

My Family's Cotton Farm English Lesson Plan

Grade Level/Age Range

Kindergarten- 2nd Grade, 5-8 years old

Time

1 class period to for informative text lesson; multiple class periods for research/writing/editing

Purpose

Students explore an informative text and will learn how to pull information. Afterwards, students write an informative text with the use of a graphic organizer.

Georgia Standards of Excellence

Kindergarten

ELAGSEKRL1: With prompting and support, ask and answer questions about key details in a text.

ELAGSEKRI2: With prompting and support, identify the main topic (main idea) and retell key details of a text (supporting details).

ELAGSEKRI7: With prompting and support, describe the relationship between illustrations and the text (how the illustrations support the text).

ELAGSEKW2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

1st Grade

ELAGSE1RL1: Ask and answer questions about key details in a text.

ELAGSE1RI2: Identify the main topic and retell key details of a text.

ELAGSE1RI4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text

ELAGSE1RI5: Know and use various text features (e.g., headings, tables of content, glossaries, electronic menus, icons) to locate key facts or information in a text.

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ELAGSE1RI6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

ELAGSE1RI7: Use illustrations and details in a text to describe its key ideas.

ELAGSE1W2: Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

2nd Grade

ELAGSE2RL1: Ask and answer such questions as who, what, when, where, why and how to demonstrate understanding of key details in a text.

ELAGSE2RI7: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

ELAGSE2W2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Materials

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My Family's Cotton Farm Informative Text Worksheet

My Family's Cotton Farm Graphic Organizer

Resources

Georgia Farm Bureau: <https://www.gfb.org/>

Georgia Cotton Commission: <https://georgiacottoncommission.org/>

University of Georgia: Cotton | UGA Cooperative Extension |
<https://extension.uga.edu/topic-areas/field-crop-forage-turfgrass-production/cotton.html>

Vocabulary

Acre: A unit of measuring land; about the size of a football field

Bale: A tightly packed bundle of hay, cotton etc

Cash Crop: a crop that is grown to make money

Cotton Farm: a place where cotton is grown to make money

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Cotton gin: a factory that separates the cottonseed from the cotton

Sprout: when the seed grows into a plant and breaks the ground

Harvest: the process of gathering crops, removing them from the place where they have grown

Hypoallergenic: does not cause a big allergic reaction

Fiber: The cotton inside of the plant

Fertilizer: packed with nutrients and other things that plants need to grow.

Irrigation: Bringing water to your crops other than natural rain

Moisture-controlling: Keeps water away from skin and keeps you dry

Nutrients: something that plants, animals and people need to grow

Pest: A destructive insect or another animals that attacks crops, food and livestock

Sustainable: can be upheld and maintained for a long period of time.

Background

Georgia and other southern states have ideal conditions for growing cotton. Cotton requires prolonged heat and lots of sunshine, which is the climate of southern Georgia. This area does get rain occasionally, but it dries out quick enough for cotton to get healthy. Cotton has many advantages over other textiles because it is breathable, comfortable, and hypoallergenic. Cotton is also very sustainable. There is a large variety of products produced by cotton. Besides clothing, products include bedsheets, band-aids, cottonseed oil, and cottonseed feed for cattle.

Procedures

1. Read *My Family's Cotton Farm* to the students or provide time for reading.
2. Lead a discussion with the students, asking the following:
 - a. What do they remember about the book?
 - b. What are some facts the book gave about growing cotton?
 - i. Cotton is a plant used to make clothes and other products, page 4
 - ii. Fertilizer is something good for plants, like vitamins, page 6
 - iii. The planter can plant 12 rows at one time, page 8
 - iv. The cotton picker has two jobs, to pick the cotton and to bale the cotton, page 9

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- v. What plants need to live, page 12
 - vi. The life cycle of cotton, page 14
 - vii. Stinkbugs will ruin the white fibers of the cotton, page 16
 - viii. The cotton gin separates the cotton fibers from the seed, page 19
 - ix. One cotton bale from the cotton gin weighs 500 pounds, page 19
 - x. Products from cotton, page 20
 - xi. How many jeans, towels, bed sheets, diapers, and socks are made from one bale of cotton, page 21
- c. What surprised them about growing cotton?
 - d. Look at the different products that are made from cotton on page 20. What are some cotton products shown? Did any product surprise them?
 - e. Why are there words in green? Where can they find the meaning of these words?
 - f. Is there a story in the book (narrative) or is this book more about giving information/facts (informative)?
3. Discuss how this text is an informative text, providing facts about how a farm grows cotton. Sometimes, facts are not given in the text, but provided in the pictures or graphics, like the cotton product graphic on page 20.
 4. Explain how they will use the book to answer the questions on the worksheet. Provide students with their own copy of the book for them to refer to in order to answer the questions or make the book available online (<https://gma.abac.edu/education/destination-ag/#Family-Farm-Book-Series>)
 5. Provide *My Family's Cotton Farm* worksheet for each student or student group to complete.
 6. Review the correct answers with the students.
 7. (next period) Review the meaning of an informative text, using *My Family's Cotton Farm* as an example.
 8. Explain to the students that they will be writing an informative text about something they know about, just like Mason knows about cotton.
 9. Give the students three choices which they may write about: For example, family pet, how to plant a seed and care for it; or all about their favorite animal/flower.
 10. Remind the students they will need to provide facts in their writing. At least one drawing/picture/graphic must be included to help provide the information.
 11. Model the use the graphic organizer to help the students organize their thoughts.
 12. Provide time for the students to do any research, complete their graphic organizer, and write their informative text.
 13. Students may present their informative text to the class when completed.

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Extensions

- Compare a narrative text to the informative text by using other agricultural themed books like *Cow Do Kids* or *A Home Run for Peanuts* (both by Amanda Radke). Have the students write a narrative story by becoming Mason and solving a problem on his family cotton farm.
- Contact a local farmer through your local Georgia Farm bureau office. Have them visit your classroom or even see if your class can visit their farm!

Sources

AG MAG (n.d.) Georgia Farm Bureau and Georgia Cotton Commission. Retrieved March 15, 2022, from <https://georgiacottoncommission.org/wp-content/uploads/2020/09/CottonAg.pdf>.

Educational Documents About Cotton. (n.d.) Georgia Cotton Commission. Retrieved March 15, 2022, from <https://georgiacottoncommission.org/education/>.

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