, SALT, DISODIUM PHOSPHATE, SODIUM BENZOATE, SODIUM RIKKA, OLEORESIN CAROTENES. CONTAINS: WHEAT, SOY, MILK.

212 22 0137 10063 4254
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9A-10

Kindergarten

Knowledge 5

Farms: From the Ground Up

Multiple Meaning Word Posters

Multiple Meaning Word Posters

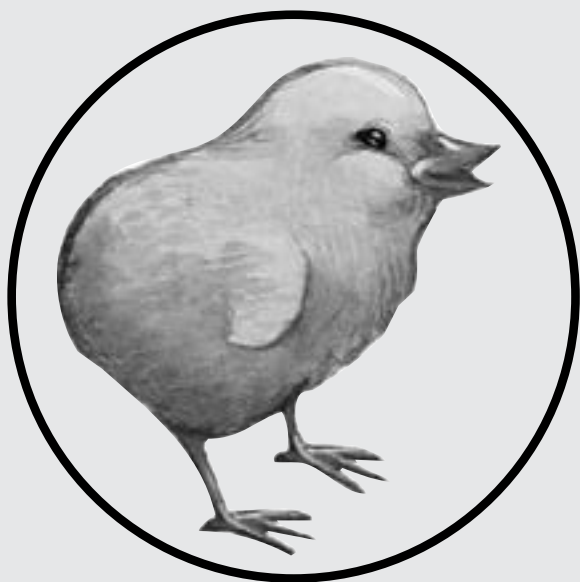
The poster(s) in this Flip Book may be cut out and displayed on the classroom wall for the duration of the domain.

1



2





Farm (Poster 1 M)

1. a place for growing crops and raising animals, usually with a house and a barn (*noun*)
2. to grow crops and raise animals (*verb*)

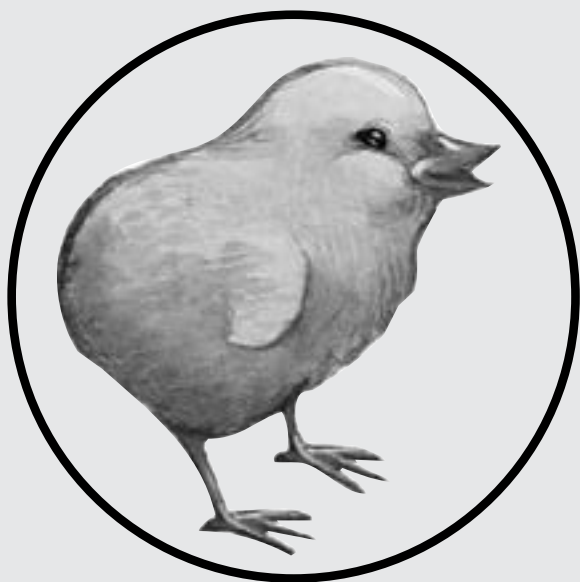
Farms: From the Ground Up | Multiple Meaning Word Poster 1 of 5

1



2





Feed (Poster 2M)

1. food for animals, usually in pellets (*noun*)
2. to give food to a person or animal (*verb*)

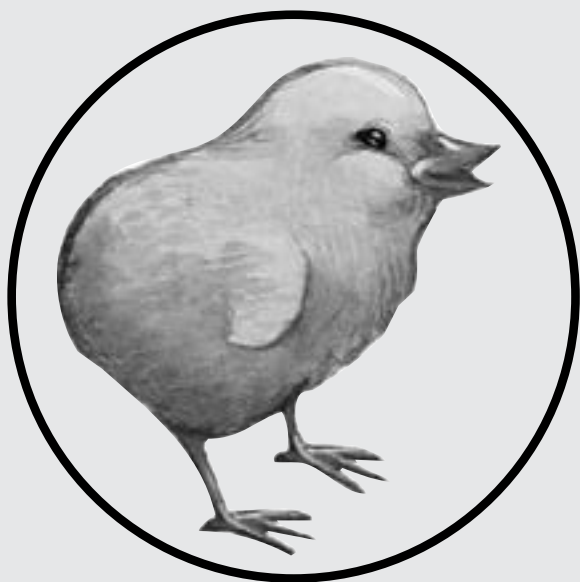
Farms: From the Ground Up | Multiple Meaning Word Poster 2 of 5

1



2





Pen (Poster 3M)

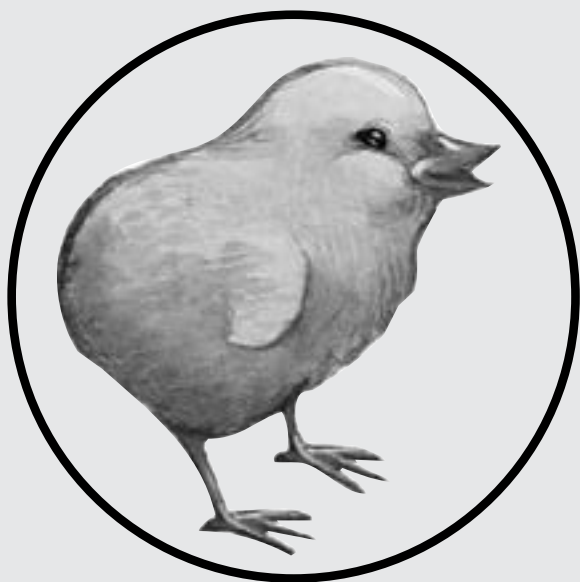
1. a small, enclosed area for farm animals to stay in (*noun*)
2. a writing tool that uses ink (*noun*)

1



2

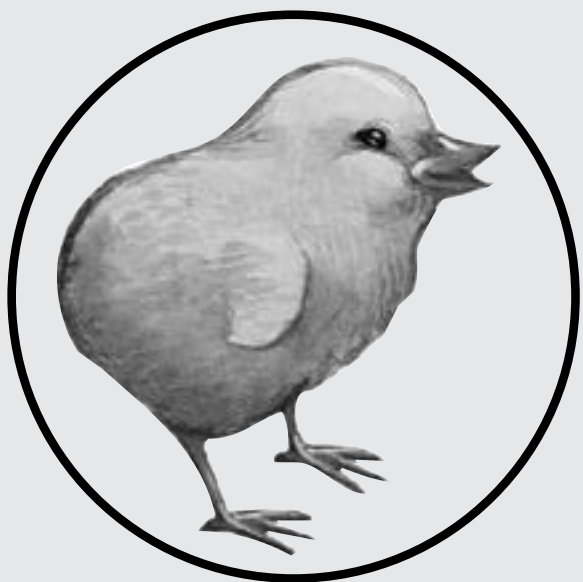




Crop (Poster 4M)

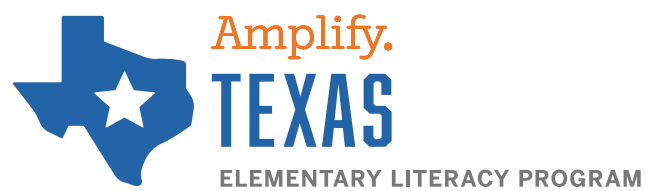
1. plants that are grown on a farm for food (*noun*)
2. to cut short or cut to make smaller (*verb*)





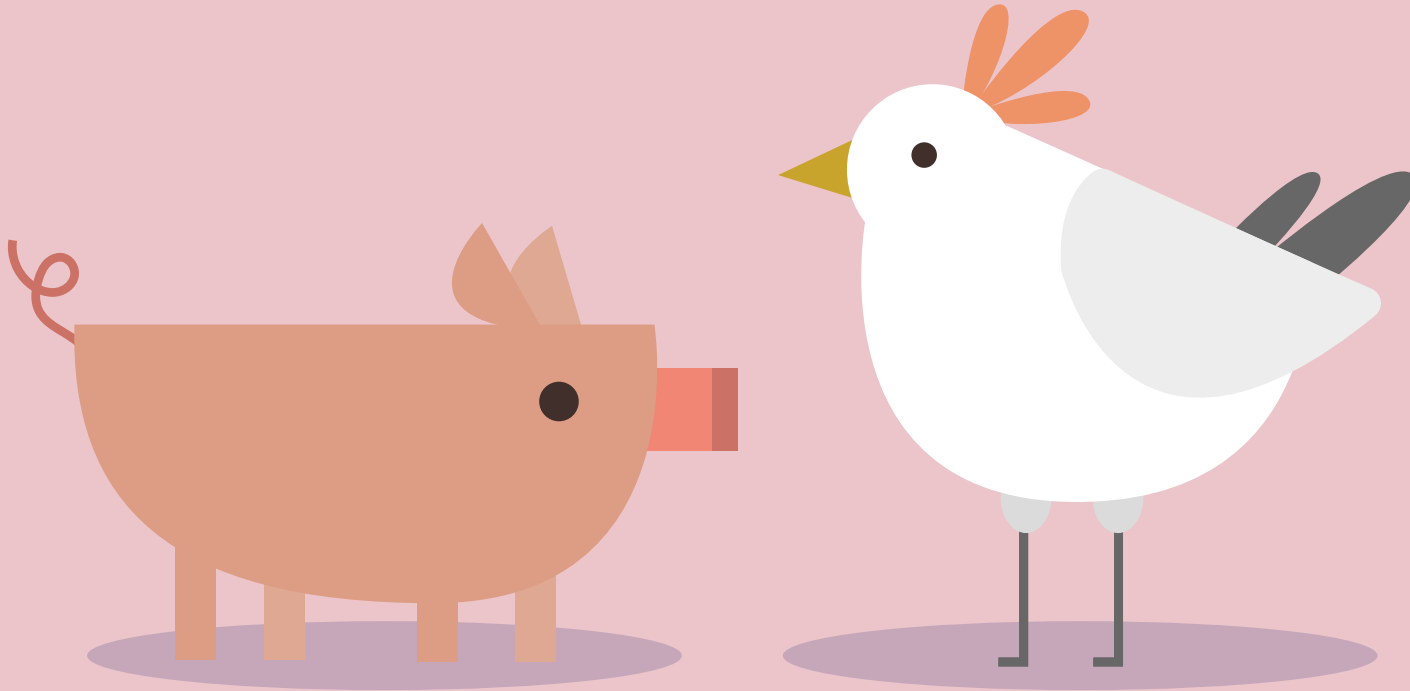
Produce (Poster 5M)

1. PRO-duce: the parts of plants that are used for food (*noun*)
2. pro-DUCE: to create or make (*verb*)



Kindergarten | Knowledge 5 | Flip Book
Farms: From the Ground Up





Kindergarten

Knowledge 5 | Image Cards

Farms: From the Ground Up

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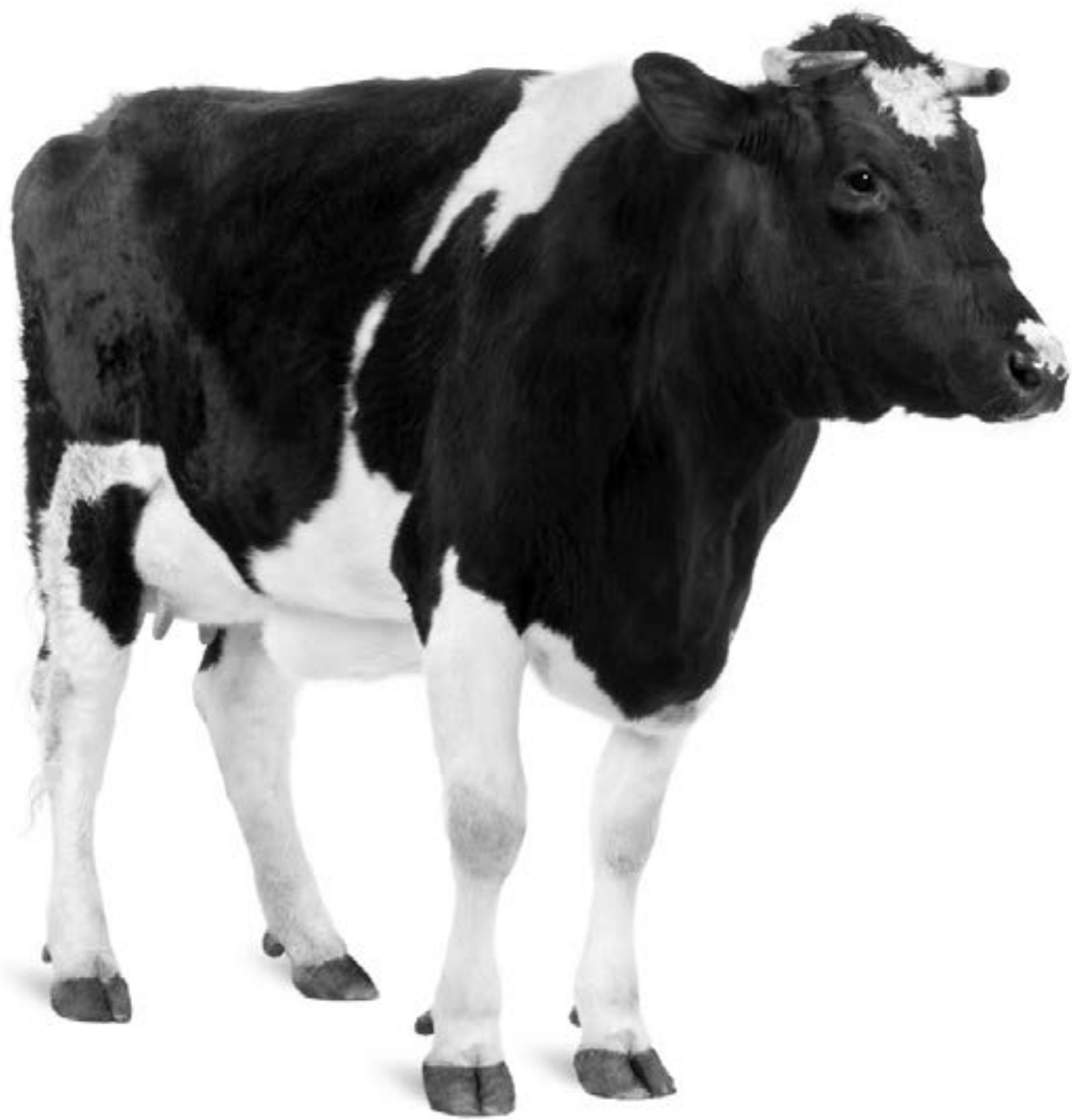
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Farms: From the Ground Up 2





Farms: From the Ground Up 3



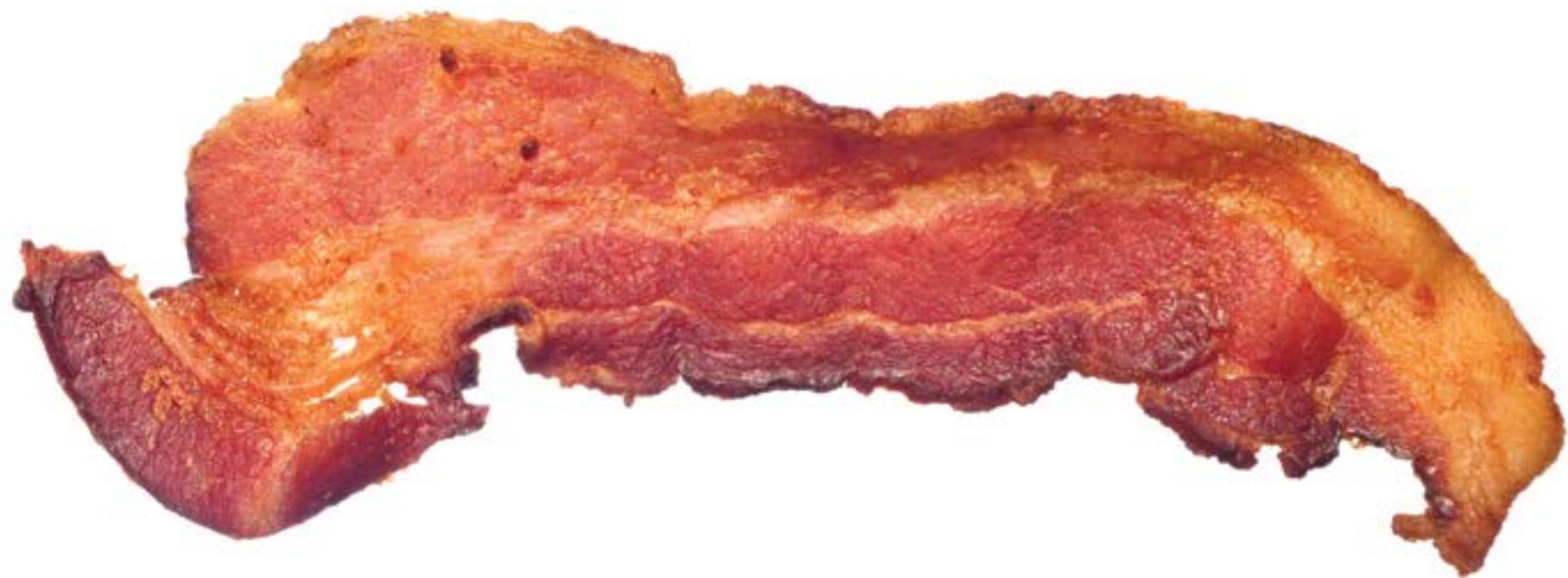


Farms: From the Ground Up 4





Farms: From the Ground Up 5





Farms: From the Ground Up 6





Farms: From the Ground Up 7





Farms: From the Ground Up 8





Farms: From the Ground Up 9





Farms: From the Ground Up 10



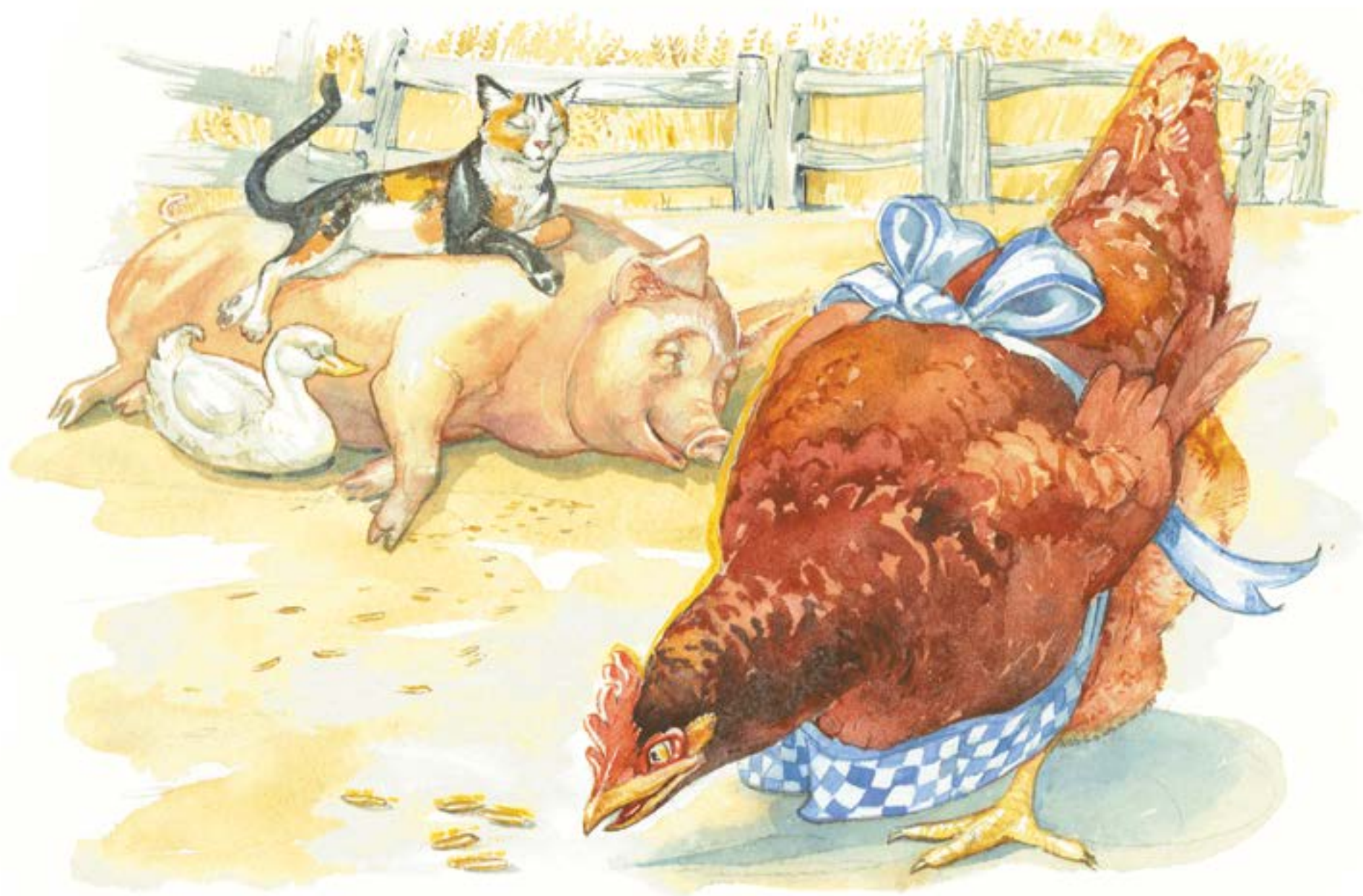


Farms: From the Ground Up 11





Farms: From the Ground Up 12





Farms: From the Ground Up 13





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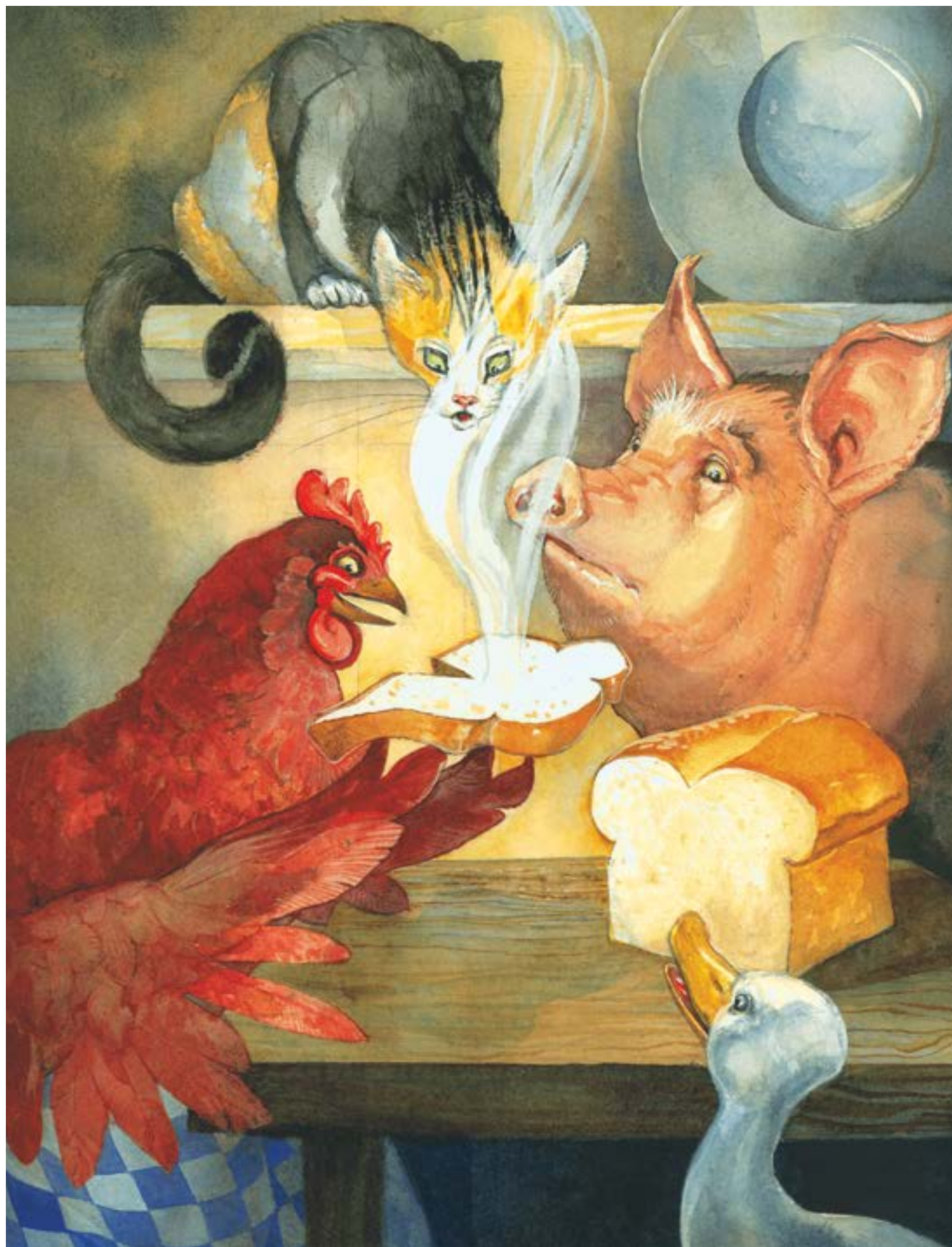


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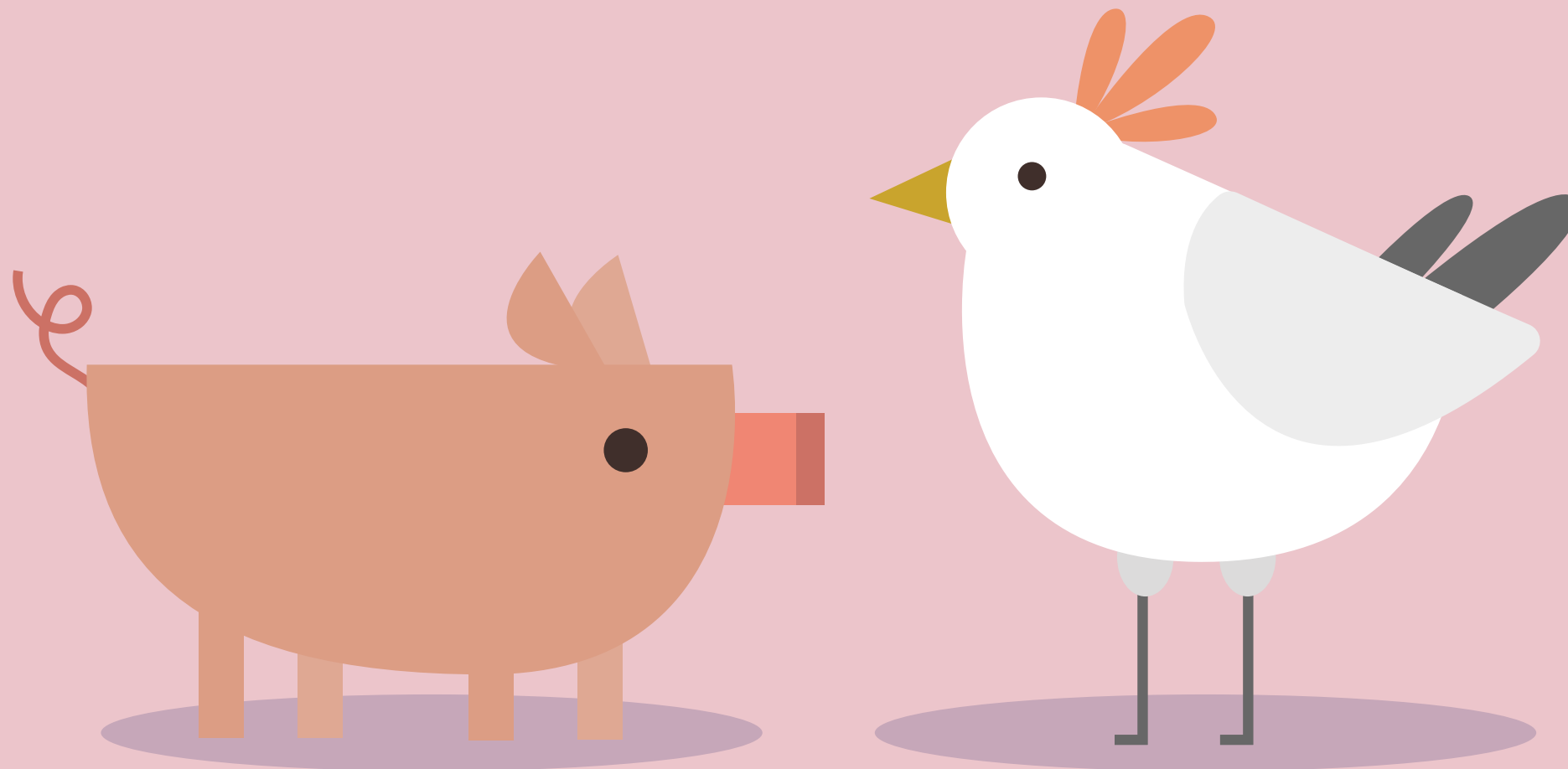
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Kindergarten

Knowledge 5 | Digital Components

Farms: From the Ground Up

Kindergarten

Knowledge 5

Farms: From the Ground Up

Digital Components

Table of Contents

KWL Chart1

	Know	Wonder	Learn
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Cows			
Chickens			
Pigs			
Sheep			

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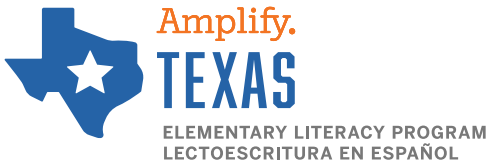
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Welcome!

Grade K, Domain 5

Farms: From the Ground Up

In this unit, students will be introduced to several animals raised on farms and crops grown on farms.

What's the story?

Students will become familiar with stories like "The Little Red Hen," which introduces the **seasonal rhythm of planting, growing, and harvesting**. Read-Alouds are presented through a fictional narrator, Old MacDonald, which provides a fun way for students to learn about **farm animals** and **crops**.

What will my student learn?

Students will explore the **connection between** the similarities of what **plants** and **animals** both **need to thrive**. They will also learn the **importance of farms** as a source of food and other products people use.

In writing, students will focus on using details to **describe the key concepts** they learn in informational texts about farms. They will **use drawing** to both identify important characteristics of farm animals and to **retell and sequence** main events in the stories they read.

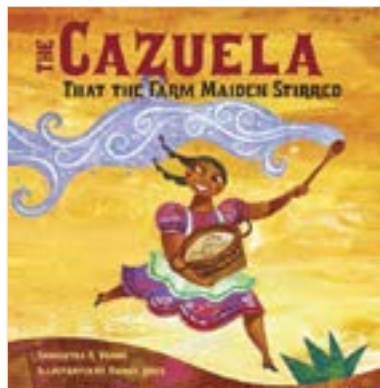
Conversation starters

Ask your student questions about the unit to promote discussion and continued learning:

1. What kinds of animals live on a farm?
Follow up: What kinds of plants grow on a farm? What kinds of sounds might you hear on a farm? What sorts of things might you see?
2. What are male cattle called? (bulls) What are female cattle called? (cows) What are baby cattle called? (calves)
Follow up: How do cattle get the food they need to grow?
3. How are pigs and cows similar to each other?
Follow up: How are they different?
4. You have been learning about the word *responsibilities*. What does that word mean?
Follow up: What are some responsibilities farmers have? What are some responsibilities shepherds have? What are some of the responsibilities you have?
5. Why do farmers grow crops?
Follow up: What kinds of crops do farmers grow that we eat?

Kindergarten: Domain 5

The Cazuela That the Farm Maiden Stirred



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Summary: This cumulative tale incorporates Spanish vocabulary to tell the story of a farm maiden and common farm animals that work together to create arroz con leche (rice pudding), a special dish they then share during a celebration. The story explains where the ingredients come from, including butter from a goat, milk from a cow, and eggs from a hen. It also explains how each participant plays a part in providing the ingredients and cooking the shared dish. From this tale, students gain knowledge about foods that come from plants and animals on farms and learn about how some foods are purchased at a market. The book also contains a recipe for arroz con leche and a Spanish glossary with a pronunciation guide. This playfully-illustrated text will appeal to all students, especially Spanish speakers and learners.



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●●● QL: 2

These Read-Alouds may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●● RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the program.

Essential Question

Where does the food we eat come from?

Show students the recipe for arroz con leche in the back of the book. Explain that a recipe tells the ingredients, equipment, and steps needed to make a food dish. Read the list of ingredients aloud and ask students where each one came from on the farm. For example, the first ingredient is long-grain white rice. In the story, rice is a crop that was grown by the farmer.

Vocabulary Routine

Tier 2 Vocabulary Words

churned
plucked
simmered
sputtered
burst

Performance Task

Have students list the food items provided by animals or plants in the story.

Students should be able to

- list at least three animal food products, such as milk, cream, butter, or eggs.
- list at least one plant product, such as a lime or rice.

Writing Prompt

Have students write a sentence based on the following prompts. Encourage students to answer questions in complete sentences, if possible. Students may illustrate their sentences.

- Which farm animal in the story gives fresh milk?
- Do you think that real farm animals help people cook meals? Why or why not?
- Why was the pot (cazuela) about to burst?