Lesson 5: Farmers Watch the Weather

Grade Level: Second Grade

Time: 80 minutes

Subjects: ELA, Agriculture

Overview: This lesson is Lesson 5 of 5, the closing lesson of the *Jobs Farmers Do* unit within the *Growing Readers* micro-curriculum, based on a series of books written by Kansas author Dan Yunk. In a final, purposeful reread, students identify the author's main purpose for writing the book and explain how his reasoning supports his point that farmers watch the weather. Students learn that a farmer's work changes with every season because the weather changes. They build that understanding into a class chart and their own season wheel. Students then write an informative piece about one season on the farm that introduces a topic, gives facts with a reason, defines a farm word, and ends with a concluding statement. Along the way, they choose adjectives and adverbs to make their writing clear and check their spelling with a dictionary. The lesson brings the unit full circle by showing students that the many jobs they learned about keep Kansas farmers and ranchers busy year-round.

Skillset: Activating prior knowledge across the unit, purposeful rereading, identifying an author's main purpose, describing how reasons support an author's point, choosing between adjectives and adverbs, describing how weather and farm work change across the seasons, writing an informative piece with an introduction, facts, a definition, and a concluding statement, and checking spelling with a beginning dictionary.

Kansas Academic Standards
Kansas ELA Standards
RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain or describe.
RI.2.8 Describe how reasons support specific points the author makes in a text.
W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points and provide a concluding statement or section.
W.2.10.e Use adjectives and adverbs and choose between them depending on what is to be modified.
W.2.11.e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

National Agriculture Literacy Outcomes
Agriculture and the Environment
T1.K-2.a Describe how farmers/ranchers use land to grow crops and support livestock.
T1.K-2.d Provide examples of how weather patterns affect plant and animal growth for food.

Objectives

English Language Arts Objectives

Students will be able to:

- Identify the author's main purpose for writing *Jobs Farmers Do*.
- Describe how the reason the author gives supports his point that farmers watch the weather.
- Choose adjectives to describe nouns and adverbs to describe verbs in their writing.
- Write an informative piece in their own complete sentences that introduces a season, gives facts about the weather and farm work, defines a farm word, and ends with a concluding statement.
- Check the spelling of a word using the class charts or a beginning dictionary.

Agriculture Objectives

Students will be able to:

- Describe how farmers and ranchers use the land to grow crops and care for animals in each season.
- Give examples of how the weather in each season affects crops and animals.

Materials Needed

Whole Group:

- Book: *Jobs Farmers Do* by Dan Yunk, illustrated by Michele Johnson, with photographs by Scott Stebner and John Schlageck (physical copy)
- "Author's Purpose" chart, teacher-prepared with four labeled sections and blank space under each label, filled in with students during the reread (Main Purpose: The author wrote this book to explain the many jobs farmers do. / Point: Farmers watch the weather, especially at harvest time. / Reason: Storms can destroy everything they have grown. / How the Reason Supports the Point: Farmers work for months to grow their crops, and one storm can ruin them, so they watch the weather to protect their crops.)
- "Describing Words" chart, written before the lesson in two columns (Adjectives, describe a person, place, or thing: warm, hot, cool, cold, wet, dry, windy, snowy, busy / Adverbs, describe an action: slowly, quickly, carefully, gently)
- "Farm Words" chart, written before the lesson (season: a time of the year / crop: a plant farmers grow for food / harvest: when farmers gather their crops from the field / weed: a plant the farmer did not plant that steals water from crops / shelter: a place that keeps animals safe from the weather)
- "Seasons on the Farm" chart, teacher-prepared with four sections labeled Spring, Summer, Fall, and Winter and blank space under each label, filled in with students during the lesson (Spring: warm, wet/plants seeds/baby animals are born; Summer: hot / pulls weeds / gives animals water and shade; Fall: cool, dry / harvests the crops / gets animals ready for winter; Winter: cold / fixes equipment / feeds animals and gives them shelter)
- 1 teacher sample season plate, with four sections drawn and labeled (Spring, Summer, Fall, Winter) and no pictures drawn yet
- 1 teacher sample window plate, with the two cut lines drawn
- 1 brass paper fastener for the teacher sample
- 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 independent writing
- 1 beginning dictionary for the teacher

- Markers

Season Wheel (per student):
- 1 season plate, with four sections drawn and labeled (Spring, Summer, Fall, Winter)
- 1 window plate, with two cut lines drawn from the outside edge to the center
- 1 brass paper fastener
- Crayons or markers
- Scissors

Writing:
- Four Seasons on the Farm recording sheet, companion document (one per student).
- Supported Four Seasons on the Farm recording sheet (for differentiation).
- Beginning dictionaries, one per pair of students
- Pencils and crayons

(Note: See the separate Teacher Preparation instructions below. Both paper plates are prepared ahead of time with the section lines, the season names, the two cut lines, and a punched center hole. Students cut along the drawn lines and push the brad through. Students first check spelling using the posted charts and a beginning dictionary for words not on the charts.)

Lesson Procedures

1. Connecting to What We Know
    a. Before the lesson, complete the Teacher Preparation instructions below. Post the Author's Purpose chart, the Describing Words chart, the Farm Words chart, the Seasons on the Farm chart, and the sample recording sheet on the wall or easel near the carpet. Place one beginning dictionary for every two students at the tables. Set the book, a marker, the teacher dictionary, the teacher sample plates, and one brad beside your chair.
    b. Gather students on the carpet where they can all see you and the charts.
    c. Explain to students: "This is our last lesson in our Jobs Farmers Do unit. Let's think back to everything we have learned."
    d. Ask students the questions below. Call on two or three students for each one.
        - "Grandpa told Kailey and her cousins about all the jobs farmers do. What is one job you remember?" (taking care of the land, raising animals, fixing equipment, using technology, running a business)
        - "We became farm mechanics. What did we fix?" (a tractor, a wagon, a wheel, a pin)
        - "We ran a farm business. What did we sell and buy?" (eggs, corn, milk, feed, seeds, cartons)
        - "We became farm equipment engineers. What did you build?" (something to carry a load of feed)
    e. Explain to students: "Today we are going to read our book one last time. Then we are going to find out something new. A farmer's jobs change all year long."
2. Final Purposeful Reread
    a. Keep students on the carpet. Hold up the physical copy of *Jobs Farmers Do* so all students can see the cover.
    b. Explain to students: "Every author has a purpose, or a reason for writing a book. An author might write to answer a question, to explain something, or to describe something. This is our last time reading this book together, so today we are going to read like the author."
    c. Explain to students: "Listen for two things today."

- "Listen for what the author wants to explain to us in the whole book."
- "Listen for what the author says about the weather, and the reason he gives."

d. Open the book to the first page. Read aloud, holding the book open and facing students so they can see the pictures. Stop at the two points below.
   - Stop 1, after reading page 7. Hold the book open to page 7 and point to the photograph of the farmer checking his newly sprouted crops. Ask students the questions below. If a student is not sure, turn back to page 6, reread the words, and ask again.
     - "Who remembers what crops are?" (plants farmers grow for us to eat, like wheat and corn)
     - "What jobs did the book say farmers do to grow crops?" (plant the seed, grow the crops, keep weeds out)
     - "Do you think a crop grows in one day, or does it take a long time?" (a long time, many months)
e. Continue reading from page 8.
   - Stop at 2, after reading page 13. Hold the book open to page 13 and point to the photograph of the farmer standing in the field under the clouds.
f. Explain to students: "Authors make points. A point is an idea the author wants us to understand. Then the author gives reasons. A reason tells us why the point is true."
g. Ask students the questions below. If a student is not sure, turn back to page 12, reread the words, and ask again.
   - "What point does the author make about the weather?" (farmers watch the weather, especially at harvest time)
   - "What reason does he give? Why do farmers watch the weather?" (because storms can destroy everything they have grown)
h. Point to the Author's Purpose chart. Write the point and the reason in their sections as students answer (Farmers watch the weather, especially at harvest time. / Storms can destroy everything they have grown.). Read each one aloud after you write it.
i. Ask students:
   - "Before, the book told us farmers plant seeds and grow crops for a long time. How does that help this reason make sense?" (the farmer works for months to grow the crops, and one storm can ruin them)
   - "So how does the reason support the point? Why does the storm reason help us understand why farmers watch the weather?" (Farmers watch the weather so they can protect the crops they worked so hard to grow)
j. Write how the reason supports the point in its section (Farmers work for months to grow their crops, and one storm can ruin them, so they watch the weather to protect their crops). Read it aloud with students.
k. Read pages 14 through 16 to finish the book.
l. Close the book. Ask students: "Think about the whole book, from beginning to end. What did the author want to explain to us? What is his main purpose?" (to explain the many jobs farmers do)
m. Write the main purpose in its section (The author wrote this book to explain the many jobs farmers do). Read the whole Author's Purpose chart aloud with students.

(Note: Keep both stops brief. The purpose of this reread is to find the author's main purpose and the reason he gives, not to reteach the whole book. If students word an answer differently but correctly, write their wording on the chart.)

3. Seasons and Describing Words
    a. Point to the Seasons on the Farm chart.
    b. Explain to students: "This chart is about seasons. A season is a time of the year. There are four seasons, and they always come in the same order. Then they start over again."
    c. Point to each label on the chart, one at a time, and read the names with students: "Spring. Summer. Fall. Winter."
    d. Ask students:
        - "What season are we in right now?"
        - "What season comes next?"
    e. Explain to students: "The weather is different in every season. Because the weather is different, the jobs on a farm are different too. A farmer grows crops. A rancher raises animals. Lots of Kansas families do both."
    f. Point to the Describing Words chart.
    g. Explain to students: "Describing words make our writing clear. There are two kinds."
        - "An adjective describes a person, place, or thing. It tells what kind. In warm weather, warm is an adjective. It tells what kind of weather."
        - "An adverb describes an action. It tells how. In the farmer works carefully, carefully is an adverb. It tells how the farmer works. Many adverbs end with -ly."
    h. Point to each word in the Adjectives column and read it aloud with students. Then point to each word in the Adverbs column and read it aloud with students.
    i. Think aloud: "To choose the right describing word, I look at what I am describing. I want to describe the rain. Rain is a thing, so I use an adjective. Cold rain. Now I want to describe how the rain falls. Falls is an action, so I use an adverb. The rain falls gently."
    j. Ask students:
        - "The farmer drives the tractor ____. Do I need slow or slowly? Why?" (slowly, because it tells how the farmer drives, and drives is an action)
        - "The ____ wind blows across the field. Do I need cold or coldly? Why?" (cold, because it tells what kind of wind, and wind is a thing)
    k. Explain to students: "We will use these describing words to fill in our Seasons on the Farm chart. Then we will use them again when we write."
4. Filling In Our Seasons on the Farm Chart
    a. Return to the Seasons on the Farm chart and pick up a marker.
    b. Explain to students: "We are going to fill in our chart one season at a time. For each season, we will write the weather and the jobs on the farm."
    c. Point to the Spring section of the chart.
    d. Explain to students: "Spring is when the year warms up, and the rain comes."
    e. Ask students:
        - "Which adjectives tell about spring weather? Look at our Describing Words chart." (warm, wet)
        - "Our book told us farmers plant the seed. What does a farmer put in the ground in spring?" (seeds)

- "Our book told us farmers sometimes help deliver the babies. Most baby farm animals, like calves and lambs, are born in spring. What job does that give farmers and ranchers?" (helping the babies get born and taking care of them)

f. Write the Spring entries under the Spring label as students answer, one entry per line: warm, wet/plants seeds/baby animals are born. Read each entry aloud after you write it.
g. Point to the Summer section of the chart.
h. Explain to students: "Summer is the hottest season of the year. The crops are growing tall. A weed is a plant the farmer did not plant, and it steals water from the crops."
i. Ask students:
    - "Which adjective tells about summer weather?" (hot)
    - "What does the farmer do about weeds?" (pulls them out)
    - "Our book told us farmers make sure their animals have water. If you were a cow standing outside all day in the hot sun, what would you want?" (water, shade)
j. Write the Summer entries under the Summer label as students answer, one entry per line: hot / pulls weeds / gives animals water and shade. Read each entry aloud after you write it.
k. Point to the Fall section of the chart.
l. Explain to students: "Fall is when the air turns cooler, and the fields dry out. Fall is harvest time. Farmers drive big machines through the fields to bring in the crops."
m. Ask students:
    - "Which adjectives tell about fall weather?" (cool, dry)
    - "What job do farmers do at harvest time?" (bring in the crops)
    - "Ranchers get their animals ready for the cold that is coming. What does an animal need before winter?" (more food, a warm place to go)
n. Write the Fall entries under the Fall label as students answer, one entry per line: cool, dry / harvests the crops / gets animals ready for winter. Read each entry aloud after you write it.
o. Point to the Winter section of the chart.
p. Explain to students: "Winter is the coldest season. Nothing is growing in the field. Winter is when farmers fix their equipment so it is ready for spring. Grass does not grow in winter, so animals cannot find their own food."
q. Ask students:
    - "Which adjective tells about winter weather?" (cold)
    - "Who remembers what we fixed when we were farm mechanics?" (a tractor, a wagon, a wheel, a pin)
    - "If the grass is not growing, what does a rancher have to do every single day?" (feed the animals and give them shelter from the cold)
r. Write the Winter entries under the Winter label as students answer, one entry per line: cold / fixes equipment / feeds animals and gives them shelter. Read each entry aloud after you write it.
s. Ask students:
    - "Does a farmer do the same job all year long?" (no)
    - "Why does the job change?" (because the weather changes)

(Note: If students suggest a different job or adjective that fits the season, write it on the chart instead. Leave all charts posted for the rest of the lesson. Students will use them for their season wheel and their writing.)

5. Introducing the Season Wheel
    a. Keep students on the carpet. Pick up the teacher sample plates and the brad. Do not hand out any materials yet.
    b. Hold up the sample season plate so all students can see it.
    c. Explain to students: "Next, you are going to make a season wheel. This is your season plate. It already has four sections, one for each season, and the season names are already written on it."
    d. Point to each section and read its name with students.
    e. Explain to students: "In each section you will draw two things."
        - "First, what the weather is like."
        - "Second, one job someone does on the farm in that season."
    f. Point to the Spring section of the Seasons on the Farm chart.
    g. Ask students: "Who can tell me what our chart says about the weather in spring?" (warm, wet)
    h. Think aloud: "Wet. So I am going to draw rain." (Draw rain in the Spring section of the sample season plate while students watch.)
    i. Ask students: "Who can tell me one spring job from our chart?" (plants seeds, baby animals are born)
    j. Think aloud: "Plants seeds. I am going to draw a seed going into the ground." (Draw a seed going into the ground in the Spring section.)
    k. Ask students:
        - "What could you draw for summer? Look at our chart." (the hot sun, pulling weeds, water and shade for animals)
        - "What job will you pick for summer?"
    l. Explain to students: "Everything you need is on our chart. If you forget, look up here."
    m. Hold up the sample window plate and point to the two drawn lines.
    n. Explain to students: "This is your window plate."
        - "You will cut on the lines, starting at the outside edge."
        - "Cut all the way to the middle."
        - "Then the piece comes out, and that makes a window."
    o. Cut slowly on the two lines while students watch, keeping the scissors on the line.
    p. Place the window plate on top of the season plate, line up the two center holes, push the brad through both holes, and fold the two prongs flat against the back.
    q. Turn the top plate so the window shows one season at a time.
    r. Ask students: "What do you see in my window now? What season is that?"
    s. Explain to students: "Here are your steps." Hold up one finger for each step:
        - "One, draw your four seasons."
        - "Two, cut on the two lines."
        - "Three, put your window plate on top."
        - "Four, push the brad through and fold it flat."
        - "Five, turn your wheel."
    t. Ask one student to repeat the first step back to you before anyone moves to a table.
6. Making the Season Wheel

a. Send students to their seats. Hand each student a season plate, a window plate, crayons or markers, and scissors. Keep the brads with you until students are ready to assemble their wheels.
b. Explain to students: "Start by drawing the weather and one farm job in each of your four sections. Look at our chart if you need help."
c. Students draw the weather and one farm job in each of the four sections.
d. Circulate and support:
    - Prompt for weather: "What is the weather like in that season? Which adjective fits?"
    - Prompt for the job: "What is one job someone does on the farm during that season? Let's check our chart."
    - Prompt for the connection: "Why would a farmer do that job in that season and not a different one?"
e. When a student finishes all four sections, have that student cut on the two lines of the window plate.
f. Give that student one brad.
g. Help each student stack the plates, line up the center holes, push the brad through, and fold the prongs flat.
h. Have each student turn their wheel to Spring, then Summer, then Fall, then Winter, pointing to the farm job they drew in each one.
i. Collect the scissors. Have students set their finished wheels in the top corner of their desks.
   (Note: Keep each section to one weather idea and one farm job. For students who need more support, let them finish two sections now and the others later. Students ready for more can add a second job to one section.)

7. Shared Writing: My Topic and My Facts
    a. Have students leave their wheels on their desks and come back to the carpet where they can all see the sample recording sheet and the charts.
    b. Explain to students: "Today you will write to teach someone about one season on the farm. Your writing will have four parts."
        - "First, you introduce your topic. That means you tell what season you are writing about."
        - "Next, you give facts about the weather and the farmer's job."
        - "Then, you write a definition that tells what a farm word means."
        - "Last, you write a concluding sentence that wraps up your writing."
    c. Explain to students: "Each question on the sheet tells you what your sentence should do. You answer each question with a complete sentence in your own words. I am going to fill out my sheet first. Watch closely, because you will do the same thing next."
    d. Point to the name line and write your name on it.
    e. Point to the words Circle one and read the four seasons aloud while pointing to each word: "Spring. Summer. Fall. Winter."
    f. Think aloud: "I get to pick one season to write about. I am going to write about spring, so I draw a circle around the word Spring." (Circle Spring.)
    g. Point to question 1 and read it aloud while pointing to each word: "Which season are you writing about?"
    h. Think aloud: "My first sentence tells my reader what I am writing about. I want an adjective to tell what kind of season spring is. Busy. My sentence is: Spring is a busy season on the farm." (Write Spring is a busy season on the farm. on the

lines under question 1.) "Now I read my sentence. Spring is a busy season on the farm."

i. Point to question 2 and read it aloud while pointing to each word: "What is the weather like?"
j. Point to the Spring section of the Seasons on the Farm chart.
k. Ask students: "Who can tell me what our chart says about the weather in spring?" (warm, wet)
l. Think aloud: "I am describing the weather. Weather is a thing, so I use adjectives. My sentence is: In spring, the weather is warm and wet." (Write In spring, the weather is warm and wet. on the lines under question 2.) "Now I read my sentence. In spring, the weather is warm and wet."
m. Point to question 3 and read it aloud while pointing to each word: "What does the farmer do, and why?"
n. Ask students: "Who can tell me what our chart says a farmer does in spring?" (plants seeds, helps baby animals get born)
o. Think aloud: "First, I tell what the farmer does. I want to tell how the farmer plants. Plant is an action, so I use an adverb. Carefully. My first sentence is: Farmers carefully plant seeds." (Write Farmers carefully plant seeds. on the lines under question 3.)
p. Think aloud: "Next, I tell why, just like our author gave a reason. Our chart says spring is wet. My second sentence is: Rain helps the seeds grow." (Write Rain helps the seeds grow. after the first sentence.) "Now I read my sentences. Farmers carefully plant seeds. Rain helps the seeds grow."

8. Shared Writing: A Definition, My Conclusion, and Checking My Spelling
    a. Point to question 4 and read it aloud while pointing to each word: "What does a farm word mean?"
    b. Point to the Farm Words chart.
    c. Explain to students: "This chart has definitions for farm words we have used. When you write about your season, you pick one farm word your reader might not know and tell what it means."
    d. Point to each word on the chart and read its definition aloud with students:
        - "Season: a time of the year."
        - "Crop: a plant farmers grow for food."
        - "Harvest: when farmers gather their crops from the field."
        - "Weed: a plant the farmer did not plant that steals water from crops."
        - "Shelter: a place that keeps animals safe from the weather."
    e. Think aloud: "I am writing about a season. My reader might not know what a season is, so I will define season."
    f. Ask students: "Who can tell me what our chart says a season is?" (a time of the year)
    g. Think aloud: "My definition sentence tells the word, then what it means. A season is a time of the year. I copy the meaning from our chart." (Write A season is a time of the year. on the lines under question 4.) "Now I read my sentence. A season is a time of the year."
    h. Point to question 5 and read it aloud while pointing to each word: "How will you wrap up your writing?"
    i. Think aloud: "My concluding sentence wraps up my writing. My sentence is: Spring is an important time on the farm! Important is a long word. I think it is spelled i, m, p, o, r, t, a, n, t, but I want to be sure. It is not on our charts."

j. Hold up the teacher dictionary.
k. Think aloud: "When I am not sure how to spell a word, I check a dictionary. Important starts with i, so I turn to the i pages. The words are in ABC order, so I look for i, m, then p." (Turn to the page and run your finger down the words.) "Here it is. I, m, p, o, r, t, a, n, t. I spelled it right." (Write Spring is an important time on the farm! on the lines under question 5.) "Now I read my sentence. Spring is an important time on the farm!"
l. Point to the sketch space and draw rain falling on a field and a farmer planting seeds while students watch.
m. Read the whole sheet aloud, pointing to each word as you read: "Spring is a busy season on the farm. In spring, the weather is warm and wet. Farmers carefully plant seeds. Rain helps the seeds grow. A season is a time of the year. Spring is an important time on the farm!"
n. Point to the checklist. Read each line aloud and check each box on the sample sheet as you answer:
    - "I introduced my topic. Yes, Spring is a busy season on the farm." (Check the box.)
    - "I told facts about the weather and the farmer's job. Yes, the weather is warm and wet, and farmers plant seeds." (Check the box.)
    - "I used adjectives to describe. Yes, busy, warm, and wet." (Check the box.)
    - "I defined a farm word. Yes, I told what a season is." (Check the box.)
    - "I wrote a concluding sentence. Yes, Spring is an important time on the farm!" (Check the box.)
    - "I checked my spelling. Yes, I checked important in the dictionary." (Check the box.)
o. Explain to students: "If you are not sure how to spell a word, check our charts first. If the word is not on a chart, check the dictionary at your table."

9. Independent Writing: Four Seasons on the Farm
    a. Leave the sample recording sheet and all charts posted where all students can see them from their seats.
    b. Explain to students: "Now it is your turn. Here is what you will do."
        - "Write your name at the top."
        - "Circle one season."
        - "Answer each question with a complete sentence in your own words."
        - "Use adjectives to describe things and adverbs to describe actions. Use our Describing Words chart for help."
        - "For question 4, define one farm word. Use our Farm Words chart for help."
        - "Check your spelling with our charts or the dictionary at your table."
        - "Sketch the farm in your season."
        - "Check your work with the checklist at the bottom."
    c. Send students to their seats. Hand each student a recording sheet, a pencil, and crayons.
    d. Circulate and support:
        - Prompt for getting started: "Read the question again. How would you answer it if you were telling me? Say it out loud, then write it."
        - Prompt for recall: "Look at our Seasons on the Farm chart. What is the weather like in your season? What does the farmer do?"

- Prompt for adjectives and adverbs: "What are you describing? Is it a thing or an action? Do you need an adjective or an adverb?"
- Prompt for the reason: "Why does the farmer do that job in your season? Write a sentence that tells why."
- Prompt for the definition: "Which farm word did you use? Find it on our Farm Words chart. What does the chart say it means?"
- Prompt for spelling: "Are you sure how to spell that word? Is it on one of our charts? If not, what letter does it start with? Let's find it in the dictionary."

e. When students finish, have them read their writing aloud to a neighbor or to you. (Note: For students who need more support, let them point to their season on the chart and say each sentence aloud before writing, or provide a copy of the recording sheet with sentence starters printed under each question. For students ready for more, challenge them to add a second fact with a reason, or to use another adverb to tell how the farmer does a job.)

10. Closing Discussion and Kansas Connection
    a. Have students bring their season wheels and completed recording sheets to the carpet.
    b. Invite one or two volunteers, one at a time, to stand, turn their wheel to the season they wrote about, and read their writing aloud.
    c. Ask students:
        - "What was the author's main purpose for writing Jobs Farmers Do?" (to explain the many jobs farmers do)
        - "Why do farmers watch the weather? How does that reason support the author's point?" (storms can destroy everything they have grown, so farmers watch the weather to protect their crops)
        - "Which adjective would you use for summer? For winter?" (hot, cold)
    d. Point to the Seasons on the Farm chart.
    e. Explain to students: "This is the end of our Jobs Farmers Do unit. We learned about all the jobs farmers do to care for their land, animals, equipment, and business. Today we learned one more thing. Those jobs change all year long, because the weather changes all year long."
    f. Kansas Connection:
    g. Explain to students: "Kansas farmers and ranchers are working in every single season. In spring, they plant their seeds and care for new baby animals. In summer, they pull weeds and make sure their animals have water and shade. In fall, they harvest. In winter, they fix their equipment and feed their animals every day. Whether you live on a farm, in a small town, a suburb, or a city, those farmers and ranchers are working all year long so there is food on your table."
    h. Ask students:
        - "What season are we in right now? What do you think a Kansas farmer or rancher is doing today?"
        - "What is one thing you could tell your family tonight about farmers and the weather?"

Assessment: Teacher observation during the final reread, the seasons chart, the season wheel, and independent writing provides ongoing evidence of student understanding. Watch for whether students identify the author's main purpose and describe how the reason he gives supports his point that farmers watch the weather. Note whether students describe how the

weather and farm work change in each season, and whether they choose adjectives to describe things and adverbs to describe actions. The completed Author's Purpose chart and Seasons on the Farm chart are the whole-class artifacts. The season wheel and the Four Seasons on the Farm recording sheet are the individual artifacts. The recording sheet shows whether students introduced a season, gave facts about the weather and the farmer's job, used adjectives, defined a farm word, and wrote a concluding statement. Note whether students checked uncertain spellings with the charts or a dictionary.

Supplemental Activities: Display the finished season wheels alongside the recording sheets under a title such as "Farmers All Year Long!" Place the "What Jobs Do Farmers Do?" chart from Lesson 1 and the completed Seasons on the Farm chart beside them, so students can see how the jobs they named at the start of the unit spread across the whole year. Add work from the other lessons in this unit to the display as well. Add season, weather, and the describing words to the word wall. For an extension, keep a class weather chart for a week and have students choose an adjective for each day's weather.

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Teacher Preparation Instructions

1. For each student, draw two lines on one paper plate, from the outside edge to the center, forming a triangular window. Students will cut on these lines.
2. For each student, divide a second paper plate into four equal sections and label them Spring, Summer, Fall, and Winter.
3. Punch a small hole in the center of both plates for every student, so students only push the brad through and fold the prongs.
4. Prepare one teacher sample set: a season plate with the four sections drawn and labeled but no pictures yet, a window plate with the two cut lines drawn, and one brad. Draw the Spring section during the lesson.
5. Make the “Author’s Purpose” chart with four labeled sections: Main Purpose, Point, Reason, and How the Reason Supports the Point. Leave room under each label for one or two sentences.
6. Make the “Seasons on the Farm” chart with four blank sections labeled Spring, Summer, Fall, and Winter. Leave room under each label for three short entries.
7. Make the “Describing Words” chart with two columns: Adjectives (warm, hot, cool, cold, wet, dry, windy, snowy, busy) and Adverbs (slowly, quickly, carefully, gently).
8. Make the “Farm Words” chart with each word and its definition: season, crop, harvest, weed, and shelter.
9. Prepare one enlarged copy of the Four Seasons on the Farm recording sheet, or set up a document camera, for modeling the sheet.
10. Print the Four Seasons on the Farm recording sheet, one per student.
11. Gather one beginning dictionary for every two students, plus one for the teacher. Check that the word important appears in the teacher dictionary.
12. Check that every student has scissors, and that the lines on the plates are dark enough to cut on.

Name:_____

Four Seasons on the Farm

1. Circle one.

Spring Summer Fall Winter

2. What season are you writing about?

_____

_____

3. What is the weather like?

_____

_____

4. What does the farmer do, and why?

_____

_____

5. What does a farm word mean?

_____

_____

6. How will you wrap up your writing?

_____

_____

Name:_____

Four Seasons on the Farm

7. Sketch the farm in your season below.

- ☐ I introduced my topic.
- ☐ I told facts about the weather and the farmers job.
- ☐ I used adjectives to describe.
- ☐ I defined a farm word.
- ☐ I wrote a concluding sentence.
- ☐ I checked my spelling.

Name:_____

Four Seasons on the Farm

1. Circle one.

Spring Summer Fall Winter

2. What season are you writing about?

_____ is a _____ season on the farm.

3. What is the weather like?

In _____, the weather is _____.

4. What does the farmer do, and why?

Farmers _____.

This helps because _____.

5. What does a farm word mean?

A _____ is _____.

6. How will you wrap up your writing?

_____ is a _____ time on the farm!

Supported version.

Name:_____

Four Seasons on the Farm

7. Sketch the farm in your season below.

- ☐ I introduced my topic.
- ☐ I told facts about the weather and the farmers job.
- ☐ I used adjectives to describe.
- ☐ I defined a farm word.
- ☐ I wrote a concluding sentence.
- ☐ I checked my spelling.

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