Lesson 1: Jobs Farmers Do

Grade Level: First Grade

Time: 50–60 minutes

Subjects: ELA

Overview: This lesson is Lesson 1 of 5 in the *Jobs Farmers Do* unit, the final unit within the *Growing Readers* micro-curriculum, based on a series of books written by Kansas author Dan Yunk. Lesson 1 serves as an ELA-only anchor lesson focused on a first read of the text through an author read-aloud. Kailey returns, this time with her grandpa, who explains to her and her cousins the many jobs farmers do. Students ask and answer questions about key details at three stopping points. They notice what the words tell them and what only the pictures show, and they ask questions to clarify confusing words. Together, the class builds a two-column chart that separates information from the words and information from the pictures, then uses both to describe the book's key idea. The lesson connects back to the *Kailey's Pig 'Tales'* unit, where students learned that animals and crops give us food, clothing, and everyday products.

Skillset: Activating and connecting prior knowledge across units, following agreed-upon discussion rules, asking and answering questions about key details in a text, distinguishing information from pictures and information from words, using illustrations and details together to describe a key idea, asking questions to clear up confusion, and Kansas connections between agriculture and the many jobs farmers do.

Kansas Academic Standards
Kansas ELA Standards
RI.1.1 Ask and answer questions about key details in a text.
RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
RI.1.7 Use the illustrations and details in a text to describe its key ideas.
SL.1.1.a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.1.1.c Ask questions to clear up any confusion about the topics and texts under discussion.

National Agriculture Literacy Outcomes
Culture, Society, Economy, and Geography
T5.K-2.a Discuss what a farmer does.
T5.K-2.e Identify the people and careers involved from production to consumption of agricultural products.

Objectives
English Language Arts Objectives
Students will be able to:
- Ask and answer questions about key details in *Jobs Farmers Do*.

- Tell whether a piece of information came from the words or from the pictures.
- Use the pictures and the words together to describe a key idea in the book.
- Follow discussion rules by listening with care and speaking one at a time.
- Ask questions to clear up confusing words or ideas during and after the read-aloud.

Agriculture Objectives
Students will be able to:
- Describe the jobs farmers do to care for their land, animals, equipment, and business.
- Name the many roles one farmer fills, such as caretaker, mechanic, business owner, and weather watcher.

Materials Needed
Read-Aloud:
- Book: *Jobs Farmers Do* by Dan Yunk, illustrated by Michele Johnson, with photographs by Scott Stebner and John Schlageck (physical copy for teacher use or author read-aloud on unit landing page)

Whole Class:
- Chart paper titled "What Jobs Do Farmers Do?" divided into two columns (The Words Told Us / The Pictures Showed Us)
- Markers
- "What Did We Learn About Pigs?" chart or Agriculture Is Everywhere display from the *Kailey's Pig 'Tales'* unit (for reference)

Lesson Procedures
1. Connecting to What We Know
    a. Explain to students: "Throughout our Growing Readers units, we have learned so much about agriculture. We learned how soil helps plants grow, how healthy food helps our bodies grow strong, how farmers and ranchers care for their animals, and how animals and crops give us products we use every day. We even found out that agriculture is everywhere. Today we have a brand new book, and Kailey is back! This time, her grandpa is going to explain to Kailey and her cousins all the different jobs farmers do."
    b. Ask students:
        - "What is one thing you remember learning about farmers or ranchers from an earlier *Growing Readers* unit?"
        - "What is one product we learned comes from an animal or a crop?" (pork, wool, leather, cotton cloth, cornstarch, paper)
    c. Hold up the physical copy of *Jobs Farmers Do*.
    d. Explain to students: "This book was written by Dan Yunk, the same Kansas author who wrote our other Kailey books. The drawings were made by Michele Johnson, the same illustrator. This book also has real photographs taken by Scott Stebner and John Schlageck."
    e. Kansas Connection. Explain to students: "Kansas is full of farmers and ranchers who do many different jobs every day to grow our food and care for the land and animals. Today we are going to find out just how many jobs one farmer really has."

2. Discussion Rules
    a. Explain to students: "We are going to do a lot of talking about this book today, so let's practice our two discussion rules. We listen to each other with care, and we speak one at a time."
    b. Model listening with care: "Listening with care means my eyes are on the person speaking, my body is still, and I am thinking about what they are saying. Watch me." (Invite a student to tell you their favorite food while you model attentive listening.)
    c. Model speaking one at a time: "Speaking one at a time means I wait until the speaker is finished. If I have something to say, I raise my hand. We do not talk over each other."
    d. Explain to students: "Sometimes when we read or talk, something does not make sense. When that happens, good readers ask a question to clear it up."
    e. Model asking a question: "Watch me. Pretend I hear the word livestock and I do not know what it means. I raise my hand, wait for my turn, and ask, What does livestock mean? Then someone can tell me. Livestock means farm animals, like cattle, pigs, and sheep."
    f. Explain to students: "Asking a question is not a mistake. It shows you are thinking. Today I want to hear your questions."
3. Setting the Purpose for Listening
    a. Explain to students: "This book teaches us in two ways, with its words and with its pictures. Sometimes a picture shows us something the words never say. Today we are going to pay attention to both."
    b. Explain to students: "When we read an informational book, a book that teaches us true information, we read it with a purpose. Our purpose today is to find out what jobs farmers do."
    c. Explain to students: "As I read, listen, and look for three things."
        - "Jobs farmers do."
        - "Things the words tell you, and things only the pictures show you."
        - "Words or ideas that confuse you, so you can ask a question."
    d. Ask students:
        - "Have you ever seen someone working on a farm or ranch, in person, at a fair, or in a video? What were they doing?"
        - "Do you think a farmer does one job or many jobs?"
4. First Read: Author Read-Aloud
    a. Read *Jobs Farmers Do* aloud from the physical copy. Read expressively and hold the book so students can see the pictures.
    b. Stop at the three points below.
        - Stop 1: pages 6-8, after the words about caring for the land and raising animals, and the pictures of a farmer checking newly sprouted crops and feeding sheep. Ask students:
            - "The words told us farmers take care of the land. What is one thing farmers do to take care of the land?" (care for the soil and water, plant seeds, grow crops, keep weeds out)
            - "The words also told us farmers take care of animals. What is one job they do?" (feed them, give them water, help deliver babies)
            - (Point to the picture on page 8.) "Look at this picture. What animal is the farmer feeding?" (sheep)

        - "Did the words tell us it was sheep, or did the picture show us?" (The picture showed us)
    c. Ask students: "Is there a word or idea on these pages that confused you? Raise your hand and ask a question about it."
        - Stop 2, pages 9 through 11, after the words about farmers as mechanics, technology, computers, GPS, and keeping records, and the pictures of a farmer holding a drone and a farmer working at a laptop. Ask students:
            - "The words said farmers have to be good mechanics. If you are not sure what mechanic means, what question could you ask?" (What does mechanic mean?)
            - "A mechanic is someone who fixes machines. Why do you think a farmer needs to fix machines?" (to keep tractors and equipment running)
            - (Point to the picture on page 9.) "The words said farmers keep up with the latest technology. Look at this picture. What technology is the farmer holding?" (a drone)
            - "Did the words ever say drone?" (no) "So where did that information come from?" (the picture)
            - (Point to the picture on page 10, then reread page 11.) "Put the picture and the words together. What is the big idea on these pages?" (farmers use computers and technology to run their farm like a business)
    d. Ask students: "Is there a word on these pages that confused you?"
    (Note: Likely words are markets, GPS, expenses, and income. If no one asks, model it: "I wonder about GPS. What does GPS mean?" GPS is a tool that tells exactly where something is, so a tractor can drive in straight rows. Expenses are money a farmer spends. Income is money a farmer earns.)
        - Stop 3, pages 12 and 13, after the words about watching the weather and the picture of a farmer looking out over a field under the clouds. Ask students:
            - "Who remembers what harvest means?" (when farmers gather their crops)
            - "The words said farmers watch the weather closely, especially at harvest time. Why?" (storms can destroy the crops they have grown)
            - (Point to the picture on page 13.) "Look at this picture. What does the picture show us that the words did not?" (clouds in the sky, a farmer standing in the field)
            - "Put the picture and the words together. What is the big idea on these pages?" (farmers keep a close eye on the sky because weather can hurt their crops)
    e. Ask students: "Do you have a question about anything you have heard so far?"
    f. Finish reading the book.
    (Note: Keep the stops short so the book keeps its flow. Steps e, h, and k are where students ask their own questions to clear up confusion, which builds SL.1.1.c. Expect to wait several seconds before the first hand goes up, and resist filling the silence.)
5. Comprehension Discussion and Chart Building
    a. Display the chart paper titled "What Jobs Do Farmers Do?"

b. Explain to students: "Now we are going to use our discussion rules while we build a chart together. This side is for what the words told us. This side is for what the pictures showed us."
c. Ask students:
    - "What is one job the words told us farmers do to take care of the land?" (care for the soil and water, plant seeds, grow crops, keep weeds out)
    - "What is one job the words told us farmers do to take care of animals?" (feed them, give them water, help deliver babies)
    - "What did the words tell us farmers use computers for?" (check markets, sell bulls on the Internet, keep records)
    - "What did the words tell us farmers watch closely?" (the weather)
d. Record each idea in 'The Words Told Us' column. Read each one back together after writing it.
e. Ask students: "What did the pictures show us that the words did not?" (newly sprouted crops on page 7, sheep on page 8, a drone on page 9, a farmer watching the clouds on page 13)
f. Record each idea in The Pictures Showed Us column. Read each one back together after writing it.
g. Ask students: "Look at both sides of our chart. Use the words and the pictures together. What is the big idea of this book?" (farmers do many different jobs and need many skills)
h. Explain to students: "Now it is your turn to ask the questions." Ask students:
    - "Is there anything on our chart that still confuses you? Ask a question to clear it up."
    - "What is a question you still have about the jobs farmers do?"
i. Record any new ideas students add to the chart.
j. Cross-unit connection. Ask students: "Grandpa said farmers provide us food and materials to make clothes. Think back to *Kailey's Pig 'Tales'*. What is one product we learned about that started with a farmer's work?" (pork, wool, leather, cotton, cornstarch)

6. Closing Discussion and Kansas Connection
    a. Return to page 16 and reread Grandpa's last words to Kailey.
    b. Ask students:
        - "Grandpa says we all should be thankful for farmers. Why do you think he says that?" (farmers provide our food, materials for our clothes, and fuel)
        - "Kailey and her cousins did not know farmers had so many jobs. Which job surprised you the most?"
    c. Kansas Connection. Explain to students: "Just like Grandpa taught Kailey and her cousins, farmers and ranchers across Kansas do all of these jobs every day. They care for the land, raise animals, fix equipment, use technology, run a business, and watch the weather. You do not have to live on a farm to depend on their work. The food in your kitchen, the clothes in your closet, and the fuel in a car or bus all connect back to farmers, whether you live in the country, a small town, a suburb, or a city."
    d. Ask students:
        - "Whether farms are just down the road from you or something you have only seen in pictures, what is one thing in your home that a farmer helped provide?"

- "Many grown-ups fix machines, use computers, keep track of money, or watch the weather in their jobs. Which farmer job is most like a job you have seen someone else do?"
- "What is one job a farmer does that you could tell your family about tonight?"

Assessment: Assess student understanding through ongoing formative and observational measures embedded throughout the lesson. Watch for whether students answer questions about key details at each stopping point, tell whether information came from the words or the pictures, and use the pictures and words together to state a key idea on pages 9 through 11 and 12 through 13. Note whether students follow the discussion rules by listening with care and speaking one at a time, and whether they ask questions to clear up confusing words such as mechanic, GPS, and harvest. The completed two-column chart serves as the class artifact. Teacher should note whether students can name at least one job a farmer does and whether they make unprompted connections between this book and the *Kailey's Pig 'Tales'* unit.

Supplemental Activities: Display the completed "What Jobs Do Farmers Do?" chart alongside the "What Did We Learn About Pigs?" chart and the Agriculture Is Everywhere display, since this is the final unit of the micro-curriculum. Guide students to notice how the jobs farmers do connect to the products they studied last unit. Invite students to draw one farmer job and label it, then share it during morning meeting. Display these drawings alongside the chart to serve as a reference throughout the unit.

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