

Title: In Ranching & in Life... Family Matters

Grades: 2-3

Common Core Standards:

- RI.2.8 Describe how reasons support specific points the author makes in a text.
- RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Objectives: In this lesson, students will:

- Describe the connection between ideas presented in the text by identifying cause and effect.
- Develop an understanding of the importance of generations of farmers and ranchers working together and the effect that agriculture has in our world.

Vocabulary: **acre, agriculture, branding, calving season, calving sheds, generations, habitat, Hereford, hydro-arm, migration, pasture, ranch/rancher**

Materials:

Ranching- It's All About Family by Twins Rianna and Sheridan Chaney

Cause and Effect Cards

Main Idea/Detail Organizer (1 per student or small group)

Paper to create posters

Introduction:

1. Create a web on the board or poster paper with the word family in the center. Ask students to describe what they know about family. Next, ask them to think about some jobs where families work together (some students may have experience with a family business, others may think about times when families work together at home). Preview the cover of the book, Ranching- It's All About Family and ask students to predict what they think the main idea of the text may be.
2. Ask, "How do you think families work together on a ranch?" and "Why do you think family is important in ranching?"
3. Explain that as they read the text, they will be learning about important jobs on a ranch and how it is important to have many people working together to take care of the many things that need to be done on a ranch.

Procedures:

1. Read Ranching- It's All About Family to students or have students read in small groups.
2. Have students form small groups to discuss important ideas in the text by matching the cause and effect cards (there could be more than 1 effect for a cause). As students discuss ask them to consider why family is important in ranching.
3. Have a class discussion about the title of the book, Ranching-It's All About Family and the main idea that ranching requires teamwork. Have groups use the text to find examples and evidence that proves the main idea. Groups can record their evidence and examples using the Main Idea Organizer provided.
4. Share the following prompt with students, "A 'family ranch' could include generations of family working together or a family made up of several families working together for the same purpose. Create a poster or google slide show that illustrates how it takes many hands to operate a ranch. Use examples from the text in your poster or slide show."

Assessment/Closure:

Invite pairs, small groups, or individual students to share their posters or google slide shows with classmates. Use this as an opportunity to review the important ideas in the text. Close the lesson by discussing activities that students do with generational families or with several people working toward the same cause. Students can relate their classroom community to that of a family working together toward a common goal.

Extension Activities:

- Read the other books written by The Chaneys: Little Star...Raising Our First Calf, Mini Milk Maids on the Mooove, Star Becomes a Mother, Cowgirl Up! Let's Go Ranching, Our Star Goes West, Farm Life, We Live It, We Love It, and It's All About that Beef. Have students compare similar ideas and information found in the books using a graphic organizer. Have students use the information collected to write an informative paragraph or design a video or poster about agriculture.
- During a devastating wild fire in 2016, 11,000 acres of Ochsner Ranch were destroyed. Throughout the tragedy, the Ochsner family showed perseverance. To demonstrate perseverance, provide students with an ice cube that has a penny inside. Ask students to try and get to the penny and to persevere. Discuss perseverance and share the story about the Ochsner family. Make a list of some ways to persevere in the classroom.
- Have students use text and electronic resources to search for family farms in their area. Have students write a letter to the family that describes what they learned in the text about family farms and asks questions of the family about a family farm in their area. Contact your local Cooperative Extension Service for names of generational farming or ranching operations in your area.
- Math Connection- Students can use the facts in the book to solve these math problems:
 - If Ochsner Ranch started in 1913, how many years has it been operating?

- Ochsner Ranch is 22,000 acres. Can you think of a size ranch that would be 3,000 more acres? What would the size of a ranch be that is 5,000 acres less than Ochsner Ranch?
- In 2017, Mr. George is 83 years old. Was he born before or after the ranch was started? How do you know? What year was Mr. George born?
- If farmers and ranchers provide 75% of the nation's Wildlife habitat, what percentage is not provided by farmers and ranchers?
- Cross Diamond Cattle Company branded and vaccinated 437 calves in 2016. If they branded and vaccinated 500 calves in 2017, how many more calves did they have in 2017 than 2016?

Cause Cards (to be used after reading in small groups)

Newborn calves are sometimes put in warming boxes in extreme cold weather.

Some mother cows are not able to feed their calves.

Round bales of hay are large and heavy.

Solar panels collect the sun's rays and turn them into energy to pump water into water tanks.

Ochsner family members sleep in the bunkhouse near the calving shed for weeks.

Calves at Cross Diamond Cattle Company are branded.

Many people work together to prepare for an upcoming sale.

Effect Cards (To be used after reading. Refer to the text for evidence and support)

in order to keep a watchful eye on momma cows in case the animals need assistance

ranchers feed the calves by bottle so they get nutrients

calves can get dry after they are born and stay protected from extremely cold and windy weather

a hydro-arm is used to pick up round bales and lower them into the pasture

cattle have clean water to drink

in order to identify which rancher owns the animal

family members gather for fellowship at a branding lunch to celebrate vaccinating and branding 437 calves.

A year of hard work culminates in a production sale.

Name: _____ Date: _____

Main Idea Organizer for Ranching- It's All About Family

Main Idea:

Detail # 1

Detail #2

Detail # 3
