

Click®

Farm Fresh

Working farms offer a unique blend of nature, work, and community. They are places where you can witness the cycle of life, learn about where your food comes from, and experience the joy of hard work. This month's issue of CLICK magazines provides an opportunity for students to understand the "farm to table" connection.

CONVERSATION QUESTION

How does a working farm function?

TEACHING OBJECTIVES

- Students will learn why a tractor is an essential piece of farm equipment.
- Students will learn about the important role of the farm farrier.
- Students will learn how different fruits and vegetables are produced seasonally.
- Students will examine structure and function.
- Students will compare and contrast information.
- Students will analyze cyclical patterns.
- Students will work cooperatively to complete a theme-related word web.
- Students will use critical thinking skills to classify information.
- Students will participate in a sorting activity.



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

SELECTIONS

- **Tractor!**
Expository Nonfiction/Infographic, 870L
- **A Visit from the Farrier**
Expository Nonfiction, 790L
- **Fresh from the Farm**
Informational Fiction, 670L

Click® Teacher Guide: July/August 2025

Tractor!

pp. 10–12, Expository Nonfiction

Large captioned photographs show young readers the purpose of the farm's greatest piece of equipment—the tractor. This article explains its many uses, from plowing to planting.



RESOURCES

Structure and Function: Tractor Pull

OBJECTIVES

- Students will learn why a tractor is an essential piece of farm equipment.
- Students will examine structure and function.
- Students will work cooperatively to complete a theme-related word web.

KEY VOCABULARY

- hitch** (p. 10) a fastening device that is used to connect one thing to another
- cab** (p. 11) the enclosed front section of a vehicle where the driver sits and operates the equipment
- crops** (p. 12) a plant or group of plants (such as grains, vegetables, or fruits) that are grown in large quantities for food or other uses

ENGAGE

Conversation Question: How does a working farm function?

Show students the picture of the tractor on pages 10 and 11. Ask: *What is this a picture of? Who uses this machine and what does it do?* Then have students share what they notice about the parts of the tractor. Explain that in this article, parts of the text are emphasized with arrows to help the reader see what part of the tractor is being discussed. Have them use their fingers to trace the dotted lines down to the arrows.

INTRODUCE VOCABULARY

Post and discuss the key vocabulary terms and definitions (**hitch**; **cab**; **crops**). Be sure students understand the terms by pointing out images in the article. Then, have them fold a piece of paper into quarters and label three of the boxes with the key words and make a visual representation of each. After reading the article, they will use the remaining box to illustrate an additional theme-related word of their choosing from the text.

READ & DISCUSS

Lead a discussion based on the following questions:

- Why are there ridges on tractor tires?
- Why does a tractor's engine have to work very hard?
- What are the newer features inside the tractor's cab?
- How is different equipment attached to the tractor?
- Why is fertilizer sprayed on the field?

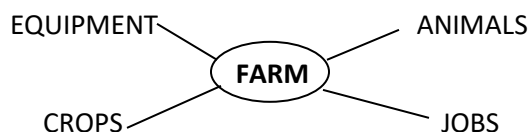
SKILL FOCUS: Structure and Function

INSTRUCT: Guide students to obtain information from the text boxes, captions, and photographs in the article. Remind them that the article was written to teach readers about the physical features of a tractor and the equipment that can be attached to it with a hitch. Present the graphic organizer, *Tractor Pull*, and tell students that they will be using information from the article to "Show and Tell" how each part of the tractor functions to serve the farm. Students may work in small groups.

ASSESS: Review answers. Have students take the worksheet home and instruct them to teach someone they live with about functions of a tractor.

EXTEND

Word Work: Word webs (mind maps) are useful for students because they help them to connect meanings and information. They serve to help readers/writers to convert complex information into meaningful chunks. Display the word web below on the board and have students contribute words into each category.



Tractor Pull

Structure and Function Gather information from the photographs and words in the article to explain the functions of the tractor parts listed. You may use pictures and words to record your answers.

Tractor Part	Show/use pictures What does it look like?	Tell/use words What does it do?
baler		
plow/cultivator		
seed bins		
tank		



Click® Teacher Guide: July/August 2025

A Visit from the Farrier

pp. 19–23, Expository Nonfiction

Horses on a farm can have many jobs such as plowing fields, pulling farm equipment, transporting goods, and herding livestock. This article teaches readers about the job and tools of a farrier, the person who cares for the horses' hooves.



RESOURCES

Compare and Contrast: Horsing Around

OBJECTIVES

- Students will learn about the important role of the farm farrier.
- Students will compare and contrast information.
- Students will use critical thinking skills to classify information.

KEY VOCABULARY

- **hooves** (p. 19) the hard, horn-like covering of the foot of some animals
- **pastured** (p. 20) to be raised in a pasture, an open field of grass or other forage plants
- **cushions** (p. 20) softens or protects something from the force of an impact

ENGAGE

Conversation Question: How does a working farm function?

Have students do a picture walk through the article before reading. Ask them what they notice in the photographs. Allow students time to share prior knowledge about horses and horse care. Explain that a farrier is someone who takes care of horses' hooves. Have students talk about the different tools they see on their picture walk. Ask: *Why do you think a farrier has an important job on a farm?* Let's read to find out!

INTRODUCE VOCABULARY

Post the key vocabulary and discuss the meanings of each term. Then lead a Think-Pair-Share activity, providing the following prompts, one at a time.

- List animals that have **hooves**. Why do you think that some animals have hard hooves, while others have soft pads?
- Discuss animals from books or movies, or in your real-life experience that are **pastured** (graze upon the land).
- What different kinds of equipment can **cushion** your body during rough sports and activities?

Emphasize the key words as they appear in the article.

READ & DISCUSS

Reinforce comprehension of the concepts presented in the article by using the following questions to direct discussion.

1. Why is a farrier's job important?
2. What are a farrier's most important tools?
3. How do a horse's hooves get worn down?
4. Why does Natasha clean out the dirt that builds up around the frog?
5. Why don't baby horses wear shoes?

SKILL FOCUS: Compare and Contrast

INSTRUCT: Students will compare and contrast a horse's hygiene and care with that of humans. Remind students that the article was written to teach students how a farrier performs an important service for horses. Instruct pairs of students to revisit the text and to underline information that will be helpful for making comparisons. Introduce the *Horsing Around* worksheet and have students complete it. (Assist early readers/writers.)

ASSESS: Review and discuss the *Horsing Around* worksheet with the class. Have students brainstorm other ways in which horses and humans are similar and different.

EXTEND

Critical Thinking: We learned in this article that horses wear **horseshoes**. Have students discuss who might wear the following types of shoes: dance shoes, boots, cleats, non-slip shoes, steel-toe shoes, and flippers. Circulate as small groups discuss each category. Remind students that this is a thinking exercise...there are many *right* answers!

Horsing Around



Compare and Contrast Use information from the article to complete the following sentences.

1. When horses need new shoes, their owners call the farrier.
When I need new shoes, _____.
2. A horse's hooves have to be trimmed to keep them healthy.
My _____ and _____ need to be trimmed.
3. A horse's hooves are trimmed with nippers.
My nails are trimmed with _____.
4. Little nails are hammered through the horseshoe to keep the shoes on their feet.
I _____ my shoes to keep them on my feet.
5. Sometimes cleats are added to horseshoes to give them extra grip on snow or slippery land.
Sometimes I wear _____ to walk in snow or rain.
6. Horses' hooves and human fingernails are **BOTH** made from _____.

***Choose one pair of sentences to illustrate on the back of this paper.**

Click® Teacher Guide: July/August 2025

Fresh from the Farm

pp. 28–34, Informational Fiction

Students will read about Emma, a young girl who learns about a rainbow of fruits and vegetables when her family buys a share in Farmer Jane's harvest. Emma gets the opportunity to pick potatoes and try new foods.



Emma loved Thursdays. That's when she and her dad pulled her wagon to her friend Lauro's house. The first time they went, Emma thought it was to play with Lauro. But Lauro wasn't home, only her mom—and six big boxes sitting on the kitchen floor. "Choose one," said Lauro's mom.

Emma looked inside the boxes. They were all filled to the brim with colorful vegetables, and—yum!—each held a little basket of ripe strawberries. Emma picked the box with the biggest, reddest berries, her favorite. Then Emma and her dad rolled the box home, and he explained, "We bought a share in Farmer Jane's harvest. She'll deliver boxes of fresh vegetables to Lauro's house every Thursday, and one box will always be for us."

Fresh
from the
Farm

by Buffy Stebbins
art by John Hall

RESOURCES

Cyclical Patterns: A Calendar of Crops

OBJECTIVES

- Students will learn how different fruits and vegetables are produced seasonally.
- Students will analyze cyclical patterns.
- Students will participate in a sorting activity.

KEY VOCABULARY

- **share (p. 28)** a part of something that has been divided into parts and given to different people
- **harvest (p. 28)** the season's yield or crop

ENGAGE

Conversation Question: How does a working farm function?

To generate excitement for this topic (farm), arrange a treasure hunt for your students. (Use any available space: classroom, playground, gymnasium, etc.) Arrange students into small groups and set up clues for them to follow. Have the 'treasures' be farm related, such as: small plastic farm animals, hay, toy tractor, seeds, vegetables, etc.

INTRODUCE VOCABULARY

Post and discuss the key vocabulary terms and definitions. Tell students that both of these terms belong to a special category of words called *homonyms*. Define homonyms as two words that have the same pronunciation and spelling but have different meanings. Write the following two sentences on the board: 1. *The fly landed on my sandwich.* 2. *I want to fly my kite at the beach.* Discuss how in the first sentence the fly is a thing (noun), while in the second sentence it is an action word (verb). Guide students to see that the word, **share**, with the provided definition is a noun and the word, **harvest**, is a noun. Provide instances in which share can be a verb and harvest can be a verb.

READ & DISCUSS

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

1. Why did Emma love Thursdays?
2. How did Farmer Jane decide what to put in the box each week for the families?
3. Which tomatoes did Emma like best?
4. Why did Emma's family need special tools to harvest potatoes?
5. Why do you think that each family that had a farm share had to take a turn helping Farmer Jane?

SKILL FOCUS: Cyclical Patterns

INSTRUCT: Discuss with students that the days, weeks, months and years pass in a cyclical pattern. For example, there are always 24 hours in day, seven days in a week, etc. In addition, seasons occur in the same sequence every year. Instruct students to notice patterns on the calendar, and to complete the *A Calendar of Crops* worksheet by carefully following the directions.

ASSESS: Circulate as students are working. Ask: *Why do you think that Farmer Jane will have little to offer during cold winter months?*

EXTEND

Mathematics: The article emphasizes how vegetables and fruit grow in many different shapes, sizes, and colors. Arrange the students into pairs and provide manipulatives, such as attribute blocks, for sorting. (Perhaps you can use the treasures from the introductory activity.) Circulate as they are working and guide students to verbally express the criteria they are using to form groups.

A Calendar of Crops

Analyze Patters Use this calendar of June 2025 to answer the questions below.

JUNE 2025 						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

- On June 5, Farmer Jane gave Emma's family sugar snap peas. Mark that day with a **P**.
- Emma was able to munch on strawberries from June 12 through June 20. How many days was Emma able to eat strawberries? _____
- June 14 is Flag Day. Draw a flag in that box on the calendar.
- Color all of the odd number days on the calendar yellow.
- Father's Day is on the third Sunday of the month. Write the date: _____
- What day of the week will the first day of July fall on? _____