

LESSON PLAN

I LIKE THE FARM

An I Like to Read® Book, Level A

Shelley Rotner

There are many animals on the farm. Which one do you like?

Guided Reading Level: A/Emergent Reader

Grade Level Equivalent: Kindergarten

Interest Level: Pre-K–2

Instructional Standards

Reading Informational Text: RL.K-2.1,2,3,4,5,6,7,10

Reading Foundation Skills: RF.K-2.1,2,3,4

Writing: W.K-2.1,3,5,8

Speaking and Listening: SL.K-2.1,2,3,4,5,6

Language: L.K-2.1,2,4,5,6

Learning Objectives

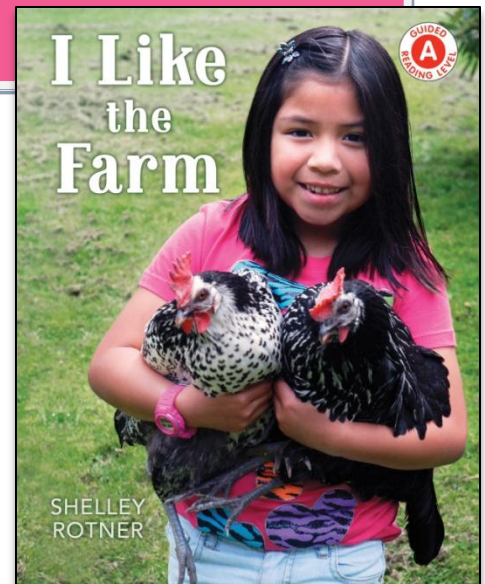
Students will:

- read new text.
- develop fluency through reading.
- learn about letters, sounds, and words and apply skills.
- extend comprehension through discussion, instruction, and writing.
- learn how to write about reading.

BEFORE READING

Build background knowledge and reading foundation skills.

1. Read the title and identify the author/illustrator.
 - What does the title tell us about the book we are going to read?
 - What is the role of the author/illustrator?
2. On chart paper write and say: “I like the.” Have a student come up and circle “I like.”
 - Open the book and have students find “I like” on each page.
 - What do you like on the farm? Go around the group and have each student tell what they like.
3. Discuss the cover illustration.
4. Take a picture walk through the book and have a “book talk.”
5. Have students predict what the story will be about. Ask:
 - What is this book about?
 - What are the children doing?
 - Is this book real or make-believe? Why?
 - What kind of illustrations are in this book (photographs)?
 - What information did you get from the photographs?



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6. Highlight and clarify new vocabulary words and concepts, including punctuation.
 - Say and write the vocabulary words on chart paper: **cat, kitten, cow, calf, dog, pup, pig, piglet, hen, chick, farm.**
 - Ask students to find the words with the beginning sounds: c, k, d, p, h, ch, f.
 - Ask students to find the ending sounds: t, n, w, f, g, p, ck, m.
 - Have students circle all of the words that begin with “c” and then the words that begin with “p.” Discuss decoding strategies.
 - Invite students to find chunks of sounds in the words as they read the new vocabulary.
 - Write the word “**the**” before each word. Ask students to read “the cat,” “the kitten,” etc.
 - Have the students find the end point in each sentence. Discuss the function of a period.
7. Model and call attention to appropriate reading strategies. Encourage children to notice letters, sounds, words, and information in the illustrations when reading.

DURING READING

Model and encourage conversations about the text.

First reading: Teacher reads aloud to the group as the students point to the words as they read.

Second reading: Students read softly in unison with the teacher.

Third reading: Students read independently and point to the words silently.

1. Ask focus questions. Invite students to say where they found their answers in the text and read aloud to confirm.
 - Where does this story take place (setting)?
 - Who is telling the story? How do you know?
 - What are the children doing on each page?
2. Discuss the meaning of the text.
3. Do you see a pattern in the book (animal and baby)?
 - What are the names of the baby animals? Match each animal to its baby.
4. Make text-to-self connections.
 - What animals have you seen on the farm?
 - Tell about a time you saw a baby animal.
 - Describe the baby. Compare and contrast the baby to its mother. Did they look the same?
5. Explain something you learned about the farm from the photographs that the words did not tell you.
6. Retell the story in the correct sequence.

AFTER READING

Reinforce and extend understanding.

Word Work: Print concepts, vocabulary, language structure

Use the book to find the answers:

1. Find the words that are repeated in each sentence (I like the).
2. Let’s look for the word _____. **cat, kitten, cow, calf, dog, pup, pig, piglet, hen, chick, farm**
3. Pair each animal with its baby animal.



Teacher dictates writing (word solving within a meaningful sentence).

- Without using the book, listen to the word or sentence and write down the sounds that you hear.

I like the farm.

I like the cat.

I like the kitten.

INDEPENDENT PRACTICE

Writing:

Teacher models on chart paper to teach the writing process.

- Go around the group and ask the students what they like at the farm. Write the responses on a chart as they share. Call attention to the end point (period).

Independent Writing:

Children learn to represent ideas in different ways and to use strategies.

- Have students write about their favorite farm animal and draw a picture.

Comprehension Check:

- What is the main idea of the story?
- Write “the farm” in the middle of a piece of chart paper and circle. Draw 10 lines coming out from the circle. Students need to find 10 details from the book and write them on the lines.
- Use words from the story to complete each sentence.
The chicken has a _____.
The cat has a _____.
The cow has a _____.
The dog has a _____.
The pig has a _____.
The animals are on the _____.
- As a group, create a **Farm Animal Book**. Research other animals and baby animals that live on the farm.
- Play a game: What animal am I?
 - Write the names of farm animals on index cards.
 - Hand a student a card and have them make the sound of the animal.
 - Ask students to guess the animal.
 - Repeat, using all of the animals from the story.
 - Invite children to think of other farm animals and continue the game. Ex: goat, sheep, horse.
- Sing “*Old MacDonald Had a Farm*” using the sequence from the book *I Like the Farm*.

Guide written by Marla Conn, reading/literacy specialist and educational consultant

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