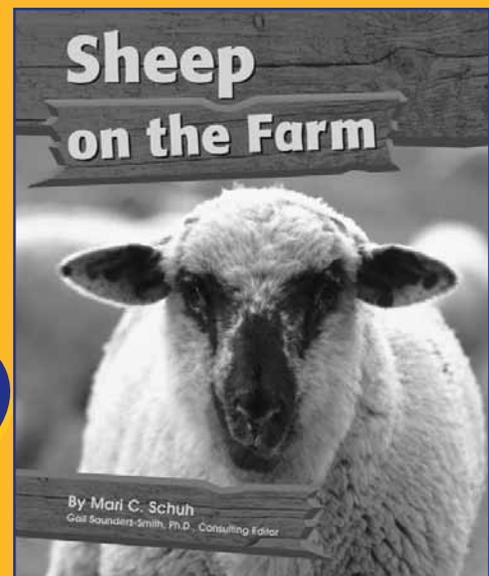
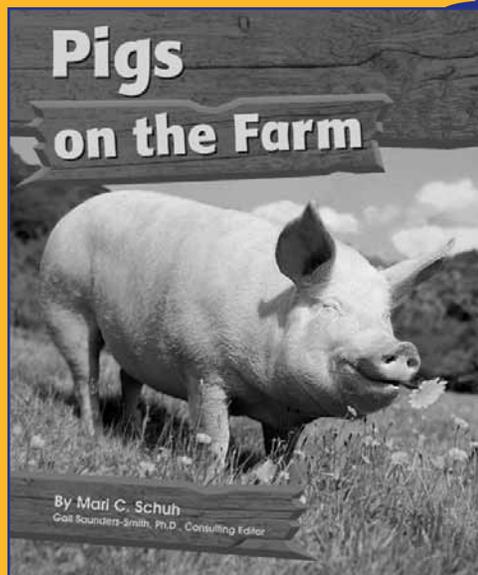
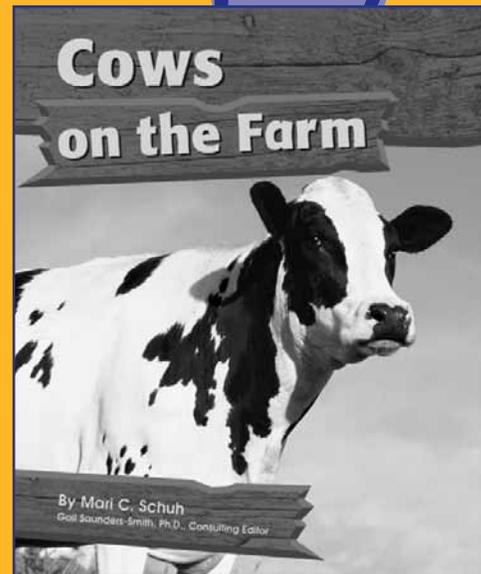
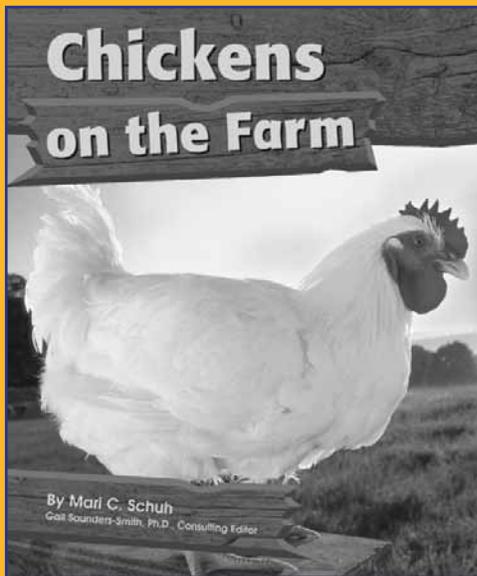
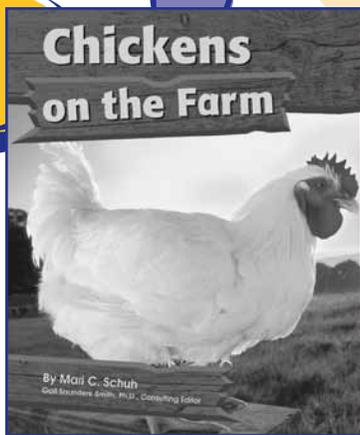


Teaching Guide for the Pebble Books On the Farm Set



ISBN 0-7368-9210-9



Lesson for Guided Reading

Chickens on the Farm

Start a word web. In the center circle, write the words “farm animals.” Ask students to recall as many farm animals as they can. Write their ideas in the surrounding circles. Have students identify the animal on the cover, and find that animal on the word web. Ask students what they would like to learn about chickens on a farm.

First Reading

- On the title page, point out that the book title and author’s name match those on the cover.
- Review the purpose of a table of contents.
- Have students find the word *Chickens* on page 5, as well as the word *farm*. Ask students to identify the animal’s body parts, confirming their ideas by reading the labels on page 4.
- Let students comment on the many chickens on page 6. Have them describe this building as large or small, then read page 7.
- Have students compare the building on page 8 with the one on page 6. Ask, “What type of farm might this be?”
- Discuss with students the ways farmers might use chickens. Have them notice the repeated words on pages 11 and 13: *Some farmers raise chickens for their . . .*
- Ask students what the woman on page 14 is doing. Ask, “What type of food do chickens eat? Let’s read to find out.”
- Have students describe what the chicken on page 16 is doing, then read page 17 to confirm ideas.
- Elicit from students what baby chickens are called (*chicks*). Ask if they know what a mother, or female, chicken is called. When someone suggests *hen*, read page 19 to check their ideas.
- Ask students what type of chicken is on page 20. Ask, “What is this male chicken doing? Let me hear you make this sound.” Help students recognize the sentence pattern on page 21.

Rereading

Invite students to read the book with partners. Encourage the partners to help each other through difficult spots.

Teaching Points

Plural ending *-s* (*animals, chickens, coops, eggs, farms, farmers, hens, roosters*); r-controlled vowel /ar/ (*farm, farmer, large*); word ending *-er* (*farmer, rooster, water*)

Performance Assessment

Write the following on the board: Chickens live on a farm. They _____. Invite students to copy and complete the sentence starter with information they learned in the book.

Chickens on the Farm

Early-Intervention Level for Reading Recovery®-type Programs*: 8
Guided Reading Level**: E

Supports

- Consistent print placement
- One to two sentences on a page

Challenges

- Concept vocabulary: *cluck, coop, crow, egg, grain, meat, peck, raise*

Text Features

- High-frequency words: *and, are, at, for, in, live, most, on, some, their*
- /k/, spelled *ck* (*chicken, cluck, peck*); initial blends (*cluck, grain, small*); long /u/, spelled *oo* (*coop, food, rooster*)

The On the Farm set supports these standards:

Benchmarks for Science Literacy: Project 2061 (AAAS, 1995)

- Standard 8A, K-2

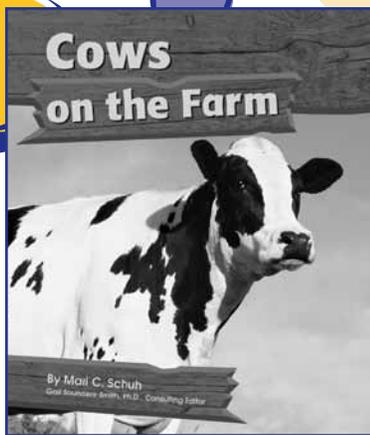
Curriculum Standards for Social Studies (NCSS, 1994)

- Standard IIIh, VIIe, Early Grades

National Science Education Standards (NAS, 1996)

- Content Standard C, The Characteristics of Organisms, K-4

* Reading Recovery® is a registered trademark of the Ohio State University. The complete Reading Recovery® Booklist, created by Ohio State University, includes books from numerous publishers, since a premise of the program is that children be provided with a wide range of texts. One publisher’s booklist alone is not sufficient to implement a Reading Recovery® program. Pebble Books have not been officially leveled by Reading Recovery®. However, levels have been provided for your convenience by Reading Recovery® teacher trainers.
** Guided Reading Levels have been assigned using guidelines established by Irene C. Fountas and Gay Su Pinnell in their book *Matching Books to Readers: Using Leveled Books in Guided Reading, K-3* (Heinemann, 1999). All levels are subject to change as they are periodically tested and evaluated.



Cows on the Farm

Early-Intervention Level: 8

Guided Reading Level: E

Supports

- One to two sentences on a page
- Some photo/text support

Challenges

- Concept vocabulary: *barn, cud, machine, pasture, raise, veterinarian*
- No phrase repetition

Text Features

- High-frequency words: *and, for, help, in, live, most, of, on, some, the, their, they, to, with*
- R-blends (*grain, grass, graze*); long /a/, spelled *ai* (*grain, raise*), CVCe (*graze*); *ch* pronounced /sh/ (*machines*) and /ch/ (*chew*)

Lesson for Guided Reading

Cows on the Farm

Cover the word *Cows* on the cover. Ask students to read the remaining words *on the Farm*. Invite them to identify the animal on the cover. Ask, “What letter do you think *cow* starts with?” Reveal the word *Cow*, then read it with the class. Predict with the class what they will learn as they read.

First Reading

- Ask students to read the title on the title page.
- Turn to the table of contents. Say, “I think we’re going to learn about what cows do. How do I know?”
- Encourage students to read page 5 on their own. Have them identify the animal parts featured on page 4, then read with them the words in the labels to check their ideas.
- Ask students to find the word *cows* on page 7. Tell them to cover all but the first word in the sentence, read it, then move on to the second word, and so on.
- Mention that page 9 has two sentences. Challenge students to find the end of one and the beginning of the other. Ask, “What else do we get from cows?” Read both sentences.
- On pages 10 and 11, model how to read *veterinarian*.
- Ask in which building on a farm cows might live, then invite students to read page 13 to check their ideas.
- Encourage students to explain what the woman on page 14 is doing. Ask, “What is the stuff in her shovel?”
- Ask students to describe what the cows on page 16 are doing. Ask, “What are they eating?”
- Say, “I think the cow on page 18 is chewing. Can you find the word *chew* on page 19?”
- Conclude with pages 20 and 21. Let students have fun making the sound of the cow, then reading the word *moo*.

Rereading

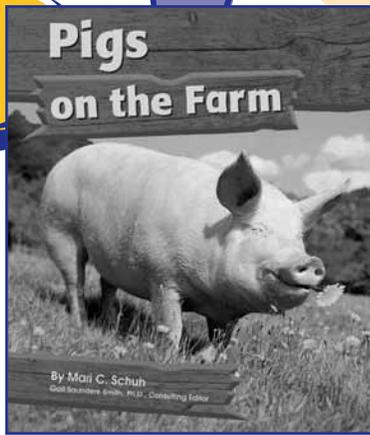
Assign small groups of three to four students. Invite the group members to take turns reading pages. Monitor the groups to make sure all students are following the reading.

Teaching Points

Long /e/, spelled *ea* (*eat, meat*), *ee* (*feed, keep*), *y* (*healthy*); initial /k/, spelled *k* (*keep*), *c* (*cow, cud*); r-controlled vowel /ar/ (*farm, farmer, barn*)

Performance Assessment

Invite students to draw a cow with a speech balloon. Inside the balloon, have them write a sentence that reflects something they learned in the book.



Pigs on the Farm

Early-Intervention Level: 9

Guided Reading Level: F

Supports

- Some photo/text support
- Most pages have one to two sentences

Challenges

- Concept vocabulary: *crop, manure, meat, raise, roll, soybean, squeal, veterinarian*
- One page has three sentences and four lines of text

Text Features

- High-frequency words: *a, and, are, for, helps, in, is, live, on, some, the, their, to*
- Spelling pattern CVC (*mud, pen, pig*); long /e/, spelled *ea* (*clean, meal, meat, soybean, squeal*); short /e/, spelled *ea* (*healthy, spread*)

Lesson for Guided Reading

Pigs on the Farm

Review the word web you made at the beginning of the unit. Ask students which farm animal they would like to read about next. When some suggests *pigs*, display the book. Then ask what they would like to learn about pigs as they read.

First Reading

- Encourage students to view the title page. Talk about the photograph, then have them read the book title.
- Pause at the table of contents. Say, “On which page will we learn about farmers and veterinarians?”
- Let students have fun identifying the pig’s body parts on page 4. Encourage them to read page 5 on their own.
- Demonstrate how to place a piece of paper over the text on page 7, then move the paper down to reveal the first line. Have students read the page one line at a time.
- Speculate who the men on page 8 might be. Encourage students to read page 9 to find out.
- Ask students what they think the person on page 10 is doing. Invite them to read page 11 to learn what farmers feed pigs.
- With pages 12 and 13, have students think about the farm building in which pigs live, then read to confirm ideas.
- Remind students how they tackled reading a previous page with four lines of text. Encourage them to follow the same procedure on page 15. Model how to read the word *manure*.
- Remind students that they mastered the long word on page 17 in a previous book. Ask, “What do you call an animal doctor?”
- Let students describe the pig on page 18. Ask, “Why do you think pigs roll around in mud? Let’s read page 19 to find out.”
- End with pages 20 and 21. Invite students to make the sound a pig makes, then read the short sentence.

Rereading

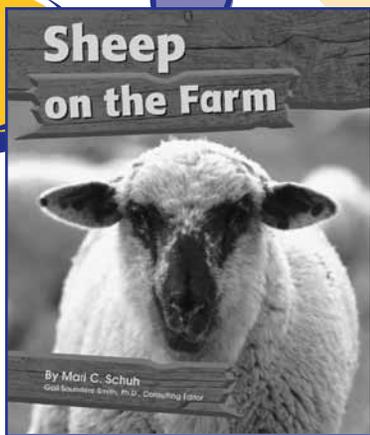
Encourage students to read the book in small groups. Listen closely to make sure students pause at the end of sentences.

Teaching Points

Initial 3-letter blends (*squeal, spread*); double consonant *ll* (*call, roll*); variant vowel *ow* (*sow/grow*); r-controlled vowel /or/ (*boar, corn, for*)

Performance Assessment

Invite each student to create a pig mini-book. On the cover, have them copy the title *Pigs on the Farm*. On the inside, have them write sentences telling something they learned. Ask students to illustrate the cover and inside pages.



Sheep on the Farm

Early-Intervention Level: 9

Guided Reading Level: F

Supports

- Consistent print placement
- One or two sentence on a page

Challenges

- Concept vocabulary: *bleat, flock, graze, meat, raise, shear, wool*
- Up to four lines of text on a page

Text Features

- High-frequency words: *a, and, for, in, is, live, most, off, on, their, to, use*
- Plural ending *-s* (*farms, farmers, flocks, groups, plants, machines*); *-es* (*ranches*); irregular (*sheep*); digraph *sh* (*shear, sheep*); long */e/*, spelled *ea* (*bleat, meat*); *ee* (*feed, sheep*)

Lesson for Guided Reading

Sheep on the Farm

Cover the photograph on the book cover. Invite students to read the title. Encourage them to describe a sheep, then reveal the photograph. Let students share what they know about sheep, then write down their ideas to check after reading.

First Reading

- Let student talk about the photograph on the title page.
- Explore the table of contents. Ask, “What will we learn about on page 13? How can you tell?”
- Have students identify the sheep’s body parts on page 4, reading the labels to confirm ideas. Encourage students to read the first line of page 5 on their own, then help them work through the word *ranches*, isolating the letter groups *ran-ch-es*.
- Let students exclaim over the number of sheep on page 6. Ask, “Do you know what a group of sheep is called?”
- Have students explain where the sheep are on page 8. Model how to cover parts of the word *outdoors* on page 9, isolating first *out*, then *doors*.
- Ask students what the sheep on page 10 are eating. Ask, “Do you see the word *grass* on page 11?”
- Examine pages 12 and 13 by speculating with students what the man might be feeding the sheep, then read to find out.
- Ask students to cover all but the first line on page 15. Once students have mastered this line, encourage them to move on.
- Ask, “What is the farmer on page 16 doing to this sheep? Let’s read page 17 to see if we are correct.”
- Challenge students to show you the ending of one sentence on page 19 and the beginning of the other. Have them match the words *ram* and *ewe* on pages 18 and 19.
- With pages 20 and 21, invite students to make the sounds that a sheep makes, then read the short sentence.

Rereading

Have students read the book with partners. Listen as students read. Observe if students are able to self-correct.

Teaching Points

Initial r-blends (*grain, grass, graze, group*), l-blends (*bleat, flocks, plants*); variant vowel *ou* (*group/outdoors*); word ending *-er* (*farmer, other*)

Performance Assessment

Invite students to draw pictures of sheep and label the body parts. Challenge them to write a sentence that tells something they learned. Let students refer to the book for guidance.

Extending the Lesson

The following activities incorporate concept knowledge gained from the *On the Farm* set.

Objectives

The student will:

- Explore the purpose of some animals on a farm
- Understand that some animals are raised for their meat, or human consumption
- Examine the role of farmers as animal caretakers on a farm

Entry Point—Engaging the Learners

- Invite the class to sing “Old MacDonald Had a Farm.” Include the animals from the books. Have students turn to the last page of each book to recall the sound each animal makes.
- Set up an easel with art paper. Say one of the animal names and ask students to tell you how to draw it. Follow their directions exactly. Have fun with the activity, encouraging students to think creatively and to use describing and direction words. Repeat with the other three animals.

Preparation

- Bring in items for students to examine, such as a carton of eggs, dairy products, or a wool sweater.
- Have bowls and napkins on hand for students to explore eggs. Bring in a variety of dairy products. Send a note home first to check for allergies.

Activities

- Ask students which products we get from chickens, then confirm that it is meat and eggs. Let students share the ways they have eaten eggs, such as scrambled, in omelettes, and so on. Divide the class into groups of three to four students. Give each a plastic bowl with an egg. Challenge students to identify the outer covering (the shell). Explain that the shell keeps the fluids inside the egg safe. Let students have fun

cracking open the egg into the bowl. Then investigate with them the inside of the egg. Help students identify the yellow part as the yoke, and the clear part as the white.

- Challenge students to recall what we get from cows—meat and milk. Share that items made from milk are called dairy products. Ask, “Which dairy products can you think of?” List students’ ideas, such as cheese, yogurt, and ice cream. Present the dairy products you have brought to class. Invite students to taste the various foods. Encourage students to comment on how the foods are similar and how they are different.
- Point out to students that farmers take care of farm animals. List with students the ways in which they do so, such as feeding the animals, keeping the animal homes clean, and having the animals checked by vets. Ask students to help you come up with lyrics for “The Farmer in the Dell,” telling what they learned. For example, “The farmer feeds the pigs, the farmer calls the vet, the farmer shears the sheep,” and so on.
- Review with students that on page 7 of *Pigs on the Farm* they learned that a female pig is called a *sow*, a male pig is called a *boar*, and baby pigs are called *piglets*. Challenge them to recall what other female, male, and young animals are called. List their ideas in a chart.

Challenging and Checking

Cover up the animal name on the book cover. Ask students to read the remaining words *on the Farm*. Challenge them to identify the animal, then reveal and read the animal name in the title.

Reflecting

Assess what questions students can ask and answer about animals on the farm. For example, “Which animal gives us milk? Which animal gives us eggs? Which animal rolls in mud?”

Curriculum Connections

The following activities can be used to expand your On the Farm studies into other subject areas.

Plant Science

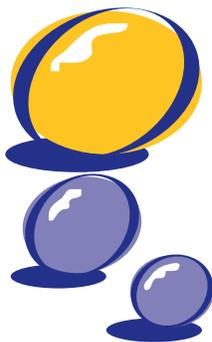
- Share with students that, along with animals, many plants are produced on a farm, too. Start a list of fruits and vegetables, such as carrots, apples, and corn. Point out that these foods are often grown on farms. Farmers plant and harvest the crops and take the food to market. Ask students to draw a picture of a food grown on a farm. Collect the pictures, and arrange them into a collage titled *Plants on the Farm*.

Reading Environmental Print

- Bring in clean, empty food cartons or labels for students to read. Point out to students the food products they read about in the books, such as milk, eggs, chicken, pork, and beef. Help students identify and read other items on the labels. For example, can they show you the list of ingredients? Can they find the weight? Can they find nutritional information? Conclude that being able to read labels and food packages is important for knowing which products to buy.

Nutrition

- Ask students if they know what the food guide pyramid is. Confirm that the food pyramid is a nutritional guide that helps us figure out how much of each food we should eat each day. Food packages sometimes display the food pyramid. Draw one on the board to fill in with the class. Divide the pyramid into four horizontal sections. Explain that the very top of the pyramid, the smallest section, is for the foods they should eat the least amount of.



What foods do students think this would be? Confirm that sugary and fatty foods go here. The next row is for meats and dairy products. They can eat a little more of these foods. The third row is for fruits and vegetables. They can eat even more of these foods. The largest row is for breads, grains, and rice. They can eat lots of these foods. Have students point out which foods on the food guide pyramid they read about in the books.

Writing

- Remind students that farmers have a very important job. Not only do they take care of the animals on their farms, but because of farmers, we have many of the foods we enjoy, such as milk, cheese, eggs, and meat. Ask students to write thank-you letters to farmers. Review with students the parts of a letter, such as the date, salutation, and closing. Ask students to describe what the farmers do that they are thankful for. Let students exchange letters with classmates to check for grammar and spelling.

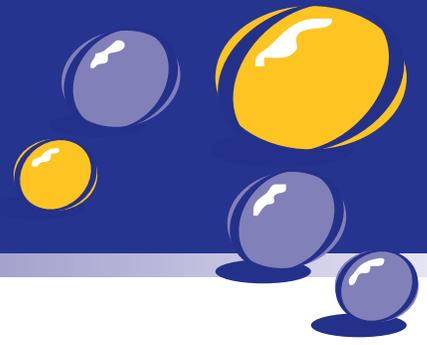
Role-Playing

- Divide the class into groups of four, and invite the groups to role-play being farmers. Ask each group member to be a farmer who takes care of one of the animals in the books. Challenge students to discuss the things they provide for the animals, such as food, shelter, and health care.

Art

- Let students create hanger mobiles of the farm animals. Divide the class into groups of five, and assign each student a role for creating these five components: the chicken, the cow, the pig, the sheep, and a farmhouse or barn. Once students have created each piece, give the groups a plastic hanger. Help students attach the animals to the hanger with string, then tape the barn or farmhouse to the hanger triangle. Display the mobiles around the room.

From School to Home



The following activities encourage students to share what they have learned with family and friends at home.

Schoolwork to Bring Home

- Invite students to bring home any writing assignments that you choose not to keep for assessment purposes. Encourage them to describe the books they read and how their writing reflects what they learned.
- Let students take turns bringing home the farm-animal mobile they created in groups. Tell students that they should identify each animal for their families, then share with their families what they learned about these animals on the farm.

Show What You Know

- Encourage students to look through the food items and clothing in their homes to find examples of products that come from chickens, sheep, cows, and pigs. Have them point out the item to their families and explain from which farm animal it comes. Suggest that students start a chart, with each farm animal listed across the top, to record the products they found.
- Recall with students the food labels and containers they read in class. Invite students to show their families the information each label contains, including the ingredients, the nutritional information, and the weight.
- Encourage students to explain the food guide pyramid, pointing out how the animals they read about contribute to it.

Activities to Do at Home

- Encourage students to venture to the grocery store the next time their family goes shopping. With their families, have them look for food items that come from a farm. Along with the animal products, suggest that students consider all the fruits and vegetables in the produce aisle,

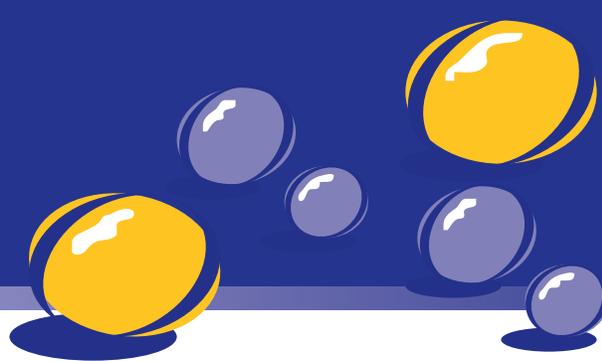
as well as breads and pasta, which are made from wheat. Back at home, students should sit down with their families and draw the farm items they saw. Challenge students to label each item.

- As a home project, invite students to create a diorama of the farm. Tell them to get an old shoe box and place it on one long side. This will be the base of the diorama. Have them ask an older family member to help them cut a slit in the long top side of the box. This slit will enable them to move animals through the diorama. Suggest that students decorate the walls of the shoe box with a farm scene. They could include the barn and farmhouse, fields, stables, and so on. Instruct students to draw and cut out each of the animals from the series. Have them tape each animal to the bottom of a craft stick, straw, or pencil. Tell them to slip the pencil through the slit at the top of the box so their farm animals can roam around the farmyard.
- With their dioramas, students can come up with farmyard plays with their families. Explain that each family member could be one animal. Students should come up with a story for their animals to act out. For example, perhaps a big storm is coming or a new animal joins the farm. Invite students to have fun with their plays and enjoy the time with their families.

Back in Class

- Invite students to bring in their dioramas and farm animals. Display the dioramas around the room, inviting students to share any unusual art materials they may have used. Have students retell the farm animal stories they made up.
- Encourage students to talk about their grocery-store expedition. Have them hold up the pictures of farm items they drew, explaining why they chose to draw each one. Make sure students are able to relate the pictures to the books.

Assessment



The following pages include assessment tools that can be used to assess student knowledge, behaviors, skills, and strategies.

Included with this Pebble Teaching Guide are three assessment instruments for use with this Pebble Books set. Teachers may use these tools to assess a student's skills, behaviors, and strategies in reading; to encourage effective pre-reading and post-reading thinking skills; and to test each student's informational literacy skills. Following is a brief explanation of how each assessment tool provided here can be used.

Reading Skills, Behaviors, and Strategies Chart

Use this checklist to assess a student's fundamental literacy abilities. Enter the title of a book on the left-hand side of the chart. Then record a student's demonstrated abilities in the appropriate box on the chart. The abilities highlighted at the top of the chart range from fundamental to somewhat more advanced. Overall they emphasize basic reading and print literacy skills, behaviors, and strategies. Complete this student performance assessment chart by adding formal and informal observations in the open column on the far right. Additional lines on the chart may be used to record a student's abilities as demonstrated by reading books outside those included in this Pebble Books set or the unit to which it belongs.

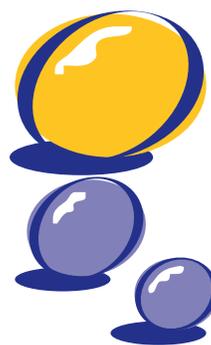
Think About It Chart

This chart, to be completed by the student, is modeled after the familiar K-W-L chart. The *Think About It* chart asks students to identify through writing what they already know about one of the subjects in this Pebble Books set; what they would like to learn about that subject; and then (to be completed during or after reading) what they actually learned from reading that Pebble Book. By

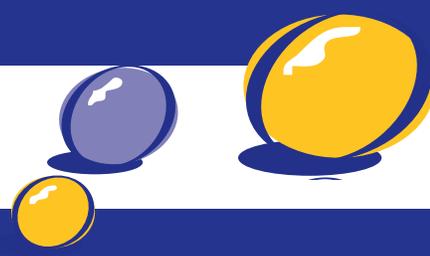
its nature, this pre- and post-reading activity encourages students to set and check purposes for reading.

Informational Literacy Behavior and Strategies

To be completed by the teacher and conducted as a student interview, this assessment tests a student's ability to use informational, and primarily nonfiction, texts. Teaching students to find information rather than simply to memorize it was ranked highest in importance in a recent survey by the Association for Supervision and Curriculum Development. Teachers can use this assessment tool to check whether students are developing these informational literacy skills. Teachers also may want to develop their own similar assessment to test students' facility with other informational literacy skills that are emphasized in the Pebble guided reading lessons.



Think About It



Name _____ Date _____

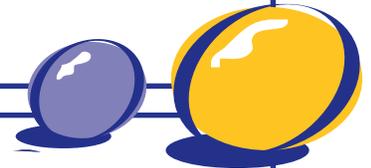
What I know about _____



What I want to know about _____



What I learned about _____



Informational Literacy Behaviors and Strategies



Name _____ Date _____

Have students briefly answer the following questions. Students may dictate for you to record their answers and your observations.

1. Can you find the title page? What is the author's name?

2. Where is the table of contents? What does it tell you about this book?

3. How did the photographs (diagrams, graphs) help you read this book?

4. Where is the glossary? What do you use a glossary for?

5. Find the index. What does the index tell you? Show how to use the index.

6. Find the page with Internet sites about this topic. What are Internet sites?
