

Teacher Edition

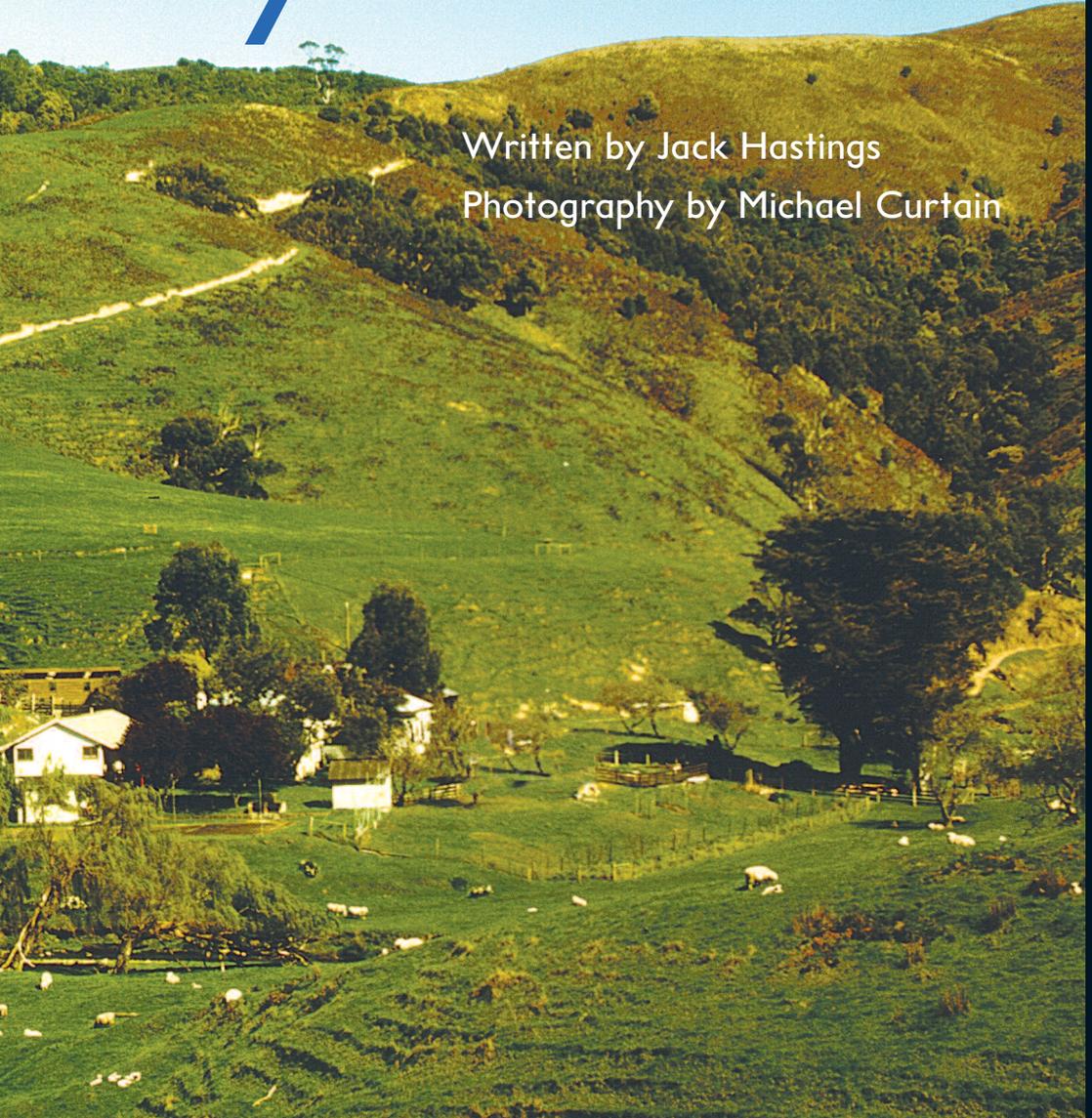


alphakids

# My Farm

Written by Jack Hastings

Photography by Michael Curtain



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© Eleanor Curtain  
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## How to use this book

### Before reading: Talkthrough



Talk through the book with the children. Encourage them to predict the text from the cover and the pictures, and to think about the information they provide. Direct the children's attention to aspects of the text that may challenge them. Support the children to deal with these challenges by asking the Talkthrough questions on each page.

### During reading: Observe and support



Observe the children as they read. Encourage them to monitor their own reading as they comprehend the text. As needed, support the children by helping them to discover and use reading strategies and cues to solve problems and respond to reading challenges that arise in the text. Interruptions to the children's reading should be minimal and focused on specified learning needs.

### After reading: Comprehension, returning to the text, responding and writing links



To further develop children's understanding of the text, select from activities found on page 16 and the inside back cover. These whole text, sentence and word level activities reinforce the teaching focus of this book. Assessment ideas are provided to assist with planning for further teaching.

## Text highlights

- The text has a predictable structure.
- The text is supported and extended by colour photographs.

## Vocabulary

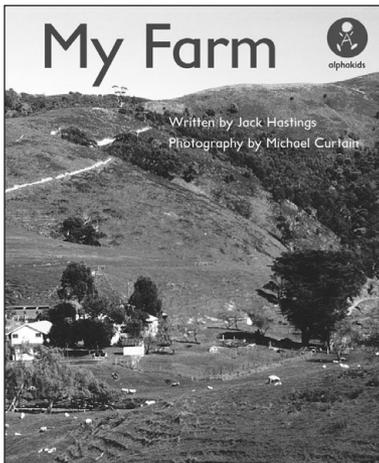
animals, cows, eggs, farm, fruit, hens, honey, milk, plants, sheep, wool, vegetables

## Setting the context

*Have you been to a farm? What did you see? Why do we have farms?*

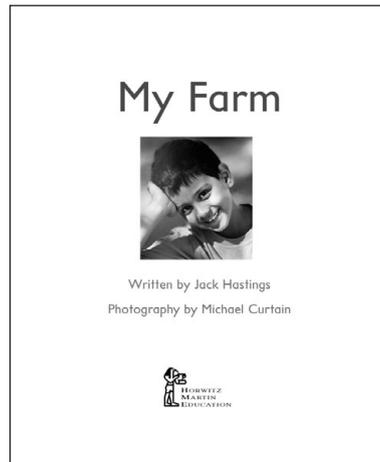
## Introducing the book

*This is a factual text about a farm. It tells us about the animals and plants found on the farm and what we get from them.*



### Front cover

Talk about the photograph on the front cover.  
*What things might you see on this farm?*  
*What makes you think this?*



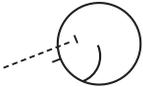
### Title page

Point out the title, and the names of the author and photographer.  
*Look at the picture. Who do you think the boy might be?*



### **Talkthrough**

*This is the first page of the book and it tells us what sort of information will be in the rest of the book. What animals do you think will be in the book? What other information might it contain?*



### **Observe and support**

Can the children understand the information they have read?

*Where does the boy live? What does he have on his farm?*

I live on a farm.

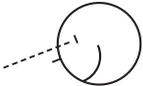
We have lots  
of animals and plants  
on my farm.





### **Talkthrough**

*Do you like milk? Do you think this boy likes milk? How can you tell?*



### **Observe and support**

Do the children use visual information to support their reading?

*I like the way you looked at the picture to help work out that word. What is the boy doing in the picture?*



We have cows on my farm.  
We get milk from the cows.

4



I like to drink milk.

5



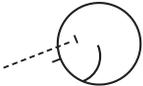
### **Talkthrough**

*What farm animal is this page about?*

*What is the boy eating? When do you usually eat eggs?*

*Point to the word 'breakfast' on page 7.*

*This boy likes to eat eggs for breakfast.*



### **Observe and support**

*Can the children recognise and locate high-frequency words and new words?*

*What words do you already know on this page? What words are new for you?*



We have hens  
on my farm.

We get eggs from the hens.

6



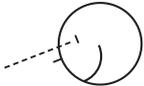
I like to eat an egg for my breakfast.

7



## **Talkthrough**

*Look at the animals and the boy. What is the boy wearing?  
I wonder why he's wearing that on this page.*



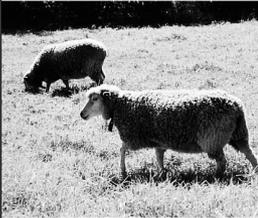
## **Observe and support**

*Are the children able to infer meaning from the text?*

*Why is it important for some farms to have sheep?*

*What do you think the farmer does with the sheep's wool?*

*How does the farmer get the wool off the sheep? What types  
of things can be made from wool?*



We have sheep  
on my farm.

We get wool from the sheep.

8



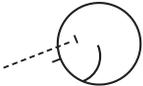
My jumper is made from wool.

9



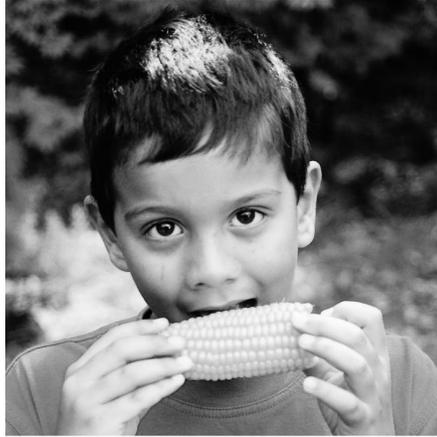
### **Talkthrough**

*Here are some vegetables that grow on the farm. What vegetables can you see? What do you think the farmer does with the vegetables?*



### **Observe and support**

*Are the children able to correct errors when they occur? You said, "We have a garden on my from". Does that make sense? What word would sound right there?*



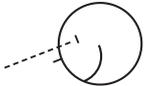
We have a garden on my farm.  
We grow vegetables in the garden.

I like to eat corn.



## **Talkthrough**

*Here is something else that grows on the farm. What is growing on these trees? What is your favourite sort of fruit?*



## **Observe and support**

Can the children match letters to sounds?

*What two letters make the /tr/ sound in tree? What two letters make the /fr/ sound in fruit? Is there another word on this page that starts with the /fr/ sound? Do you know of any other words that have this sound?*



We have fruit trees on my farm.  
I pick fruit from the trees.



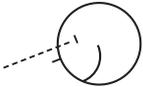
I like to eat apples.



### **Talkthrough**

*The farm also has bees. What do you think the boy has on his toast? How did you know this?*

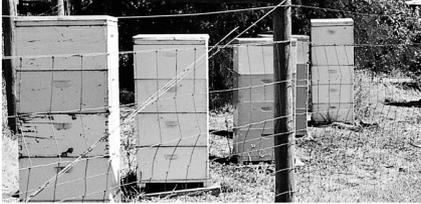
Draw the children's attention to the word 'HONEY' on the jar.



### **Observe and support**

Are the children reading the text fluently?

*The way you read that made it easy for me to hear the information.*



We have bee hives  
on my farm.

We get honey from the bee hives.

14



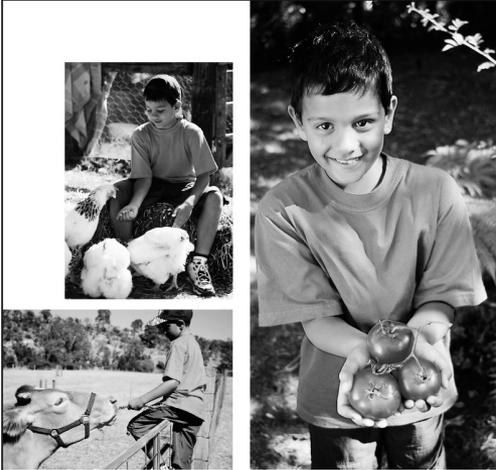
I like honey on my toast.

15



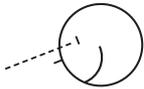
## Talkthrough

What are these pictures showing us? Do you think the boy enjoys living on the farm? How can you tell this?



I like living on my farm.

16



## After reading

### Being a meaning maker

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

*What things does the farm produce?*

*What products come from animals?*

*What products come from plants?*

## Being a code breaker

Explore the following language features:

- Punctuation: The use of full stops and capital letters in sentences.
- Hearing sounds: The children could listen for and identify initial sounds in words.

## Being a text user

Refer to the text when discussing these questions:

*What new information about farms did you learn from this book?*

*What else would you still like to find out about farms?*

*Why do you think that photographs rather than drawings were used in this book?*

## Being a text critic

*Are all farms like the one in this book?*

*Would you enjoy living on a farm? Why or why not?*

## Responding to text



Have the children draw a map or picture of the farm from the book. Encourage them to include all the information from the book to make their picture realistic, and to label their work using the book as a reference.



Have the children work in pairs to list as many farm animals as they can think of. Ask them to each select an animal to write a sentence about, explaining what we use the animal for.



Ask the children to draw a picture of an animal or plant that is found on a farm and write a caption explaining what this animal or plant produces.

## Writing

Talk with the children about the animals and plants in the book *My Farm*.

What jobs would need to be done on this farm?

Scribe the children's responses onto a chart and then read through the list.

Would you like to work on a farm? Give reasons for your answer.

## Assessment

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Can the children:

- infer that many of the plants and animals on the farm serve the purpose of providing income for the farmer? (Why does the boy's family keep so many animals?)
- recognise errors in their reading and attempt to correct them?



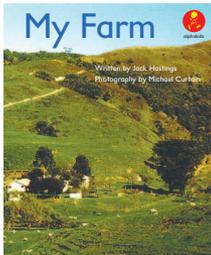
whole text activity



sentence activity



word activity



## Teacher Edition

**Topic:** Farming

**Curriculum link:** SOSE/Science

**Text type:** Explanation

**Reading level:** 6

**Word count:** 133

**High-frequency words:** and, from, get, have, I, it, like, my, on, the, we

**Vocabulary:** animals, cows, eggs, farm, fruit, hens, honey, milk, plants, sheep, wool, vegetables

### Possible literacy focus

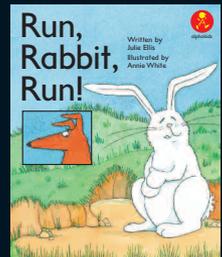
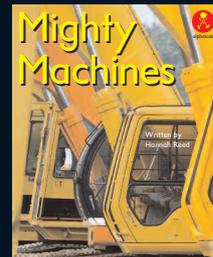
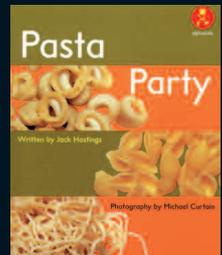
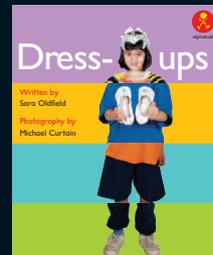
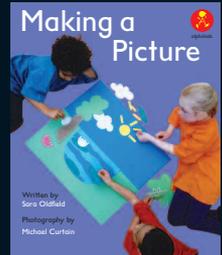
Drawing inferences from the text.

Self-correcting when an error occurs.

### Summary

This book describes the different things produced on a farm by a range of farm animals and plants.

Other books at this level



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