Lesson 3: My Farm Business

Grade Level: Kindergarten

Time: 60 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's focus on farmers as mechanics, students return briefly to the text to explore new vocabulary about farm business, such as technology, income, and expenses. Students then explore how farms operate as businesses: farmers earn income by selling agricultural products and incur expenses when they purchase what their farms need. Students work in small groups to sell a product, buy a matching supply the farm needs, and complete a recording sheet naming what they sold and bought, how much they earned, spent, and have left, and a short sentence about their farm. The lesson closes with a discussion connecting the activity to real Kansas farmers and ranchers.

Skillset: Activating prior knowledge, asking and answering questions about unknown words, describing how illustrations relate to text, counting to represent a quantity, solving addition and subtraction problems within 10, composing an informative piece through drawing, dictating, and writing, recalling information from a hands-on experience, and spelling simple words phonetically.

Kansas Academic Standards
Kansas ELA Standards
RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
RI.K.13 Actively engage in individual or group readings of informational text with purpose and understanding.
W.K.2 Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
W.K.11.d Spell simple words phonetically, drawing on knowledge of letter-sound relationships.

Kansas Mathematics Standards
K.CC.5 Count to answer "how many?" up to 20 concrete or pictorial objects arranged in a line, a rectangular array, or a circle, or as many as 10 objects in a scattered configuration; given a number from 1 to 20, count out that many objects.
K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings 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 about unknown words encountered in the text, such as technology, income, and expenses.
- Describe how an illustration in the text relates to the words around it.
- Actively engage in a return to the informational text with purpose and understanding.
- Recall information from the My Farm Money investigation to answer questions.
- Compose an informative text naming what they sold or bought and supplying information about the transaction, using drawing, dictating, and writing.
- Spell simple words phonetically, drawing on knowledge of letter-sound relationships.

Math Objectives
Students will be able to:

- Count out a given number of play dollars to represent an amount.
- Represent addition and subtraction of money using objects.
- Solve simple addition and subtraction problems within 10 using play money.

Agriculture Objectives
Students will be able to:

- Explain that farmers earn income by selling what they grow or raise, and have expenses when they buy what their farm needs.
- Identify places and methods farmers use to exchange agricultural products in their local area.

Materials Needed
Read-Aloud:

- Book: Jobs Farmers Do by Dan Yunk, illustrated by Michele Johnson, photographs by Scott Stebner and John Schlageck (physical copy or author read-aloud on unit landing page)
- Chart paper titled: "Farm Business Words"
- Markers

My Farm Money Investigation (whole-group/teacher display):

- 1 teacher sample My Farm Money cup and 1 teacher sample Money Out cup, used to model
- 1 teacher sample recording sheet, enlarged or displayed (chart paper, document camera, or poster-sized copy), used to model filling out Numbers 1–4
- Chart paper for the farm product values and farm supply costs chart: egg = $2, corn = $3, milk = $4; feed = $1, seeds = $2, cartons = $3
- Word Bank, displayed where all students can see it

My Farm Money Investigation (shared per small group):

- 1 shared basket of farm products, such as: plastic eggs (from a chicken), small bags or cups of dried corn, a small empty milk carton or a picture card labeled Milk (from a cow), and small farm animal figures, if available
- 1 shared basket of farm supplies, such as: small bags or cups of dried beans labeled Feed (to feed the chickens so they can lay eggs), seed packets labeled Seeds (to grow and harvest more corn), small paper or plastic cups labeled Cartons (to put the milk in).

My Farm Money Investigation (per student):

- 1 small cup or container labeled My Farm Money
- 1 small cup or container labeled Money Out
- 5–10 play dollars or counting cubes
- 1 individual recording sheet
- Pencil

Writing:

- My Farm Money recording sheet — companion document (one per student)
- Word Bank — companion document
- Pencils and crayons

(Note: Keep individual transactions between $1 and $4 and keep totals within 10. Students should physically move and count the money for every transaction rather than completing the activity only on paper.)

Lesson Procedures

1. Connecting to What We Know. Explain to students: "In our last lesson, we became farm mechanics and learned that farmers have to be good mechanics to fix things that break. Today we are going to find out about another job farmers do."
    a. Ask students:
        - "What is one thing we learned that farmers have to do to keep their equipment working?"
        - "Do you think farmers do anything besides take care of animals and equipment? What else do you think a farmer might have to do?"
2. Purposeful Return to the Text: Farm Business Words. Explain to students: "Some words in our book might be new to you. Today we are going to go back to a few pages and be word detectives again, this time looking for words about how farmers run their farm like a business."
    a. Set a listening purpose: "Listen carefully as I reread a few pages. Our purpose today is to find words we don't know yet and figure out what they mean." Keep this return to the text brief and focused on technology, income, and expenses; markets, GPS, and records are introduced briefly and added to the word wall, but are not discussed in the same depth today.
        - Text Review #1 — Technology: show the illustrations of the farmer holding a drone and the farmer working at a laptop.
            - Explain to students: "These pictures show a farmer using technology. Technology means tools that help people do work, like computers and drones."What word helped us understand nutritious?
            - Ask students: "What is the farmer using in this picture? How does this picture help us understand the word technology?"

- Text Review #2 — Income and Expenses: briefly revisit the page explaining that farmers use computers to check markets, use GPS on their tractors, and keep records of their expenses and income.
    - Explain to students: "Farmers earn money, called income, when they sell things they grow or raise. Farmers spend money, called expenses, when they buy things their farm needs."
    - Ask students: "What is it called when a farmer earns money?" "What is it called when a farmer spends money?"

b. Explain to students: "Our book also talks about markets, GPS, and records. A market is a place farmers can sell what they grow. GPS stands for Global Positioning System and helps farmers drive their tractors in straight rows. Records are notes farmers keep so they remember their income and expenses. We will add these words to our word wall."

c. Ask students:
    - "What was the main thing these pages told us about farmers?"

3. Introducing My Farm Money. Gather students so everyone can see the chart paper and the teacher's sample materials. Do not distribute any baskets, cups, or money yet.
    a. Ask students:
        - "Who remembers what it means when a farmer earns income?"
        - "What about when a farmer has expenses?"
    b. Explain to students: "That's right! Farmers earn income by selling things and have expenses when they buy things. Today you are going to be a farmer and practice earning and spending your own farm money!"
    c. Display one sample of the shared basket of farm products, the shared basket of farm supplies, and the container of play money where all students can see them, without passing them out. Explain to students: "In a little while, every one of you will get your own My Farm Money cup and Money Out cup. Your My Farm Money cup is where you will keep the income you earn. Your Money Out cup is where you will keep track of your expenses. You will also get a recording sheet like this one to write about what you did. 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."
    d. On chart paper, write a simple value for each farm product: egg = $2, corn = $3, milk = $4.
    e. Explain to students: "On a real farm, the money farmers earn and the money they spend can be connected. Chickens need feed to keep laying eggs, so farmers might use some of the money they earn from selling eggs to buy feed for their chickens. Farmers buy corn seeds so they can grow and harvest more corn. Farmers with milk cows might buy containers to put the milk in. Today in our game, we will pretend cartons are one of the supplies needed for milk. When farmers buy the supplies, equipment, and services they need to operate their farms, they are called expenses.
        - On chart paper, write a simple value for each farm product: egg = $2, corn = $3, milk = $4. Below the products, write: feed = $1, seeds = $2, cartons = $3. This keeps the income higher than the cost.
        - Display the Word Bank where all students can see it. Explain to students: "Here is our Word Bank for our tricky words. If you are not sure how to spell a word today, you can look for it here."

- Display Recording Sheet. Explain to students: "I am going to show you my whole sheet from start to finish, using my own egg and my own feed, so you know exactly what to do with yours."

f. Model choosing and selling one product, using your teacher sample My Farm Money cup and recording sheet. Explain to students: "I am choosing an egg to sell. Let's check our chart together.
   - Ask students: "Who can tell me how much an egg costs?"
   - Wait for student answers.
   - Explain to students: "That's right!. The chart says an egg is worth $2, so I will count out $2 and place it in my My Farm Money cup. 1, 2. That is my income from selling the egg."

g. Model completing Number 1 on the sample recording sheet right away, thinking aloud and pointing to the Word Bank.
   - Explain to students: "Number 1 asks what I sold. I write egg."
   - Model sounding out egg while thinking aloud. "Let me sound it out: /e/ (first finger), /g/ (second finger). E...g. Egg. If I were not sure how to spell egg, I could check our Word Bank."
   - "Now I draw a picture of my egg in the box, so my reader can see it, not just read about it."
   - "Last, I write how much I earned. I earned $2, so I write the number 2 next to the dollar sign."

h. Model buying the matching supply and completing number 2 on the sample recording sheet.
   - Explain to students: "Number 2 asks what my farm needed."
   - Explain to students: "I sold an egg. Let's think about this together: what do you think my chickens might need to keep laying eggs? Let's check our chart to see what egg matches up with it."
   - Ask students: "What do you think I need to buy for my chickens?"
   - Model and explain while thinking aloud: "That's right, feed. Let's sound it out together."
     - "What's the first sound you hear in feed?" *(pause for students to respond)*
     - "Let me sound out the rest: /f/ (first finger), /ee/ (second finger), /d/ (third finger). F...ee...d. Feed. If I were not sure how to spell feed, I could check our Word Bank."
     - "Now I draw a picture of my feed in the box."
     - "Last, I write how much I spent. I spent $1, so I write the number 1 next to the dollar sign."

i. Model completing Number 3 on the sample recording sheet while thinking aloud.
   - Explain to students: "Number 3 says My Farm Money. The first line asks how much I earned." Ask students:
     - "Who remembers how much I sold my egg for? Let's check Number 1 to see." (pause for students to respond)
     - "I write the number 2 next to how much I earned."
     - "Now the next line asks how much I spent. Who remembers how much I paid for my feed?"
     - "Let's check Number 2 to see." (pause for students to respond)
     - "I write the number 1 next to how much I spent."

        - Now I have to figure out how much I have left. What is $2 take away $1?" (pause for students to respond) "That's right, $1. So I write 1 in the last blank."

j. Model completing Number 4 on the sample recording sheet while thinking aloud.
    - Explain to students: "Number 4 says Tell About Your Farm. It says, I sold ___ and bought ___." Ask students:
        - "Who remembers what I sold? Let's check Number 1 to see." (pause for students to respond).
        - "I already wrote egg on my sheet, so I can copy it right into the first blank." (write "an egg" in the blank)
        - "Next it says, and bought ___. Who remembers what I bought? Let's check Number 2 to see." (pause for students to respond)
        - I already wrote feed on my sheet, so I can copy it right into the second blank." (write "feed" in the blank)
        - "Now my sentence says: I sold an egg and bought feed."

k. Explain to students: "Now you know exactly how your sheet works. In a little while, you will sell your own product and buy your own supply, and you will fill out your sheet the same way I just did, one part at a time. Our word bank and our charts will still be up if you need them."

l. Explain the directions for the first part of the activity, one step at a time, before anyone moves into their small group: "1. Choose one farm product from your shared basket. 2. Find its value on our chart. 3. Count out that many dollars and place them in your My Farm Money cup. 4. Write what you sold on Number 1 of your recording sheet, sounding it out yourself and checking the Word Bank for any tricky words. 5. Draw a picture of what you sold, and write how much you earned next to the dollar sign."

m. Ask a student to repeat the first step back to you as a quick check that the whole group understood before you hand out materials.

4. My Farm Money Investigation: Money In. Divide students into small groups of 3–5 and seat each group together at a table or in a designated area.
    a. Place the shared basket of farm products and the shared container of play money in the center of each table, within reach of every student in the group.
    b. Give each student their own individual materials: a My Farm Money cup, a Money Out cup, 5–10 play dollars or counting cubes, a recording sheet, and a pencil. Explain to students: "These cups and this money belong just to you. Keep them in front of you, not in the middle of the table with our shared basket."
    c. Remind students: "Remember our steps: choose a product, find its value, count out your money, and fill out Number 1. Then find the matching supply the farm needs, find its cost, count out your money, and fill out Number 2. Next, fill out Number 3: how much you earned, how much you spent, and how much you have left. Last, fill in the blanks of the sentence on Number 4 and then write the sentence on your own on the line below. Our Word Bank and chart are still here if you need them"
    d. Students work through their recording sheet in order: selling a product and completing Number 1; buying the matching supply the farm needs and completing Number 2; figuring out how much they have left and completing Number 3; and finishing the sentence on Number 4, checking the word bank as needed.
        - Circulate and support throughout:

        - Prompt for decoding*:* "Say the word slowly. What is the first sound you hear? What letter matches that sound? Let's check the word bank together."
        - Prompt for thinking*:* "How did you know which supply to buy? How did you know how much to count out?"
        - Prompt for counting: “How much did you earn? How much did you spend? How much do you have left?"
    - Students return their product and supply to the shared baskets. If time allows, students repeat the process with a new product and its matching supply.

      (Note: Students who need additional support may dictate their answers while the teacher or a classroom helper scribes, use counting cubes to re-check their totals before writing, or complete the sheet using only drawings with the teacher labeling each part. Students ready for a challenge can add a second sentence of their own, such as "I made a profit.")
5. Closing Discussion and Kansas Connection. Gather students together with their completed recording sheets.
    a. Ask students:
        - "What did you sell today, and how much did you earn?"
        - "What did you buy today, and how much did you spend?"
        - "What was your profit?"
        - "What new word did you learn today about how farmers run their farm?"
    b. Kansas Connection. Explain to students: "Whether you live out in the country, in a town, or in a big city, chances are the food on your table and most of the things you use came from a farm, maybe even a Kansas farm! Kansas farmers and ranchers really do earn income by selling what they grow and raise, like wheat, cattle, and corn. They have expenses when they buy seeds, feed, and other supplies their farm needs. Just like you did today, farmers keep track of their money so they know how their farm is doing."
    c. Ask students:
        - "Have you ever visited a farm, a ranch, or a farmers market? What did you see there?"
        - "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 and the My Farm Money investigation provides the main evidence of student understanding. Watch for whether students actively engage in the return to the text, ask and answer questions about unknown words, describe how an illustration relates to the text, explain that farmers earn income and have expenses, and identify a place farmers exchange their products, such as a market. During the investigation, note whether they count out money accurately, represent addition and subtraction with objects, and recall what they sold and bought. The completed recording sheet is the primary artifact, showing their informative writing and phonetic spelling.

Supplemental Activities: Display the completed recording sheets under a title such as "Farmers in Business!" Add technology, income, expenses, markets, GPS, and records to a "Farm Business Words" word wall, and continue adding new vocabulary throughout the unit. For an extension activity, invite students to role-play being a customer and a farmer at a classroom farm stand, practicing counting money as they buy and sell.

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Word Bank

Products		
		
egg	corn	milk

Supplies		
		
feed	seeds	cartons

Name: _____

My Farm Money Recording Sheet

1. What did you sell?

Write what you sold below.

Draw what you sold below.

I earned $_____

2. What did your farm need?

Write what your farm needed.

Draw what your farm needed below.

I spent $_____

Name: _____

My Farm Money Recording Sheet

3. My farm money

I earned $_____

I spent $_____

I have left $_____

3. Tell about your farm

Complete the sentence.

I sold _____ and bought _____

Write the whole sentence again.

☐ I used my best letters.

☐ I left a space between my words.

☐ I ended my sentence with a period.

Basket Item Labels

Milk



Feed



Seeds



Cartons



Student Cup Labels

My Farm Money

Money Out

My Farm Money

Money Out