



# The Farm

Level B / 56 words / informational text

High frequency words:

*a, am, at, I, look, me*

## Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Have you ever been to a farm? What animals live on a farm?"

## Look through all the pictures

- Using the language in the story, discuss the animal in each picture and what the animal is saying.
- Help the children find and read the word *look* in the text.
- Help the children find the animal words in the text: *cat, cow, donkey, goat, horse, pig, rooster, and sheep.*

## Reading the text

- Have the children read the text independently. Encourage them to read it again if they finish before the others in the group.
- While they're reading, listen to each student individually and prompt them to use meaning, structure, and letter cues at difficulty. Praise the successful use of reading cues.
- Make sure the children can match (with their finger) or track (with their eyes) each word of the text.

### FUN FACT

**Farm animals are domesticated. This means they are tame and kept by people as work animals, as a food source, or as pets.**

## After reading

- Discuss the meaning, structure, and letter cues that you noticed students using correctly at difficulty.
- **Literal comprehension:** The answers are in the text. Ask, "Name one of the farm animals that is in the book. Find the page about that animal and read it aloud."
- **Inferential comprehension:** The answers are in your head. Ask students to name other animals, not in the book, that might live on a farm.

## Word work

- Have students locate the high-frequency words in the text and practice writing them.

## Rereading for fluency

- Have the children read the story again, either independently or with a partner. Use this opportunity to listen to each student and prompt for strategy use at difficulty.

## Writing activity

- Have students complete the following sentences, using the previously generated list of animals that might live on a farm: "Look at me. I am a \_\_\_\_\_." Then have the students draw a picture that corresponds to what they have written.
- Encourage the use of punctuation and independent attempts to spell words correctly.

**Teaching Points:** Using meaning to connect pictures to text; Finding and clapping two-syllable words; Introducing animal words in text; Introducing the farm.