

Life on the Farm

THEME: CONNECTING FOOD AND COMMUNITY

3RD
GRADE

45
MIN.

SPRING

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.

CONCEPTS

farm poetry rhyme

ENGAGING THE CLASSROOM TEACHER

- Prior to the lesson, ask the teacher about students' level of familiarity with poetry. Together you can determine a realistic expectation for the final product.
- If possible, coordinate with the teacher to teach the lesson during National Poetry Month in April and/or during a poetry unit they've already planned.
- During Action Step 4, suggest that the teacher support students in writing their poems.
- During Action Step 5, suggest that the teacher help ensure pairs of students are sharing their poetry with each other.

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
- Life on the Farm Poetry Worksheet (p. 390)
- Pencils

PREPARATION

- ▶ Write a model rhyming poem to share with students about food in your daily life, your own experience on a farm, or something inspired by the writing prompts below.
- ▶ Photocopy the Life on the Farm Poetry Worksheet for each student.
- ▶ 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: Gather students in a circle and 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'*, stopping to ask questions and make observations to help them understand the connection between a farm and the food we eat. For example, say, *I noticed he's having milk and eggs for breakfast. I wonder where those foods are from.* Additionally, get students' ears primed for hearing and writing rhymes. At the end of each page, pause before saying the last word to encourage students to anticipate the last rhyme. After a few pages, ask, *What do you notice about the words in this book? How does it sound?* Briefly note the song-like quality to the story. After reading, 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), reading them aloud for students. Read your poem and

ask students if they can name the rhyming pairs of words. Pass out the Life on the Farm Poetry Worksheet, and say aloud each pair of rhymes as a class. Ask students to try to think of more rhymes beyond what's written. Then you might give them a few different whole 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.)* Encourage students to use these words in their poems or come up with their own. **(5 min.)**

4. Writing Poems: Explain to students, A poem tells a story or paints a picture in people's minds with the words the writer chooses. Poems often have a rhythm or beat, like a song. You can even encourage students to think of their writing as a song or rap, if that appeals more to them. Share the goal you've established with the classroom teacher, for example writing six lines. Remind students that they're writing a first draft, so they don't need to use perfect spelling. Circulate through the room, offering encouragement and guidance where needed. **(10 min.)**

5. Sharing: Have pairs of students find a special place in the room to read their poems aloud to each other. After about four minutes, announce that the second partner should share their poem, if they haven't already. Set aside time for students to share their poems with the whole class if they'd like. **(10 min.)**

REFLECTION

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

Social and emotional learning

- *Did you like writing your own poem?*
- *What were you most proud to share with your partner?*
- *Ask yourself: Was I a good listener to my partner when they shared their poem?*

Check for understanding

- *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?*
- *What makes a poem a poem?*

ADAPTATIONS

Rhyming Game Variation: If your students are comfortable with rhyming and to add some movement to your rhyming practice, turn it into a bean-bag toss game. Say a word and gently throw a bean bag (or some other object) to a student to come up with a new rhyme. You can tell students to put their hands up to show they're ready with a rhyme, so you don't put students on the spot. Once you've come up with all the rhymes for one word, have a student suggest a new word.

Guest 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

CCSS.ELA-LITERACY.L.3.3.A

Choose words and phrases for effect.

Name: _____ Date: _____

Life on the Farm Poetry Worksheet

Directions: Say the rhymes below out loud. Then come up with new rhymes.

Pairs of Rhymes

sun	fun
fly	sky
hen	pen
tomato	potato
flower	shower
seed	
bees	
lunch	
grow	

Directions: Use the rhymes above or others you think of to write your own poem about a time you . . .

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

My Poem _____

