

Click®

Fun on the Farm

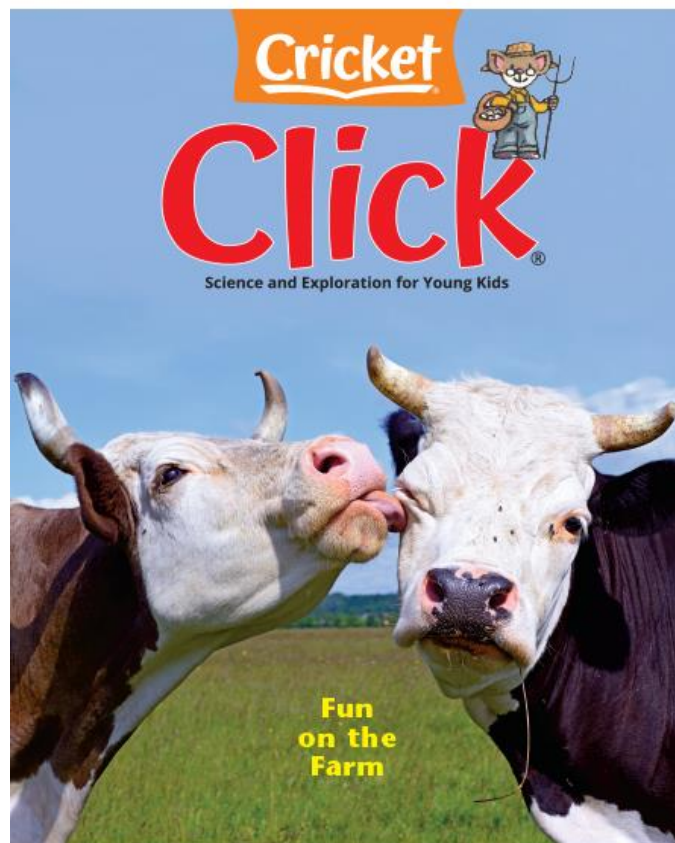
Farms are agricultural havens that grow crops and raise livestock. This issue of CLICK magazine will introduce young readers to the machines, animals, and people that work together to produce and maintain a working farm.

CONVERSATION QUESTION

What happens on a working farm?

TEACHING OBJECTIVES

- Students will learn about the prominent features on a working farm.
- Students will learn how cornfields are prepared, planted, and harvested.
- Students will learn about a day on the farm through the perspective of Spot the Chicken.
- Students will examine structure and function.
- Students will sequence a process.
- Students will make comparisons.
- Students will work collaboratively to design a farm.
- Students will identify and brainstorm compound words.
- Students will use a mathematical process to solve a theme-based word problem.



In addition to supplemental materials focused on core STEM skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

SELECTIONS

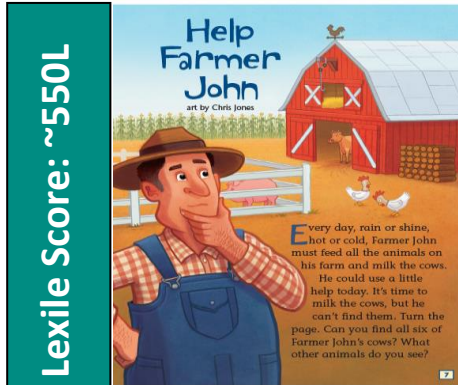
- **Help Farmer John**
Informational Fiction, ~550L
- **Corn All Year**
Expository Nonfiction, ~570L
- **Spot's Big Day**
Informational Fiction, ~660L

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Help Farmer John

pp. 7–9, Informational Fiction

Oops! Someone left the pasture gate open, and the cows have escaped. Students will help Farmer John find his cows while learning about other parts of a working farm.



RESOURCES

- Structure and Function: Fields of Fun

OBJECTIVES

- Students will learn about the prominent features on a working farm.
- Students will examine structure and function.
- Students will work collaboratively to design a farm.

KEY VOCABULARY

- **spoil** (p. 9) to decay or lose freshness, especially because of being kept too long

ENGAGE

Conversation Question: What happens on a working farm?

To generate excitement for the topic of farming, hold a treasure hunt for your students. (Use any available space: classroom, playground, gymnasium, etc.) Divide the class into small groups and set up clues for the groups to follow. Use farm-related treasures, such as small plastic farm animals, a toy tractor, vegetable and flower seed packets, etc.

INTRODUCE VOCABULARY

Post and discuss the key word and definition. As this story uses basic text, there is only one vocabulary word. Take the opportunity to do a primary word study using the word **spoil** as follows: *How many letters does the word have? How many letters are vowels? How many letters are consonants? Using the given definition, is it a thing (noun), an action word (verb), or a describing word (adjective)? How can you use the word in a sentence? What words have a similar meaning to spoil (synonyms)? What words rhyme with spoil?*

READ & DISCUSS

As a post-reading activity, lead a discussion based on the following questions.

1. Look at pages 8–9. Can you find all six of Farmer John's cows? Circle them. What other animals are on Farmer John's farm?
2. What are some farm chores Farmer John must do every day?
3. What does Farmer John do with the vegetables he grows?
4. Why do pigs roll in mud?
5. Why are barn doors so big?

SKILL FOCUS: Structure and Function

INSTRUCT: Review the main idea of the story: to provide a detailed description of the chores and elements on a working farm. Present the *Structure and Function: Fields of Fun* worksheet. Tell students they will use information from the story to Show & Tell how each element of the farm functions. Allow students to work in small groups.

ASSESS: Review answers. Have students take the worksheet home so they can teach someone at home about the parts of a farm.

EXTEND

Art: Have students return to pages 8–9 in the story. Discuss the elements and layout of Farmer John's farm. (If students have never seen a real farm, show a short video clip to build additional background knowledge.) Arrange the students into groups of four and provide each group with a large sheet of mural paper. Each group will be designing their own farm that must include the following: *barn, silo, henhouse, pigpen, tractor shed, hayloft, pasture gates*. And of course, the farm also needs animals and a farmer! This can be an ongoing project throughout the unit.

Fields of Fun

Structure and Function Gather information from the drawings and words in the article to explain how each feature plays an important role on the farm. You may use pictures and words.

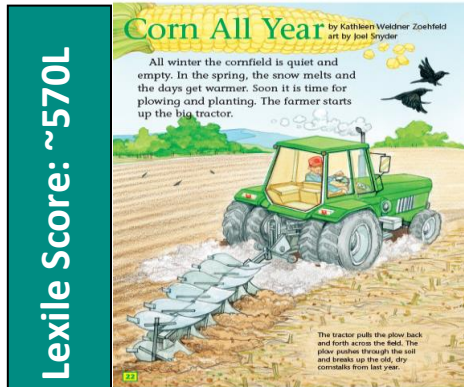
Feature	What does it look like? Draw pictures.	Why is it important to the farm? Write words.
henhouse		
silo		
hayloft		
pigpen		

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Corn All Year

pp. 22–26, Expository Nonfiction

This article takes students on a journey through the corn-planting process. Students will examine the development of the corn plant through the seasons—from seed to cob.



RESOURCES

- Sequence a Process: A Corny Tale

OBJECTIVES

- Students will learn how cornfields are prepared, planted, and harvested.
- Students will sequence a process.
- Students will identify and brainstorm compound words.

KEY VOCABULARY

- harrow (p. 23)** a large machine that is used to break up clumps of dirt in a field
- fertilizer (p. 23)** a substance that is added to soil to help the growth of plants
- cultivator (p. 24)** a tool or machine used to loosen the soil and pull weeds

ENGAGE

Conversation Question: What happens on a working farm?

Engage students in a game of “20 Questions” in which they will try to guess the topic of the article (corn). In this game, the players are allowed to ask yes/no questions, one by one, in order to unravel the mystery. Instead of calling out the answer, have students write their guess on a piece of paper after each question. At the end of the questions, did all students write the word *corn*?

INTRODUCE VOCABULARY

Post and discuss the three vocabulary words and definitions. Number the words 1–3 on the board. Have students Think-Pair-Share with a partner. Ask the following questions and have students hold up one, two, or three fingers to indicate which word they think answers the question. Discuss.

- What tool would help the farmer get rid of the dandelions?
- What would a farmer use to help his plants grow bigger and healthier?
- What would the farmer use to smooth the soil for planting?

READ & DISCUSS

Post and discuss questions prior to reading the article aloud. Then reread the article, pausing when answers to the questions are revealed.

- In which season do farmers start preparing their fields?
- What does the plow break up as it is pulled across the field?
- How does a harrow make the field soft and smooth?
- What helps corn sprouts grow quickly?
- Why does the cultivator pull up weeds between the rows?

SKILL FOCUS: Sequencing a Process

INSTRUCT: Review sentences from the article that describe how the cornfields are prepared, tended, and harvested. Introduce the *Sequence a Process: A Corny Tale* worksheet. Tell students they will be using information from the article to correctly number the three steps in each section. This may be done orally for very young students.

ASSESS: Circulate and have mini conversations with students as they work. Discuss how it takes both people and machines to plant a successful crop.

EXTEND

Language Arts: Post and read aloud the first sentence of the article: “All winter the cornfield is quiet and empty.” Ask students to identify which word is made up of two smaller words joined together (*cornfield*). Explain the word *cornfield* is a compound word. Compound words are two smaller words joined together to form a new, longer word. Post the following sentences and ask students to identify the compound words.

- At night, the chickens are locked in the henhouse to keep them safe.
- The pigpen is muddy so that the pigs can stay cool.

Challenge students to make a list of five familiar compound words.

A Corny Tale

Sequence a Process Gather information from the text that can help you put the sentences in the correct order. Label the sentences 1–3 to show the order. Reread the paragraph for accuracy.

- A. _____ The planter covers the seeds with soil.
_____ The tractor pulls the planter across the field.
_____ Seeds drop from the planter bins, one at a time.
- B. _____ Machines drop the corn into the silo.
_____ The corn kernels are hauled to the silo.
_____ The silo keeps the corn warm and dry.
- C. _____ The combine pulls the leafy covering off the ears of corn.
_____ The combine cuts the corn kernels off the cob.
_____ The combine picks the ears of corn.

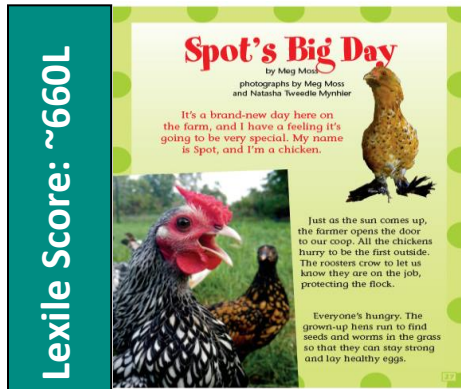


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Spot's Big Day

pp. 27–33, Informational Fiction

The sun comes up and the farm comes alive. Young readers will spend a day on the farm with Spot the Chicken and learn how a working farm functions.



RESOURCES

- Compare and Contrast: Spot On

OBJECTIVES

- Students will learn about a day on the farm through the perspective of Spot the Chicken.
- Students will make comparisons.
- Students will use a mathematical process to solve a theme-based word problem.

KEY VOCABULARY

- **patrolling** (p. 30) walking around an area to make sure it is safe
- **scours** (p. 30) cleans something by rubbing it hard with something rough
- **kerfuffle** (p. 31) noisy excitement

ENGAGE

Conversation Question: What happens on a working farm?

Display the title of the story (“Spot’s Big Day”) and explain that this story highlights an important day in the life of a chicken named Spot. Display this title frame: “____’s Big Day.” Model how to use the frame by adding your name to it and describing a big day you might write about in a story. (Ex: having a special visitor, going to the beach with your family, etc.) Then have students use the title with their names and explain what their story would be about. You might have students use this hook later, during a creative writing period.

INTRODUCE VOCABULARY

Display the following statements and underline the key vocabulary terms. Demonstrate how to infer the meanings of new words by using context clues and background knowledge. Then have partners work together to determine the meaning of each word. Reveal definitions.

1. The soldiers were patrolling the palace.
2. I had to use a special brush to scour the mud off my boots.
3. My dog created a kerfuffle at the picnic when she knocked over the platter of hot dogs and ate them all up.

READ & DISCUSS

Reinforce comprehension of the details in the story by using the following prompts to direct discussion.

1. What happens just as the sun comes up on the farm?
2. What does Chuck the Duck like to eat?
3. Why do the hens depend on Narly?
4. Why does everyone gather around the farmer?
5. When are goats the happiest?
6. What are hens doing in the nest boxes?
7. How long does it take for a chick to break out of its shell?

SKILL FOCUS: Compare and Contrast

INSTRUCT: Remind students that the story was written to help students experience a day on the farm. Students will compare and contrast actions and preferences on the farm to their own actions and preferences. Have students work in pairs to revisit the text and to underline information that will be helpful for this purpose. Introduce the *Compare and Contrast: Spot On* worksheet. Have students complete it independently.

ASSESS: Have students share their completed worksheet with a partner so they can learn more about a classmate.

EXTEND

Mathematics: Inform students that hens lay an average of 250 eggs per year for about three years. Have students use repeated addition and the R-D-W (Read-Draw-Write) process to calculate how many eggs are laid in that three-year span. (**Answer:** 750 eggs)

Challenge students to list five foods or dishes that are made with eggs.

Spot On

Compare and Contrast Use information from the article to compare your preferences and activities with those of animals on a farm.

1. Hens eat seeds and worms to stay strong.

I eat _____ and _____ to stay strong.

2. Ducks like their food cold and wet.

I like my food _____ and _____.

3. For fun, roosters like to play soccer.

For fun, I like to _____.

4. The animals gather around the farmer for a cracked corn treat.

The students gather around the teacher for _____.

5. Spot's job on the farm is to lay eggs.

My job is at home is _____.

6. Crow the Hen is proud when she lays an egg.

I am proud when _____.