Lesson Plan
Types of Farms

Introduction
Grade level: fourth grade. Reading is incorporated into a Science lesson. Food is one of the basic needs. Most of the students’ parents work in the fields harvesting crops. The farm is a solution to the issue of providing food, but students know little about farm life. This lesson is part of a unit that will hopefully include later lessons on: farm machines, a visit to a farm arranged by Carol Algotts of the Farm Bureau, a visit from Farmer Hank who will show a video of his dog going through a day on the farm, a visit to a transplant company, observation of root growth, and a class garden.

State Standards
State Standards covered: Science
PO 1 Identify a human need.
PO 3 Propose a solution or product that addresses that need.

Writing the Report
W5C: Provide support through facts, details, examples or descriptions that are appropriate, directly related to the topic and from a variety of cited sources.
W8A: Recording relevant information taken from a research source.

Behavioral objectives
During the lesson students will:
1. Scan non-fiction books and find facts about farms
2. Write these facts down on a group piece of paper
3. Transfer the information onto a chart labeled with a type of farm the information refers to.

At the end of the class, children will be able to:
1. Identify the four types of farms
2. Show on a paper, using either words or pictures, knowledge of the elements that differentiate each of the four farm types from another.

Anticipatory Set
The teacher will ask, "What are the basic things that people need to stay alive?" (children will reply orally and will be able to come up with food as one of those needs.)
 "Where does food come from?"
(If farms do not come up) "Most of the food we eat comes from farms. We see farms all around us in Somerton. Tell me what we find on farms have you seen in Somerton? Raise your hands and wait until I call on you before you speak." (All of the suggestions will go up on a chart.)

Teacher Input
Power Point will be used to enhance the direct teaching part of the lesson. The four types of farms are:
Arable (plants grown)
Dairy (animals grown for their milk and milk products)
Animal or Ranch (Animals grown for their meat)
Mixed (a combination of two or more of the other three)
Modeling the behavior
Teacher will use All Kinds of Farms to model skimming. Teacher will explain the procedure of skimming for information as she skims for the information she needs. When the teacher finds an interesting fact about the farm, the teacher will write the fact on the appropriate chart. Students will be expected to do the same.

Check for Comprehension
Popsicle sticks with the students names on them will be drawn to ask students about areas covered during the presentation and to check for understanding. The teacher will circulate as students are working and monitor their work as a group and their progress in finding information.

Guided Practice
The children will be reading for information from the texts and pictures. There will be a variety of books in the groups on farms. The students will be working collaboratively to collect information from the books.

A group at a time will use the Internet for 10 minutes each to find information.

The teacher will be circulating and available as students work. If a student or group is having trouble reading for meaning, she will stop and give an on-the-spot strategy clue.

A chart paper will be divided into four parts and placed in different places in the room. Towards the end of the work time, they will tear the paper into the farm types and transfer their findings on to sheets of paper around the room with a name of a farm type on each sheet.

Closure
The charts will all be collected and hung in the front of the room. They will be read and compared with the original sheet to see what we now know about farms. The teacher will ask why we have farms to refer to the basic need for food and one way we meet that need for people.

Independent Practice
The student will divide a paper into four parts, label four different types of farms, and draw or list what would be found an each part of the farm.

Assessment
The students will be assessed on their group work and their independent practice. The group will assess group work. Students will be expected to know the four kinds of farms and at least five examples of elements of each farm.

Materials
chart paper
markers
paper and pencil for each group
computer connected to internet
tape
power point
TV

Library books on farms are found in 630 section of the Dewey Decimal System.

Modifications for students with Disabilities
OI: If a group has a child with orthopedic impairments, the group would function in an area that could accommodate his physical needs.
OHI: The accommodations made would depend on the type and degree of impairment.
ED: The student could choose to work on his own if he could not work well in a group. A highly structured environment may be needed.
LD: The student may wish to work on the computer, draw pictures on appropriate charts, copy what others have written, or tell me what was learned, depending on his disability.
MR: The student may choose to draw pictures on appropriate charts, copy what others have written onto the larger chart or tell me what he has learned, depending on his disability.

Technology integration
Power Point will be used to do the direct teaching part of the lesson.

The Internet would be used for research by the students.

Southwest Gardening Bibliography

CITRUS: COMPLETE GUIDE: AZ. CA, TX, FL GULF COAST by Lance Walheim, 1996, 634.3 W1 75C
COMPLETE BOOK OF CACTI AND SUCCULENTS by Terry Hewitt, 1997, 635.933 H611 C
DESERT GARDENER'S CALENDAR: YOUR MONTH BY MONTH GUIDE by George Brookbank, 1999, on order
DESERT GARDENING: FRUITS AND VEGETABLES by George Brookbank, 1988, 635 8871 D
DESERT GARDENING FOR BEGINNERS by Cathy Cromell, etc. 1999, 635.9525 C945D
DESERT GARDENS by Gary Lyons, 2000, on order