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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 “From Cow to Ice Cream” Kindergarten resource to expand student learning on this topic.*

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| **Key Content (Synopsis of two weeks)** | |
| Read Aloud  Click Clack Moo: Cows that Type  <http://achievethecore.org/page/3051/click-clack-moo> | **Synopsis of Text:**  This book tells the story of a farmer and his animals. The cows and the chickens are cold and want electric blankets. They type letters on a typewriter to Farmer Brown telling him they need blankets. Eventually he supplies the electric blankets in return for the typewriter, but the duck enters the story with a surprise ending. |
| Related Text 1:  All Kinds of Farms  <https://www.raz-kids.com/main/BookDetail/id/294/from/quizroom/languageId/1> | **Synopsis, highlighting related learning:**  This text describes what lives and grows on farms. For each animal and plant named, the text describes what the animal or plant produces and how people use it.  *Teacher note: The section “What Grows on Farms?” does not directly relate to the content of this set. Students with little background knowledge about farms may benefit from reading this section. Depending on student need, teachers may want to skip this part of the text.* |
| Related Text 2:  Cows  <https://www.dkfindout.com/us/animals-and-nature/domesticated-animals/cows/> | **Synopsis, highlighting related learning:**  This short text gives information about cows, one of the kinds of farm animals featured in the read-aloud text. This text builds on the details about cows introduced in “What is a Farm?”, introducing important vocabulary related to cows such as the terms for female, male, and baby cows. The interactive diagram shows body parts of cows and captions that describe each identified body part. |
| Related Text 3:  Chickens  <https://www.dkfindout.com/us/animals-and-nature/domesticated-animals/chickens/> | **Synopsis, highlighting related learning:**  This short text gives information about chickens, another kind of farm animal featured in the read aloud text. This text builds on the details about chickens introduced in “What is a Farm?”, introducing important vocabulary related to chickens such as terms for female chickens and families of chickens. The interactive diagram shows features of chickens, including captions that describe each feature identified. The website also includes a link to a short video to learn more about chickens.  *Teacher note: To expand your study about farm animals, consider using the animal pages available at the bottom of this page for the research project included on the next page. Additional animals for study include: goats, pigs, turkeys, cockerels, goats and sheep.* |

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| **Optional Supporting Resources** | |
| All About Farm Animals  <http://www.kiddyhouse.com/Farm/> | **Description/rationale for inclusion:**  This website has a variety of activities about farms and farm animals. Students can click on different farm animals to learn interesting facts about each creature, including cows, chickens, and ducks. There are links to songs and poems about farms, which help support students in building vocabulary about farms and farm animals. |
| Cow Videos for Children, More Cows for Kids  <https://youtu.be/RBvHrG87Jiw> | **Description/rationale for inclusion:**  This video shows cows of all kinds on farms. Students can hear a cow’s mooing, see baby cows, and see what cows do on farms. |
| Chicken Videos for Children – More Chickens for Kids – Livestock  <https://youtu.be/S2puV6Hldm4> | **Description/rationale for inclusion:**  This video shows different types of chickens. Students can see how chickens move and eat, and see what life is like for chickens on farms. |
| **Writing/Culminating Tasks** | |
| Text Type 1: Informative | **Description of task:**  Think about what you have learned about farm animals. Choose a farm animal to focus on—either cows or chickens—and create a one-page article about the farm animal. Make sure that you:   * Provide a title * Introduce your topic * Provide a conclusion * Include 1-2 images that provide or support information, and captions for each image you provide. |
| Text Type 2: Narrative | **Description of task:**  Imagine you are at a farm with a many of the farm animals that we have read about. Draw or write a story about someone’s trip to a farm. Include the sequence of events that take place including what animals the character sees at the farm and what they are like. Also, be sure to have an ending! |
| Task Type 3: Research | **Description of task:**  There are many other kinds of animals that live on farms. Use “All About Farm Animals” and dkfindout.com to choose another farm animal to learn more about. After you research, draw or write sentences describing the animal. Be sure to include what the animal looks like, what sounds it makes, and what it does on a farm.  *Teacher note: This task can be completed as a group research project with teacher support.* |
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