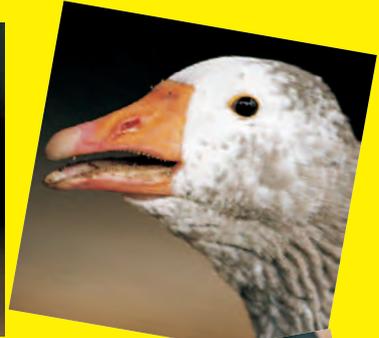


# Farmyard Friends



alphakids

Written by Lara Wendt Photography by Ross Tonkin



Published edition  
© Eleanor Curtain  
Publishing 2004  
Text © Kerrie Shanahan  
Photographs  
© Eleanor Curtain  
Publishing

First published 2004

Apart from any fair dealing for the purposes of study, research, criticism or review, as permitted under the Copyright Act of Australia, no part of this book may be reproduced by any process, or transmitted in any form, without permission of the copyright owner. Where copies of part or the whole of this book are made under Part VB of the Copyright Act, the law requires that records of such copying be kept and the copyright owner is entitled to claim payment.

Developed by  
Eleanor Curtain Publishing  
Designed by  
Alexander Stitt  
Production by  
Publishing Solutions

Printed in China

ISBN 0 7253 3262 X

1 2 3 4 5 6 7 8 9  
04 05 06

## How to use this book

The Alphakids Plus teacher editions support teachers as they guide children's reading and thinking during one or more guided reading sessions. Teachers can observe children as they read and choose from the given suggestions to suit individual needs.

### Before reading

#### Setting the context, front cover and title page:

The suggestions help teachers to set the scene and prepare children for reading the book. Prompts help to determine children's prior knowledge. Where necessary, background information is provided. Teachers are encouraged to check that children understand the vocabulary listed and to discuss the meanings and/or the structures of these words. Previous experiences with similar text types may also be discussed.

### During reading

#### Predict, Read, Reflect:

Questions encourage children to engage with the text by making predictions. They then read a section of the text and reflect on what they have read. The focus is on the content, language and text features of the book.

#### Observe and support:

Prompts help teachers to focus on the strategies children use as they read. Teachers can then select from and adapt the suggestions according to the needs of the individual child. The suggestions aim to develop a child's reading abilities. Interruptions to the child's reading should be minimal.

### After reading

#### A selection of reading and writing activities:

The last pages of the teacher edition provide follow-up activities and include the assessment focus.

## Selected text features

- The text is written in the first person
- Events are recorded chronologically
- Captions support and extend the information in the text and photographs

## Vocabulary

bales, calves, chickens, ducks, farmyard, frightened, geese, grain, guinea pigs, hutch, lambs, pellets, rabbits, trailer

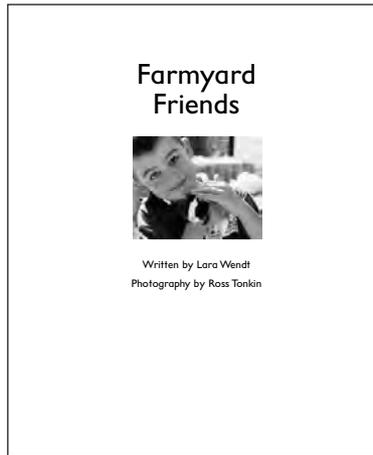
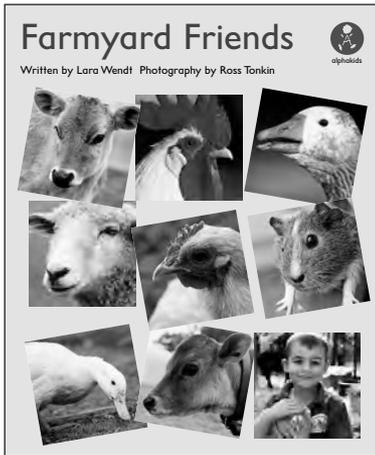
## Setting the context

*Have you ever seen a mobile animal farm?*

*What did it look like?*

*What animals were there?*

*What is the purpose of a mobile farm?*



## Front cover

*This is a book called 'Farmyard Friends'. It is about a boy who helps his parents on their mobile animal farm. Can you tell me the names of the animals on the front cover?*

## Title page

*What is this page called? What information is on this page? Point out the title and the names of the author and photographer.*

## **Predict**

*Have you ever seen a mobile animal farm like the one in these pictures?*

*What animals can you see?*

*What might the people need to do to look after these animals?*

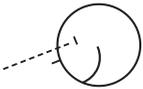
## **Read** to the end of page 5.

## **Reflect**

*Would you like to be able to do what this boy does on his holidays?*

*What would be good about it?*

*Would there be things you wouldn't like doing?*



## **Observe and support**

Can the child understand the literal meaning of the text?

Example: *What is the name of the mobile farm?*

*What different places does the mobile farm travel to?*

*When does the boy help his mum and dad?*

*How do the animals get from one place to another?*

If the child experiences difficulty you could ask them to re-read a particular paragraph or sentence.

My family has a mobile animal farm called 'Farmyard Friends'. We look after lots of animals.

We take our animal farm to schools, markets, parties and fairs so that children can cuddle and feed many different animals.

In our animal farm, we have lambs, calves, rabbits, guinea pigs, ducks, geese and chickens.



During the school holidays, I help Mum and Dad set up and look after the animal farm.

In the morning we collect all the animals and put them safely in their trailer.

The trailer is big enough for all the animals to have their own places. The animals need their own places so that the big animals don't squash the little animals. The animals need to be comfortable because sometimes we have to drive a long way.



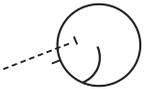
● **Predict**

*What is happening in these photographs?  
When do these things need to be done?  
Does it look like hard work? Would you enjoy doing it?*

● **Read** page 6.

● **Reflect**

*What needs to be done to set up the mobile farm?  
Where on the page did you find out this information?  
Do you think the people enjoy their work? How can you tell?*



**Observe and support**

Is the child able to self-correct if they make an error?  
Do they re-read to the point of difficulty?  
*I noticed that you re-read that sentence. What made you do this? What word would make sense here?*

When we arrive we put up a fence to keep the animals together.

We make a safe area for the rabbits and the guinea pigs so that people don't step on them.

We put out straw bales for the children to sit on while they are cuddling the animals.

Then we are ready for people to come in.



## **Predict**

Look at pages 8 and 9.

*What is the girl in the pink top doing?*

*What is in the cup she is holding?*

Turn to pages 10 and 11.

*What do you think the different animals are eating in these pictures?*

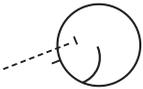
## **Read** to the end of page 10.

## **Reflect**

*What foods do the different animals eat?*

*Would you feel confident feeding the animals?*

*How do the owners ensure that all the animals have enough of the right foods each day?*



## **Observe and support**

Can the child use information in the text and the pictures to understand new vocabulary?

Example: *You read the word 'grain'. What is grain?*

*How do you know this? Where on the page do you get help understanding the meaning of this word?*

Children come in to see the animals.

We are always very busy. We only let 20 people in at a time so that the animals do not feel frightened. There is always a queue of people waiting to come in.

We sell food for the children to feed to the animals.



The guinea pigs, rabbits, chickens, ducks and geese eat grain. We sell the grain to children in cups. The animals look funny when they stick their heads into the cups to eat their food.

The lambs eat hay. The ducks and the geese eat pellets. The calves eat just about everything!



## **Predict**

*These children are very close to the animals. How do you think they are feeling?*

*How might the animals feel about having so many people this close to them? Why?*

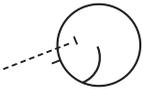
## **Read** pages 12 and 13.

## **Reflect**

*How would you feel being close to these animals? Why?*

*Would all animals let you get this close to them? Why?*

*Do you think the animals are happy? What makes you think this?*



## **Observe and support**

Can the child recognise that the text is written in the first person?

*Who has been telling us about the farm? How do you know this?*

Is the child able to identify words or phrases in the text that are in the past tense?

*Have the things that the boy is telling us about already happened? How do you know this? What words tell us that this is written in the past tense?*

Our animals are always around children and they are very friendly. But lots of children have never been around animals, so they are scared.

My job is to help children get used to being with the animals.

Yesterday, two of the chickens climbed onto a girl's knee. She got a surprise.

One of the lambs wanted to eat out of a girl's hand. She was a bit worried.

I showed the children how to feed the animals. I showed them how to stroke the chickens and scratch behind the lamb's ears.

I told them that the animals just wanted to make friends. Then the children and the animals were all very happy.



## **Predict**

*Where do you think the mobile farm is going?*

*Where are the animals now?*

*Do you think the boy likes having a mobile farm?*

*What makes you think this?*

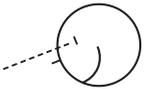
## **Read** to the end of page 16.

## **Reflect**

*What sorts of things does the boy do to help with the farm?*

*Do you think you would find it difficult to help with the farm for a day? Why?*

*What information have the pictures added to this book?*



## **Observe and support**

Does the child read the text with expression?

*Can you read the text so it sounds like the boy is talking?*

Can the child recognise the use of paragraph breaks?

*Did you notice the extra space between these two lines? This tells us that a new idea is coming. It makes your reading sound better if you pause between each paragraph.*



At the end of the day we go home.  
We are all tired but we look after the animals  
before we have a rest.

We take the animals out of the horse float.

The lambs and the calves go back into the barn.  
The hens go back into the hen house.  
The guinea pigs go back into their hutch.  
We make sure they all have enough water.

Then we can relax.

14



15

It is great fun being part of Farmyard Friends.  
I like helping the children when they are with the  
animals. I like looking after the animals, too.

I am lucky to have all these animals at home with  
me all the time.



16

## After reading

### Being a meaning maker

Encourage the children to support their answers with evidence from the book as they discuss these questions:

*How does the boy help other children to get used to the animals?*

*What jobs does the boy have to do on the mobile farm?*

*Why do we have mobile farms?*

### Being a code breaker

Children may like to explore the following language features:

- language used to indicate that the text is written in the first person:

my, I

- plurals: animals, children, chickens, lambs, calves, rabbits, ducks, geese, places, people

- possessive apostrophes: girl's, lamb's

### Being a text user

*What would the author have needed to know to write this book?*

*How could she have found out the information?*

*What did you learn from reading this book?*

### Being a text critic

*What does the author think about mobile farms?*

*Do you agree with her point of view?*

## Responding to text



Children could build a model of the mobile farm.

Provide plastic farm animals, craft sticks, plasticine and hay.

Encourage the use of signs and labels.



Children could write instructions about how to look after animals in a mobile farm.



Children could make a labelled plan of a mobile animal farm that they would like to have. Encourage the children to use the book to check the spelling of their labels.

## Writing links

### Shared writing

Children could work together in cooperative groups to make a list of all of the jobs that need to be done throughout the day when working with a mobile farm. Encourage the children to use the text to help them.

### Independent writing

Children could write an imaginary recount of a trip to the mobile animal farm. Encourage them to write in the past tense and to use descriptive language.

## Possible assessment focus

---

Can the child:

- explain the tense of the text and point out words that indicate the text is written in the past tense?
- say who is speaking in the text and how they know?



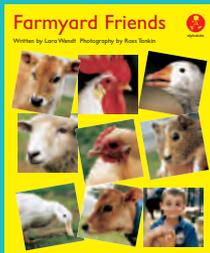
whole text activity



sentence activity



word activity



## Teacher Edition

**Topic:** Farms

**Curriculum link:** SOSE

**Text type:** Recount

**Reading level:** 18

**Word count:** 499

**Vocabulary:** bales, calves, chickens, ducks, farmyard, frightened, geese, grain, guinea pigs, hutch, lambs, pellets, rabbits, trailer

### Possible literacy focus

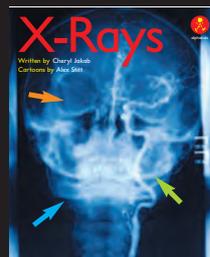
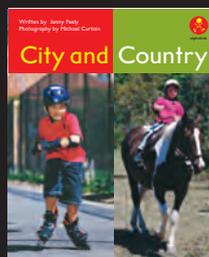
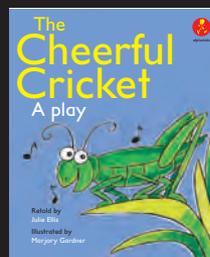
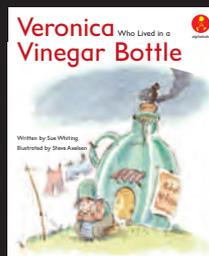
Understanding the past tense.

Exploring the use of the first person.

### Summary

This book explains how a boy helps with the running of his family's mobile animal farm.

## Other books at this level



ISBN 0-7253-3262-X



9 780725 332624



alphakids