

Farming



Leveling Systems

Avenues: ●● More Fluent Readers
 DRA: NF28
 Fountas and Pinnell: K
 Lexile: 350

In this book, expository text describes farm life in all four seasons of the year. Headings will help children grasp the main idea on each page. Captions, labels, and illustrations add supporting details. The final pages present six different types of farms. *32 pages, 582 words*

In This Guided Reading Lesson:

Skill Lessons:

Background and Vocabulary	Read the Book	Respond to the Book	Comprehension/ Critical Thinking
<p>Farm Words: chore farm fruit grain inside outside vegetable</p>	 <p>Spotlight STRATEGY Personal Experience</p>	<p>Seasons Here and There: Seasons Bulletin Board</p> <p>Season Changes: Illustrated Cycle Diagram</p>	<p>Relate Main Idea and Details (PDF)</p>

Build Background

Sing a Song Sing this song to the tune of “Yankee Doodle.”

I’m a worker on a farm.

(point to self)

I drive a great big tractor.

(pantomime driving)

The tractor helps me plow the fields.

(sweep arm slowly, fingers spread, as if making furrows)

I get my work done faster.

(point to self, nod head)

Have children join in, using the gestures suggested. Then use children’s names to sing innovations: *Nam’s a worker on a farm. He drives a great big tractor, etc.*

Build Vocabulary

Using Farm Words Display the Key Vocabulary words, and then use each one in a defining sentence. Use pictures on pages 20–21 for visual support.

- ▶ A chore is a job, like taking out the trash.
- ▶ Fruits, vegetables, and grains grow on farms.
- ▶ An apple is a fruit.
- ▶ Grain is the seed of a wheat or corn plant.
- ▶ When you are in the classroom, you are inside.
- ▶ When you are on the playground, you are outside.
- ▶ Carrots and lettuce are vegetables.

Then play a question and answer game. Ask questions such as: **Where do carrots and apples grow?** Have children choose the word that answers the question, and respond with a complete sentence. For example: *Carrots and apples grow on a farm.* For a challenge, have children ask as well as answer the questions.

Key Vocabulary

chore
farm
fruit
grain
inside
outside
vegetable

1 Preview the Book

Cover This book is nonfiction. It gives facts about farms.

Pages 3–5 **Fruits**, **vegetables**, and **grains** grow on this **farm**. An apple is a fruit. Lettuce is a vegetable. Corn and wheat are grains. They grow in the fields.

Pages 6–7 Good readers use what they already know to help them understand new words and ideas. Page 6 is about spring on the farm. I know what spring is like where we live. The temperature gets warmer. There are more hours of sunlight. I see this happens on the farm, too.

Pages 8–11 Pages 8–9 show **chores**, or jobs, **outside** in the field and yard. Pages 10–11 show chores **inside** the barn.

Pages 12–13 These pages show summer on the farm. Summer is hot where we live. It's a good time to go swimming! This helps me understand summer on the farm.

Pages 14–17 Big words at the top of the page are called headings. They tell the main idea of the page. Let's read the heading on page 14. What are these pages about? (outside chores) Words that tell about pictures are called captions.

Pages 18–23 How can we tell what pages 18–19 are about? (read the heading) How can we tell what chores the pictures show? (read the captions) There's a pattern in this book. First we see the season, then outside chores, then inside chores. This repeats for every season. What season is next?

Pages 24–25 What's winter like on the farm? Let's read the captions to find out. What will the next page show? (outside chores)

Pages 26–29 How many of these pages show outside chores? (one) Inside chores? (three) Why are there more pages for inside chores in winter? (there is less to do outside in winter)

Pages 30–32 These pages show different kinds of farms. Which farm would you like to visit?


 Spotlight
STRATEGY

 Personal
Experience


 Introduce
and Model


 Apply

2 Read the Book

Independent Reading Have children read the book silently or to a partner. Observe as each child reads aloud.

- Use the **Good Reader Guide** on pages 7 and 8 to coach children as they read.
- **Spotlight Strategy: Personal Experience** Children may experience comprehension breakdowns when the topic changes (pages 6, 12, 18, 24). Encourage children to relate to their personal experience of the seasons, and what they do, feel, and see in each one.

3 Respond to the Book

Seasons Here and There Invite children to choose a season. Have them draw a picture of one aspect of farm life shown in the book during that season. Also have them draw that season where you live. Next, have children introduce their pictures using this model:

It's summer. On the farm _____. At home _____.

Season Changes Display a Cycle Diagram. Label the ovals *Spring, Summer, Fall, Winter*. Choose a concept to track, such as *trees*. Refer to the book and record information about what happens to trees in each season.

Have partners choose a concept to track, such as *sunlight, farm animals, temperature, or fruits and vegetables*. Have them refer to the book and record changes throughout the seasons. Information about each season should be on a separate piece of paper so children can add their information to the appropriate season in the cycle diagram.

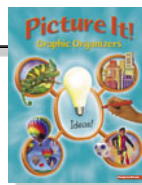
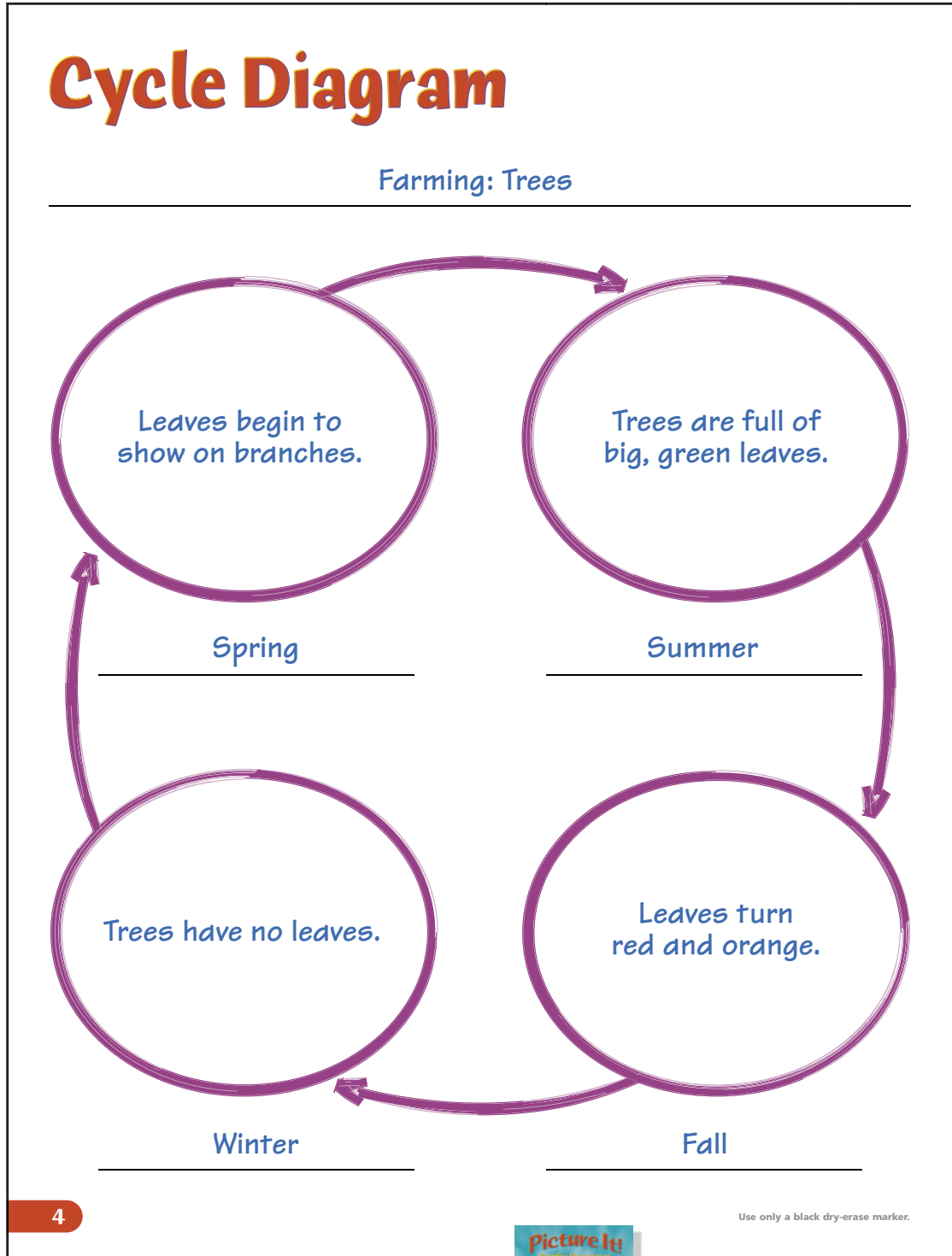
Materials

- drawing paper
- art supplies

Materials

- Cycle Diagram from *Picture It! Big Book*, page 4

Answers will vary. Sample response:



Picture It! Big Book, page 4

from Farming

Take a Running Record		Number of Errors	Number of Self-Corrections
page			
3	Farms are where vegetables, fruits and grains are grown and farm animals are raised.		
4	Some farms are small... others are big.		
5	Most farms are owned by families. They are busy places throughout the year.		
6	Baby chicks are brought to the chicken house. Geese fly north. Green leaves begin to appear on branches. The days become longer. The temperature climbs on the porch thermometer. Spring flowers poke through the ground. There are baby lambs to check on in the barn. Ice breaks up on the farm pond.		
		Total	Total

Assess Fluency

Student reads with appropriate:

- expression
- intonation
- attention to punctuation
- rate
- phrasing

Assess Strategy Use

Self-Monitors:

- asks questions
- clarifies
- paraphrases
- uses visuals
- confirms word meaning
- uses punctuation clues
- uses signal words

Self-Corrects:

- asks questions
- rereads
- reads on
- searches for new clues
- adjusts reading rate
- translates
- reduces amount read

Calculate Accuracy Rate

(86 words - _____) ÷ 86 words = _____ %
total errors

Determine Instructional Needs

<p>If Accuracy Rate Is → Then Have Student</p> <ul style="list-style-type: none"> <input type="checkbox"/> below 90% read a lower-level text <input type="checkbox"/> between 90–94% continue at this level <input type="checkbox"/> 95–100% read a higher-level text 	<p>Student needs more coaching in</p> <p>_____</p> <p>_____</p>
--	--

Good Reader Guide

Use these strategies to coach students as they read independently.

Text	Student Miscue	Coaching Strategies
The rocket is going very fast.	The rocket is gro... going very fast.	<ul style="list-style-type: none">Observe or ask questions to discover the strategies the student is using, identify the strategy by name, and praise student's use of it. Then have student read on.
The shuttle orbits the Earth.	The shuttle...?	<ul style="list-style-type: none">Prompt student to find clues in pictures and/or surrounding context.Encourage use of cognates and/or word families to guess a meaning. Have student try the guess in the sentence.If the word is phonetically regular, cover it and then reveal each syllable or letter pattern as student sounds out the word. Have student pronounce the word and try it in a rereading.Have student skip the word and read on.
No one has been to Mars.	Nobody has been to Mars.	<ul style="list-style-type: none">Ignore if the miscue does not affect comprehension.Validate student's strategic use of picture or context. Point out print cues, such as first letters. As student sees that spoken and printed words do not match, ask him or her to self-correct.
There is no liquid water on the Moon.	There is no little water on the Moon.	<ul style="list-style-type: none">Direct attention to pictures or other cues in the text. Ask questions to help student revise the first reading independently.Talk about pictures and context to make sure the word is in student's vocabulary. Then have student reread.

Good Reader Guide

Use these strategies to coach students as they read independently.

Text	Student Miscue	Coaching Strategies
Craters look like dark circles when you look up at the Moon.	Craters look like dark when you look up at the Moon. Skips important words	<ul style="list-style-type: none">• Repeat and ask: Does it make sense?• Read together; then have student start over.• Have student track the print and sweep a finger to the next line.
There are mountains on the Moon.	There...are mountains...on...the... Moon Reads slowly, word-by-word, without comprehension	<ul style="list-style-type: none">• Assign a book at an easier reading level, allowing student to build fluency and comprehension.• Recall the book's topic and/or title. Ask questions to tie the ideas in the text to the ideas in the preview.• Have student paraphrase small but meaningful chunks of text, relating it to own experience.
That's one small step for man, one giant leap for mankind.	That's one small / step for / man, one / giant leap for / mankind Reads aloud with poor phrasing	<ul style="list-style-type: none">• Highlight punctuation cues. Write out a section of the text. Demonstrate appropriate phrasing and help student mark the text to show how to group words. Then have student reread.• Relate text to student's personal experience to help student read with appropriate expression.
The Moon is full tonight.	TheMoonisfulltonight Reads quickly, without comprehension	<ul style="list-style-type: none">• Model slowing down and pausing to ask yourself questions periodically. Encourage student to apply these strategies.
The Moon is Earth's only natural satellite.	? Gets stuck; is unable to use any strategies	<ul style="list-style-type: none">• Ask questions to discover why student is stuck.• Suggest strategies and supply words.