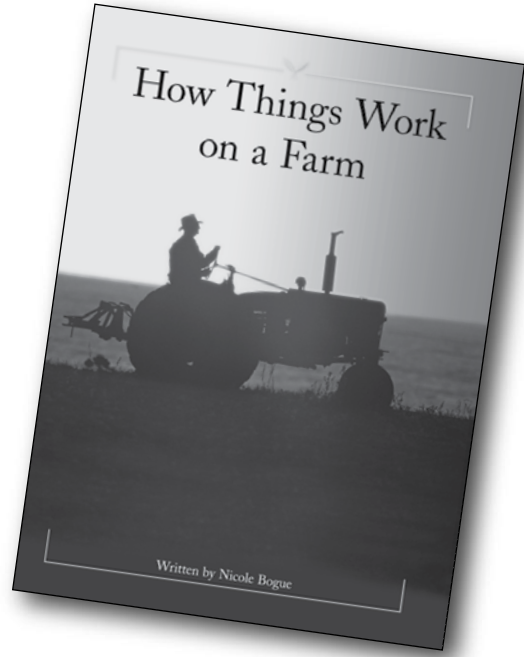


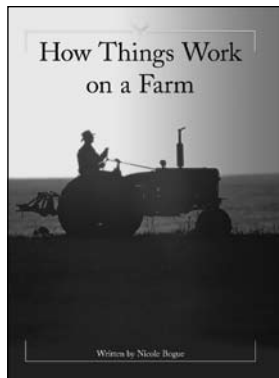
Springboard 5



How Things Work on a Farm

Fact			
Text Type	1900–2400 words	2400–3000 words	3100–3500 words
Information Report (Compare/Contrast)	Simpson Desert, Mojave Desert	Daintree Rainforest, Amazon Rainforest	Murray River, Mississippi River
Biography	Steve Irwin	Douglas Mawson	Fred Hollows
Explanation	How Things Work on a Farm	How Things Work on a Plane	How Things Work at a Hospital
Recount (Disaster)	The King's Cross Fire Disaster	The Beaconsfield Mine Disaster	The New Orleans Flood Disaster

We have designed these lesson plans so that you can have the plan in front of you as you teach, along with a copy of the book. Suggestions for teaching have been divided into questions and discussion that you may have with students before, during, and after they read. You may prefer to explore the meaning and the language in more detail before students read. Your decisions will depend on the gap between students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information students have up front, the easier it will be for them to read the text.



HOW THINGS WORK ON A FARM

Lower level fact

Text type: Explanation

Reading age 9.5–10

Word count 1900–2400

Guide questions for teachers are in *italics*.

Before Reading

Activate prior knowledge by asking students what an explanation is. Write the word on the board.

What does the word explain mean? Invite discussion. Tell students that it means to give clear information about a subject, which enables someone else to understand it.

Ask students what is important about giving an explanation. Assist them to understand that an explanation should be clear, concise, and accurate.

COVER

Before Reading

Read the title and examine the cover photograph. Discuss what the book may be about. *What type of work might be done on a farm? What equipment might be used? What does the cover photograph tell you?*

Ask students if they have been to a farm. Discuss the students' own experiences.

Read the blurb. *What additional information does this give you? What do you expect to find inside this book?* Guide the discussion to build understandings of the content of this book. Invite students to discuss and infer:

What foods come from farms?

What happens before we buy these foods?

What are the processes that some crops require before they become food?

How do these processes occur?

How do farms operate?

CONTENTS PAGE

Open the book. Tell me what you know about this page. Discuss features of the contents page. Where would I go to learn about a day on a dairy farm? Students should quickly respond with the page number. Repeat for other pages. Encourage quick responses. What do you know about information books? Students should indicate that the reader can choose where they would like to start.

Students should also mention the terms *glossary* and *index*. Ask students to explain what each term means. Visit each of these pages to clarify that the glossary provides meanings for new or tricky words about the topic, and the index provides the page numbers to help the reader locate particular things in the book.

Revisit the contents page. Discuss the term *introduction*. *What does this mean?* Lead students to acknowledge that an introduction will provide background information about the topic which will help us read the book.

INTRODUCTION

Before Reading

Invite students to discuss the photo, drawing, and captions. *What information do we have about farms? What can you infer about farm life?*

Prompt students to notice the bold words *produce* and *livestock*. Invite students to infer what these words mean and check the glossary meanings.

Read the introduction and find out some general information about what a farm is and how a farm works. Take note of how farms have changed over the years.

After Reading

Invite students to share what they know about farms.

What are some examples of the livestock that some farms provide? What do we use the livestock for?

What are some examples of the produce we get from farms?

How have farms changed over the years? How has this made life easier for people working on farms?

HOW A FAMILY FARM WORKS

Before Reading

Read the title. Walk through this section of the book discussing the photos, captions, and plan of the family farm. *How might a family farm be different to other farms?* Invite responses. Prompt students to find the bold words *crop rotation* and discuss what these words may mean. Check the glossary meaning.

Read this section of the book. As you read, take note of some interesting facts about family farms and how they work. Be ready to share what you find out with the group.

After Reading

What is a family farm? How do people work on a family farm?

What percentage of farms within Australia are family farms?

How is a farm family's house different from a house in a city or built-up area? Direct students to page 10 to check if needed.

What kind of work do people do to grow crops? What do people on farms need to know so that the crops grow well?

HOW DIFFERENT KINDS OF FARMS WORK

Before Reading

Read the title and walk through the photos and diagrams to build knowledge of the content for this chapter. Draw students' attention to the subheadings throughout this section of the book. During the walk through, prompt students to notice the glossary words. Discuss possible meanings and check the glossary definitions.

Read this chapter and take note of how different kinds of farms work. Jot down a few notes on each section to help you during the discussion.

After Reading

What are the different kinds of farms? Invite students to share what they have learned during this section of the book. Work through each subheading, encouraging students to share their notes and directing them to the text to clarify or elaborate when needed. Work sequentially through to build and consolidate understandings.

End this section with some inferential questions:

Which type of farm would you expect requires the most physical work? Why?

In what ways has technology enabled farmers to work more efficiently? Are there any negative effects of the technology?

What kind of knowledge is important for people working on farms?

What kind of people might be drawn to farm life?

What do you see as the positive and negative aspects of this type of work?

A DAY ON A DAIRY FARM

Before Reading

Read the title and look through the pages in this chapter to build content knowledge prior to reading. Discuss the photographs and read the captions and flow chart.

Prompt students to the bold words and check the glossary meanings.

Do dairy farms also provide the meat from cattle? What do you notice about the cows in the photographs? What makes the job of milking cows easier for farmers?

Read this chapter and find out more. Be ready to share what you learn.

After Reading

Invite students to share what they have learned.

*How many cows do Mr and Mrs Smith have?
How do they tell the cows apart? Why would it be important for Mr and Mrs Smith to be able to tell the cows apart?*

How are the cows milked?

What occurs after the milk leaves the farm?

What is meant by the heading "A Dairy Farmer's Work Is Never Done?"

Is this the job for you? Why/why not?

▲ CODE BREAKER

The part that is added to a word is called an affix. If an affix is added to the beginning of a word, it is called a prefix (*pre* means *at the start*). If an affix is added to the end of a word, it is called a suffix.

Explain that knowing what parts of words mean can make it easier to read, write, spell, and understand them. For example, the word *homogenize* describes the process of mixing the milk so that the cream droplets do not separate to sit on the top of the rest of the milk. The prefix *homo* means *the same*. In this instance, the parts of the milk are mixed together to make it the same consistency throughout.

■ MEANING MAKER

Have students brainstorm their favourite dinner foods and group them under the headings produce, livestock, and other.

Discuss which of the foods require a lot of processing and which require very little.

Have students consider how our lives would be different if we could not buy our food and needed to source it on our own. *What impact would this have on our daily lives?*

◆ TEXT USER

Discuss the way photographs in books often have a caption. *What is the purpose of the caption?* Guide the discussion to build knowledge that the caption describes the photograph, but the purpose of both the caption and the photograph is to help readers understand the text, or writing, in the book.

Look at the photo on page 4. What does the photo tell you? What does the caption tell you about wheat? What does it tell you about this farmer? How does this information help us to build meaning of this topic? Explain that the introduction provides background information that helps readers to understand the topic. *How does it help you to know how farms have changed over the years?*

Ask students to walk through the book with a partner. Instruct students to jot down the way each photo and caption helps the reader to gain knowledge of how farms work in this book.

● TEXT CRITIC

Who do you think knows the most about how farms work? Students should report that farmers and others who work in this area may be the most knowledgeable. *Do you think a farmer wrote this book? What makes you think that? If the author of this book is not a farmer, what other job could she have?* Discuss.

If the author writes about a lot of topics, and not just farms, how might she have acquired the information for this book? Could you write a book like this if you learned enough about a topic? What do you think you would need to learn? How could you make sure you did not make any mistakes?

If you were writing a book that explains how farms work, what would you need to be able to do well? Why would you need to be good at explaining things?

USING MULTIPLE INTELLIGENCES

Group or small group task

Design: Some people live on farms that are self-sufficient. That means they produce everything they need to live. Design a self-sufficient farm. Walk through the book and write a list of things to include. (N, S, V)

Create: Create a three-dimensional model of your design. (S)

Record: Record everything in your model that requires special equipment. (N, V)

MULTIPLE INTELLIGENCES

The theory of multiple intelligences was developed by Howard Gardner, a professor of education at Harvard University. Howard Gardner's theory suggests that the current view of intelligence, as measured by IQ tests, is far too limited and discriminates against students who think in different ways. He proposes taking a broader perspective and has identified eight different intelligences. These are:

verbal-linguistic intelligence – word smart

logical-mathematical intelligence – number/
reasoning smart

spatial intelligence – picture smart

bodily-kinaesthetic intelligence
– body smart

musical intelligence – music smart

interpersonal intelligence – people smart

intrapersonal intelligence – self smart

naturalist intelligence – nature smart

Multiple intelligences have enormous potential as a tool in furthering reading and language development. Traditionally, the teaching of language and reading has focused mainly on two intelligences: logical-mathematical and verbal-linguistic. This means that many students who possess different intelligences do not receive the necessary opportunities, encouragement, instruction, or reinforcement to succeed with reading as well as they might.

How Things Work on a Farm

Name _____

Graphic Organizer (before and during reading)

Record notes as you read the book.

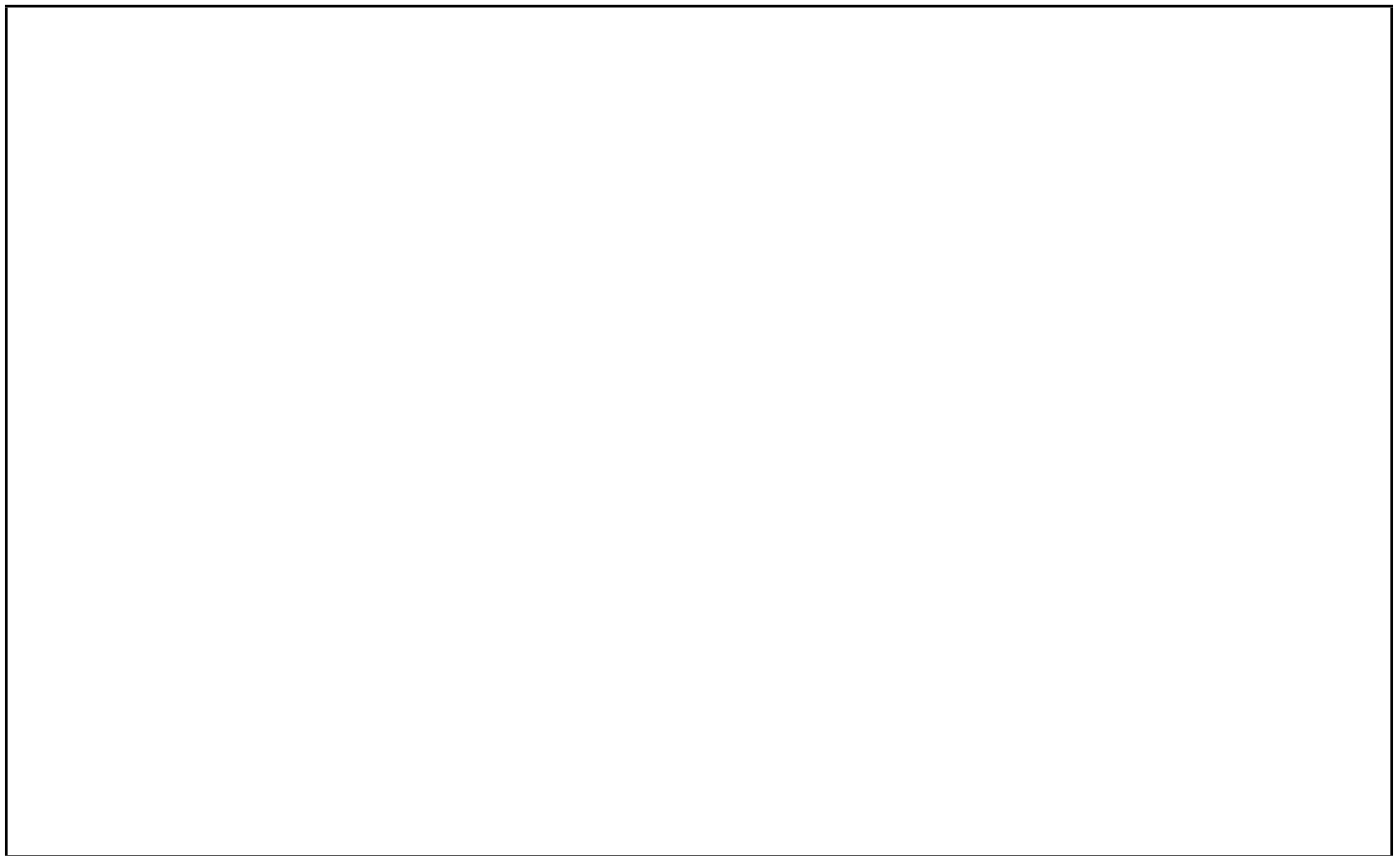
Chapter	Main ideas
Introduction	
How a Family Farm Works	
How Different Kinds of Farms Work	
A Day on a Dairy Farm	

How Things Work on a Farm

Name _____

Multiple Intelligences
Spatial, Verbal-linguistic

Design a vehicle or piece of equipment to use on a farm. Draw it below. On the lines underneath, describe how the piece of equipment works, what it looks like, how it will assist farmers, and any other interesting information about its features.



How Things Work on a Farm

Name _____

Ⓜ Code Breaker

Punctuation shows the reader how to read the text. What does the following punctuation indicate?

Full stop _____

Capital letter _____

Comma _____

Rewrite these sentences, adding punctuation to each sentence to make it easier to read. Reread each sentence at the end to check.

some farms provide fruits vegetables or grains such as wheat

crop farms grow wheat flowers cotton nuts or even food for cows or other animals

next farmers sow their seeds with a seed drill

when summer arrives the farmers hire workers called shearers to cut off or shear the thick wool from the sheep

the drysdale sheep common in new Zealand has coarse wool that people use to make carpets

How Things Work on a Farm

Name _____

☐ Meaning Maker

What would you like to experience on a farm? Think of four things and sketch them below.

Write all the things you can think of to do on a farm on a sunny day.

How Things Work on a Farm

Name _____

⦿ Text User

Complete the table using information from the book.

Kind of farm	How it works	What is produced	Special equipment
Family farms			
Crop farms			
Sheep stations			
Orchards			
Dairy farms			

How Things Work on a Farm

Name _____

● Text Critic

You have read that farming is hard work and that farmers use machines and methods to make their work easier. Some of these machines and methods may not be good for the environment. Do you think it would be reasonable to ask farmers to use these machines and methods less because of harmful effects on the environment? Explain.

Write some arguments that farmers might give for continuing to use these machines and methods.

How Things Work on a Farm

Name _____

Explanation

You have learned a lot about how farms work from this book, and there is still more to learn. Revisit each section of the text below. Think of something else you would like to know about each of these things.

Family farm

Crop farm

Dairy farm

Machines farmers use

Sheep station

Write one thing that would be interesting about being a dairy farmer.

Write one thing that you would not like about being a farmer.

If you met a family who operated a farm, what would you ask them?
