

October 2015

click

opening windows for young minds

Down on the farm

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**Teachers' Guide for *CLICK*:
Down on the Farm October 2015**

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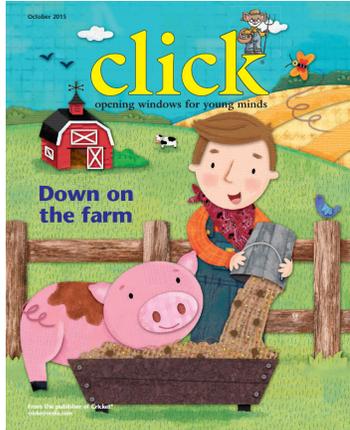
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OVERVIEW

*In this magazine, readers will learn about farms and the living and nonliving things working and growing on them. **CLICK: Down on the***

***Farm** includes information about planting and harvesting plants in gardens, farms, and bogs, machines on a farm, farriers and farm animals, and even animals that farm.*

ESSENTIAL QUESTION:

What can be found on a farm and why are farms important?

We invite you to use this magazine as a flexible teaching tool, which is ideal for interdisciplinary learning of social studies and science content and core literacy concepts. Find practical advice for teaching articles individually or utilize a mini-unit that helps your students' make cross-text connections as they integrate ideas and information.

READ MULTIPLE ARTICLES PAGES 4 - 10

Each article in this magazine is well-suited for teaching Common Core literacy concepts and content area knowledge. For each individual article page in this guide, you'll find the following:

The screenshot shows an article page titled "ARTICLE: What's Mine Is Yours" with several sections highlighted by callouts:

- Essential Question:** Points to the "ESSENTIAL QUESTION" section: "What factors contribute to the development of healthier and more efficient human organs?"
- Content Concepts Next Generation Science Standards:** Points to the "SCIENCE CONCEPT" section: "Medical advancements are making it possible to view and study and enhance the human form."
- Key Vocabulary CCSS.Reading.4:** Points to the "KEY VOCABULARY" section: "Anatomical: of or able to be seen through."
- Prepare to Read CCSS.SpeakListen.1, 2, 4:** Points to the "PREPARE TO READ" section: "Engage the students in discussion to determine what knowledge they bring to the text. Consider a role-play, skit, or debate about the article. Aim for complete class participation."
- Close Reading Questions CCSS.Reading.1-10:** Points to the "CLOSE READING QUESTIONS" section, which includes questions like "Why are organ transplants of such high importance in the medical community?"
- Common Core Connections to teach reading and writing standards. CCSS.Writing.1, 2, 3 & 6:** Points to the "COMMON CORE CONNECTIONS" section, which includes "Research-Based Writing" and "Analyze Text Features".

TEACH A MINI-UNIT PAGES 12 - 14

The diagram shows three interlocking gears: a red gear labeled "SCIENCE CONTENT", a blue gear labeled "CORE LITERACY", and a purple gear labeled "ARTICLES". Arrows indicate a clockwise flow between them, representing the integration of these three areas in a mini-unit.

Magazine articles can be easily grouped to make cross text connections and comparisons. Our Common Core mini-unit guides students to read and discuss multiple articles and integrate ideas and information. (CCSS.Reading InfoText.9) Discussing multiple articles (CCSS.SpeakListen.1, 2, 4) prepares students to write informational texts to share and publish in a variety of ways. (CCSS.Writing.2)

READING

Core literacy concepts, such as the ones found in the Common Core State Standards, help students access social studies and science content. Integration of both literacy thinking and content study offers students a great way to become experts in reading informational text and literature for content knowledge. This guide provides questions to cover many core literacy concepts.

Draw Inferences (CCSS.InfoText.1)

Describe Relationships (CCSS.InfoText.3)

Analyze Text Structure (CCSS.InfoText.5)

Interpret Visual Information (CCSS.InfoText.7)

Summarize (CCSS.InfoText.2)

Determine Word Meaning (CCSS.InfoText.4)

Understand Author’s Point of View (CCSS.InfoText.6)

Explain Reasons and Evidence (CCSS.InfoText.8)

FOCUS STANDARD: CCSS. InfoText 9: Integrate Ideas and Information:

Have students read multiple articles from this magazine on the same topic, build knowledge, and make cross-text comparisons.

SPEAKING AND LISTENING

Use the articles in this magazine to spark meaningful discussions in person and online. Encourage deeper discussions where students can become topic experts. (CCSS.SpeakListen.1, 2, 4)

DISCUSSION OPTIONS—IN CLASS OR ONLINE

Article Clubs: Form small reading groups of students reading the same article. Have students discuss the content, share ideas, and critically evaluate the text.

Jigsaw Clubs: Form small reading groups of students reading *different* articles. Invite students to share information and resources with each other.

Whole Class: Launch with an essential question. Encourage students to find and share evidence from different articles building a greater understanding of the question.

WRITING

Use the articles in this magazine to prompt **informative/explanatory writing**. (CCSS.Writing.2) Have students use evidence from the texts to share information about social studies, language arts, or science content in the articles. See the **Mini-Unit** section of this guide (pages 12 - 14) as well as the **article pages** (pages 4 - 10) for ways to incorporate writing into your instruction



Amy and Martin help their aunt and uncle get ready for the farmers' market. As they get ready, you will find out about all the different foods gathered and made at the farm.

ESSENTIAL QUESTION

What can be found on a farm and why are farms important?

SCIENCE CONCEPTS

Humans rely on natural resources in their environment.

CROSS-CURRICULAR EXTENSION

Science

Grow your own plants for food! Soak 1 teaspoon of untreated alfalfa seeds in a clean pint jar. Cover jar with a square of cheesecloth held in place by a rubber band. Rinse the seeds and keep jars in a dark place. Rinse seeds and watch for changes every day. When sprouts are 1-inch long, place jar in the sunlight for a day or two. They are ready to eat when green leaflets appear. Enjoy in salads, sandwiches, or by themselves!

KEY VOCABULARY

harvest (p. 3) to gather a crop

label (p.2) to put a word or name on something to describe or identify it

market (p.2) a place where products are bought and sold

provide (p. 3) to give something wanted or needed

PREPARE TO READ

Ask students to share their experiences at a farmers' market. What did you see, smell, hear, and taste there? Have students look at the picture of the Farmers' Market on page 6. Ask students to point to different vegetables they see in the picture. Explain that other items are sold at farmers' markets, too. *Ask: What other things do you see at the farmers' market?*

CLOSE READING QUESTIONS

- Explain what happened first, next, and last when Amy and Martin helped plant the carrot seeds.
- What does Aunt Mabel mean when she says, "By canning part of the harvest, we can enjoy a little taste of summer all winter long"?
- How does the picture on page 6 illustrate the topics in the story?

COMMON CORE CONNECTIONS

Summarize Main Ideas *CCSS Info Text 1, 2*

Talk with a partner talk about who, what, when, where, and why to help you summarize the main ideas of this text.

Draw Inferences *CCSS Info Text 8*

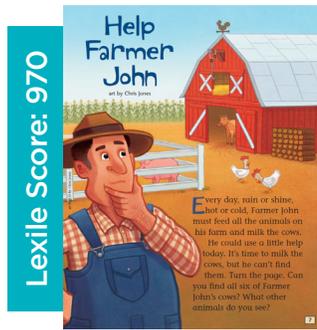
Reread the text at the top of page 5. How do you know that the chickens may not like it when Martin and Amy gather their eggs?

Interpret Visual Information *CCSS Info Text 7*

With a partner, look at the illustration on page 6 in the magazine. Make a list of all the different things being sold in the market that come from the farm.

ARTICLE: Help Farmer John

Magazine pages 7 - 9, Activity



Help Farmer John find his missing cows, and learn about other farm animals and parts of the farm along the way.

ESSENTIAL QUESTION

What can be found on a farm and why are farms important?

SCIENCE CONCEPTS

Animals need food from plants or other animals to live and grow.

CROSS-CURRICULAR EXTENSION

Math

Use the number of cows on pages 8 and 9 in the magazine to describe an addition algorithm. Then write a number sentence to show your work.

KEY VOCABULARY

silo (p. 8) a tower that is used to store food (such as grain or grass) for farm animals

graze (p. 9) to eat grass or other plants that are growing in a field, pasture, etc.

pasture (p. 9) a large area of land where animals feed on the grass

crop (p. 8) a plant or plant product that is grown by farmers

PREPARE TO READ

Direct students to pages 8 and 9 in the magazine to identify animals and the sounds they make. Ask students to point out other things they notice in the illustration, such as the barn or pigpen, and explain that these are all parts of a farm. Explain that the words in bold, or dark, print on the pages help to tell more information about Farmer John's farm.

CLOSE READING QUESTIONS

- When you are reading and looking at the pictures of the farm, how do the words in bold help you?
- How do you know where Farmer John grows vegetables for his family and where he grows vegetables that he will sell?
- What clues in the text help you figure out the meaning of *silo*?

COMMON CORE CONNECTIONS

Text Features *CCSS Info Text 5*

Point to the words in bold print on pages 8 and 9 in the magazine. These words stand out to tell about key facts about the farm. Use clues from the pictures and from the text to tell what the bold print words mean.

Summarize Main Ideas *CCSS Info Text 1*

Use the illustrations and text on pages 8 and 9 in the magazine to talk with a partner about things found on a farm. Take turns describing key ideas about things such as plants, animals, people, buildings, and machines on a farm.

Narrative Writing *CCSS Writing 3*

Write about what one of the cows did after it noticed that the pasture gate was open. What did it do first, next, and last? Use describing words.



How do tractors pull? Find the answer to this question along with facts about how tractors do work on a farm when you read this article.

ESSENTIAL QUESTION

What can be found on a farm and why are farms important?

SCIENCE CONCEPTS

Humans can cause change within their natural environment.

CROSS CURRICULAR EXTENSION

Art

Draw or trace one or more of the tractors on page 12 of the magazine. Label parts with words and arrows, using words such as *plow, baler, spreader, and planter*.

KEY VOCABULARY

gladiator (p.7) supplies or tools needed for a special purpose

hitch (p.10) a device that is used to connect one thing to another

liquid (p. 12) a substance that is able to flow freely

powerful (p. 11) having or producing a lot of physical strength or force

supply (p. 11) the amount of something that is available to be used

PREPARE TO READ

Show students the picture of the tractor on pages 10 and 11 of the magazine. Ask: *What is this a picture of? Who uses this machine and what does it do?* Then have students share what they notice about the parts tractor. Explain that in this article, parts of text are “called-out” with arrows to help the reader see what part of the tractor is being discussed.

CLOSE READING QUESTIONS

- Blocks of text have arrows connecting them to the part of the picture being described. How does this feature help you as a reader?
- Why you think drivers may enjoy sitting in the cab more than they have in the past?
- How does a cultivator help the farmer?

COMMON CORE CONNECTIONS

Text Features *CCSS Info Text 5*

Use the text and arrows on pages 10 and 11 in the magazine to help you understand details about tractors.

Draw Conclusions *CCSS Info Text 1*

Read the text about tractor drivers and think about the facts that you have learned about tractors. Then talk with a partner about why you would or would not like to be a tractor driver.

Informational Writing *CCSS Writing 2*

Using the information in this article write about what you learned about tractors. What facts did you learn? Include details about different parts of a tractor and what they do.

ARTICLE: A Visit from the Farrier

Magazine pages 13 - 17, Narrative Nonfiction



A farrier is someone who takes care of horses' hooves. This article explains what a farrier does and the tools she need to do her job.

ESSENTIAL QUESTION

What can be found on a farm and why are farms important?

SCIENCE CONCEPTS

Different animals use their body parts in different ways to move from place to place.

CROSS-CURRICULAR EXTENSION

Careers

Learn more about jobs that require working with horses. Conduct a search to find out what it means to be a groom, foaling attendant, or other job. Or find out more about being a farrier.

KEY VOCABULARY

cleat (p. 16) something fastened to the bottom of a shoe to prevent slipping

file (p. 15) to move a long, narrow tool along a rough area to smooth it out

proper (p. 14) the correct way

support (p. 15) to hold something up

PREPARE TO READ

Have students do a picture walk of this article before reading. Ask students what they notice in the pictures, or photographs. Allow students time to share information and experience with horses and horse care. Explain that a farrier is someone who takes care of horses' hooves. Have students talk about the different tools they see on their picture walk. *Ask: Why do you think a farrier has an important job on a farm? Let's read to find out.*

CLOSE READING QUESTIONS

- What are a farrier's most important tools?
- Why is a farrier's job important? Use evidence from the article to support your answer.
- How did the photos help explain what was written?

COMMON CORE CONNECTIONS

Describe Relationships *CCSS Info Text 3*

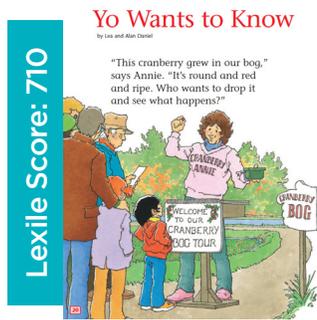
What are the connections or relationships between a farrier and the horses on a farm?

Find Supporting Details *CCSS Info Text 1, 2*

Name at least three tools that a farrier uses to do her job and describe how or why the tools are used.

Opinion Writing *CCSS Writing 1, 5*

Would you like to be a farrier? Write a paragraph if you would enjoy this career or not. Support your opinion with reasons based on the information in the text.



Learn about cranberries and how people grow them when Yo visits a cranberry bog. In this article you will learn about what makes cranberries float, how they grow, and how people harvest them.

ESSENTIAL QUESTION

What can be found on a farm and why are farms important?

SCIENCE CONCEPT

Plants need water and light to live and grow.

Plants have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow.

CROSS-CURRICULAR EXTENSION

Science

Try your own Float or Sink experiment. Gather items, such as a paper clip, cork, penny, raisin, sponge, and a cranberry! Make a prediction if each item will float or sink. Then test your predictions by placing each object in a bowl of water. Talk about your findings.

KEY VOCABULARY

bog (p. 22) an area of soft, wet land

corral (p. 25) to gather and put somewhere

spongy (p. 21) soft and full of holes or water

PREPARE TO READ

Ask: *Have you ever eaten a cranberry? Have you ever eaten one raw? How about dried with sugar or in cranberry sauce?* Talk about whether students liked eating cranberries and why.

CLOSE READING QUESTIONS

- Why does Yo say, "What cranberries really, really need is sugar"?
- Name three things that happen after the bog is flooded and all the plants are underwater.
- Describe the setting of this story.

COMMON CORE CONNECTIONS

Craft and Structure *CCSS Info Text 6*

The author presents the information in this article in a narrative, or story, form. As you read the story about Yo, you also learn about something. What is the author trying to teach you about? What is the main purpose of the writing?

Integration of Knowledge and Ideas *CCSS Info Text 7*

Use the illustrations and details in the diagrams on page 21 to describe its key ideas. Explain how the diagrams on this page help us understand more about cranberries.

Opinion Writing *CCSS Writing 1*

What do you think would be the hardest part about working on a cranberry bog? Write your answer in a paragraph, using details from the article to provide reasons that support your answer.



Read about how ants grow their own food. Ant farmers raise their crops, fertilize them, and keep pests away. Just like human farmers, ants even raise animals, too.

ESSENTIAL QUESTION

What can be found on a farm and why are farms important?

SCIENCE CONCEPTS

All animals need food in order to live and grow.

CROSS-CURRICULAR EXTENSION

Science

Research to learn about the different kinds of mushrooms people eat and how they are grown.

KEY VOCABULARY

fungi (p. 26) a group of related plants (such as molds, mushrooms, or yeasts) that have no flowers and that live on dead or decaying things

herd (p. 27) to gather and move a group of animals

raise (p. 27) to keep and take care of animals or crops

PREPARE TO READ

Ask students if they have ever eaten a mushroom. Explain that mushrooms are classified as something called fungi. Say: *Ants eat fungi, too. The fungi that most ants eat look like clumps of tangled white threads. Have students point to the photograph of fungi grown by an ant on page 26 of the magazine. Say: Let's talk about things that are the same and things that are different about farms raised by ants and farms raised by people.*

CLOSE READING QUESTIONS

- The title of the article is "Ant Farms." Why does the picture next to the title on page 26 of the magazine say "Not this" and "This"?
- What different kind of jobs does an ant do? Find evidence in the text to name the different work of an ant.
- How does the author connect the information about ants to what people do? Look back in the article to support your ideas.

COMMON CORE CONNECTIONS

Discuss Relationships *CCSS Info Text 3*

In this article, the author talks about ants raising aphids. Talk about the connection or the relationship between ants and aphids. How do ants raise aphids? Why do ants raise aphids?

Summarize Main Ideas *CCSS Info Text 2*

What are the steps an ant farmer takes to ensure its aphids make the sweet juice called honeydew?

Narrative Writing *CCSS Writing 3*

Write a description about the work of an ant farmer. Include details about what the ant does with leaves to grow its food, and how the ant gets aphids to give it honeydew.

Lexile Score: 710

Emma loved Thursdays. That's when she and her dad pulled her wagon to her friend Luisa's house. The first time they went, Emma thought it was to play with Luisa. But Luisa wasn't home, only her mom—and six big boxes sitting on the kitchen floor. "Choose one," said Luisa's mom.

Fresh from the Farm

by Judy Blume
art by John Lee



Read about a girl, Emma, who learns about a rainbow of fruits and vegetables when her family buys a share in a farmer's harvest. Emma eats new foods and even tries her hand at harvesting potatoes.

ESSENTIAL QUESTION

What can be found on a farm and why are farms important?

SCIENCE CONCEPTS

Understand how natural resources can be processed and distributed as goods.

Humans rely on natural resources in their environment.

CROSS-CURRICULAR EXTENSION

Art

Draw and color two examples of fruits and/or vegetables from "Fresh from the Farm" that are green, red, yellow, and purple.

KEY VOCABULARY

deliver (p. 28) to take (something) to a person or place

bitter (p. 30) having a strong and often unpleasant flavor that is the opposite of sweet

share (p. 31) a part of something that has been divided into parts and given to different people

pale (p. 32) light in color

PREPARE TO READ

Talk to students about the importance of eating a variety of fruits and vegetables. Then ask: *What are some of your favorite fruits and vegetables?*

Talk about the colors of the fruits and vegetables, what different fruits and vegetables taste like, and why students may or may not like certain ones. Ask students to notice any vegetables that may be new to them as they read the article.

CLOSE READING QUESTIONS

- What evidence in the article suggests that Emma enjoys opening her boxes from Farmer Jane?
- What kind of text is this? How do you know?
- How is sequence used in this text?

COMMON CORE CONNECTIONS

Key Ideas and Details *CCSS Info Text 1*

Make a list of all the different fruits and vegetables mentioned in this article. Check off foods that you have had before and circle foods that you have not yet tried. Underline any foods that you have not even heard of before. Compare lists with a partner.

Describe Relationships *CCSS Info Text 3*

What are the connections or relationships between Farmer Jane and people like Emma and her family who buy shares in her harvest?

Author's Purpose *CCSS Info Text 6*

What is the main purpose of the article **Fresh from the Farm**? What is the author trying to explain and describe?

CROSS-TEXT CONNECTIONS WITH MULTIPLE ARTICLES

COMPARE ARTICLES

SYNTHESIZE: Guide students to compare articles they read. Help students find the connections between pieces of information in multiple texts. Use prompts, such as the following examples, to have students work together to **Integrate Ideas and Information** (*CCSS.Reading.9*):

- Make a two-column table with the headings, “Farm Animals” and “Farm Plants”. With a partner search the articles to find the names of plants and animals and place them in the correct column. How many did you find?
- Make a chart of the different jobs described in the articles. List the jobs and how this work helps keep the farm running.
- Create a booklet with the title, What We Know About Farms. In your own words, add facts and information gathered from the material presented in different articles.
- Machines and tools on the Farm: Make a list of all the machines and tools shown and described in the articles that are used on the farm. Can you think of other machines or tools that needed to get farm work done?
- Keep track of the foods you eat in one day. Look through the articles to see what plants and animals these foods come from.
- Using information for multiple articles, answer the essential question, **What can be found on a farm and why are farms important?**

EXPLORATORY LEARNING - FLEXIBLE MINI-UNIT DESIGN

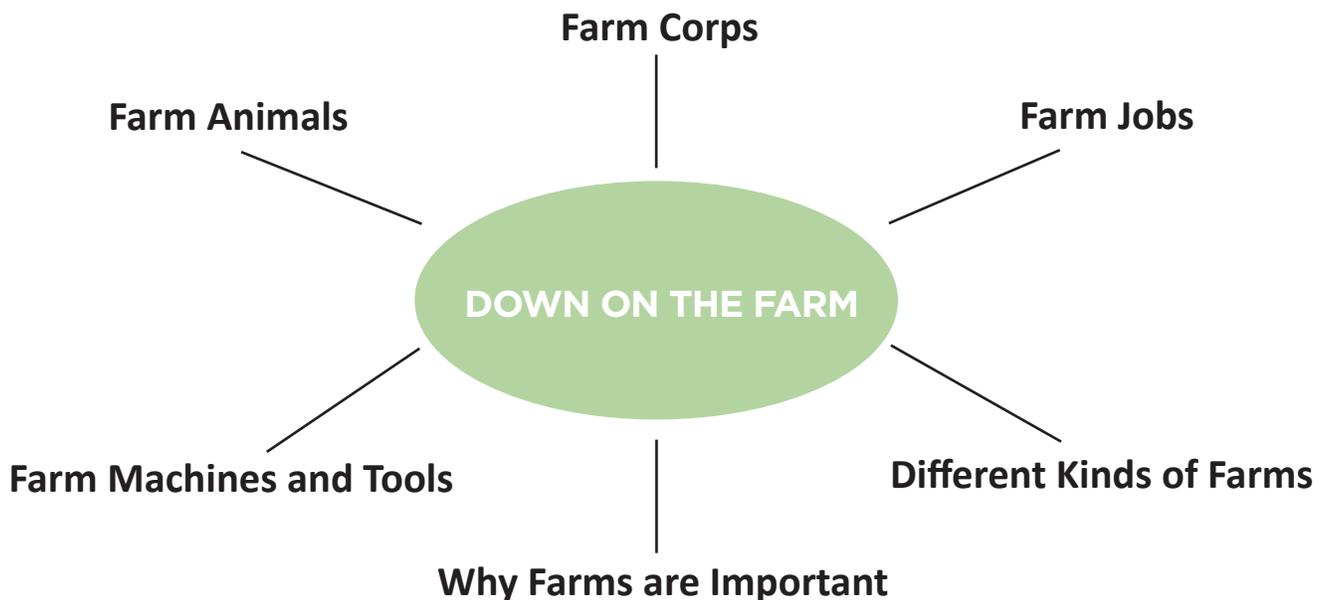
The mini unit offers three levels of activities. The Engage section helps activate prior knowledge, Compare Articles offers additional ways to use information from multiple articles that prepares students to integrate their ideas and knowledge in the Apply activity.

ENGAGE

READ AND
COMPARE

APPLY

ENGAGE: Engage students with the topic of farms. Explore prior knowledge and information from the articles by constructing a learning web like the one below. As a class, continue to branch from each text box with information as it is discovered and discussed throughout the unit.



Share the essential question:

What can be found on a farm and why are farms important?

READ AND COMPARE ARTICLES: Begin with a focus article as a base for building content knowledge and model how to work through the text.

1) READ ALOUD: Use the article, “Help Farmer John”, pages 7-9, as a focus article, or choose a different article that works well for your teaching goals. Students can read using their own copies of the article and sticky notes to mark places they find interesting or have questions about.

2) DISCUSS THE ARTICLE: After reading, guide students to turn and talk about the article. See the Article Pages for Close Reading Questions.

3) READ NEW ARTICLES: Help students choose additional articles to read based on their inquiry questions or what they wonder. Refer to the Article Pages for summaries of each article within Beautiful Blood.

4) COMPARE ARTICLES: After students have read multiple articles, guide them to make cross-text connections. Refer to page 11 in this guide for prompts that help students integrate ideas and information from multiple articles.

CHOOSE A PURPOSE FOR READING

CLOSE READ: *CCSS Informational Text 1* Mark the text, noting important details and highlighting what interests, surprises, or confuses you.

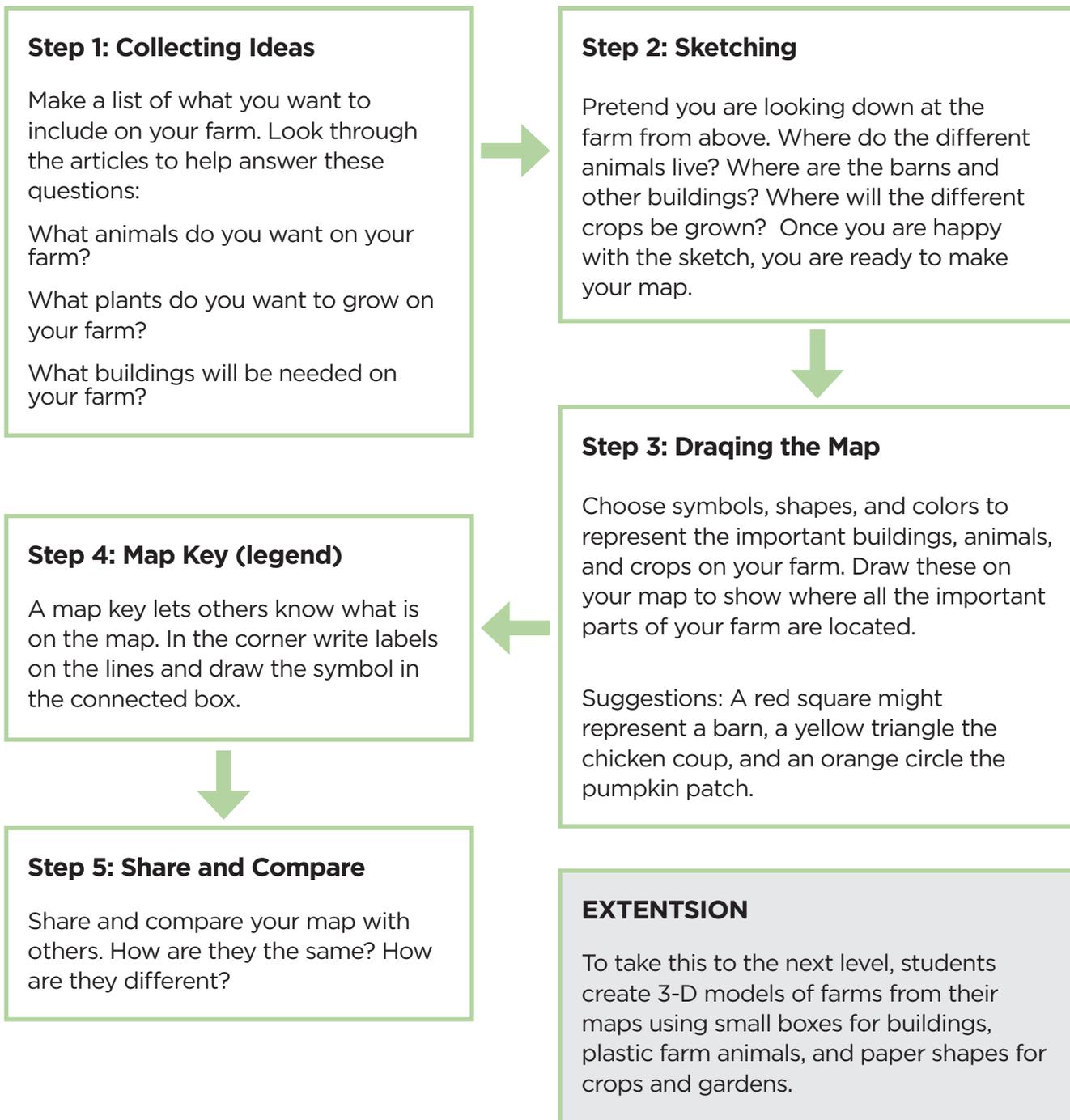
UNDERSTAND MAIN IDEAS TO DEVELOP EXPERTISE: *CCSS Reading 2* Record the main ideas in the article. Note how these main ideas build on the main ideas from the focus article or other readings. How is your topic knowledge growing?

REVIEW GRAPHIC FEATURES : *CCSS Reading 7* Review the graphic features in the articles and explain how the pictures help you understand the bold vocabulary word meanings. You may want to use the Graphic Features printable on page 15.

APPLY: MAKE A FARM MAP

Use information from the articles and the graphic organizer on page 15 of this guide to design your own farm. Engage students' imagination as they create a map that shows where plants, animals, and buildings are typically located on a farm. Encourage students to take a journey through the different texts to look for clues telling them how to create their maps.

Materials: Farm Map Graphic Organizer, colored pencils



NAME: _____

Mini-Unit Graphic Organizer

Name of Farm: _____

Map Key	
_____	<input type="checkbox"/>

NAME: _____

ANALYZE GRAPHIC FEATURES

GRAPHIC FEATURE	PAGE LOCATION	HOW THIS FEATURE HELPED YOUR UNDERSTANDING

NAME: _____

CONCEPT CHART

Show how reading multiple articles developed your understanding of the essential question or or your own inquiry question.

ESSENTIAL QUESTION OR INQUIRY QUESTION:

ARTICLE 1:	ARTICLE 2:	ARTICLE 3:

bitter having a strong and often unpleasant flavor that is the opposite of sweet

*Kale is **bitter**. (p. 30)*

bog an area of soft, wet land

*"Here's the **bog** in June when the cranberry plants were flowering," says Grandpa. (p. 22)*

cleat something fastened to the bottom of a shoe to prevent slipping

*And sometimes **cleats** are added to horseshoes to give working horses extra grip on snow or slippery ground. (p. 16)*

corral to gather and put somewhere

*"We'll **corral** them and load them into trucks," says Annie. (p. 25)*

crop a plant or plant product that is grown by farmers

*That's food for the cows, made from grass or corn **crops**. (p.8)*

deliver to take (something) to a person or place

*She'll **deliver** boxes of fresh vegetables to Laura's house every Thursday, and one box will always be for us. (p. 28)*

equipment supplies or tools needed for a special purpose

***Equipment** is attached to the tractor by a big hitch. (p. 10)*

file to move a long, narrow tool along a rough area to smooth it out

*It's hard to make all the clips even, so Natasha must **file** any rough edges smooth.. (p. 15)*

fungi any group of related plants (such as molds, mushrooms, or yeasts) that have no flowers and that live on dead or decaying things

*People eat **fungi** too. (p. 26)*

graze to eat grass or other plants that are growing in a field, pasture, etc.

*When the weather is bad and the cows and goats can't **graze** in the pasture, they eat hay. (p. 9)*

harvest to gather a crop

***Harvest** time is when I know that all the tilling, hoeing, weeding, and watering were well worth it. (p. 3)*

herd to gather and move a group of animals

*Ant farmers help by **herding** their aphids to good feeding spots and chasing away ladybugs that would eat the aphids. (p. 27)*

hitch a device that is used to connect one thing to another

*Equipment is attached to the tractor by a big **hitch**. (p. 10)*

label to put a word or name on something to describe or identify it

*Can we put **labels** on the jams and jellies, Aunt Mabel? (p.2)*

liquid a substance that is able to flow freely

*The big yellow tank on this spreader holds **liquid** fertilizer. (p. 12)*

market a place where products are bought and sold

*There's a lot to do before we head to the farmers' **market** tomorrow morning. (p. 2)*

pale light in color

*All Emma saw were **pale**, floppy plants. (p. 32)*

pasture a large area of land where animals feed on the grass

*When the weather is bad and the cows and goats can't graze in the **pasture**, they eat hay. (p. 9)*

powerful having or producing a lot of physical strength or force

*A tractor's big, **powerful** engine works hard, not to go fast but to pull heavy equipment. (p. 11)*

proper the correct way

*It cushions the hoof, and if there's too much dirt around it, a horse can't stand or walk **properly**. (p.14)*

provide to give something wanted or needed

Nature **provides** the sunshine. (p. 3)

share a part of something that has been divided into parts and given to different people

We bought a **share** in Farmer Jane's harvest. (p. 28)

silo a tower that is used to store food (such as grain or grass) for farm animals

What is stored inside a **silo**? (p. 8)

spongy soft and full of holes or water

We grow our cranberries in fields of wet, **spongy** peat moss with sand on top. (p. 21)

supply the amount of something that is available to be used

It can also **supply** power to the tools it tows. (p. 11)

support to hold something up

But she can use a hoof stand to **support** the leg while she files the sides of his hoof. (p. 15)

raise to keep and take care of animals or crops

Just as people keep cows for their milk, ant farmers **raise** little insects called aphids for the sweet juice they make. (p. 27)

Help Farmer John, pages 7-9

- <http://nationalzoo.si.edu/Animals/KidsFarm/>

Take a virtual tour of the Kids' Farm located in the Smithsonian National Zoological Park. A clickable map provides information about the different animals and gardens located at the farm. Additional news, photos, information, and activities invite children to engage in farm topics.

Fresh From the Farm, pages 28-34

- <http://www.farmbasededucation.org/>

Learn about farm-based education and find a program near you! "The FBEN is a free member network established to strengthen and support the work of educators, farmers, and community leaders providing access and experiences of all kinds on productive working farms."

- <http://www.farmentoschool.org/>

The National Farm to School Network (NFSN) is an information, advocacy and networking hub for communities working to bring local food sourcing and food and agriculture education into school systems and preschools. See how your classroom or school can get involved!

- <http://www.fns.usda.gov/farmentoschool/farm-school-resources>

More Farm to School Resources provided by the USDA.

