

Grade 2: My Community and Other United States Communities  
Common Core Unit for Literacy in ELA and History/Social Studies

A close reading of: The Production of Food

(Adapted from <http://www.agweb.okstate.edu/fourh/aitc/lessons/primary/farmcow.pdf>)

Where does this fit into my scope and sequence? New York State Social Studies Standard 1 Key Idea 3; The NYS Social Studies Core Content units on Agricultural **Production** and the Industrial Revolution, and NYS Alternate Grade Level Indicator (AGLI) "communicate about how goods and services are **produced**."

"What pre-teaching do I have to do to set the stage for the close reading of this document? Pre-teach the domain specific vocabulary.

Unit or Lesson Summary:

The reading of The Production of Food

- **Reading Task:** Answer the questions associated with the reading. Go to the text for the answers to the questions.
- **Vocabulary Task:** Use the Frayer Model to understand the Tier II and Tier III words. Place the Tier II words on the Ongoing Word Wall in the classroom. Place the Tier III words under the Unit words for Social Studies

Tier II words: (Try to say the meaning of these words in your own words).

produce

production

raise

harvest

round up

fields

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Tier III words

farmers

ranch

farm

herd

crops

grazing

- **Discussion Task:** With your class share your essay. Do you agree or disagree with what your writing partners have said?
- **Writing Task:** Write a quick response to this prompt: Both farmers and cowboys **produce** food. I would rather be . . . . Use evidence from the text to support your answer. After sharing your ideas, you may revise your first response to a final informational essay.

**Objective:** Students will read closely The Production of Food and write an opinion paragraph about whether they would like to be a farmer or a rancher.

**Outline of Unit:** (Break down the text into sections appropriate for one class period and indicate the procedure for the teacher including the standards addressed for each task.)

**Essential Question:** How is food **produced** in our country?

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**Text Selection:**

The Production of Food

Both farmers and ranchers **produce** food for us to eat. Farmers work on land that is called a farm, while the land where a cowboy works is called a ranch.

The difference between a farm and a ranch is the difference between how plants feed themselves and how grazing animals feed themselves. Plants stay in one place and get their food through their roots. Grazing animals, like beef cattle, sheep and horses, move around and eat grass. Farmers **raise** mostly plant crops.

Ranchers **raise** mostly grazing animals. Since grazing animals must move around, ranches are usually larger than farms. Cattle cannot stay in one place but must be moved from pasture to pasture to give the grass a chance to grow back.

Many types of crops may be **raised** on a farm—pecans, wheat, vegetables, oats, etc. Some farmers **raise** more than one crop in their **fields**. After they grow the farmers have to **harvest** them. Some farmers also keep animals, like chickens, pigs and dairy cattle, but animals kept on a farm do not eat much grass. Instead, the farmer brings most of their food to them.



[gamerlimit.com](http://gamerlimit.com)



[epicurious.com](http://epicurious.com)

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Ranchers normally raise only one kind of animal, usually beef cattle or sheep. Since grazing animals move around to eat, after they grow up the rancher has to **round them up** to take them to market..



King Ranch

Geography plays a big role in whether there is going to be a farm or a ranch. Some land is better for growing crops and some lands are better for grazing cattle. If the land is flat, it is good for growing crops. If the land is rocky and mostly covered with trees, it is difficult to grow crops there. But there is plenty of grass for cattle and sheep to eat, so there are more ranches there.

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**Day 1 (First section of the text)**

**Day 1 Activities** focus on CCSS Standards RI.2.1-4; SL.2.1; L.2.4-6.

1. Teacher pre-teaches the Tier 3 Vocabulary and introduces the text. Students read the text independently if they are able.
2. Teacher then reads the text out loud to the class and students follow along in the text.
3. Teacher asks the class a small set of guiding questions and tasks about the first half of the text.
4. Teacher asks students to fill in a chart showing the difference between a farm and a ranch.

Text Under Discussion	Definitions	Directions for Teacher/Guiding Questions for Students
<p style="text-align: center;"><b>The <u>Production</u> of Food</b></p> <p>Both <u>farmers</u> and <u>ranchers</u> <b>produce</b> food for us to eat. <u>Farmers</u> work on land that is called a <u>farm</u>, while the land where a cowboy works is called a <u>ranch</u>.</p> <p>The difference between a farm and a ranch is the difference between how plants feed themselves and how <u>grazing</u> animals feed themselves. Plants stay in one place and get</p>	<p>Underline vocabulary in text and define here</p>	<p>Refer to words posted on word wall as the text is read.</p> <p>Underline the sentence that answered the question "What do farmers and ranchers both produce?"</p> <p>What is the main difference between a farm and a ranch?</p> <p>How does a plant get its food?</p>

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their food through their roots. Grazing animals, like beef cattle, sheep and horses, move around and eat grass. Farmers **raise** mostly plant crops. Ranchers **raise** mostly grazing animals. Since grazing animals must move around, ranches are usually larger than farms. Cattle cannot stay in one place but must be moved from pasture to pasture to give the grass a chance to grow back.

Central Concern # 1

(Big Idea/Enduring Understanding)

Farms and ranches both **produce** food for us to eat.

How does a grazing animal get its food?

Fill in a chart showing the differences between a farm and a ranch

In your own words write what is the same about a farm and a ranch.

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**Day 2 (Next section of the text)**

**Day 2 Activities** focus on CCSS Standards RI.2.1-4 & 8; W.2.2; SL.2.1; L.2.4-6.

1. Teacher sets the scene by conducting a brief discussion of what we already know about farms and ranches
2. Teacher introduces the second half of the text and students read that part independently if they are able
3. Teacher then reads the passage out loud to the class and students follow along in the text
4. Teacher asks the class a small set of guiding questions and tasks about this part of the text
5. Students write a sentence about the impact of geography in their own words with help from the teacher if necessary.

Text Under Discussion	Definitions	Directions for Teacher/Guiding Questions for Students
<p>Many types of <u>crops</u> may be <b>raised</b> on a farm— pecans, wheat, vegetables, oats, etc. Some farmers <b>raise</b> more than one crop. After they grow the farmers have to <b>harvest</b> them. Some farmers also keep animals, like chickens, pigs and dairy cattle, but animals kept on a farm do not eat much grass. Instead, the <u>farmer</u> brings most of their food to them.</p>		<p>Can you name some food <b>raised</b> on a farm?</p> <p>What happens when the crops are grown?</p> <p>What does the word harvest mean?</p> <p>How many fields do you see on the farm in the</p>

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Ranchers normally **raise** only one kind of animal, usually beef cattle or sheep. Since grazing animals move around to eat, after they grow up the rancher has to **round** them up to take them to market.

picture?

Why do you think the fields are different colors?

How is the farmer in the picture harvesting his crop?

Can you name some food raised on a ranch?

What happens after the animals are grown?

Describe what you see happening in this

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Geography plays a big role in whether there is going to be a farm or a ranch. Some land is better for growing crops and some lands are better for grazing cattle. If the land is flat, it is good for growing crops. If the land is rocky and mostly covered with trees, it is difficult to grow crops there. But there is plenty of grass for cattle and sheep to eat, so there are more ranches there.

Central Concern #2

(Big Idea/Enduring Understanding)

Geography determines the different products **produced** by farms and ranches.

picture of the King Ranch.

Underline the sentence that tells us what determines whether there is going to be a farm or a ranch on a piece of land.

Write a sentence that tells us in your own words what the impact of geography is on the growing of food.

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Day 3

**Activity** focuses on CCSS Standard W.2.2; L.2.4-6

Students write an informational essay based on the prompt, "The difference between a ranch and a farm." They must include three details drawn from the text.