



### About the Book

Text Type: Nonfictional/Informational    Page Count: 12    Word Count: 100

#### Book Summary

*All Kinds of Farms* is a simple chapter book that introduces readers to different types of farms and the products that come from things that live or grow on farms. Students will read about farms they may be familiar with, such as dairy farms and chicken farms, and farms they most likely will not have heard of, such as sugarcane farms and fruit farms. The question asked on the last page encourages students to use higher-level thinking skills.

### About the Lesson

#### Targeted Reading Strategy

- Make, revise, and confirm predictions

#### Objectives

- Make, revise, and confirm predictions to understand informational text
- Classify information
- Blend phonemes
- Identify initial consonant *r*-blends
- Understand that nouns name things
- Expand vocabulary about farms

#### Materials

Green text indicates resources available on the website

- Book—*All Kinds of Farms* (copy for each student)
- Chalkboard or dry erase board
- Classify information, initial consonant *r*-blends, nouns worksheets
- Word journal (optional)
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

#### Vocabulary

\*Bold vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](http://VocabularyA-Z.com).

- High-frequency words: *and*, *for*, *of*, *on*
- Content words:
  - Story critical: *chickens* (n.), *cotton* (n.), *cows* (n.), *fruits* (n.), *sheep* (n.), *sugarcane* (n.)
  - Enrichment: *apples* (n.), *breakfast* (n.), *butter* (n.), *cheese* (n.), *clothes* (n.), *eggs* (n.), *milk* (n.)

### Before Reading

#### Build Background

- Make a word web with students. Write the word *farm* in the center. Ask students to tell you the different kinds of farms they know about, things they have seen on a farm, or things they think belong on a farm.
- Continue the discussion by asking students if they think there might be any other types of farms.

## Book Walk

### Introduce the Reading Strategy: **Make, revise, and confirm predictions**

- Tell students that a fun way to read that helps them understand and remember what they read in a book is to predict, or make guesses, about what they will find in the book.
- Show students the front and back covers of the book. Ask them to read the title. Ask students what they think this book will be about.
- **Think-aloud:** *I can make a prediction, or guess, about what I think this book is about by looking at the title and the front and back covers. On the front cover I see the kind of farm I know about. It's one that cows live on. But the title of the book says "All Kinds of Farms," so that makes me think there will be some other kinds. When I look at the back cover of the book, I see a scarecrow. This makes me think that I will read about a farm that grows vegetables or fruit. I think maybe we might read about a horse farm. I will write my ideas on the board.*
- Encourage students to make predictions about what kinds of farms they think they will read about in the book. Record their predictions on the board.
- Show students the title page. Talk about the information that is written on the page (title of book, author's name). Ask them to predict what kind of farm is shown in the picture.
- Show students the table of contents. Explain that there are two chapters in the book. Read the chapter titles and tell students that the number that follows each one tells the page number on which the chapter begins. Have students put their finger on the chapter title they think might tell about cows. Have them put their finger on the chapter title they think might tell about corn. Ask students to predict what animals might live on farms and what things might grow on farms. Have students turn to the page where the first chapter begins.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

### Introduce the Vocabulary

- Go through each page of the book with students. Talk about the illustrations and use the vocabulary and language patterns they will encounter in the text. For example, ask students what they think comes from cows and where they think wool comes from. Ask students to talk about what they see in each picture and revise or confirm the predictions written on the board as they get new information through the pictures. Name any items students don't know. Provide opportunities for students to say the new vocabulary words, talk about their meanings, and use the words in sentences.
- Model word-attack strategies by pointing to an object in the picture. For example, ask students to point to the picture of the sheep on page 6. Ask students to say the word and tell what sound they hear at the beginning. Ask students to find the word on pages 6 and explain how they know that the word is *sheep*. Ask students to look at the picture and decide if the word *sheep* makes sense.
- Repeat with other vocabulary words if necessary. Remind students to look at the beginning and ending sounds in words and/or the parts within words that they recognize to help them sound out the words.

### Set the Purpose

- Tell students to read the book to find out if their predictions about kinds of farms are correct.

## **During Reading**

### Student Reading

- **Guide the Reading:** Give students their book and a sticky note. Tell them to put the sticky note on page 7 and to read to the end of the page. Tell students to reread the pages if they finish before everyone else.

- When they have finished reading, ask students whether their predictions were confirmed from their reading. Model confirming or revising predictions: *I predicted that milk comes from cows and the book tells me this. I predicted that the book would tell me that we get wool from sheep. I was right. I learned that we make clothes from wool. I predict that in the next part of the book I will learn how we use different things that grow on farms.*
- Continue the discussion by asking students to tell what we use milk for. Have them look at the pictures of cheese and milk. Ask them to put their fingers on the word that matches the picture name in the sentence below the picture of milk; do the same with cheese. Ask them to find the sentence that tells where wool comes from. Ask students to tell the kind of farm that has eggs (chicken). Ask them to find the sentence that tells when people eat eggs. Ask if they think eggs can be eaten at any other time.



Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

## After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

## Reflect on the Reading Strategy

- Have students turn to page 6 and look at the word *clothes* in the last sentence. Ask how they know this word is *clothes*. Ask what sound is at the beginning of the word, and what sound is at the end. Ask what picture clues helped them figure out the word. Ask if the word *clothes* fits in the sentence.
- **Comprehension:** Reinforce that making a guess about what they will find in a book helps them understand and remember what they have read. Model the strategy: *I thought I might read about a horse farm. I didn't read about horses, but I did learn about a cotton farm. Making guesses about what was in the book, and then finding out I was right, or that I needed to change my guesses helped me think about what I was reading.*

## Teach the Comprehension Skill: Classify information

- **Introduce and model:** Have students look at the table of contents. Tell them that each chapter is about a different group of things found on farms. Explain that the first chapter is about things that live on farms. Write *Things that live on farms* on the board. Ask them to tell some of the things they read about. Record their responses.
- **Check for understanding:** Have students look at the title of the second chapter. Ask them to tell what this chapter is about. Write *Things that grow on farms* on the board. Have them tell some of the things they read about that grow on farms.
- **Independent Practice:** Introduce and explain how to complete the [classify information worksheet](#). Discuss their responses.



**Extend the Discussion:** Instruct students to use the last page of the book to draw a picture of themselves on their favorite type of farm. Have them share with the group and explain why they chose that kind of farm.

## Build Skills

### Phonological Awareness: Blend phonemes

- Tell students that you are going to say a word slowly by stretching out the sounds: /g/ /rrr/ /ooo/ Stretch the sounds except for the /g/. Tell students that you are going to blend the sounds together to say the word: *grow*. Repeat one more time, having students listen carefully.

## Lesson Plan *(continued)*

## All Kinds of Farms

- Explain that you will say the sounds of some words and that you want them to blend the sounds together to say the words. Say each sound for each word one at a time, slowly and distinctly and have students blend them together to tell you the word: /b/ /r/ /i/ /k/ (brick); /k/ /r/ /a/ /b/ (crab); /d/ /r/ /a/ /n/ (drain); /t/ /r/ /a/ /p/ (trap); /p/ /r/ /e/ /s/ (press); /f/ /r/ /e/ (free).

### Phonics: Initial consonant r-blends

- Write the following blends in a row along the board: *br, cr, dr, fr, gr, pr, tr*. Explain that these are all consonant blends. The letter *r* blends with another letter (consonant). Say each blend and have students repeat them with you.
- Write the word *trip* on the board. Ask students which initial consonant blend they see at the beginning of the word. Have a student come up and circle the blend.
- Have students sound out the word with you while you run your hand under the letters. Repeat the words *brim, crib, drip, frill, grass, and prop*.
- Have students work with a partner to find words with initial consonant *r*-blends in the book. Words they will find are: *drink, from, breakfast, tree, fruit, grows, bread*.
- Explain the [initial consonant r-blends worksheet](#), go over the example provided, and instruct students to complete the worksheet. When completed, discuss their answers.

### Grammar and Mechanics: Nouns

- Review or explain that there are special words that tell the names of *people, places, and things*. These words are called *nouns*. Ask students to tell the names of the animals that live on farms. Have them tell the names of things that come from animals that live on farms. Ask students to tell the names of things that grow on farms. Have them tell the names of the things that come from plants that grow on farms. Reinforce that each word is a noun.
- Independent practice:** Introduce, explain, and have students complete the [nouns worksheet](#).



Have students go through the book and circle each naming word.

### Vocabulary: Content vocabulary

- Ask students what all of the words in the book were about (farms and what lives and grows on them). Review the types of things that live and grow on farms. Review what each farm produces. Provide opportunities for students to talk about difficult words such as *chickens* and *sugarcane*. Ask students what sound each begins with. Explain that the word *sugarcane* is made by putting two words together. Have students look at page 10. Have them put their finger on the word *sugarcane*. Then have them find the word *sugar*. Provide opportunities for students to say the new vocabulary words, talk about their meanings, and use the words in sentences.

## Build Fluency

### Independent Reading

- Allow students to read their book independently. Additionally, allow partners to take turns reading parts of the book to each other.

### Home Connection

- Give students their books to take home to read with parents, caregivers, siblings, or friends.
- Give students their worksheets to take home. They can complete them with the help of their parents, caregivers, siblings, or friends.

## Extend the Reading

### Writing and Art Connection

Write the sentences \_\_\_\_\_ *live on farms*. and \_\_\_\_\_ *grow on farms*. Ask students to choose one of the sentences to write and fill in the blank with what they would like to have live or grow on a farm. Tell them to think of a reason why they choose the animal or plant. Tell students to illustrate their sentences. Display on a bulletin board titled *Our Farms*.

## Social Studies Connection

Have a local farmer or someone from the agricultural school at a nearby university talk to students about different types of farms. Have him or her tell how livestock is handled and how crops are grown. Then provide paper cups, seeds, soil, and water for students to plant a sunflower seed. Have students draw pictures of their plants on each day of growth and label as Day 1, Day 2, and so on.

## Skill Review

**Discussion cards** covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Conduct a class discussion as a review before the book quiz.

## Assessment

### Monitor students to determine if they can:

- make logical predictions based on available text information and then revise or confirm predictions as they read the book
- classify information by correctly listing things that grow on farms in one column and things that live on farms in another column
- orally blend sounds to make words
- recognize initial consonant *r*-blends, read simple words with the blends, and find words in the book and on a worksheet
- recognize that nouns name things and correctly find the nouns used in the book and on a worksheet
- use the farm vocabulary words in meaningful oral sentences

## Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**