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| About this Resource:  *This text set centers around the topic of a high-quality read aloud anchor text, in order to build students’ knowledge and vocabulary. Anchor texts are a part of Student Achievement Partners’ Read Aloud Project and full lesson plans are hyperlinked. Each Related Text is a suggested lightweight resource that connects to the topic of the read aloud and builds student knowledge and vocabulary. Also included are high-interest, topically related Optional Supporting Resources and Writing/Culminating Tasks in varied genres. Suggested resources are free or almost free (requiring a teacher license or sign on) and can be used as read aloud texts or for small group or independent reading depending on their complexity. All are intended to be optional resources for the classroom and teachers are encouraged to modify, adapt, or supplement these text sets with related resources. Text Sets are intended to support approximately two weeks of instruction. For additional suggestions for use, read this blog post:* [*https://achievethecore.org/aligned/reading-to-learn/*](https://achievethecore.org/aligned/reading-to-learn/)*.* |

*Teacher note: Consider combining this RAP Text Set with the “All Pigs are Beautiful” or “Click Clack Moo” Kindergarten resource to expand student learning on this topic.*

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| **Key Content (Synopsis of two weeks)** | |
| Read Aloud:  From Cow to Ice Cream  <http://achievethecore.org/page/2573/from-cow-to-ice-cream> | **Synopsis of Text:**  The manufacturing process relies on the interdependence of human and natural resources. There is a systematic manufacturing process that includes multiple steps in a sequential order to produce ice cream. The pictures provide information to allow students to make inferences about who the workers are in the story. The book is written in passive voice, but by using the photographs, students should be able to ascertain who is doing the work in the story. |
| Related Text 1:  Cow Facts  <https://www.coolkidfacts.com/cow-facts/> | **Synopsis, highlighting related learning:**  This webpage includes many facts about cows including: names for cows, characteristics of cows, where cows live and what cows eat. The article also includes a section about what we use cow products for, connecting to the anchor text in this set. |
| Related Text 2:  Cows  <https://www.dkfindout.com/us/animals-and-nature/domesticated-animals/cows/> | **Synopsis, highlighting related learning:**  This next resource focuses specifically on cows. It shares the reason farmers raise cows, what they eat, and how they are cared for. The image in the article presents additional information about udders, hooves, and calves when a reader clicks on the respective words. |
| Related Text 3:  Fun Cow Facts for Kids  <http://www.sciencekids.co.nz/sciencefacts/animals/cow.html> | **Synopsis, highlighting related learning:**  Building on students’ knowledge about cows, this website offers more unique facts about cows that students will find fascinating. It goes beyond basic facts and shares information that may not be as widely known, including that cows having four stomachs, that cows are colorblind, and that there are names for different types of cows. |

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| **Optional Supporting Resources** | |
| A Day on the Farm  <https://www.youtube.com/watch?v=oaXFKlYm11o> | **Description/rationale for inclusion:**  This video provides a plethora of information about dairy farms in fewer than four minutes. The video is set in Ohio but the information applies to all dairy farms in terms of how they work, how cows are cared for, how milk is collected from the cows, and what happens to the milk after it is milked from the cows. The video also shares many images of what all parts of the dairy farm looks like. |
| Dairy Farm  <https://www.healthyeating.org/Healthy-Kids/Kids-Games-Activities/Dairy-Farm> | **Description/rationale for inclusion:**  This interactive website offers two videos and two activities that students can enjoy. One video shares information about how farmers care for cows and calves as well as milk collection. The second video focuses on milk collection and what happens to the milk after it is collected. There are also two games in which students can match up cow descriptions to the cows’ age, as well as learn about the cycle of life on a farm and how resources are recycled to sustain life. |
| **Writing/Culminating Tasks** | |
| Text Type 1:  Informative | **Description of task:**  Think about what you have learned about farms and dairy cows. Imagine that you are on a farm and your job is to help care for the dairy cows. Write an informative paragraph to describe your job. Make sure that you:   * Introduce your topic * Provide information about tasks you would need to complete throughout your day to care for your cows * Provide a conclusion * Provide an illustration to support your writing |
| Text Type 2:  Narrative | **Description of task:**  What would it be like to be a dairy cow? From the perspective of a cow, write a story about a typical day. Provide a sequence of events that would happen to you throughout your day on the farm, provide a conclusion to your story, and include illustrations. |
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