Lesson 1: Jobs Farmers Do

Grade Level: Kindergarten

Time: 45–50 minutes

Subject: ELA

Overview: This lesson is Lesson 1 of 5 in the *Jobs Farmers Do* unit, the final unit in the *Growing Readers* micro-curriculum, based on a series of books written by Kansas author Dan Yunk. Lesson 1 is an ELA-only anchor lesson focused on a first read of the text through an author read-aloud. Students are introduced once again to the anchor character Kailey, who returns from previous units, this time explaining to her cousins the many different jobs farmers do. Through a brief review of book features and instruction in the roles of the author, illustrator, and photographers, students build foundational literacy knowledge while engaging with informational text about the work farmers do to care for the land and animals, maintain their equipment, and manage their business.

Skillset: Activating and connecting prior knowledge across units, briefly reviewing book features, naming the author, illustrator, and photographers and understanding each person's role, engaging with informational text with purpose and understanding, asking and answering questions about key details with prompting and support, participating in collaborative discussion following agreed-upon rules, asking questions to seek help or clarify understanding, and making Kansas connections between agriculture and the many jobs farmers do.

Kansas Academic Standards
Kansas ELA Standards
RI.K.1 With prompting and support, ask and answer questions about key details in a text.
RI.K.5 Identify the front cover, back cover, and title page of a book.
RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
RI.K.13 Actively engage in individual or group readings of informational text with purpose and understanding.
SL.K.1.a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
SL.K.3 Ask and answer questions to seek help, get information, or clarify what is not understood.

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:

- Briefly identify the front cover, back cover, and title page of *Jobs Farmers Do*.
- Name the author, illustrator, and photographers of the book and explain each person's role.
- Ask and answer questions about key details in the text with prompting and support.
- Actively engage in the read-aloud with a specific listening purpose.
- Participate in discussion by listening to others and taking turns speaking.
- Ask questions to seek help or clarify what they do not understand.
- Make connections between information learned in earlier *Growing Readers* units and information about the jobs farmers do in this book.

Agriculture Objectives

Students will be able to:

- Discuss the different jobs farmers do to care for their land, animals, equipment, and business.
- Identify people and careers involved in agriculture, from the farmer growing crops and raising animals to the many jobs connected to producing and using agricultural products.

Materials Needed

- Book: *Jobs Farmers Do* by Dan Yunk, illustrated by Michele Johnson, with photographs by Scott Stebner and John Schlageck (physical copy for teacher use)
- Chart paper titled: *"What Jobs Do Farmers Do?"*
- Markers
- Anchor charts or materials from previous Growing Readers units (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 farmers and ranchers: how they care for animals, how crops and animal products become things we use every day, and how agriculture is everywhere around us. Today we have a brand new book, and Kailey is back! This time, 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 lesson?"
        - "What do you think a farmer's job might be? Do you think farmers only do one job, or many jobs?"
    c. Kansas Connection. Explain to students: "Kansas is full of farmers and ranchers who do many different jobs every day to grow our food and take care of the land and animals. Today we are going to find out just how many jobs one farmer or rancher really has."
2. Book Orientation. Hold up the physical copy of *Jobs Farmers Do*.
    a. Explain to students: "Let's take a quick look at our book before we read. This is the front cover; it shows us the title, *Jobs Farmers Do,* and a picture that gives us a clue about what the book is about. This is the back cover, at the very end of the

book. And this is the title page, near the start, which tells us the title again and who wrote it."

b. Ask students:
    - "What do you see on the cover?"
    - "What do you think this book will be about?"
c. Explain to students: "This book was written by Dan Yunk, the same Kansas author who has written all of our *Kailey's Ag Adventures* books. The pictures were drawn by illustrator Michele Johnson, who has also illustrated the other books. This book also has real photographs, just like some of our other books, taken by photographers Scott Stebner and John Schlageck. A photographer takes real pictures with a camera, instead of drawing pictures as an illustrator does."
d. Ask students:
    - "What is the name of the author of this book? What does the author do?"
    - "What is the difference between an illustrator and a photographer?"
    - "Why do you think this book uses both drawn pictures and real photographs?"

3. Setting the Purpose for Listening. Explain to students: "When we read an informational book, a book that teaches us true information, we always read it with a purpose. Our purpose today is to find out: what are all the different jobs a farmer does? As I read, listen for each new job we learn about."
    a. Prompt students to think ahead:
        - "Have you ever watched someone work on a farm or ranch, in person or in a video? What were they doing?"
        - "What is one job you think farmers might have to do?"
    b. Explain to students: "A few times during our reading today, I am going to ask you to do a turn and talk. That means you will turn your knees toward a partner sitting near you, and each of you will take a turn saying your answer out loud while the other person listens. A turn and talk gives everyone a chance to share, not just the friends I call on."
        - Model and practice: "Let's practice right now. Turn to a partner. When I say 'go', the first partner will tell the other one thing you already know about farmers. Ready? Go!" Give students about 30 seconds, then call time and ask a few students to share what their partner said.
4. First Read: Author Read-Aloud. Read *Jobs Farmers Do* aloud from the physical copy. Read expressively and hold the book so students can see the illustrations and photographs.
    a. Stopping Point Suggestions (3 total): Keep stops short to maintain the flow of the story. Encourage students to ask their own questions during Stop #2 and Stop #3 to build SL.K.3.:
        - Stop #1 after finishing page 8—Key Details: caring for the land, soil, and water; planting and growing crops; pulling weeds; and raising and caring for animals, including feeding them, giving them water, and sometimes helping deliver babies. Ask students:
            - "The book told us farmers take care of the land. What is one thing farmers do to take care of the soil and water?"
            - "The book also told us farmers raise and care for animals. What is one job a farmer does to take care of animals?"

        - "Why do you think a farmer has so many different jobs, just for the land and the animals?"
    - Stop #2 after finishing page 11— Key Details: farmers as mechanics who keep their equipment running, using technology like drones, computers, and GPS, checking markets, selling online, and keeping records of expenses and income. Ask students:
        - "The book told us farmers have to be good mechanics. Why do you think farmers need to fix their own equipment?"
        - "The book named some technology farmers use, like drones, computers, and GPS. What is one piece of technology you remember from the book?"
        - "The book said farmers keep records of their expenses and income, just like running a business. Why do you think that is an important job for a farmer?"
        - "Do you have any questions so far about what you have heard?"
        - Turn and talk: "Turn and talk to a partner: What is one job or piece of technology you just heard about that surprised you?" Give partners about a minute to talk, then call on 2–3 pairs to share with the class.
    - Stop #3 after reading the last page — Key Details: watching the weather closely, especially at harvest time, working hard and using many skills, and providing food, materials for clothes, and fuel. Ask students:
        - "The book told us farmers watch the weather closely, especially at harvest time. Why do you think weather is so important to a farmer's job?"
        - "The book said it takes many skills and hard work to be a successful farmer. What is one skill you think a farmer needs?"
        - "The book told us farmers provide us with food, materials for clothes, and fuel for our cars.
        - Think back to our last unit — what is one product we learned about that comes from an animal or a crop, just like the book just described?"
        - "Is there anything you want to know more about?"
5. Discussion Rules. Explain to students: "Before we talk about our book, let's remember our discussion rules. When we talk together as a class, we have two important rules: we listen to each other with care, and we take turns speaking. Let's practice both right now."
    a. Model listening with care: "Listening with care means: your eyes are on the person speaking, your hands are still, and you are thinking about what they are saying, not about what you want to say next. Watch me show you." (Model attentive listening with a student.)
    b. Model taking turns: "Taking turns means: you wait until the other person is finished before you speak. If you have something to say, you can raise your hand or wait for a pause. We do not talk over each other."
    c. Practice with a low-stakes question: "Let's practice our rules. I am going to ask: What is one job a farmer does that you learned about today? When I call on you, say your answer. Everyone else, listen with care and wait your turn."
    (Note: SL.K.1.a, discussion rules are most effective when explicitly modeled and practiced before the substantive discussion begins, not just named.)

6. Comprehension Discussion and Chart Building. Display the chart paper: "What Jobs Do Farmers Do?"
    a. Explain to students: "Now we are going to use our discussion rules as we talk about what we learned. I am going to ask you questions about the book, and we are going to build a chart together with all the jobs farmers do."
    b. Turn and talk: "Before we build our chart together, turn and talk to a partner just like we practiced: What is one job a farmer does that you remember from today?" Give partners about a minute to talk, then use their ideas to start the chart as you move into the questions below.
    c. Ask students the following questions. Record each idea on the chart as students share. Read each one back together after writing it.:
        - "What is one job a farmer does to take care of the land?" (Plant and grow crops, pull weeds, care for soil and water.)
        - "What is one job a farmer does to take care of animals?" (Feed them, give them water, help deliver babies.)
        - "What is one piece of technology or equipment a farmer uses?" (Drone, computer, GPS, tractor.)
        - "What is one job that shows a farmer runs a business?" (Checking markets, selling online, keeping records.)
        - "What does a farmer have to watch closely, especially at harvest time?" (The weather.)
        - Encourage student questions:
            - "Does anyone have a question about one of the ideas on our chart? Is there something you want to understand better?"
            - "Does anyone want to add something we missed?"
    d. Cross-unit connection. Ask students: "Grandpa said it takes many skills and a lot of hard work to be a successful farmer. Think back to everything we have learned from Kailey: that animals and crops give us food and products, and that farmers and ranchers care for their animals. How does everything we have learned connect to all the jobs a farmer does?"
7. Closing Discussion and Kansas Connection. Return to the closing pages and reread the end of Grandpa's conversation with Kailey and her cousins.
    a. Ask students:
        - "At the end of the book, Grandpa says farmers provide us food, materials for clothes, and fuel for our cars. Why do you think that is something we should be thankful for?"
        - "Kailey told her cousins all about the jobs farmers do. What is one thing YOU learned about a farmer's job today?"
    b. Kansas Connection. Explain to students: "Just like grandpa taught Kailey and her cousins, farmers and ranchers right here in Kansas do all of these jobs every single day: caring for the land, raising animals, fixing equipment, using technology, running a business, and watching the weather. Whether you live on a farm, in a small town, or in a city, the food you eat, the clothes you wear, and even the fuel in a car can be connected to agriculture and the hard work of a farmer. Kansas farmers and ranchers help provide food, fiber, and other agricultural products we use every day."
    c. Ask students:

- "If you live in the country, have you seen a farmer or rancher doing one of these jobs, like fixing equipment or checking on animals? What did you see?"
- "If you live in a town or city, is there a job you do, or a job someone in your family does, that reminds you of one of the jobs farmers do, like using technology, keeping records, or taking care of something living?"
- "No matter where you live, 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, including participation in the book orientation discussion, ability to name the author, illustrator, and photographers and explain each person's role, engagement during the read-aloud at each stopping point, participation in the comprehension discussion following agreed-upon rules, willingness to ask questions to seek help or clarify understanding, ability to answer questions about key details with prompting and support, and contributions to the chart of farmer jobs. 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 anchor charts from previous Growing Readers units, since this is the final unit of the micro-curriculum. Guide students to notice how the jobs farmers do connect to everything learned across the year, from caring for animals to crops becoming everyday products. Invite students to draw a picture of one farmer job they learned about and share it during morning meeting. Display these drawings alongside the chart as a visual representation of student thinking, and use them as a reference throughout the unit.

Author: Kelsy Sproul, M.S., Literacy Specialist, 2026 KFAC Teacher of the Year, KFAC Curriculum Advisory Council, Former Elementary Teacher, Graduate Teaching Assistant and doctoral student at Kansas State University College of Education. Edited by Marissa Cook, KFAC intern, Kansas State University Secondary Education.