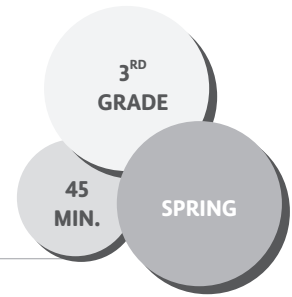


# Life on the Farm

**THEME:** CONNECTING FOOD, CULTURE, AND COMMUNITY



## ESSENTIAL QUESTION

*How are plants and animals involved in our lives every day?*

## LEARNING OBJECTIVES

- ✓ Students will be able to compare and contrast their lives to life on a farm.
- ✓ Students will be able to write rhyming poems.

## LESSON DESCRIPTION

In this lesson, students consider life on a farm, and they write a poem about the role of food, plants, and animals in their lives.

## MATERIALS

- *Summer Sun Risin'* by W. Nikola-Lisa
- Lined paper
- Pencils

## PREPARATION

- › Write a model rhyming poem about food in your daily life or a special event to share with students.
- › Create a list of rhyming words to that students can use it to help generate their poems.
- › Display writing prompts on the board or on chart paper.

## WRITING PROMPTS

A time you

- Visited a farm
- Planted seeds or a plant
- Helped in a garden
- Helped in the kitchen
- Took care of animals
- Ate a special meal
- Tried a new favorite food

## ACTION STEPS

**1. Engage:** Ask students to brainstorm the parts of their day that include food and animals. Make a list of responses on the board or on chart paper. Now ask, *What would your day look like if you lived on a farm?* Make a second column to record these responses. Have students compare the two lists and draw some conclusions. Say, *It seems like when you live on a farm, animals and plants are a big part of your everyday life.* If your students live in urban areas, ask them how this differs from their everyday life. If there are students who currently live on a farm, let those students share their experiences. **(5 min.)**

**2. Reading:** Explain that you're going to read a book that shows a day in the life of a young boy who lives on a farm. Read *Summer Sun Risin'*. Next, look back at the list of activities you wrote for life on a farm, and see if you can add more from the book. **(10 min.)**

**3. Model:** Tell students that now they'll have a turn to write a rhyming poem based on any of the writing prompts listed above. Read your poem aloud, and ask students if they can name the rhyming pairs of words. Then you might try giving them a few different lines to practice rhyming. For example, say, *What words rhyme with raspberries? So if I said, "I love to pick raspberries," what could be my next rhyming line? (But sometimes pollen makes me sneeze! I share the garden with the bees, etc.)* Display your list of rhyming words, and say aloud each pair as a class choral reading. Encourage students to use these words in their poems or come up with their own. **(5 min.)**

**4. Writing Poems:** Circulate through the room, offering encouragement and guidance where needed. You may want to set a goal of writing eight to ten lines, reminding students that they're writing a first draft. **(10 min.)**

**5. Sharing:** Have pairs of students read their poems aloud to each other. **(10 min.)**

## REFLECTION

Have students discuss the following questions in small groups, then share with the class: **(5 min.)**

- *What are the different chores that happen on a farm each day?*
- *Summer Sun Risin' is set in the 1950s. How do you think the story would be different today?*
- *What is a day in the summertime like for you compared to the boy in the story?*
- *How was the experience of writing your own poem?*

## ADAPTATIONS

**Extension:** Have a farmer, farmworker, or anyone with extensive experience working on farms visit the class to talk with students about a typical day on the farm. Find a farm pen pal the class can write to. Plan a field trip to a farm.

## ACADEMIC CONNECTIONS

English Language Arts Common Core State Standards

### CCSS.ELA-LITERACY.RL.3.6

Distinguish their own point of view from that of the narrator or those of the characters.

### CCSS.ELA-LITERACY.W.3.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences

