

Lesson 1: Farmers and Ranchers Care About Their Animals!

Grade Level: 2nd Grade

Time: 45–50 minutes

Subject: ELA

Overview: This lesson is Lesson 1 of 5 in the *Farmers and Ranchers Care About Their Animals!* unit of the *Growing Readers* micro-curriculum, based on the book series by Kansas author Dan Yunk. Serving as the ELA anchor lesson for the unit, students are reintroduced to the returning characters, Kailey and Grandma, through a first read of the text. Students ask and answer who, what, where, when, why, and how questions about key details, identify the author's main purpose, and explain how specific images contribute to and clarify the text. Students also participate in collaborative conversations with diverse partners in small and large groups, practicing how to link their comments to the specific remarks of a classmate rather than simply adding a new, unrelated idea. This lesson connects learning from *Milk Comes From a Cow?* to the broader understanding that farmers and ranchers care for the health and well-being of all the animals they raise, not just dairy cows.

Skillset: Activating and connecting prior knowledge across units; asking and answering who, what, where, when, why, and how questions about key details; identifying an author's main purpose; explaining how specific images contribute to and clarify a text; participating in collaborative conversations with diverse partners in small and larger groups; linking comments to the specific remarks of others; recounting key ideas from a read-aloud; and Kansas connections through farming and ranching.

Kansas Academic Standards

Kansas ELA Standards

RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

SL.2.1 Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups to expand language comprehension.

SL.2.1.b Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.2 Recount or describe key ideas or details from a text read aloud, information presented orally or through media.

Objectives

English Language Arts Objectives

Students will be able to:

- Activate and connect prior knowledge from *Milk Comes From a Cow?* to this unit's text.
- Ask and answer who, what, where, when, why, and how questions to demonstrate understanding of key details in *Farmers and Ranchers Care about their Animals!*
- Identify the main purpose of the text, including what the author wants to explain about why farmers and ranchers care for their animals.
- Explain how a specific image in the text contributes to and clarifies the words on the same page.
- Participate in collaborative conversations with diverse partners in both small and larger group settings.
- Build on a classmate's talk by linking their comment to that classmate's specific remark, naming the idea they are responding to.
- Recount key ideas from the read-aloud in their own words.
- Explain a Kansas connection between farming, ranching, and the care of animals.

Materials Needed

- Book: *Farmers and Ranchers Care About Their Animals!* by Dan Yunk, illustrated by Michelle Johnson (physical copy or author read-aloud on the unit landing page)
- Chart paper titled: "What Is the Author's Purpose?"
- Chart paper titled: "Why Do Farmers and Ranchers Care For Their Animals?"
- Markers
- Partner pairing list or table groupings prepared in advance for small-group turn-and-talk
- *Milk Comes From a Cow?* Anchor chart or unit materials from the previous unit (for reference)

Lesson Procedures

1. Connecting to What We Know
 - a. Explain to students: "In our last unit, we read about how milk comes from a cow, and we followed Kailey as she visited her Grandma and Grandpa and learned how a dairy farm works, from Farmer George's Holstein cows all the way to the milk in our own refrigerators. Today we are going to read a brand new book. Kailey is back, and this time she is learning with Grandma about something bigger: why farmers and ranchers take such good care of all kinds of animals, not just dairy cows."
 - b. Ask students:
 - "What did Farmer George do every day to take care of his Holstein cows?"
 - "What do you think farmers and ranchers who raise other animals, like pigs, chickens, or sheep, might do to take care of them?"
 - c. Kansas Connection: Explain to students: "Kansas is known for its farms and ranches. Farmers and ranchers across our state take care of many different kinds of animals every single day, whether the weather is sunny, rainy, hot, or cold. Whether you live near a farm or ranch, in a small town, or in a city, many of the foods we eat, like milk, eggs, and meat, come from animals that farmers and ranchers care for. Today we are going to find out more about why they take such good care of them."
2. Setting the Purpose for Listening: Predicting the Author's Purpose
 - a. Explain to students what an author's purpose is. Model a think-aloud: "When we read a book, we can ask ourselves a question: what is the author trying to answer, explain, or describe? Authors do not just write books for no reason. They

usually want to teach us something, tell us a story, or explain how or why something happens. As we read today, I want us to think about what this author, Dan Yunk, wants to explain to us.”

- b. Show students the cover of the book. Ask:
 - “Look at the title and the cover picture. What do you think the author wants to explain in this book?”
 - “What clues on the cover help you make that prediction?”
 - “Kailey and Grandma are in this book again. What do you think Grandma might teach Kailey this time?”
 - c. Record student predictions in a small corner of the “What Is the Author’s Purpose?” chart, to be confirmed or revised later in the lesson.
3. First Read: Author Read-Aloud
- a. Read *Farmers and Ranchers Care about their Animals!* aloud. Read expressively and hold the book so students can see the illustrations. Stopping Point Suggestions (3 total, brief stops to maintain flow):
 - Stop #1 — Author’s Purpose: Page 2 — after Grandma explains that agriculture means growing crops and raising animals, and tells Kailey today’s lesson is about raising animals. Model a think-aloud: “On this page, Grandma tells Kailey that agriculture is about growing crops and raising animals, and then she says today’s lesson is about raising animals. When an author has a character say exactly what the lesson is going to be about, that is a big clue about the author’s purpose. I think the author wants to explain why farmers and ranchers raise and care for animals. Let’s keep reading to see if the rest of the book gives us more clues.” Ask students:
 - “What two things does Grandma say agriculture is about?”
 - “What does Grandma say today’s lesson will be about?”
 - “Based on what Grandma said, what do you think the author wants to explain in this book?”
 - “Does this match the prediction we made from the cover? Why or why not?”
 - Stop #2 — Images Contribute to and Clarify Text: Page 6 — the veterinarian checking a calf, and Page 7 — a rancher hauling hay through the snow to a herd of sheep. Model a think-aloud: “Look at the picture on page 6. It shows a veterinarian, or vet for short, holding a stethoscope up to a calf’s side. The words on this page tell us that farmers and ranchers make sure their animals have proper medical care, but the picture shows me exactly what that looks like: a vet checking closely on one animal. The image gives me a detail the words alone do not give me, and it helps me picture what proper medical care really means.” Ask students:
 - “Look at the picture on page 6. What tool is the vet using, and what does that show us about how animals are cared for?”
 - “Now look at page 7. The words say animals are cared for rain or shine, hot or cold. What does the picture of the rancher hauling hay through the snow show us about that idea?”
 - “What would we not know about the weather or the rancher’s work if we only had the words on page 7 and not the picture?”

- Stop #3 — Key Details: Page 8 — a rancher feeding cows from a bucket, and Page 9 — a girl about to take a bite of a hamburger. Model a think-aloud generating a question using one of our question words: “I want to ask a why question about page 8. Why does the book say people like us will have safe products to eat? I can look back at the words to find the answer: because farmers take care of their animals.” Ask students a series of who, what, where, when, why, and how questions:
 - “Who makes sure we have safe products to eat, according to the book?”
 - “What is the rancher doing on page 8?”
 - “Why does the book say we end up with safe products to eat?”
 - “What is the girl on page 9 about to eat, and how does that connect to what farmers do?”
 - “How does page 9 explain that farmers care about quality, too?”
 Differentiation note: For students who need additional support, provide a printed question-word card (who, what, where, when, why, how) and have them point to the word before answering. For students ready for a challenge, ask them to generate their own question about page 8 or page 9 using a question word of their choice for a partner to answer.

4. Collaborative Conversations: Linking Comments to Specific Remarks

- Explain to students: “Before we talk about our book, let’s talk about how we have conversations with different partners in both small groups and our whole class. This year, we are practicing something new: linking what we say to a specific idea a classmate shared, instead of just adding a brand new idea of our own.”
- Teach and post sentence starters for linking comments to specific remarks:
 - “I want to add on to what ___ said about ___.”
 - “That connects to ___’s idea about ___ because...”
 - “I agree with ___’s point about ___, and I also think...”
 - “I have a different idea than ___ about ___.”
- Model a full exchange demonstrating a specific link, not a general response: “If [example, Sam] says, ‘The vet checks on the animals so they stay healthy,’ I could respond: ‘I want to add on to what Sam said about the vet checking on the animals. I noticed the book also mentions the vet visits happen even in bad weather.’ Notice I named Sam and pointed to Sam’s exact idea about the vet before I added my own thought. That is different from just sharing something new.”
- Practice with a partner (small group): Have students turn to an assigned partner and discuss: “What is one job a farmer or rancher does to take care of animals that we have read about so far?” After the first partner answers, the second partner must link their response to the first partner’s specific idea using one of our sentence starters.
- Bring the class back together for a whole-group (larger group) discussion. Call on two or three students to share, coaching each subsequent speaker to name the classmate and the specific idea they are linking to before adding their own thought.

Differentiation: SL.2.1.b requires students to link comments to a specific remark by name, a more precise skill than simply building on or agreeing with an idea in general. For students who need support, provide a partial sentence frame with the classmate’s name and idea already filled in for them to complete. For students ready for a challenge, ask them to link their comment to two different classmates’ remarks in the same turn.

5. Comprehension Discussion, Chart Building, and Recounting Key Ideas
 - a. Display both chart papers: “*What Is the Author’s Purpose?*” and “*Why Do Farmers and Ranchers Care for their Animals?*”
 - b. Explain to students: “Now we are going to use our collaborative conversation skills, including linking our comments to a specific classmate’s remark, as we finish our charts together.”
 - c. Ask students to confirm or revise the author’s purpose prediction from earlier in the lesson:
 - “Now that we have finished the book, what do you think the author’s main purpose was? What did the author want to explain to us?”
 - “Was our first prediction from the cover correct? What in the book helped you decide?”
 - d. Record the confirmed author’s purpose on the chart, for example: The author’s purpose is to explain why farmers and ranchers care for their animals.
 - e. Ask students to build the reasons chart:
 - “What was one reason the book gave for why farmers and ranchers care for their animals?” (They enjoy it and it is the right thing to do.)
 - “What was another reason?” (The safety and well-being of their animals matters to them.)
 - “What was another reason?” (Proper care means safe food for everyone.)
 - “What was the last reason?” (Farmers and ranchers eat the same products, so they want them to be the best quality.)
 - f. Record each reason on the chart as students share. Before adding a new reason, require the next student to link their contribution to a specific classmate’s previous idea using one of our sentence starters.
 - g. Cross-Unit Connection:
 - h. Ask students: “In *Milk Comes From a Cow?*, Farmer George made sure his Holstein cows had enough food, water, and gentle care every day, which is part of why they could produce so much milk. Which reason on our chart best describes why Farmer George did that? Link your answer to a classmate’s remark if you agree or want to add more.”
 - i. Recount key ideas: Explain to students: “Now, without looking at the book, I want you to recount the story for a partner. Tell your partner, in order, what happened in the book and why farmers and ranchers care for their animals.”
 - j. Give partners two to three minutes to recount the key ideas of the read-aloud to each other in sequence. Circulate and listen for whether students include the main events and at least one reason from the chart.
6. Closing Discussion and Kailey’s Conversation
 - a. Return to pages 11–12 and reread the closing conversation between Kailey and Grandma about Addie. Ask students:
 - “Grandma says agriculture is important to everyone, no matter where they live. What do you think that means?”
 - “Grandma says Addie will come to understand how much farmers and ranchers care about their land, water, and animals. Why do you think all three are important?”
 - “Have you ever seen a farmer or rancher taking care of animals? What did you notice?”
 - “What is one thing you learned from this book? Link your answer to a classmate’s idea if it connects to yours.”

- b. **Kansas Connection:** Explain to students: “Just like Kailey and Grandma, we are learning that agriculture matters to everyone, no matter where we live. Kansas farmers and ranchers take care of their animals every single day so that all of us, whether we live in small towns, on ranches, or in cities, have safe, healthy food. In our next lessons, we will learn even more about how farmers and ranchers care for different kinds of animals.”

Assessment: Student understanding is assessed through ongoing formative and observational measures embedded throughout the lesson, including engagement during the read-aloud at each stopping point, ability to identify and explain the author’s main purpose, ability to explain how a specific image contributes to and clarifies the text, ability to ask and answer who, what, where, when, why, and how questions about key details, participation in collaborative conversations with diverse partners in both small and larger groups, ability to link a comment to a specific classmate’s remark by name, ability to recount key ideas from the read-aloud in sequence, and contributions to both charts. The teacher should note whether students can name the classmate and idea they are linking to, rather than simply agreeing or adding an unrelated thought, and whether they make unprompted connections between this book and *Milk Comes From a Cow?* from the previous unit.

Supplemental Activities: Display the completed “*What Is the Author’s Purpose?*” and “*Why Do Farmers and Ranchers Care for their Animals?*” charts alongside anchor charts from the *Milk Comes From a Cow?* unit. Guide students to notice that caring for animals was part of dairy farming, too. Invite students to write one or two sentences recounting a key idea from the book, then share it with a partner using a linking sentence starter that names the partner’s response and adds on to it. Students may also illustrate the image from page 6 or page 7 and write a caption explaining how their drawing contributes to and clarifies the idea on that page.

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