PEACHTREE

Educator's Guide

Includes Instructional Standards Correlations

First in the Where in the Garden Series

Amara's Farm

Written by JaNay Brown-Wood
Illustrated by Samara Hardy

HC: 978-1-68263-165-2
Ages 3–7
Lexile • F&P • GRL L; Gr 2

"A fun fall pick for interactive storytelling. . . . Scrumptious."—*Kirkus Reviews*

ABOUT THE BOOK

A young girl searches for pumpkins on her farm in this joyful celebration of cool-weather fruits and vegetables.

Amara lives on a farm and helps grow the family's crops. She needs to find pumpkins for her autumn potluck but has to look everywhere to find one. As she searches among the produce on the farm, she notices the ways crops are similar to but different from the pumpkins. Finally successful in her hunt, she fills a table with the produce from her farm, including her long-searched for pumpkins.

THEMES

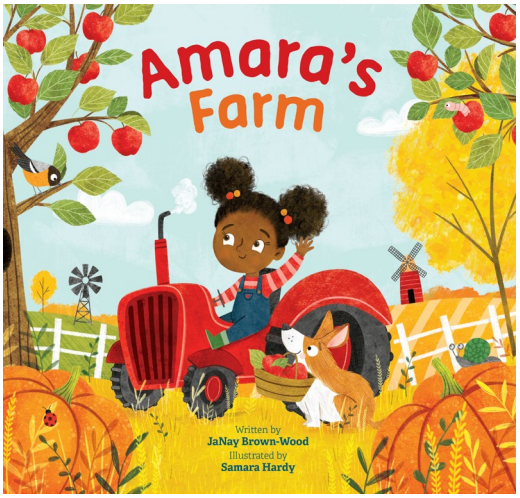
Growing | Farming | Food | Perseverance | Friendship

SKILLS

- Listening
- Main idea
- Vocabulary development
- Connecting concepts
- Compare and contrast
- Critical thinking

BEFORE YOU READ

- Show the students the endpapers. Ask what they see.
- Ask what the students know about farms. Discuss what a farm is and what takes place there.
- Then ask the students what they know about pumpkins and create a chart with their answers.



AS YOU READ

Read the left page of the book and invite the students to answer the question. Then read the right side of the book.

AFTER YOU READ

RL.K.1, RL.K.4, RL.1.1, RL.K.5, RL.1.5

- Show the final spread. Ask the students to name any of the foods they see and have them point to each one they identify.
- Reread the book. On each page, review the fruit or vegetable being shown. Discuss each one and have the students raise their hands if they have ever eaten that particular food.
- Have the students identify the kind of book it is—fiction or nonfiction—and explain why.

DISCUSSION

RL.K.1, RL.K.4, RL.K.10, RL.1.7, RL.2.1, RL.2.3, RL.3.1, RL.3.3, RL.2.10, RL.3.10
SL.K.1, SL.K.4, SL.K.5, SL.1.1, SL.1.4, SL.1.5, SL.2.1, SL.2.4, SL.3.1

- Have the students share what they know about a farm. Then show a picture similar to this one: ***iloveny.com/things-to-do/tours-excursions/farm-tours/***
- Ask what they see growing.
- Read this article to the students about farms. ***https://kids.kiddle.co/Farm***

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- Show this image and discuss what they see. Ask if it looks like a big farm or a small farm. ***stocksy.com/2189640/small-scale-farming***
- Then show this image and discuss what they see. Compare it to the small farm image. ***https://geneticliteracyproject.org/2016/09/08/large-scale-farms-using-pesticides-can-sustainable-organic-farming/***
- Ask what kind of farm Amara has and tell why they think that.
- Have each student identify which of the foods Amara grows that is their favorite.
- Why did Amara bring her wagon with her at the farm when she went looking for a pumpkin?
- Discuss what a potluck is. Ask to see if anyone has attended a potluck meal. Have them describe the potluck they attended.
- What time of year are pumpkins used for fun or eating? Is there is holiday around that time?
- What else is found on farms besides produce?
- Why do you think Amara has a potluck?
- Why do you think Amara wanted to invite others to her potluck?
- Why is it important to be a good friend?

CURRICULUM CONNECTIONS

ELA

RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.6, RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.5, RL.1.7, RL.2.1, RL.2.3, RL.2.5, RL.2.7, RL.3.1, RL.3.3

- Identify the parts of the book: front and back cover, title page.
- Name the author and illustrator and discuss the part they played in making the book.
- Discuss what the book is about. Identify the main idea and find details from the book that support the main idea.
- Who is the main character in the story?
- What is the setting, or where it takes place?
- Discuss how the art shows what kind of person Amara seems to be.
- How does the art help show the different kinds of foods?
- Look at the second spread that shows the large pumpkin with the ladybug and worm. Ask the students if the book talked about earthworms and ladybugs. Point out that the pictures help give information about the story.
- Have the students come up one at a time and identify the colors of the fruits and vegetables on the endpapers. Then ask them to name the foods they see there.
- Ask the students to retell the story. This might be done is pairs or groups of 3-4 so the students can help each other.
- What food does Amara serve at her potluck?

VOCABULARY

RL.K.4, RL.1.4, RL.2.4, RL.3.4

pumpkin
potluck
apple
persimmon
potato
cauliflower
eggplant
okra
kumquat
fig
kiwi
bountiful

- Put the students into small groups. Assign each group a vocabulary word from the list above. Have them draw a picture to show its meaning or write about their word to describe it. Have each group present their vocabulary word to the class.
- Review the five senses. Ask the students to identify words from the story that show the senses. Give them an example of the word "squishy." Explain how that is a sensory word and ask them to look for other words showing the senses as you reread the book. After each page, stop and give them time to identify sensory words.
- Ask the students to explain how some words make the story more interesting and help show its meaning.
- Have students complete the Word Search at the end of this guide for the vocabulary from the book.

WRITING

W.K.1, W.1.1, W.1.2, W.2.1, W.2.2, W.3.1, W.3.2

- Choose one of the foods Amara grows on her farm. Write a paragraph that describes it.
- Write a short poem based on one of the vocabulary words.

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- Write about what they'd like to grow if they had a farm and tell why.
- Have the students draw and label their favorite food mentioned in the story. Then write a sentence about that food.

SCIENCE (NGSS)

LS1.C: Organization for Matter and Energy Flow in Organisms, ESS3.A: Natural Resources, LS1.A: Structure and Function, LS2.A: Interdependent Relationships in Ecosystems, LS1.B: Growth and Development of Organisms

- Discuss the things a plant needs to grow. Make a list and have the students draw each need.
- Ask the students to identify the parts of some of the plants mentioned in the book.
- Look at the spread showing the pumpkin with the worm and ladybug. Tell the students that worms and ladybugs help plants. Ask if anyone knows how.
- Use this website to read and describe how worms do help soil. ***extension.illinois.edu/worms/live/*** or show this video: ***youtube.com/watch?v=Qsqy3BvHL2w***
- Have students describe in their own words how worms help the soil.
- Then ask them to describe a ladybug. Use this site to read the first two sections of the information.
- ***https://kids.nationalgeographic.com/animals/invertebrates/facts/ladybug***
- Then have the students explain why ladybugs help farmers.
- Look for a page that shows worms helping the soil.
- **Start a Seed** Give each student a lima bean seed. Wet a paper towel and place 2-3 seeds on it and put it in a clear plastic bag. Add water as needed to keep the paper towel damp. After the seed sprouts, take it out and split to observe the new plant that has begun to grow. Relate it to how the crops on the farm grow.
- **Plant a Seed** Discuss what a seed is and show the pumpkin seeds. Bring in potting soil, seeds, and containers for the students and have them plant their own seed so they can grow something. Paper cups or small lunch-sized milk cartons can be used as containers. Pinto or lima beans are inexpensive and grow well. Make sure to put the names on each container.
- Help them make a daily chart. Then record what they observe each day for three weeks.
- **Find the Bug!** Review the characteristics of an insect. Name some insects they might know. Go back through the book and ask the students to look for an insect on each page. Point them out and see if they can identify what kind of insect it is on each spread.
- Show the picture of Amara's potluck. Count the number of food types she has on the table.
- Go back and reread the book. As you read, ask the students to count each kind of food Amara grows on her farm.
- Go through the book and identify and name all the animals they can find. They may not be familiar with pheasants so point it out if they miss it. This site gives good information about pheasants. ***nationalgeographic.com/animals/birds/facts/common-pheasant***

SOCIAL STUDIES

RL.K.3, RL.K.7, RL.K.10, RL.1.3, RL.1.7, RL.2.1, RL.2.7, RL.3.7

- **Try It!** Bring in some of the foods shown in the book or ask the students to bring in certain food items. Share it among the students and have then describe what they think of the taste.
- **Family** Identify the family members who live with Amara on the farm. How do they know her family when it isn't mentioned in the story?
- **Hooray for Farms!** Discuss what farms provide and why we need what they produce. Talk about the needs people have.
- **Traditions** Ask the students what traditions Amara has. Why do they think traditions are important?

MATH

K.CC.A.1, K.CC.A.3, K.CC.B.4.C, K.MD.A.2

- Show the picture of Amara's potluck. Count the number of food types she has on the table. Then have the students write those numbers.
- Go back and reread the book. As you read, ask the students to count each kind of food Amara grows on her farm.
- Have the students compare the size of two foods grown on Amara's farm. Example: a pumpkin is greater than a kiwi.

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ART

- **Favorites** Draw a picture of their favorite foods mentioned in the book.
- **Plan Your Farm** Draw a plan for their own garden similar to Amara's as seen on the opening spread. Label the kinds of plants they would put in each section.
- **Many Farm Foods.** Use construction paper and draw and cut out an example of one of the foods Amara has. Then make a class collage similar to the endpapers.

MOVEMENT

Have the students act out picking fruit from a vine or tree. Then ask them to show how to pull a wagon full of heavy fruit and vegetables.

REVIEWS

"A fun fall pick for interactive storytelling. . . . Scrumptious."
—Kirkus Reviews

ABOUT THE AUTHOR

JaNay Brown-Wood grew up with a passion for writing and drafted her first series of unpublished picture books in elementary school. After earning a BA in Psychology from UCLA, an MA in Child Development from CSU, Sacramento, and a PhD in Education from UC Davis, JaNay still loves storytelling! Her first book, *Imani's Moon*, was a NAESP Children's Book of the Year and a Reading is Fundamental Multicultural Book Pick. She lives with her family in California. Follow her on Twitter @janaybrownwood.

www.janaybrownwood.com

ABOUT THE ILLUSTRATOR

Samara Hardy has always loved to draw. Unfortunately for her parents, this was often on their walls and furniture…with her mother's lipstick. Realizing she might make a career out of this, she graduated with a degree in Illustration from Falmouth University and has since illustrated all kinds of wonderful things from picture books to reusable bags. She spends her days scribbling away and drawing by the sea in England. Follow her on Instagram @samara_hardy.

www.samarahardy.com

Educator's Guide
prepared by Shirley Duke

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updated
8/11/21

Name: _____ **Date:** _____

Amara's Farm

Circle each word as you find it.

V E L A P S S G J O M H V X I M N T M J
K N W X U Y U Z U Y I W L J V G D L Z M
Q T X H K H N O G L W I G W O I B W N W
L X Z Z I D M H J K U M Q U A T T O H Z
R A W O W C A W F W B O L Y C J E H M X
M J C G I V F E C T P E I W U V Q K T U
Y D Q X R P E R S I M M O N P O T A T O
X W C H I D J C J S T O L V C B T O B W
R H I M R E G G P L A N T M F I W B G B
D D I R W E Y T H Z U K Y Q G Z T F W I
N I Q W Q Z P L O E B B C W O C L L Q L
G V L D Q P O E T V J N U Y G A N J I O
Q M I Y A D T N P E S P H U D A X S D O
N F U C A U L I F L O W E R D Q C F T U
G I R O P P U M P K I N N I L X S L N W
L G W E P E C C J N F E S U O C Y O Q U
Z O C B L W K Q D K X B O U N T I F U L
O K H F E F G P X J X O X G Q C N G F T
S R U U E A H Q D D P O V X U B I S A G
I A R Y R I A H Q R U U D G J G M I A P

PUMPKIN
PERSIMMON
EGGPLANT
FIG
POTLUCK
POTATO
OKRA
KIWI
APPLE
CAULIFLOWER
KUMQUAT
BOUNTIFUL

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ANSWER KEY

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Circle each word as you find it.

V	E	L	A	P	S	S	G	J	O	M	H	V	X	I	M	N	T	M	J
K	N	W	X	U	Y	U	Z	U	Y	I	W	L	J	V	G	D	L	Z	M
Q	T	X	H	K	H	N	O	G	L	W	I	G	W	O	I	B	W	N	W
L	X	Z	Z	I	D	M	H	J	K	U	M	Q	U	A	T	T	O	H	Z
R	A	W	O	W	C	A	W	F	W	B	O	L	Y	C	J	E	H	M	X
M	J	C	G	I	V	F	E	C	T	P	E	I	W	U	V	Q	K	T	U
Y	D	Q	X	R	P	E	R	S	I	M	M	O	N	P	O	T	A	T	O
X	W	C	H	I	D	J	C	J	S	T	O	L	V	C	B	T	O	B	W
R	H	I	M	R	E	G	G	P	L	A	N	T	M	F	I	W	B	G	B
D	D	I	R	W	E	Y	T	H	Z	U	K	Y	Q	G	Z	T	F	W	I
N	I	Q	W	Q	Z	P	L	O	E	B	B	C	W	O	C	L	L	Q	L
G	V	L	D	Q	P	O	E	T	V	J	N	U	Y	G	A	N	J	I	O
Q	M	I	Y	A	D	T	N	P	E	S	P	H	U	D	A	X	S	D	O
N	F	U	C	A	U	L	I	F	L	O	W	E	R	D	Q	C	F	T	U
G	I	R	O	P	P	U	M	P	K	I	N	N	I	L	X	S	L	N	W
L	G	W	E	P	E	C	C	J	N	F	E	S	U	O	C	Y	O	Q	U
Z	O	C	B	L	W	K	Q	D	K	X	B	O	U	N	T	I	F	U	L
O	K	H	F	E	F	G	P	X	J	X	O	X	G	Q	C	N	G	F	T
S	R	U	U	E	A	H	Q	D	D	P	O	V	X	U	B	I	S	A	G
I	A	R	Y	R	I	A	H	Q	R	U	U	D	G	J	G	M	I	A	P

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