



# My farm jobs

Bronwyn Tainui

## Focus phonics

oa as in roads, coating, oats, roam, coats, Coach

ch as in check, Coach

oi as in oil, soil

## Tricky words

all, are, as, be, by, do, go, has, have, he, her, his, I, into, is, me, my, no, of, one, out, she, so, the, there, they, to, we

## Book summary

There are many jobs to do on a farm. We follow a girl as she goes around her family farm doing her jobs. She checks on the cows, sheep, pigs, alpacas, ducks and hens. Then she exercises her dog and feeds her cat. Life is busy on a farm.

## Learning intention

**Phonics:** Work on the words listed in the inside front cover with the vowel digraphs /oa/ and /oi/ and the consonant digraph /ch/.

### Comprehension:

- Retrieve and record information/key details from the text
- Explain the meaning of words in context
- Make predictions that fit with information given in the text

### Fluency:

- Read at a natural speaking pace with minimal sounding out

## Before reading

**Story discussion:** Look at the cover and read the title together. Discuss what is happening in the picture. Ask: Who wrote this text? Have you read any other books of Bronwyn's? What were they? Has anyone been to a farm? What did you see there? Do you think this is a fiction or a non-fiction book and why? What sort of things do you think you will see in this book? What kind of information might be given? Flip through the book together to get a sense of the contents. Keep a note of predictions and return to them later. Read the blurb on the outside back cover together.

**Quick phonics warm-up:** Read the words words on the inside front cover with the vowel digraphs /oa/ and /oi/ and the consonant digraph /ch/. Flip through the book looking for these words. Make rhyming words with the /oi/ digraph ending in /l/, e.g. toil, soil, foil, coil, soil, oil. Discuss their meaning.

### Vocabulary check:

coating p 8 a layer of oil on the ducks' feathers to waterproof them

shed p 22 to lose hair, fur or wool

**Morphology:** *piglet* p 15. The suffix -let means small or lesser as in *booklet* - a little book. *Piglet* means a small or baby pig.

**Etymology:** *singing* p 14. The root word of *singing* is *sing* which means to make music using your voice. *Sing* originates from the middle English word *singen* and old English *singan* meaning to chant or sing especially with joy.

**Tricky word practice:** *we, he, she*: the tricky part of these words is e that sounds like /ee/.

## During reading

**Read the story:** Reading could follow one of the following approaches:

- Start by reading the text with students, then invite them to take over, reading aloud at their own pace. Students continue reading, aiming for a smooth and fluent reading, but pausing to sound out and blend any words that they cannot read on sight. Practise segmenting and blending the word *alpacas* on p 2 – al/pac/as. Ask: How many syllables does this word have? Find other words with 1 or 2 syllables, e.g. *farm* p 3, *being* p 3. Talk about the word *summer* on p 4 and how the er at the end makes a schwa sound (not stressed) like a light /u/ sound. Find other words that end in the schwa er in the book, e.g. farmer, thinner, dinner, river.
- Students read silently at their own pace; listen to each student in turn as they read a brief passage aloud.

**Phonics support:** Remind students to sound out and blend the letters as necessary to read any unfamiliar words, but encourage them to read words with familiar letters and sounds fluently on sight if they can, without sounding out. If students get stuck on a word, model how to sound out and blend the sounds in the word. Encourage students to help each other with sounding out and blending and praise good use of this strategy especially in words with the vowel digraphs /oa/ and /oi/ and the consonant digraph /ch/.

**Comprehension support:** Pause occasionally to talk about the book and encourage students to find and retrieve key details from the text. Explain meanings of words in context. Ask: What does *mixed-up* on p 12 mean? (a mix of food for the pigs) What does *shear* on p 22 mean? (to clip or cut fur)

## After reading

**Apply learning:** Discuss the text. Ask: Would you like to work on a farm? What would be your favourite job? Which animals do you like best?

**Comprehension:** Refer to the predictions made at the beginning. Ask: Were you correct with your predictions? What was different? Look at the word *that's* on p 8. What is it short for? (that is) It's called a contraction. The apostrophe goes where the missing letter i was. We use contractions a lot when we talk.

Discuss the questions on the inside back cover.

Then ask: Why do pigs like mud? (to keep them cool)

What happens to a cat's coat when it sheds fur? (it gets thinner)

What animals like a coop to sleep in? (ducks, hens)

Find the words *sheep's tails* on p 4. What does the apostrophe mean? (the tails belong to the sheep) Find other examples of the possessive apostrophe in the book and say what belongs to who? For example, *alpaca's, ducks', cow's, hens'*. Notice the difference if the apostrophe is before or after the s.

**Fluency:** Choose a passage from the book and model how to read it fluently/with appropriate accuracy, rate and prosody. Students read the same passage, copying your reading. Students then choose another brief passage and read it at a natural speaking pace with minimal sounding out. They practise speed-reading the focus words on the inside front cover to encourage automatic recall (words that can be recalled automatically have been orthographically mapped to students' long-term memory).

**Spelling and writing through dictation:** Read out the following passage for students to write. It uses words and sentences from the text as these are decodable. The focus is on encoding (spelling) rather than creating content.

(page 6)

On the farm we keep six big cows. My job is to check that no cows are hurt or seem sick. I sing to the cows so that they can hear that I am near. They all look at me. They all look good!

## Follow-up activities

Students complete the follow-up activities:

### **Worksheet 1: Phonics**

Make new words.

### **Worksheet 2: Comprehension**

Complete the jobs chart.

### **Worksheet 3: Maths**

Maths questions based on the price of sheep's wool and numbers of sheep on a farm.

### **Worksheet 4: Creative writing**

Write a five-sentence story set on a farm.

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## Worksheet 1: Phonics

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Create new words with: /oa/, /oi/
  - Read the words.
  - Swap or add a sound.
  - Write the new word.
  - Read the new word.

The first one has been done for you as an example.

<b>moat</b>	<b>Swap m for b</b>	<b>boat</b>
road	Swap r for t	
coat	Swap c for b	
roam	Swap r for f	
oil	Add b to the beginning	
soil	Swap s for f	
foil	Swap f for t	

2. Read words with /ch/.
  - Count the sounds on spelling fingers.
  - Write the different sounds in the boxes.

For example: **chip**

<b>ch</b>	<b>i</b>	<b>p</b>
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**Coach**

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**check**

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## Worksheet 2: Comprehension

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. The girl helps to look after the animals on the farm. Complete the chart to show what she does for each one.

Animal	Girl's job
Sheep	
Cows	
Alpacas	
Ducks	
Pigs	
Hens	
Max the dog	
Coach the cat	

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## Worksheet 2: Comprehension - continued

Name: \_\_\_\_\_ Date: \_\_\_\_\_

2. Would you like to live on a farm? Why or why not? Write two sentences to explain your point of view.

I would/would not like to live on a farm because

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3. Draw a picture to illustrate your sentences above.



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## Worksheet 3: Maths

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. We use sheep's wool for many things. Farmers sell their wool to be made into things like:

- clothes
- blankets
- carpets

Find something in your classroom that is made of wool. Write what you found:

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2. A farmer sells one bag of sheep's wool for £25.

Using that information, answer the following questions.

a) How much will 4 bags of wool cost?

$$4 \times \text{£}25 =$$

b) How much will 8 bags of wool cost?

$$8 \times \text{£}25 =$$

c) How much will 10 bags of wool cost?

$$10 \times \text{£}25 =$$

d) There are 300 sheep on the farm. Half will go in one paddock. Half will go in the other paddock. How many sheep go in each paddock?

$$\frac{1}{2} \text{ of } 300 =$$

e) There are 1000 sheep on the farm. Half will go in one paddock. Half will go in the other paddock. How many sheep go in each paddock?

$$\frac{1}{2} \text{ of } 1000 =$$

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## Worksheet 3: Maths - continued

Name: \_\_\_\_\_ Date: \_\_\_\_\_

f) The farmer has 300 sheep and then gets 200 more. How many sheep does the farmer have now?

$$300 + 200 =$$

g) The farmer has 700 sheep and then gets 200 more. How many sheep does the farmer have now?

$$700 + 200 =$$



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## Worksheet 4: Creative writing

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Write a five-sentence story set on a farm. Use the prompts and boxes below.

1. Choose a story problem from the list below, or think of your own:
  - An animal is sick
  - A tractor gets stuck in the mud
  - The farm dog has gone missing
  - Heavy rain has caused a flood
2. Now plan your story, using the prompts below.

Sentence 1, describe the setting (the place where the story happens).	
Sentence 2, introduce the characters (the people and animals in the story).	
Sentence 3, write about the story problem.	
Sentence 4, write about what the characters do to solve the problem.	
Sentence 5, write the ending. Was the problem solved?	

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## Worksheet 4: Creative writing - continued

Name: \_\_\_\_\_ Date: \_\_\_\_\_

3. Write your story in full here.