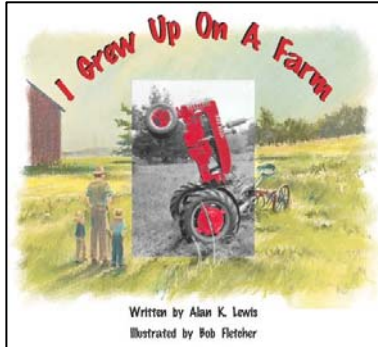


TEACHER GUIDE

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I Grew Up On A Farm

Written by Alan K. Lewis

Illustrated by Bob Fletcher

Restored B&W photos and full color pastel drawings take students on a journey back 50 years to a child's life on a farm.

ISBN: 0-9766805-2-1 ◆ ISBN 13: 978-0-9766805-2-1

\$19.95/27.95 Can ◆ Hardcover 32 pgs ◆ Ages 4-8 Early Reader

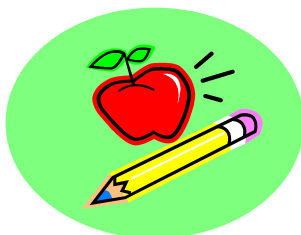
Getting Ready To Read

- Discuss the title. Do you predict that this book is going to be fiction or nonfiction?
- Who is "I"? Clarify that in this book the author is telling about his childhood on a farm.
- Introduce genre terms **autobiography** and **memoir**.
- Does anyone in the class live on a farm? Has anyone ever visited a farm? What kinds of things do you think you would see on a farm? What do you think we might learn in this book?

While Reading

Suggest that while you're reading the children pay special attention to:

- The details that describe life on a farm.
- The layout of the farm (where is the barn in relation to the house?)



Learn more online at www.KeeneBooks.com

After Reading

Topics for discussion:

- Were we correct in predicting that this is a nonfiction book? How do you know?
- What is the **topic** and **main idea** of the book?
- The author tells us that his farm was in a **rural** area. Discuss the meaning of **rural**, **urban**, and **suburban**. Do we live in a rural, urban or suburban area?
- Do you think the author enjoyed growing up on a farm? How do you know? If you have multiple copies of the book, the children can be encouraged to find sentences in the text that support their response, e.g. "Growing up on a farm was fun for my brother and me..." (page 28)
- Elicit from the children the details they remember from the book. If you're working with multiple copies, the children can refer to the text to support their answers. What are some things the author enjoyed doing in the summer? In the winter? In the fall? What are some chores that the author had to do on the farm?
- What did you learn about living on a farm that you didn't know before?
- Do you think you would enjoy living on a farm? Why or why not?
- Observe and discuss the illustrations. How did the illustrator use photographs and drawings to create the illustrations?

Activities Across The Curriculum

ELA Link

Compare and Contrast

How is growing up on a farm the same as growing up in your neighborhood? How is it different? Record the children's ideas in a Venn diagram (see sample to right).

Expressive Writing

The children will write personal narratives about growing up in their neighborhoods.

- Are there other houses on your street?
- Do you have friends in your neighborhood that you play with?
- Do you have favorite places to play?
- Are there animals in your neighborhood?
- What do you do to have fun in different seasons?
- Do people in your neighborhood help each other?

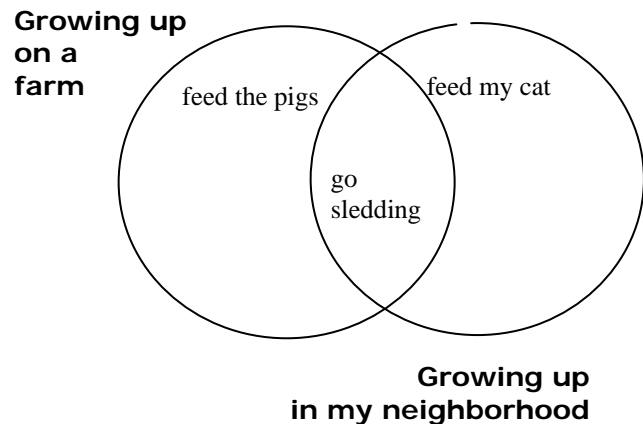
The children can illustrate their writing with photographic collages. (See Art Link).

Art Link

The children should have the opportunity to observe and discuss Bob Fletcher's illustrations. Note how the artist extended the photographs using graphite and pastels.

Request that the children bring a family photograph from home, preferably one with an outdoor setting. Either photocopy or scan and print these photos so that they can be glued onto drawing paper. The children can then extend the picture using crayon, pastels, or oil crayons. These pictures might be used to illustrate the personal narratives the children wrote about their neighborhoods. If photos from home are not available, the same technique can be applied using newspaper or magazine photographs.

Venn Diagram for ELA Compare & Contrast



Science Link

Seasons

The author tells us about his life on a farm during different seasons of the year.

- What are some things he did in summer, in fall, in winter?
- How does the farmer's work change in each season?
- Discuss the fact that our lives are affected by the seasons as well.

Create a chart of the seasons with subheadings for weather, clothing, activities, holidays.

- Brainstorm details for each subheading to add to the chart.

The children can then write individual books about the seasons using the details recorded on the chart. Some children might choose to write about all four seasons. Others might prefer to write about one season.





Math/Art Link

Currency & Commerce

The author tells us that his family sold eggs and vegetables from a roadside stand.

- How many children have visited a roadside stand?
- What kinds of things are sold at a roadside stand?

Have the class create a roadside stand mural. The children can glue magazine pictures or their own drawings of fruit, vegetables, eggs, honey, etc. onto the mural. The teacher should note the price for each item on the mural, e.g. peaches 12 cents each. The mural can then be used for a variety of problem-solving activities using money.

- The children can take turns coming to the chalkboard to “pay” for items using magnetic coins. (You can make magnetic coins by enlarging pictures of coins on a photocopier. The pictures can be laminated and a magnetic strip added to the back of each one.)
- What can you buy with twenty cents? Using real coins the children can “buy” items on the mural. Each child can record his or her purchases on a shopping list. How much money did you spend in all? How much money did you have left?
- Working in teams or individually the children can write story problems for their classmates to solve. I bought one peach, two plums, and an ear of corn. How much money did I spend?

Refer to page 9 in the book and have students find similar ads in today’s newspapers. Discuss how prices have changed for a variety of commodities over the past 50 years.

Social Studies Link

Economics

The author’s statement, “That’s how we made a living—growing food for other people” provides a good springboard for discussions about economics and work.

- Why do people work? Explore the relationship between work and earning money to buy the things we want and need.
- What kind of work do your parents do? Brainstorm a list of jobs.
- How do people decide what kind of work to do? Discuss the fact that our interests and our abilities often determine the kind of work we choose to do. Have children share ideas about the kind of work they would like to do when they grow up.
- The author said, “I remember my dad telling me he went to college to learn how to become a good farmer. He studied how to plant and harvest crops and take care of animals.” Discuss the fact that people need to be educated and trained to do the work they’re interested in.

Follow-up Activities

- If possible, plan a field trip to a local farm. Have the class prepare for the trip by planning a list of questions that they would like to ask the farmer.
- Take a class survey. What other kinds of jobs are the children interested in learning about? Invite parents and other community members to visit the class and talk about their jobs.
- Create a **When I Grow Up** bulletin board. The children can write about the jobs that they’d like to do when they grow up. The children can draw themselves as adults. If a digital camera is available, head shots of the children can be glued onto the adult bodies.
- We use money to buy the things we need and want. Help the children to differentiate between what we need and what we want. Using magazine pictures the children can create individual need/want posters.

Social Studies Link (con't)

Maps

Have the children observe and discuss the author's map of his farm. Have them compare the map on page ten with the illustration on page four. How are they the same and different?

As a homework assignment, the children can draw and label maps of their homes. Discuss the things they might show on a map: the house, driveway, garage, swing set, etc. The children should bring the maps back to school to share.

Other activities to extend knowledge of maps:

- With a large pull-down map, locate the state of New York or if students are in New York, locate the town of Middletown.
- A trip to the library to show students the various types of maps – globe, atlas, state and county maps.
- If possible, show students topography map and how that differs from navigational maps.
- Introduce the grid on many maps as a way to locate a town or city.

Farm Websites

Here are some additional resources on the Internet:

www.usda.gov - United States Department of Agriculture Web site. Everything from farms to nutrition.

www.nass.usda.gov/ny/ - The New York Field Office for agricultural facts and figures. Great kids page.

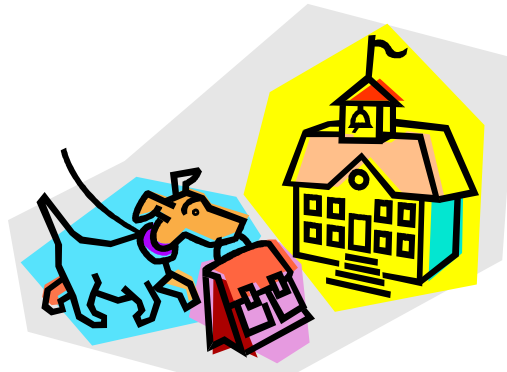
www.agmkt.state.ny.us - New York State Department of Agriculture & Markets.

www.4husa.org - The United States 4-H Web site. Has links to local and international programs.

www.feathersite.com/Poultry/BRKPoultryPage.html - Terrific pictures and information about many different kinds of chickens and other fowl

www.ffa.org - National Web site for Future Farmers of America news, activities, and education resources. www.farmnet.osu.edu/links/kids.html - Hosted by the Ohio State University, provides links, activities, facts, and figures for kids.

www.IGrewUpOnAFarm.com - Official Web site for this book. Includes activities for students, lesson plans for teachers, and family fun for everyone!



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