Lesson 3: My Farm Business

Grade Level: First Grade

Time: 60–70 minutes

Subjects: ELA, Math, Agriculture

Overview: This lesson is Lesson 3 of 5 in the *Jobs Farmers Do* unit within the *Growing Readers* micro-curriculum, based on a series of books written by Kansas author Dan Yunk. Building on Lesson 2, where students discovered that farmers must be good mechanics, students learn that farmers also run their farms as businesses. Returning to the book, students ask and answer questions to figure out the meaning of farm business words like technology, income, expenses, and markets. They also use the pictures and the words together to understand how farmers keep track of their money. Students then run their own farm business. They sell a farm product to earn income, buy a matching supply as an expense, and solve a take-away problem to find out how much money their farm has left. Students recall that experience to write an informative piece with a topic, a fact, and an ending, spelling new words by sound. The lesson connects to Kansas farmers and ranchers who sell what they grow and raise in places across the state.

Skillset: Activating prior knowledge across lessons, asking and answering questions to determine the meaning of words in a text, using illustrations and details to describe a key idea, recalling information from a hands-on experience to answer questions, solving a take-away word problem with objects and an equation, writing an informative piece with a topic, a fact, and a closing, spelling untaught words phonetically by finger stretching, and identifying places and ways farmers sell what they produce.

Kansas Academic Standards
Kansas ELA Standards
RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
RI.1.7 Use the illustrations and details in a text to describe its key ideas.
W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
W.1.11.e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Kansas Mathematics Standards
1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions (e.g., by using objects, drawings, and situation equations and/or solution equations with a symbol for the unknown number to represent the problem.)

National Agriculture Literacy Outcomes
Culture, Society, Economy, and Geography
T5.K-2.c Identify places and methods of exchange for agricultural products in the local area.

Objectives
English Language Arts Objectives
Students will be able to:

- Ask and answer questions to figure out the meaning of technology, income, expenses, and markets.
- Use the pictures and the words together to describe the key idea of the farm business pages.
- Recall what happened in their farm business to answer questions on their recording sheet.
- Write an informative piece that names a topic, tells a fact, and ends with a closing.
- Spell untaught words phonetically by finger stretching and writing a letter for each sound they hear.

Math Objectives
Students will be able to:

- Solve a take-away word problem using play money and an equation.

Agriculture Objectives
Students will be able to:

- Identify places where farmers sell what they grow and raise, such as a farmers market, a grain elevator, or a sale barn.
- Explain that farmers sell their products for money and buy supplies their farm needs.

Materials Needed
Return to the Text:

- 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 "Farm Business Words," with each word written on the left and space to write its meaning on the right (technology/income/expenses/markets)
- Markers

Whole-Group Modeling:

- Price chart on chart paper (Farm Products: eggs $6, corn $8, milk $10 / Farm Supplies: feed $2, seeds $3, cartons $4)
- 1 teacher My Farm Money cup and 1 teacher Money Out cup
- 10 play dollars for the teacher
- 1 small empty milk carton or a picture card labeled Milk, and 1 small cup labeled Cartons
- 1 teacher sample recording sheet, enlarged or displayed (chart paper, document camera, or poster-sized copy), used to model the whole sheet from start to finish and left posted during the investigation
- Word Bank, companion document

My Farm Money Investigation (shared per small group of 3–4 students):

- 1 basket of farm products (plastic eggs, small bags or cups of dried corn, a small empty milk carton or a picture card labeled Milk)
- 1 basket of farm supplies (small bags or cups of dried beans labeled Feed, seed packets labeled Seeds, small cups labeled Cartons)

- 1 container of play dollars (at least 10 per student)

My Farm Money Investigation (per student):

- 1 small cup labeled My Farm Money
- 1 small cup labeled Money Out
- My Farm Money recording sheet, companion document (one per student)
- Pencils and crayons

(Note: The prices keep every sale at $10 or less, so each student can count out the money and every take-away problem stays within 10. Students physically move and count the money for every step rather than working only on paper.)

Lesson Procedures

1. Connecting to What We Know
    a. Before the lesson, set up each group table with a basket of farm products, a basket of farm supplies, and a container of play dollars. Cover them or set them out of reach until section 6. Post the Farm Business Words chart, the price chart, the Word Bank, and the sample recording sheet near the carpet. Set your teacher cups, 10 play dollars, the milk carton or Milk card, and the Cartons cup beside you.
    b. Gather students on the carpet where they can all see you.
    c. Explain to students: "In our last lesson, we became farm mechanics. We learned that farmers have to fix their own equipment to keep their farm running."
    d. Ask students the questions below. Call on two or three students for each one.
        - "What did you fix when you were a farm mechanic?"
        - "Grandpa told Kailey about many jobs farmers do. What is another job you remember?" (care for the land, care for animals, use technology, keep records, watch the weather)
    e. Explain to students: "Today we are going to learn about one more job. Farmers run their farm like a business. They sell things to earn money, and they spend money on what their farm needs."
2. Purposeful Return to the Text: Farm Business Words
    a. Hold up the physical copy of *Jobs Farmers Do*.
    b. Explain to students: "Today we are going back to a few pages in our book. Our purpose is to find words about how farmers run their farm like a business, and to figure out what those words mean."
    c. Explain to students: "When I read a word I do not know, I ask a question about it, like, What does that word mean? Then I use the words and the pictures to help me find the answer."
    d. Open to page 9 and read the words aloud.
    e. Point to the picture of the farmer holding a drone.
    f. Ask students:
        - "The words say farmers must keep up with the latest technology. If I do not know the word technology, what question can I ask?" (What does technology mean?)
        - "Look at the picture. What is the farmer holding?" (a drone)
        - "A drone is one kind of technology. Use the words and the picture together. What do you think technology means?" (tools or machines that help people do their work)
    g. Write the meaning next to technology on the Farm Business Words chart (tools that help people do their work).

h. Turn to page 10 and point to the picture of the farmer working at a laptop.
i. Read page 11 aloud.
j. Ask students:
    - "The words say farmers keep records of their expenses and income. Income and expenses are new words. What question could we ask about them?" (What does income mean? What does expenses mean?)
    - "The words also say farmers check the markets every day. What question could we ask about that word?" (What does markets mean?)
k. Explain to students: "The words on this page give us a clue. They say farmers sell their bulls on the Internet. When a farmer sells something, the money the farm earns is called income. When a farmer buys something the farm needs, like feed or seeds, the money the farm spends is called expenses."
l. Ask students:
    - "What is the money a farmer earns called?" (income)
    - "What is the money a farmer spends called?" (expenses)
m. Explain to students: "When farmers check the markets, they look 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. Farmers check the markets so they know the best time to sell."
n. Write the meanings next to income (money a farmer earns), expenses (money a farmer spends), and markets (how much money people will pay for crops and animals each day) on the Farm Business Words chart. Read each word and its meaning aloud with students.
o. Ask students: "Is there another word on these pages you want to ask about?" (Note: If students ask about GPS, explain that GPS is a tool that tells exactly where something is, so a tractor can drive in straight rows. If students ask about records, explain that records are notes farmers keep about the money they earn and spend.)
p. Point to the picture on page 10 again.
q. Ask students: "Look at the picture of the farmer at the computer and think about the words I read. Put them together. What is the big idea on these pages?" (farmers run their farm like a business and use computers to keep track of the money they earn and spend)

3. Introducing My Farm Money
    a. Gather students on the carpet where everyone can see the price chart, the Word Bank, the sample recording sheet, and your teacher materials. Do not hand out any baskets, cups, or money yet.
    b. Ask students:
        - "Who remembers what it means when a farmer earns income?" (the farmer earns money by selling something)
        - "Who remembers what expenses are?" (money a farmer spends on things the farm needs)
    c. Explain to students: "That's right! Farmers earn income when they sell things, and they have expenses when they buy things the farm needs. Today you are going to be a farmer and run your own farm business. You will earn and spend your own farm money!"
    d. Hold up one basket of farm products, one basket of farm supplies, and one container of play dollars so all students can see them. Do not pass them out.
    e. Explain to students:

- "This basket holds farm products. These are the things your farm will sell." (Point to the basket of farm products.)
- "This basket holds farm supplies. These are the things your farm will buy." (Point to the basket of farm supplies.)
- "This is our play money. You will count it out every time you sell or buy." (Point to the container of play dollars.)

f. Hold up the My Farm Money cup and the Money Out cup.
g. Explain to students: "In a little while, every one of you will get your own two cups."
   - "Your My Farm Money cup is where you keep the income you earn when you sell." (Hold up the My Farm Money cup.)
   - "Your Money Out cup is where you put the money you spend on expenses." (Hold up the Money Out cup.)
h. Hold up the sample recording sheet.
i. Explain to students: "You will also get a recording sheet like this one to write about your farm business. But first, I am going to show you exactly what to do and exactly how to fill out your sheet, so watch and listen carefully."
j. Explain to students: "On a real farm, the money farmers earn and the money they spend are connected. Farmers use some of the money they earn to buy what their farm needs to keep going."
   - "Hens need feed so they can keep laying eggs, so egg farmers buy feed."
   - "Corn farmers buy seeds so they can plant and harvest more corn."
   - "Dairy farmers buy cartons to put their milk in. In our game, cartons are the supply that goes with milk."
k. Point to the price chart.
l. Explain to students: "This is our price chart. The top part shows our farm products and how much money our farm earns when we sell each one."
m. Point to each farm product and its price as you read the top of the chart aloud: "Eggs, $6. Corn, $8. Milk, $10."
n. Explain to students: "The bottom part shows our farm supplies and how much money our farm spends when we buy each one."
o. Point to each farm supply and its price as you read the bottom of the chart aloud: "Feed, $2. Seeds, $3. Cartons, $4."
p. Ask students the questions below to check that everyone can read the chart:
   - "How much money does a farm earn when it sells corn?" ($8)
   - "Which supply goes with corn?" (seeds)
   - "How much do seeds cost?" ($3)
q. Point to the Word Bank.
r. Explain to students: "This is our Word Bank. It has a picture of every product and supply. When you write the name of your product or supply, try to spell it yourself first by finger stretching. Then check the Word Bank to see if you are right. If a word is long and tricky, find its picture and copy the word letter by letter."
s. Display the sample recording sheet where all students can see it, on chart paper, a document camera, or a poster-sized copy. Place your My Farm Money cup, Money Out cup, 10 play dollars, the milk carton or Milk card, and the Cartons cup beside it.
t. Explain to students: "Now I am going to run my farm business and fill out my sheet as I go, one part at a time. Watch closely, because you will do the same thing next."

4. Modeling: Money In
    a. Point to the name line on the sample recording sheet and write your name on it.
    b. Hold up the milk carton or Milk picture card.
    c. Think aloud: "My farm has dairy cows, so I will sell milk. Let me check the chart."
    d. Point to milk on the price chart.
    e. Ask students: "Who can tell me how much milk sells for?" ($10)
    f. Explain to students: "That's right. Milk sells for $10, so I count 10 dollars into my My Farm Money cup."
    g. Count 10 play dollars aloud, from 1 to 10, placing each one into the My Farm Money cup.
    h. Explain to students: "That $10 is my income."
    i. Point to question 1 and read it aloud while pointing to each word: "What did your farm sell?"
    j. Point to the first sentence frame and read it aloud while pointing to each word: "My farm sold _____."
    k. Think aloud: "My farm sold milk, so milk goes in the blank. I try to spell it myself first, so I finger stretch it. I make a fist."
        - "I say the word slowly. Milk."
        - "I put up one finger for each sound I hear."
        - "/m/" (Put up first finger.)
        - "/i/" (Put up second finger.)
        - "/l/" (Put up third finger.)
        - "/k/" (Put up fourth finger.)
    l. Think aloud: "Four fingers means four sounds, so I write four letters. I point to each finger and write the letter for that sound."
        - "/m/ is m." (Point to your first finger and write m on the blank.)
        - "/i/ is i." (Point to your second finger and write i.)
        - "/l/ is l." (Point to your third finger and write l.)
        - "/k/ is k." (Point to your fourth finger and write k.)
    m. Think aloud: "Now I can check the Word Bank to see if I am right." (Point to the milk picture in the Word Bank.) "Yes, m, i, l, k. Now I read my whole sentence. My farm sold milk."
    n. Point to the next line and read it aloud while pointing to each word: "I earned $____."
    o. Think aloud: "How much did I earn? I count the money in my My Farm Money cup." (Count the dollars aloud from 1 to 10.) "I earned $10." (Write 10 on the blank.)
5. Modeling: Money Out and What Is Left
    a. Think aloud: "I sold milk. Now I need to buy a supply my farm needs."
    b. Ask students: "Who remembers which supply goes with milk?" (cartons)
    c. Hold up the Cartons cup.
    d. Explain to students: "That's right. Dairy farmers need cartons to put their milk in, so I will buy cartons. Let me check the chart."
    e. Point to cartons on the price chart.
    f. Ask students: "Who can tell me how much cartons cost?" ($4)
    g. Explain to students: "That's right. Cartons cost $4, so I move 4 dollars from my My Farm Money cup to my Money Out cup."
    h. Take 4 dollars out of the My Farm Money cup and place them in the Money Out cup, counting aloud from 1 to 4.

i. Explain to students: "That $4 is my expense."
j. Point to question 2 and read it aloud while pointing to each word: "What did your farm buy?"
k. Point to the second sentence frame and read it aloud while pointing to each word: "I bought _____."
l. Think aloud: "I bought cartons, so cartons goes in the blank. Cartons is a long word with tricky parts, so I find the cartons picture in the Word Bank and copy the word letter by letter." (Write cartons on the blank.) "Now I read my whole sentence. I bought cartons."
m. Point to the next line and read it aloud while pointing to each word: "I spent $____."
n. Think aloud: "How much did I spend? I count the money in my Money Out cup." (Count the dollars aloud from 1 to 4.) "I spent $4." (Write 4 on the blank.)
o. Point to question 3 and read it aloud while pointing to each word: "How much money is left?"
p. Think aloud: "I earned $10. I spent $4. To find what is left, I start with 10 and take away 4."
    - "I write 10 in the first blank, because that is how much I started with." (Write 10.)
    - "I write 4 in the second blank, after the take away sign, because that is how much I spent." (Write 4.)
    - "Now I count the money still in my My Farm Money cup." (Count the dollars aloud from 1 to 6.)
    - "I have 6 left. 10 take away 4 is 6, so I write 6 in the last blank." (Write 6.)
q. Point to part 4 and read the sentence frame aloud while pointing to each word: "Now I have $____ left!"
r. Think aloud: "This is my ending. It tells how my farm business turned out. I have 6 left, so 6 goes in the blank." (Write 6 on the blank.) "Now I read my ending. Now I have $6 left!"
s. Point to the drawing box and draw a simple milk carton and a cup of cartons while students watch.
t. Read the whole sheet aloud, pointing to each word as you read: "My farm sold milk. I earned $10. I bought cartons. I spent $4. 10 take away 4 is 6. Now I have $6 left!"
u. Point to the checklist. Read each line aloud and check each box on the sample sheet as you answer:
    - "I told what my farm sold. Yes, milk." (Check the box.)
    - "I told what my farm bought. Yes, cartons." (Check the box.)
    - "I showed how much money is left. Yes, 10 take away 4 is 6." (Check the box.)
    - "I wrote an ending. Yes, now I have $6 left!" (Check the box.)
v. Explain to students: "Now it is your turn. Here is what you will do."
    - "Choose one farm product from your basket and find its price on the chart."
    - "Count that many dollars into your My Farm Money cup, then fill out part 1."
    - "Find the supply that goes with your product and its price on the chart."
    - "Move that many dollars into your Money Out cup, then fill out part 2."
    - "Count the money left in your My Farm Money cup and fill out part 3."

        - "Write your ending in part 4, draw your farm business, and check your work with the checklist."
    w. Ask one student to repeat the first step back to you before anyone moves to a table.
6. My Farm Money Investigation
    a. Divide students into groups of 3–4 and send each group to a table.
    b. Uncover the basket of farm products, the basket of farm supplies, and the container of play dollars in the center of each table.
    c. Hand each student a My Farm Money cup, a Money Out cup, a recording sheet, and a pencil.
    d. Explain to students: "Your cups belong just to you. Keep them in front of you, not in the middle of the table."
    e. Students work through their recording sheet in order, moving and counting money for every step.
    f. Circulate and support:
        - Prompt for selling: "What did you choose to sell? Find it on the chart. How many dollars do you count into your cup?"
        - Prompt for buying: "What does your farm need to keep going? Find it on the chart. How many dollars move to your Money Out cup?"
        - Prompt for recall: "Read question 1 with me. What did your farm sell? Now read question 2. What did your farm buy?"
        - Prompt for math: "How much did you start with? How much did you take away? Count what is still in your My Farm Money cup."
        - Prompt for spelling: "Let's finger stretch that word. Make a fist. Say the word slowly. Put up a finger for each sound. Now write one letter for each finger. Then check the Word Bank."
    g. When students finish, have them read their sheet aloud to a neighbor or to you.
    h. If time allows, have students return their product, supply, and money, choose a new product, and run their farm business again with their cups, telling a partner their take-away problem out loud.

    (Note: Accept phonetic spellings such as egz for eggs or sedz for seeds. Writing a letter for each sound is exactly what W.1.11.e asks for. For students who need more support, let them line up the dollars on the table and count them one by one before writing each number, or cover all but one part of the sheet with a sticky note so they finish one part at a time. For students ready for more, challenge them to sell a second product and add both amounts together before buying a supply.)
7. Closing Discussion and Kansas Connection
    a. Have students bring their completed recording sheets to the carpet.
    b. Invite three or four students to read their sheets aloud, one at a time.
    c. After each student reads, ask:
        - "What did your farm sell, and how much did you earn?"
        - "What did your farm buy, and how much did you spend?"
        - "How much money does your farm have left?"
    d. Point to the Farm Business Words chart.
    e. Ask students: "Which farm business word did you use today when you sold something? Which word did you use when you bought something?" (income, expenses)
    f. Kansas Connection:

g. Explain to students: "Kansas farmers and ranchers sell what they grow and raise in many places. Wheat and corn farmers sell their grain at the grain elevator. Ranchers sell cattle at the sale barn. Some farmers sell eggs, vegetables, and honey at a farmers market. Our book even told us some farmers sell their bulls on the Internet. Then farmers use some of that income to buy what their farm needs, just like you did today."
h. Ask students:
    - "Whether farms are just down the road from you or something you have only seen in pictures, where have you seen food from a farm being sold?"
    - "What is one thing you could tell your family tonight about how farmers earn and spend money?"

Assessment: Teacher observation during the return to the text, the modeling, and the investigation provides ongoing evidence of student understanding. Watch for whether students ask questions about unfamiliar words and use the words and pictures to figure out what technology, income, expenses, and markets mean. Note whether students combine the picture and the words to describe the key idea that farmers run their farm like a business. During the investigation, note whether students count out the correct amounts and model the take-away problem with play money. The completed recording sheet is the primary artifact. It shows whether students recalled their experience to answer each question, wrote an equation that matches their money, named a topic, told a fact, wrote an ending, and spelled untaught words phonetically. During the closing, note whether students can name a place where farmers sell what they produce.

Supplemental Activities: Display the completed recording sheets under a title such as "Farmers in Business!" next to the Farm Business Words chart, and keep adding new farm business words throughout the unit. For an extension, set up a classroom farm stand where students take turns being the farmer and the customer, buying and selling products from the price chart and telling the take-away problem out loud after each sale.

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Name:_____

My Farm Money Recording Sheet

 egg	 corn	 milk
 feed	 seeds	 cartons

1. What did your farm sell?

My farm sold

I earned $

2. What did your farm buy?

I bought

I spent $

Name:_____

My Farm Money Recording Sheet

3. How much money is left?

_____ – _____ = _____

4. Write it out.

Now I have _____ left!

5. Draw your farm business below.

- ☐ I told what my farm sold.
- ☐ I told what my farm bought.
- ☐ I wrote an ending.
- ☐ I showed how much money is left.
- ☐ I showed how much money is left.

Word Bank

 egg	 corn	 milk
 feed	 seeds	 cartons