Lesson 1: Jobs Farmers Do

Grade Level: Second 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 once again, this time with her grandpa, who explains to her and her cousins the many jobs farmers do. Students ask and answer who, what, where, when, why, and how questions to show they understand the key details of the book. They use the words around them to figure out the meaning of farm words and phrases, and they discover how the book's photographs help explain what the words are saying. Students practice being thoughtful members of a discussion, joining the conversation respectfully and asking for more explanation when something is unclear. The lesson connects back to earlier *Growing Readers* units and shows students how many different skills it takes to run a farm.

Skillset: Activating and connecting prior knowledge across units, following agreed-upon rules for discussion, gaining the floor respectfully, asking and answering who, what, where, when, why, and how questions about key details, determining the meaning of words and phrases from context, explaining how specific images contribute to and clarify a text, asking for clarification and further explanation, and Kansas connections between agriculture and the many jobs farmers do.

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.2.4 Determine the meaning of words and phrases in a text relevant to a second grade topic or subject area.
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.a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.2.1.c Ask for clarification and further explanation as needed 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 who, what, where, when, why, and how questions about key details in *Jobs Farmers Do*.
- Use the words around a new word or phrase to figure out its meaning.
- Explain how a specific photograph helps them understand what the words in the book are saying.
- Follow discussion rules by raising a hand to join the conversation, listening with care, and speaking one at a time.
- Ask for clarification or further explanation when something in the book or discussion is unclear.

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 three columns (The Job / The Picture / How the Picture Helps)
- 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. Gather students on the carpet where they can all see you and the chart paper.
    b. 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."
    c. Ask students the questions below. Call on two or three students for each one.
        - "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)

d. Hold up the physical copy of *Jobs Farmers Do*.
e. 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."
f. Kansas Connection:
g. 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. Good discussions have rules, so everyone gets a chance to be heard. Here are our rules."
        - "When you want to speak, raise your hand and wait to be called on."
        - "When someone is speaking, listen with care. Your eyes are on the speaker, and your body is still."
        - "Speak one at a time. Wait until the speaker is finished before you raise your hand."
    b. Model gaining the floor. Invite one student to tell you their favorite food. While the student is talking, raise your hand and keep it up, without talking, until the student finishes.
    c. Explain to students: "Did you see what I did? I had something to say, but I raised my hand and waited until my friend was finished. That is how we join a discussion respectfully."
    d. Explain to students: "Sometimes when we read or talk, something does not make sense, or we want to know more. When that happens, good listeners ask a question. Here are two questions you can use."
        - "Can you explain what ___ means?"
        - "Can you tell me more about ___?"
    e. Model asking for clarification: "Watch me. Pretend I hear the word livestock and I do not know what it means. I raise my hand, wait to be called on, and ask, Can you explain what livestock means? Then someone can tell me. Livestock means farm animals, like cattle, pigs, and sheep."
    f. Model asking for further explanation: "Now pretend I already know what livestock means, but I want to know more. I raise my hand and ask, Can you tell me more about how farmers care for livestock? Asking for more helps me learn more."
    g. 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: "Good readers ask and answer questions to make sure they understand a book. Today we are going to use six question words."
        - "Who?"
        - "What?"
        - "Where?"
        - "When?"
        - "Why?"
        - "How?"

b. Explain to students: "This book teaches us with its words and with its photographs. Sometimes a photograph helps us understand what the words mean. Today we are going to think about how the pictures help."
c. Explain to students: "As I read, listen for three things."
    - "Jobs farmers do."
    - "New words or phrases, so we can figure out what they mean."
    - "Photographs that help us understand the words."
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 through 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:
            - "What jobs did the words tell us farmers do to take care of the land?" (care for the soil and water, plant seeds, grow crops, keep weeds out)
            - "Why do farmers need to pull weeds?" (so the weeds do not crowd out the crops)
    c. Explain to students: "The book used the phrase crowd out. Let's use the words around it to figure out what it means. The book says farmers make sure weeds don't crowd out their crops."
    d. Ask students: "If weeds crowd out the crops, what do you think happens to the crops?" (The weeds take up the space, water, and sunlight, so the crops cannot grow)
    e. Point to the picture on page 7. Ask students:
        - "Look at this photograph. What does it show?" (tiny new plants just coming up out of the ground)
        - "How does this photograph help us understand why weeds are a problem?" (the new crops are so small that weeds could easily crowd them out)
    f. Ask students: "Is there a word or idea on these pages you want explained, or something you want to know more about? Raise your hand and use one of our questions."
        - 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 say farmers have to be good mechanics in order to keep their equipment operating. Using those words, what do you think a mechanic does?" (fixes machines so they keep working)
            - "Why do farmers need to be mechanics?" (so their equipment keeps running)
            - "The words say farmers must keep up with the latest technology. Look at this photograph." (Point to the picture on page 9.) "What technology is the farmer holding?" (a drone)

        - "The words never said drone. How does this photograph help us understand what the latest technology means?" (It shows a real example of new technology a farmer uses)
    g. Read page 11 again. Ask students:
        - "The words say farmers check the markets every day on the computer. What do you think check the markets means?" (look to see how much money people will pay for crops and animals that day)
        - "The words say farmers keep records of their expenses and income. Expenses and income are opposite parts of running a business. Which one do you think is money the farmer earns, and which one is money the farmer spends?" (income is money earned; expenses are money spent)
        - "How does the farmer use GPS?" (to make straight rows with the tractor)
    h. Explain to students: "Farmers check the markets on the computer to see how much money people will pay for their crops and animals that day. The price can go up or down every day. Income is money a farmer earns. Expenses are money a farmer spends."
    i. Ask students: "Is there a word or idea on these pages you want explained, or something you want to know more about?"
    (Note: If no one asks, model it: "Can you tell me more about GPS?" GPS is a tool that tells exactly where something is, so a tractor can drive in straight rows.)
        - 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:
            - "When do farmers watch the weather most carefully?" (around harvest time)
            - "Why do farmers watch the weather?" (storms can destroy everything they have grown)
            - "Harvest is when the crops are ready. Using the words on this page, what do you think farmers do at harvest time?" (gather the crops and bring them in from the field)
    j. Point to the picture on page 13.
    k. Ask students: "Look at this photograph. How does it help us understand why the farmer watches the weather?" (The farmer is looking at the clouds over the field, checking for a storm that could ruin the crops)
    l. Ask students: "Is there anything on these pages you want explained, or something you want to know more about?"
    m. Finish reading the book.
    (Note: Keep the stops short so the book keeps its flow. Steps i, o, and t are where students ask for clarification or further explanation, which builds SL.2.1.c. Expect to wait several seconds before the first hand goes up, and resist filling the silence. Remind students to raise their hands and wait to be called on.)
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. In the first column, we write a job. In the second column, we write what the picture shows. In the third column, we write how the picture helps us understand that job."
    c. Ask students the questions below. Call on a different student for each one. Record each answer in the Job column.

- "What job do farmers do to care for the land?" (plant and grow crops, keep weeds out)
- "What job do farmers do to care for animals?" (feed them and give them water)
- "What job do farmers do to keep their equipment working?" (fix it, keep up with technology)
- "What job do farmers do at harvest time?" (watch the weather)

d. Hold up the book and turn to the photograph that matches each job, one at a time: page 7, page 8, page 9, and page 13.
e. For each photograph, ask students:
   - "What does this picture show?"
   - "How does this picture help us understand the job?"
f. Record each answer in The Picture and How the Picture Helps columns. Read each row back together after writing it.
g. Explain to students: "Now it is your turn to ask the questions. Use a question word, like who, what, where, when, why, or how."
h. Ask students:
   - "What question do you have about the jobs farmers do?"
   - "Is there anything on our chart you want explained, or something you want to know more about?"
i. Answer student questions or invite classmates to answer them. Record any new ideas students add to the chart.
j. Cross-unit connection:
k. 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:
      - "Who does Grandpa say we should be thankful for, and why?" (farmers, because they 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: Student understanding is assessed through ongoing formative and observational measures embedded throughout the lesson. Watch for whether students ask and answer who, what, where, when, why, and how questions about key details at each stopping point and during the chart discussion. Note whether students use the words around a new word or phrase to figure out its meaning, such as crowd out, mechanic, the latest technology, check the markets, and harvest, and whether they can explain how a specific photograph helps them understand the words. Note whether students follow the discussion rules by raising a hand to join the conversation, listening with care, and speaking one at a time, and whether they ask for clarification or further explanation. The completed three-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 earlier *Growing Readers* units.

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. Start a class list of farm words and phrases from the book, such as crowd out, mechanic, technology, markets, income, expenses, and harvest, and add to it throughout the unit. Invite students to draw one farmer job and write a who, what, where, when, why, or how question about it to share during morning meeting.

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