



# Read Aloud Transcript

Language Arts IB Module 34: Phonics  
long o

## On a Farm

By: Alexa Andrews  
Book ISBN #: 978-448-463

### Objectives:

- Students will practice accessing prior knowledge before reading.
- Students will practice fluent reading through repetitive sentences.
- Students will practice the strategy of using picture clues to help them read.
- Students will use a Venn Diagram to identify farm animals, pets and wild animals, and animals that are both.

Before Reading	
Directions	Teacher Script
Point to the front of the book and say:	<i>Today we are going to read a story about farms! This is the perfect book for this time of year. Do you know what season we are in? <b>Answer: Spring.</b></i>
Call on a student. Say:	<i>What do you know about springtime? <b>Possible answers: It's rainy; Flowers and trees bloom; Many people plant seeds that will grow in the summer; It is muddy; etc.</b></i>
Call on a student to answer. Say:	<i>Spring is the season when we see a lot of growth after winter! In winter, flowers, trees, and plants don't grow. In spring, the trees bud with leaves, flowers bloom, and people plant seeds that will grow in the summer. What do you think happens on a farm in the spring? <b>Answer: Baby animals are born;</b></i>

	<i>Farmers work hard to plant gardens; Farmers harvest early crops like cauliflower, Brussels sprouts, and cabbage.</i>
Call on a few students to answer. Say:	<i>Spring is a very busy time at farms! Farmers have to work hard during this season so that they can harvest their crops in the summer and fall! What kind of foods do we get from farms? Possible Answers: corn, pumpkins, apples, milk, lettuce, tomatoes, onions, carrots, peppers, potatoes, cucumbers, zucchini, blueberries, raspberries, strawberries, pears, plums, etc.</i>
Call on a few students to hear their answers. Say:	<i>Excellent! We get so many different foods from farms. Some animals that live on the farm provide some of those foods. What animals live on a farm? Possible Answers: Pigs, sheep, goats, cows, chickens, rooster, horse, etc.</i>
Call on a few students and say:	<i>That's right! What tools and equipment do farmers need on a farm to help them with their work? Possible Answers: tractor, rake, shovel, truck, etc.</i>
Call on a few students and say:	<i>Great ideas! You already know so much about farms! As we read this book, we will learn about the animals, foods, and equipment found on farms. The sentences in the book are very repetitive. That means the same words are repeated in the same order. We can use the picture clues to help us change out one of the words in each sentence. This gives us a chance to practice our fluency!</i>

	<i>Fluency is reading sentences smoothly and with expression. We don't want to sound like robots as we read! After I read a few pages, I'm going to ask you to join in with me to read the sentences. Give me a big smile if you're ready to read with me!</i>
Notice student responses. Point to the book and say:	<i>Great! The title of our book is On the Farm. The author is Alexa Andrews. She wrote the _____. The illustrator is Candice Keimig. She made the _____. (Cup your hand to your ear on the blanks to encourage students to say "words" and "pictures.") And this book has actual photographs taken with a camera in it, too, so that is listed here right with the author and illustrator. Let's read!</i>

During Reading	
Directions	Teacher Script
Open the book to page 5. Read the title "Animals." Then say:	<i>The title for this section tells us what we will read about. Remember to listen to the sentences so that you can start practicing fluent reading with me.</i>
Read pages 6-7. Say:	<i>Can you tell which pictures are illustrations and which pictures are photographs on these pages? Answer: The animals are photographs, and the barn is an illustration.</i>
Call on a student. Say:	<i>Right! It's neat to see a book that uses photographs and illustrations! Are you hearing the repetition in the sentences? I will read two more pages and then invite you to join me, so listen closely!</i>

Read pages 8-9. Say:	<i>Are you ready to start reading with me? Use the picture clues to help you!</i>
Turn to pages 10 and 11. Point to each animal and say:	<i>What is this animal called? Answer: Turkey. What is this animal? Answer: Goat. Let's use those pictures to help us read smoothly. Here we go!</i>
Encourage students to read pages 10 and 11 with you. Read pages 10 and 11. Say:	<i>Great job! Let's keep going!</i>
Read pages 12-13. Say:	<i>This next title tells us we are going to be reading about food found on a farm. I'll read the first page, and then you can join in with me. Remember to read smoothly and with expression.</i>
Read page 16. Motion for the students to read page 17 with you. Say:	<i>Great job! Use those picture clues to help you read!</i>
Read pages 18- 23. Say:	<i>Some of those foods were ones we thought of before we started reading! It's fun to read about things we already know about and to learn some new things, too! The last section in this book will be about the equipment, supplies, and tools used on a farm. This time, let's start reading the sentences together.</i>
Read from page 24 to the end of the book.	<i>You did a great job reading fluently and learning more about farms! Let's expand our knowledge using a Venn diagram!</i>

## After Reading

Directions	Teacher Script
After finishing the story, complete the On a Farm Venn diagram interactive activity with the students. They will be sorting farm animals, wild animals, and animals that can be both in the Venn diagram. These animals are ones found in the book as well as additional animals to extend their thinking. Say to the students:	<i>We will be using something called a Venn diagram. We can use the information from the book as well as our own knowledge of animals to sort animals into different groups. This is what our Venn diagram looks like.</i>
Pull up the Venn diagram so that students can see it. Say:	<i>A Venn diagram has two circles that overlap. One circle will be for the farm animals. The other circle is for wild animals. The center part where the circles overlap is where we put animals that could be both farm animals AND wild animals. Venn diagrams help us develop a deeper understanding of a topic. Since our story had farm animals in it, we will be sorting animals. The animals listed on the left are the ones we read about in our book. The ones on the right are additional animals we will sort. Are you ready? Let's start with the first one, horse. Where should we put the horse? In the first circle for farm animals, in the second circle for wild animals or in the middle, meaning it can be both? <b>Answer: Farm Animals.</b></i>

Call on a student to answer.  
Move "Horse" to the Farm Animals circle. Continue for each animal:  
Cow--Farm Animal, Sheep--Farm Animal, Chicken--Farm Animal, Turkeys--Both, Goats--Farm Animal, Pig-- Farm Animal, Dog--Farm Animal, Deer--Wild Animal, Cat--Farm Animal, Squirrel--Wild Animal, Mouse--Wild Animal, Fox--Wild Animal. Say:

*You worked hard to help sort all the animals! Comparing animals in this way helps us see which ones can be both farm animals and wild animals. Sorting animals into categories is fun and helps us understand them even more! Great job!*