



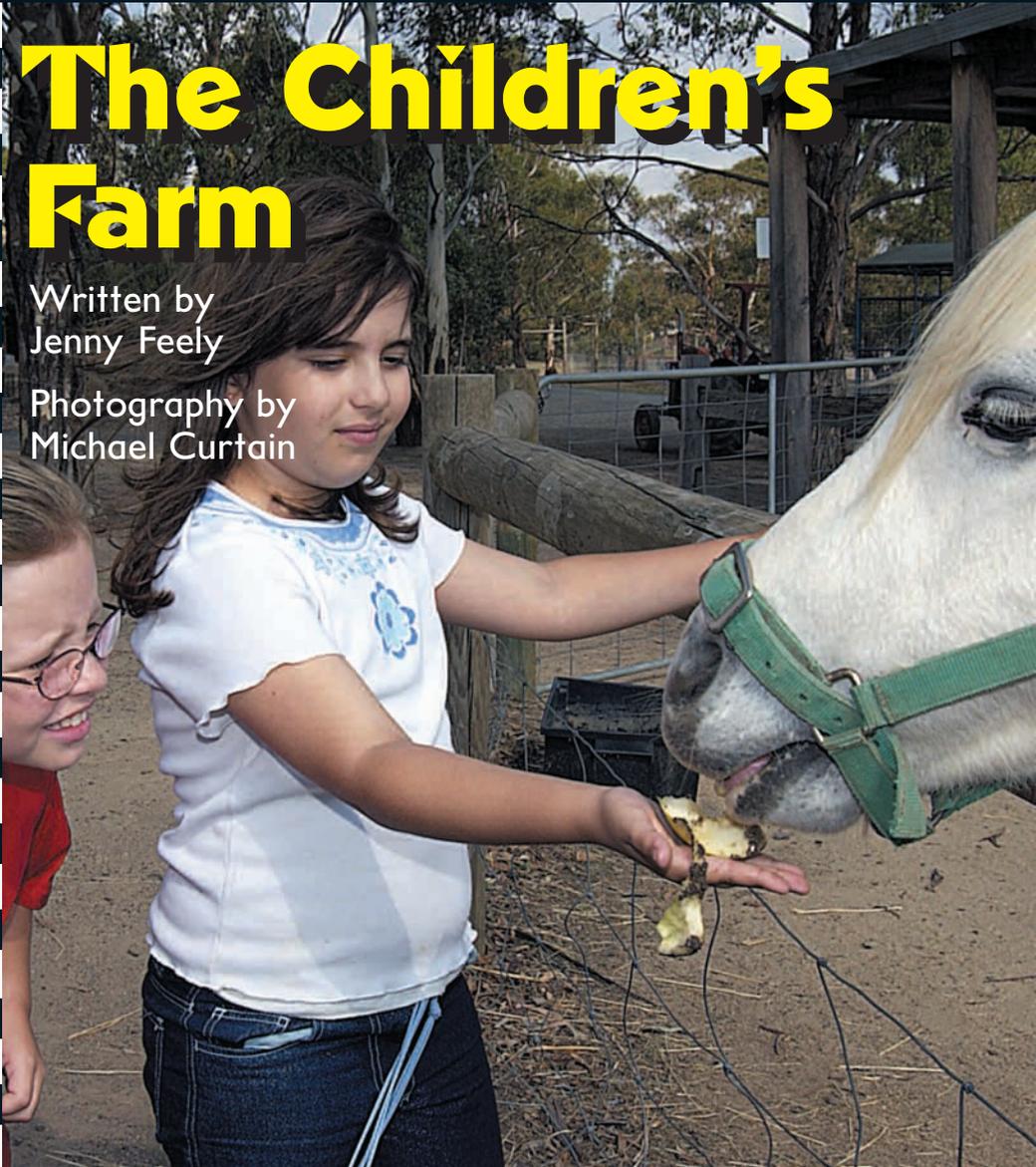
Teacher Edition

AlphaWorld

The Children's Farm

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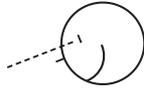
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How to use this book



Before reading: Talkthrough

Talk through the book with the children. Encourage them to predict the text from the cover and the pictures, and to think about the information provided. Direct the children's attention to aspects of the text that may challenge them. Support the children as they deal with these challenges by asking the *Talkthrough* questions on each page.



During reading: Observe and support

Observe the children as they read and encourage them to monitor their own reading. Help the children to use reading strategies and cues to respond to reading challenges that arise in the text. Interruptions to the child's reading should be minimal and focused on a specific learning need.



After reading: A range of comprehension and response activities

To develop children's understanding of the text, select from the activities found on page 12 and the inside back cover. These whole text, sentence and word level activities reinforce the teaching focus of this book. Assessment ideas are provided to assist with further teaching plans.

Selected text features

- Text is written in the first person
- Colour photographs support the text

Vocabulary

animals, barn, chickens, ducks, farm, goats, horses, lambs, machines, pellets, visitors

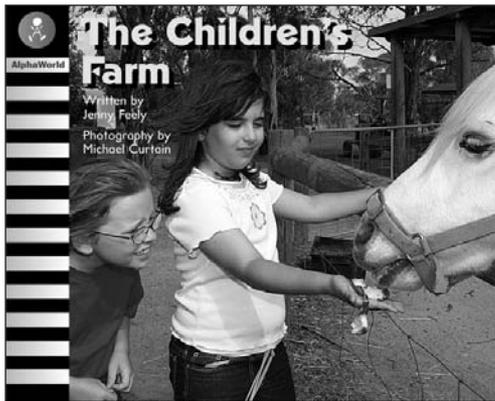
Setting the context

Discuss with the children their experiences of farms.

Who has been to a farm? What did you see there?

What sorts of things do farmers do?

Would you like to be a farmer? Why or why not?



Front cover

Show the front cover.

This book is called The Children's Farm.

What sort of farm do you think it might be?

What things might happen on this farm?

Background information

This book is set in an actual children's farm in a suburb of a large city. The farm was set up to help city children to learn about farming and animal needs. Many groups of school children visit the farm each year.



Title page

Turn to the title page.

What is happening in this photograph?

Would this happen on all farms? Why or why not?



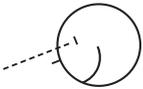
Talkthrough

Turn to pages 2–3

*This person's name is Sara. What job do you think Sara does?
What makes you think this?*

Turn to pages 4-5

*Why do you think these children are with Sara?
What do you think Sara is talking to the children about?
Have you been anywhere like this?*



Observe and support

Can the children understand the text at the literal level?

Where is the farm?

What animals live on this farm?

What is the purpose of this farm?

What is Sara's job?

What does Sara teach the children who visit the farm?

If the children experience difficulty, you could ask them to re-read a particular paragraph or page.

My name is Sara. I work on a farm near the city. This farm is different from other farms.

Children who live in the city visit the farm. They come to find out about all the different animals that live on this farm.



My job is to teach the children about the farm and the animals. I tell them about all the different things that happen on this farm. I tell them about how we look after all the animals.





Talkthrough

Turn to pages 6–7

What might the children be carrying in the bucket?

What sorts of things do you think the children might do while they are visiting the farm?

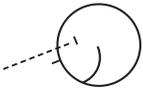
Turn to pages 8–9

What animals can you see?

What do you think the children are feeding them?

Do you think the chickens and ducks are friendly?

Why do farms have chickens and ducks?



Observe and support

Can the children use their knowledge of phonics to support their reading?

You read the word 'visitors'.

How did you know that word was 'visitors'?

What did you check?

If the children have difficulty, you could say:

Look at the start of the word. What sound does that make?

Look at the end of the word. What sound does that make?

Can you see a smaller word within this word?

What would make sense here?

I show the children around so that they can find out what farms are like. Most of the children like to help us look after the animals.



Every day I make sure that the chickens and ducks get fed.

The children always like to help me feed the chickens and ducks.

Afterwards, the children help me look for eggs. These eggs are sold to visitors.





Talkthrough

Turn to pages 10–11

What are the children doing here?

Why might these lambs need to be fed from a bottle?

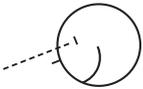
How do lambs on other farms get their milk?

Why do farms have lambs?

Turn to pages 12–13

These goats are being fed pellets. What other things can goats eat?

What is Sara doing in this photo?



Observe and support

Can the children read the text expressively, taking note of the punctuation?

Point out the exclamation mark at the end of the sentence on page 12.

Why has the author used an exclamation mark here?

What does it tell you about how you should read this sentence?

Can you read the text as if you are the person talking?

The children help me to feed the lambs.
We have lots of lambs on the farm.

The lambs are not with their mothers,
so we have to feed them milk from a bottle.
The lambs can drink very fast and are always
looking for more milk.



We feed the goats pellets. The goats eat the pellets
from our hands. Everyone likes feeding the goats.

After we have fed the goats, I have to clean out the
barn. The goats need a clean and dry place to live.

No one likes helping me clean out the barn!





Talkthrough

Turn to pages 14–15

What is Sara doing?

Why are cows milked?

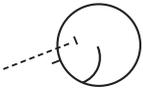
How are cows on other farms milked?

Do you think it looks easy to milk a cow by hand?

Turn to pages 16–17

This pig's name is Thunder. Why do farms have pigs?

Why do you think Sara is carrying a shovel and bucket?



Observe and support

Can the children recognise that the text is written in the first person?

Who has been telling us about the children's farm? How do you know this?

Can the children identify particular words and phrases that show that the text is written in the first person?

What words tell us that it is Sara who is talking about the farm?

On most farms, farmers use machines to milk the cows. We milk our cows by hand. I show the children how to do this.

I have to show the children how to get the milk out of the cow and into the bucket.



We have a very big pig on the farm.
His name is Thunder.

No one likes cleaning out his pen,
so I have to do this by myself.





Talkthrough

Turn to pages 18–19

What do you think the girl is feeding the horse?

Do you think the children are enjoying riding the horses? How can you tell?

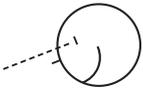
Turn to page 20

What did the children do at the farm?

What things do you think the children learnt at the farm?

Do you think you might like to be a farmer when you grow up?

Why or why not?



Observe and support

Can the children use a range of strategies to help with decoding?

When needed, you could say:

What is happening in the photo?

What sort of word needs to go here?

What do you notice about the word?

What would make sense here?

After all the animals have been fed and the barns cleaned, everyone wants to see the horses.

The children like to pat the horses and feed them apples. But, most of all, the children love to ride the horses.



Children learn lots about farm animals when they visit the farm. Some of them tell me they would like to be farmers when they grow up.

I hope they remember to clean out the barn and the pig pen!





After reading

Being a meaning maker

Encourage the children to support their answers to these questions with evidence from the book:

What farm animals are in this book?

What jobs does Sara do on this farm?

Who visits this farm?

What can children do when they visit the farm?

Why does this farm exist?

How is it the same as other farms? How is it different?

Being a code breaker

Explore the following language features:

- Word families: 'ar' – barn, car, farm, farmers, Sara, star
- Punctuation: capital letters, commas, exclamation marks, full stops
- Plurals: animals, chickens, ducks, eggs, goats, lambs, pellets, visitors
- Language used to indicate that the text is written in the first person: I, me, my, us, we
- Use of the possessive apostrophe: Children's Farm

Being a text user

Is this a factual or fictional book?

How do you know?

How could the author have found out about Sara and the farm where she works?

What did you learn about farms from reading this book?

Being a text critic

Do all the children like visiting farms?

Why might city children enjoy visiting a farm like this one?

If you were the author, what questions would you have asked Sara about her farm?

Responding to text

 The children could fill out a data chart:

Name of animal	Food this animal eats	How to look after this animal

 The children could write some questions that they would like to ask Sara. Remind them to use a question mark at the end of each question.

 The children could draw and label the farm animals that were on the Children's Farm.

Writing links

Discuss this question:

Would you like to be a farmer?

You could then model writing two responses outlining reasons why you would or would not like to be a farmer. For example: I would like to be a farmer because ...; I would not like to be a farmer because...

The children could write about a real or imagined visit to a farm. Encourage them to write their recount in the first person.

Possible assessment focus

Can the children:

- understand the text at the literal level?
- explain that the book is written from one person's point of view?
- share a personal response to the text?
- read the text fluently?

 whole text activity

 sentence activity

 word activity

The Children's Farm

Topic: Farm/ Animal Kingdom/ Roles and Responsibilities

Curriculum link: Study of Society

Text type: Recount

Reading level: 13

Word count: 390

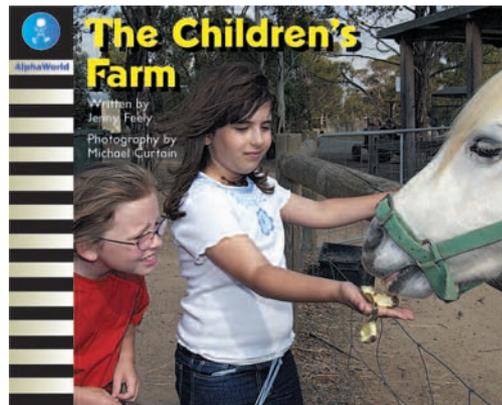
Vocabulary: animals, barn, chickens, ducks, farm, goats, horses, lambs, machines, pellets, visitors

Possible literacy focus:

- Identifying the different animals and jobs that need to be done on the farm.
- Finding words that show the text is written in the first person.
- Giving a personal response to the book: Would you like to be a farmer? Why or why not?

ESL possibilities:

- Identify plural nouns.
- Practise accurate reading of the plural 's'.
- Identify personal pronouns in the text.
- Distinguish between singular (I, my) and plural (we, us) forms.



Summary

This book tells us how Sara looks after the animals on the farm. The children visit the farm to find out about the animals that live there.

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