Lesson 5: Farmers Watch the Weather

Grade Level: Kindergarten

Time: 60 minutes

Subjects: ELA, Science, Agriculture

Overview: This lesson is Lesson 5 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. Students return to the text a final time to find the reason the author gives for why farmers watch the weather, and to connect that reason to the crops farmers grow. Students then build a class chart showing the weather and the farm and ranch jobs in each season, learning the opposite word pairs like hot and cold and wet and dry as they go. Students make a four-section season wheel, write about one season using a sentence frame, and close by sharing their wheels with a partner and looking back across the unit.

Skillset: Activating prior knowledge across the unit, purposeful rereading with a listening purpose, identifying an author's reasons, connecting two pieces of information in a text, understanding adjectives through opposites, following discussion rules in a turn and talk, asking questions to clarify and asking and answering questions with a partner, using vocabulary acquired through read-alouds, describing weather patterns across seasons, composing an informative piece through drawing and writing, and spelling words phonetically.

Kansas Academic Standards
Kansas ELA Standards
RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.
RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.
RI.K.12.b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
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.11.d Spell simple words phonetically, drawing on knowledge of letter-sound relationships.
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.
SL.K.8 Use words and phrases acquired through conversations, reading, and read alouds.

Kansas Science Standards
K-ESS2-1 Use and share observations of local weather conditions to describe patterns over time.

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:
- Explain the reason the author gives for why farmers watch the weather.
- Describe the connection between the crops farmers grow and the storms that can damage them.
- Identify and use the opposite words hot and cold, wet and dry.
- Listen for specific information during the final read.
- Follow discussion rules during a turn and talk and a partner share.
- Ask questions to clarify what they do not understand.
- Incorporate season and farm words, such as crops, harvest, and shelter, into discussion and writing.
- Compose an informative piece naming a season and telling the weather and one farm job, using drawing and writing.
- Spell simple words phonetically, drawing on knowledge of letter-sound relationships.

Science Objectives
Students will be able to:
- Describe typical weather conditions associated with the four seasons using hot, cold, wet, and dry.
- Explain the four seasons in their repeating order.

Agriculture Objectives
Students will be able to:
- Name jobs that farmers and ranchers do during different seasons.
- Explain how seasonal weather affects the work farmers and ranchers do.

Materials Needed
Whole Group:
- 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)
- Seasons on the Farm chart, teacher-prepared with four blank sections labeled Spring, Summer, Fall, Winter, filled in with students during the lesson
- Weather Words chart with two pairs of opposites and simple pictures (hot/cold, wet/dry)
- 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
- Markers
- 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
- Word Bank, displayed where all students can see it

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
- Small pre-cut farm pictures or stickers, optional
- Glue, if using pictures or stickers

Writing:

- Four Seasons on the Farm recording sheet, companion document (one per student)
- Word Bank, companion document with pictures for the few words kindergartners cannot reasonably sound out (harvest, tractor, shelter, equipment, animals)
- 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 do the cutting on the drawn lines and push the brad through themselves.)
(Note: The Word Bank holds only words that cannot be approximated by sounding out. Students are expected to spell words like seeds, crops, feed, rain, and snow phonetically. A student who writes sed, crps, fed, ran, or sno has met the standard.)

Lesson Procedures

1. Connecting to What We Know. Gather students where they can all see you and the chart paper.
    a. Explain to students: "This is our last lesson in our *Jobs Farmers Do* unit."
    b. Ask students:
        - "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 became farm equipment engineers. What did you build?" (something to carry a load of feed or crops)
    c. Explain to students: "Today we are going to read our book one last time. Then we are going to explore something new. A farmer's jobs change throughout the year.
    d. Before we read, let's remember our rules for talking together."
        - "We listen to each other with care."
        - "We take turns speaking."
        - Ask students:
            - "What does listening with care look like?" (eyes on the speaker, hands still, thinking about what they are saying)
2. Final Purposeful Reread. Hold up the physical copy of *Jobs Farmers Do* so all students can see the cover.
    a. Explain to students: "This is our last time reading this book together. Listen for two things today. First, listen for the jobs farmers do to grow our food. Second, listen for the weather, and why the weather matters so much to a farmer. As I

read, if there is something you do not understand, raise your hand and ask me. Good readers ask questions when they are confused."

b. Read *Jobs Farmers Do* aloud from the physical copy. Hold the book so students can see the pictures. Stop at the two points below. Keep both stops brief. The purpose of this reread is to find the reason the author gives and connect it to the crops, not to reteach the whole book.
    - Stop #1 after finishing page 7. Show the photograph of the farmer standing in his field checking his newly sprouted crops.
        - Explain to students: "The book just told us that farmers plant the seed and grow the crops that feed us all. It also told us farmers have to make sure weeds do not crowd out their crops."
        - Ask students:
            - "Who remembers what crops are?" (plants farmers grow for us to eat, like wheat and corn)
            - "What is one job the farmer does to help the crops grow?" (plants seeds, pulls weeds, waters them)
            - "Do you think a crop grows in one day, or does it take a long time?" (a long time, many months)
    - Stop #2 after finishing page 13. Show the photograph of the farmer standing in the field looking up at the clouds.
        - Explain to students: "The book just told us that farmers watch the weather, especially around harvest time, because storms can damage or destroy everything they have grown. Harvest is when farmers gather up the crops they grew and bring them out of the field. If farmers know there is a storm coming, they will work long hours to harvest as much as they can before the storm comes."
        - Ask students:
            - "Our author, Dan Yunk, tells us farmers watch the weather. What reason does he give? Why do they watch it?" (because storms can destroy the crops they have grown)
            - "Is that a good reason? What makes it a good reason?" (If the crops are destroyed, there is less food, and the farmer loses all of the money and work he has invested in the crop)
        - Help students put two parts of the book together: "At our first stop, the book told us farmers plant seeds and grow crops. At this stop, the book told us a storm can destroy everything they have grown." Ask students:
            - "How are those two things connected?" (the farmer works all year to grow the crops, and one storm can ruin them)
            - "What would happen to a farmer's crops if a big storm came the day before harvest?" (They could be flattened or ruined, and the farmer would not be able to harvest them and could not sell them)
        - Pair each student with a nearby partner. Partner any student without a partner yourself. Explain to students: "We are going to do a turn and talk. Turn your knees toward your partner so you are facing each other. Here is how a turn and talk works. Partner One goes first and tells their partner one reason a farmer watches the

weather. Then Partner Two takes a turn and says one reason. While your partner is talking, your job is to listen."
    - Give partners about one minute to talk. Circulate and listen to what students are saying.
    - Call time. Ask two or three pairs to share what their partner said.
    - Ask students: "Is there anything you want to ask about, or anything you did not understand?"
- Finish reading the book to the end.

3. What Is a Season? Display the *Seasons on the Farm* chart where all students can see it. The four sections should be labeled spring, summer, fall, and winter, and the space under each label is blank.
    a. Explain to students: "A season is a part of the year. There are four seasons, and they always come in the same order. Then they start over again."
        - Point to each label on the chart and read the names with students: "Spring. Summer. Fall. Winter."
    b. Ask students:
        - "What season are we in right now?"
        - "What season comes next?"
    c. Explain to students: "Typically, the weather is different in every season. And 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 with agricultural operations do both. Before we fill in our chart, we are going to learn two pairs of opposite words. Opposites are two words that mean very different things, like up and down, or big and little."
        - Display the Weather Words chart. Point to each pair on the chart and say the words aloud with students: "Hot and cold. Wet and dry."
        - Explain to students: "We are going to use these words as we talk about each season. Then we will use them again when we write."
4. Filling In Our Seasons on the Farm Chart. Explain to students: "Weather can be different in each season. Summer is usually warmer than winter, and we usually get more rain in the spring than in the fall, but we can have warm or cold or wet or dry days in any season. For our *seasons* activity, we are going to use the typical weather of the season, knowing that every day in the season will not be the same."
    a. Point to the Spring section of the chart. Explain to students: "Spring is when the year warms up, and the rain comes." Write three things in the Spring section of the chart as students answer: wet, plants seeds, baby animals are born.
        - Ask students:
            - "If it rains and rains, is the ground wet or dry?" (wet)
            - "Our book told us farmers plant the seed and grow the crops that feed us all. What does a farmer put in the ground in spring?" (seeds)
            - "Our book also told us farmers and ranchers sometimes have to help deliver the babies. Most baby farm animals, like calves and lambs, are born in the spring. What job does that give farmers and ranchers?" (helping the babies get born, taking care of them)
    b. Point to the Summer section of the chart. Explain to students: "Summer is the hottest season of the year. In summer, the crops are growing tall. A weed is a plant growing where it is not wanted, and it steals space, water, and nutrients

from the crops." Write three things in the Summer section of the chart as students answer: hot, pulls weeds, gives animals water and shade.
    - Ask students:
        - "Is summer hot or cold?" (hot)
        - “What does the farmer do about weeds?" (pulls them out)
        - "Our book told us ranchers feed their animals and make sure they have water. If you were a cow standing outside all day in the hot sun, what would you want?" (water, shade)

c. Point to the Fall section of the chart. 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." Write three things in the Fall section of the chart as students answer: dry, harvests the crops, gets animals ready for winter.
    - Ask students:
        - "If there has been no rain for weeks, is the field wet or dry?" (dry)
        - "Who remembers what harvest means?" (gathering the crops and bringing them out of the field)
        - "Ranchers get their animals ready for the cold that is coming. What do you think an animal needs before winter?" (more food, a warm place to go)

d. Point to the Winter section of the chart. Explain to students: "Winter is the coldest season. Nothing is growing in the field. Our book told us farmers have to be good mechanics, and in winter they fix their equipment so it is ready for spring. Grass does not grow in winter either, so animals cannot find their own food." Write three things in the Winter section of the chart as students answer: cold, fixes equipment, feeds animals, and gives them shelter.
    - Ask students:
        - "Is winter hot or cold?" (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, give them a shelter from the cold)

e. Point to the Weather Words chart, then to the completed Seasons on the Farm chart. Explain to students: "Now look at our two charts together."
    - "Summer is hot. Winter is cold. Hot and cold are opposites."
    - "Spring is wet. Fall is dry. Wet and dry are opposites."
    - Ask students:
        - "What is the opposite of hot?" (cold)
        - "What is the opposite of wet?" (dry)
        - "Which two seasons are opposites in how hot they are?" (summer and winter)
        - "Does a farmer do the same job all year long?" (no) "Why does the job change?" (because the seasons and the weather change)
        (Note: Leave both charts up for the rest of the lesson. Students will use them for their season wheel and again for their writing.)

5. Introducing the Season Wheel. Gather students so everyone can see the teacher sample plates. Do not distribute any materials yet.
    a. Hold up the sample season plate with the four sections drawn and labeled. Explain to students: "This is your season plate. It already has four sections, one

for each season, and the season names are already written on it. You do not have to write them."

b. Point to each section and read the name with students. “Spring, summer, fall, and winter.” 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."
c. Model the Spring section on your sample plate, thinking aloud and pointing to the class chart:
    - "I am starting with Spring. Let’s check our chart to see what we said about spring. It says wet. So I am going to draw rain."
    - "Now one job. Our chart says plants seeds. I am going to draw a seed going into the ground."
d. Prepare students for the summer section. Ask students:
    - "What could you draw for Summer? Let’s check our chart." (hot, pulls weeds, water and shade)
    - "What job will you pick for Summer?"
    - Explain to students: "Everything you need is on our chart. If you forget, look up here."
e. Hold up the sample window plate and point to the two drawn lines. Explain to students: "This is your window plate. See these two lines?"
    - "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."
    - Model cutting along the two lines slowly, so students can see the scissors stay on the line.
f. Model putting the window plate on top of the season plate, lining up the two holes in the center, pushing the brad through both holes, and folding the two prongs flat against the back.
    - Model turning the top plate so the window shows one season at a time.
    - Ask students: "What do you see in my window now? What season is that?"
g. Explain to students: "Here are your steps."
    - "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."
h. Ask a student to repeat the first step back to you, as a quick check that the whole group understood before materials are handed out.

6. Making the Season Wheel. Give each student their season plate, their window plate, crayons or markers, and scissors. Hold the brads until students are ready to assemble.
    a. Students draw the weather and one farm job in each of the four sections.
        - Circulate and support:
            - Prompt for weather: "What is the weather like in that season? Is it hot or cold? Wet or dry?"
            - 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?"

b. When a student has finished all four sections, have them cut on the two lines of the window plate.
c. Give each student one brad.
d. Help each student stack the plates, line up the center holes, push the brad through, and fold the prongs flat.
e. Have students turn their wheel to Spring, then Summer, then Fall, then Winter, pointing to the farm job they drew in each one.
(Note: Hold each section to one weather idea and one farm job. Students who need additional support may use the pre-cut farm pictures or stickers instead of drawing, or finish two sections now and the others later. Students ready for a challenge can add a second job to one section.)

7. Shared Writing: Choosing and Drawing My Season. Gather students on the carpet where they can all see the sample recording sheet clearly. Students leave their wheels at their tables.
    a. Explain to students: "You know a lot about seasons now. We are going to fill out our sheet together first. I am going to do my whole sheet from start to finish, one part at a time. Watch what I do."
    b. Display the sample recording sheet, the Word Bank, the *Weather Words* chart, and the *Seasons on the Farm* chart.
    c. Point to the name line at the top of the sheet. Explain to students: "First I write my name at the top, so everyone knows whose sheet this is." Model writing name on the line.
    d. Point to the words 'Circle One'. Explain to students: "Now I need to pick the season I am going to write about. My sheet gives me four seasons to choose from." Read the four seasons with students, pointing to each word: "Spring, summer, fall, and winter."
        - Explain to students: "My directions say, 'Circle one.' That means I pick the one season I want to write about, and I draw a circle around that word."
        - Explain to students: "I am going to write about spring, so I circle the word Spring." Model circling the word Spring on the sheet.

    e. Point to the drawing box. Explain to students: "Next, I draw the farm in my season. Let's check our chart to see what we said about spring."
        - Model drawing in the box, thinking aloud: "Our chart says wet, so I am drawing rain coming down on the field." "Our chart says plants seeds, so I am drawing a seed going into the ground."
        - Ask students:
            - "What did I draw for the weather?" (rain)
            - "What did I draw for the farm job?" (planting seeds)
    e. Explain to students: "My circled season and my picture match. They both tell about spring."
8. Shared Writing: Writing My Sentences. Point to the writing lines on the sheet.
    a. Explain to students: "Most of the words you need are already on our *Seasons* chart. You can copy them from there. Our Word Bank has just a few words that are very hard to sound out. Try the sounds yourself first."
    b. Explain to students: "On these lines, we have sentence frames. A sentence frame shows you how a sentence is built. It has some words already there to help you get started, and your job is to finish it."
        - Read the sentence frames aloud, pointing to each blank as you read:
            - "In (blank)_____, the weather is (blank)_____."

        - "The farmer blank."
    - Point to each blank in turn and explain to students: "Every blank is a job for me to do. This first blank is where I write my season. I am going to choose spring. This second blank is where I tell what the weather is like. In spring, it rains, so I am going to tell about rain. This last blank is where I tell what the farmer does. In spring, the farmer plants seeds."
c. Explain to students: "Before I write anything, I say my whole sentences in my head first. In Spring, the weather is wet. The farmer plants seeds. Now watch how I fill in my blanks, one at a time."
d. Point to the first blank. Explain to students: "The word In, and the comma after it, are already printed for me. My first blank is my season, and my season is spring. I am going to try the sounds myself first. Then I can look back at the top of my sheet, where I circled the word Spring, and check my letters."
    - Write Spring in the first blank, modeling and thinking aloud:
        - "/s/ /p/ /r/ /i/ /ng/. S-p-r-i-n-g."
    - "Now let's check the top of my sheet, where I circled it. S-p-r-i-n-g. My letters match."
e. Point to the second blank. Explain to students: "My frame says the weather is, and then my blank. In spring it rains, so the weather is wet. Wet is a word I can sound out."
    - Ask students:
        - "What is the first sound you hear in wet?" (/w/)
        - "What letter makes that sound?" (w)
    - Write wet in the second blank, modeling and thinking aloud:
        - "/w/ (first finger), /e/ (second finger), /t/ (third finger)."
        - "The w makes /w/. The e makes /e/. The t makes /t/. W-e-t."
        - "Now my period, because my sentence is finished."
f. Point to the blank in the second sentence. Explain to students: "My second sentence says The farmer, and then my blank. This blank is where I tell what the farmer does. In spring, the farmer plants seeds."
    - Write plants seeds in the blank, modeling and thinking aloud:
        - "Plants. I say it slowly: /p/ /l/ /a/ /n/ /t/ /s/. I hear /p/ at the beginning, so I start with p. P-l-a-n-t-s." Leave a finger space.
        - "Seeds. I say it slowly: /s/ (first finger), /ee/ (second finger), /d/ (third finger), /z/ (fourth finger). S-e-e-d-s."
        - "Now my period, because my sentence is finished."
    - "When it is your turn, listen for every sound you can hear and write it down. Do your best, and keep going."
g. Explain to students: "Now, if I had picked Fall, I would need the word harvest. Harvest is very hard to sound out, so that one is in our Word Bank. That is what the Word Bank is for."
h. Read both sentences back with one-to-one pointing: "In Spring, the weather is wet. The farmer plants seeds."
i. Point to the checklist at the bottom of the sheet. Model checking each box aloud:
    - "Did I sound out words I did not know? I sounded out wet and seeds all by myself. I can check that box."
    - "Do my picture and my sentence tell about the same season? I circled Spring. I drew rain and seeds, and my sentence says spring. They all match. I can check that box."

j. Explain to students: "Now my whole sheet is finished. I wrote my name, I circled my season, I drew my picture, I wrote my sentences, and I checked my work."
k. Explain to students: "Before you write, you are going to say your sentences out loud. Turn to a partner. Pick one season. Say both sentences out loud: In blank, the weather is blank. The farmer blank."
    - Allow one to two minutes for oral rehearsal. Students who say their sentences aloud are far more likely to write them with confidence.

9. Informative Writing: Four Seasons on the Farm. Distribute the Four Seasons on the Farm recording sheet and pencils to each student.
    a. Explain to students: "Now it is your turn. Here is what you will do."
        - "Write your name at the top."
        - "Circle your season."
        - "Draw that season in the box."
        - "Write your two sentences."
        - "Check your work at the bottom."
    b. Point to the sample recording sheet, the Word Bank, the Weather Words chart, and the Seasons on the Farm chart. Explain to students: "Everything you need is right here if you get stuck."
    c. Students complete the recording sheet independently.
        - Circulate and support:
            - Prompt for the season word: "Which season did you circle? Let's look back at the top of your sheet to spell it."
            - Prompt for the opposite word: "Is that season hot or cold? Wet or dry?"
            - Prompt for sounds: "Say it slowly. What is the first sound? What letter makes that sound?"
            - Prompt for the match: "Does your picture show the same season your sentence tells about?"
    d. When students finish writing, have them read their checklist and check each box.

    (Note: Students who need additional support may dictate their sentences while the teacher or a classroom helper scribes. Students ready for a challenge can write their sentences without using the frames.)

10. Closing Discussion and Kansas Connection. Gather students together with their finished season wheels and their completed recording sheets.
    a. Explain to students: "Before we finish, you are going to show your wheel to a partner. Remember our rules. We listen with care, and we take turns."
    b. Pair each student with a partner. Partner any student without a partner yourself.
    c. Explain to students: "Here is how the sharing works. Partner One turns their wheel to any season. Partner Two asks three questions. Then you switch, and Partner One asks questions."
    d. Explain to students: "Here are your three questions. Say them with me."
        - "What season is this?"
        - "What is the weather like?"
        - "What might a farmer or rancher do?"
    e. Say each question again one at a time and have students repeat it back to you.
    f. Model the routine once with a student volunteer by asking the three questions while they turn the wheel, so everyone hears all three in order before they begin.

g. Give partners about four minutes. Circulate, remind partners of the next question if they lose track, and prompt students to use an opposite word: "Is it hot or cold? Wet or dry?"
h. Call time and bring students back together.
    - Ask students:
        - "Why do farmers watch the weather? What reason did our author give us?" (storms can destroy everything they have grown)
        - "How is a farmer's job in winter different from a farmer's job in spring?" (spring is planting and baby animals, winter is fixing equipment and feeding animals)
        - "What is the opposite of hot? What is the opposite of wet?" (cold, dry)
i. Explain to students: "This is the end of our J*obs Farmers Do* unit. Look at our charts. We learned about the different jobs farmers do to care for their land, animals, equipment, and business. Today we learned one more thing. Those jobs change throughout the year because the seasons and the weather change throughout the year."
j. Kansas Connection. Explain to students: "Kansas farmers and ranchers work throughout the year in every 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. Whether you live on a farm, in a small town, or in a big city, those farmers and ranchers are working all year long so there is food on your table."
k. 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, the partner share, and independent writing provides the main evidence of student understanding. Watch for whether students identify the reason the author gives for why farmers watch the weather and connect that reason to the crops farmers grow. Note whether students identify and use the opposite pairs hot and cold, wet and dry, follow the discussion rules during the turn and talk and the partner share by taking turns and listening, and ask questions when something is unclear. During the chart, the wheel, and the partner share, note whether students describe the weather in each season, name a farmer job and a rancher job that fit it, and use season and farm words from the book and the chart. The completed Seasons on the Farm chart is the whole-class artifact. The season wheel and the Four Seasons on the Farm recording sheet are the individual artifacts, showing whether students name a season, supply information about the weather and one farm job through drawing and writing, and spell simple words phonetically.

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 beginning of the unit spread across the whole year. If the class completed the other lessons in this unit, add that work to the display as well. Add season, weather, opposite, hot, cold, wet, and dry to the word wall. For an extension, keep a simple

class weather chart for a week and have students name whether each day was hot or cold, wet or dry.

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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 to form a triangular window. Students will cut along 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 each student so they can 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 "Seasons on the Farm" chart with four blank sections labeled Spring, Summer, Fall, and Winter. Leave room under each label for three short entries.
6. Make the Weather Words chart with the two pairs of opposites and simple pictures: hot and cold, wet and dry.
7. Prepare one enlarged copy of the Four Seasons on the Farm recording sheet, or set up a document camera, for modeling the sheet.
8. Print the Four Seasons on the Farm recording sheet, one per student.
9. Check that every student has scissors and that the lines on the plates are dark enough to cut on.

Weather Words Picture Cards



Hot



Cold



Wet



Dry

Word Bank



harvest



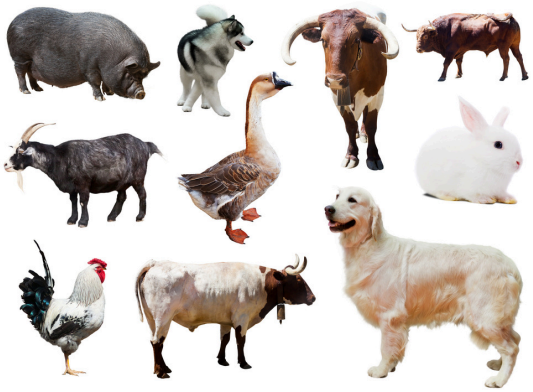
tractor



shelter



equipment



animals

Name: _____

Four Seasons on the Farm

1. Circle one.

spring summer fall winter

2. Draw the farm in this season.

3. Write about the farm.

In

the weather is

The farmer

☐ I sounded out words I did not know. ☐ My picture and sentence tell about the same season.