



Wheat and Wool

EDUCATORS GUIDE

NEW ZEALAND EDITION

Year 1 - Year 3



Australian Government
Department of Agriculture,
Water and the Environment

DELIVERED BY:



FOOD & FIBRE
EDUCATION SA





GEORGE THE FARMER - WHEAT AND WOOL

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GEORGE THE FARMER - WHEAT AND WOOL

Resource Description

This is a unit with six inquiry teaching sequences (based on the 21st century fluencies – Crockett, et al) about using ‘solution fluency’ to explore how George the Farmer and his wife Ruby produce wheat and wool.

Students use a range of activities and develop understandings about how seeds are grown to produce wheat and how sheep are grown and sheared to produce wool, and then explore how they can turn these materials into other products.

After exploring how wheat and wool can be turned into different products, students then recreate texts imaginatively using drawing, writing and digital forms of communication.

Curriculum Focus

This is a unit of work for Technologies, English, the Arts and Science.

Year levels: Year 1 – Year 4



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New Zealand Curriculum Connections

Level 1

Technology

Technological Practice

Students will:

Planning for practice

- Outline a general plan to support the development of an outcome, identifying appropriate steps and resources.

Brief development

- Describe the outcome they are developing and identify the attributes it should have, taking account of the need or opportunity and the resources available.

Outcome development and evaluation

- Investigate a context to communicate potential outcomes. Evaluate these against attributes; select and develop an outcome in keeping with the identified attributes.

Technological Knowledge

Students will:

Technological modelling

- Understand that functional models are used to represent reality and test design concepts and that prototypes are used to test technological outcomes.

Technological products

- Understand that technological products are made from materials that have performance properties.

Technological systems

- Understand that technological systems have inputs, controlled transformations, and outputs.

Nature of Technology

Students will:

Characteristics of technology

- Understand that technology is purposeful intervention through design.

Characteristics of technological outcomes

- Understand that technological outcomes are products or systems developed by people and have a functional nature and a physical nature.

Science

Nature of Science

Students will:

Understanding about science

- Appreciate that scientists ask questions about our world that lead to investigations and that open-mindedness is important because there may be more than one explanation.

Investigating in science

- Extend their experiences and personal explanations of the natural world through exploration, play, asking questions, and discussing simple models.

Communicating in science

- Build their language and develop their understanding of the many ways the natural world can be represented.

Participating and contributing

- Explore and act on issues and questions that link their science learning to their daily living.

Living World

Students will:

Life processes

- Recognise that all living things have certain requirements so they can stay alive.

Ecology

- Recognise that living things are suited to their particular habitat.

Material World

Students will:

Properties and changes of matter

- Observe, describe, and compare physical and chemical properties of common materials and changes that occur when materials are mixed, heated, or cooled.

Chemistry and Society

- Find out about the uses of common materials and relate these to their observed properties.

English

Listening, Reading and Viewing

Processes and strategies

Students will:

- Acquire and begin to use sources of information, processes, and strategies to identify, form, and express ideas.

Purposes and audiences

Recognise that texts are shaped for different purposes and audiences by:

- Identifying the purposes of simple texts;
- Evaluating the usefulness of simple texts.

Ideas

Recognise and identify ideas within and across texts by:

- Understanding that personal experience can influence the meaning gained from texts;
- Making meaning of texts by identifying ideas in some texts.



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Language Features

Recognise and begin to understand how language features are used for effect within and across texts by

- Beginning to recognise that oral, written and visual language features can be used for effect
- Recognising some topic specific words.
- Showing some knowledge of text conventions, such as capital letters, full stops, and word order; volume and clarity; and simple symbols.

Structure

Recognise and begin to understand text structures, by:

- Understanding that the words, sentences and images contribute to text meaning;
- Recognising some text forms and some differences between them.

Speaking, Writing and Presenting

Processes and strategies

Students will:

Acquire and begin to use sources of information, processes and strategies to identify, form and express ideas.

Purposes and audiences

Recognise how to shape texts for a purpose and an audience, by:

- Constructing texts that demonstrate some awareness of purpose and audience through the choice of content, language and text form;
- Expecting the texts they create to be understood, responded to and appreciated by others;
- Developing and conveying personal voice where appropriate.

Ideas

Form and express ideas on a range of topics, by:

- Forming and expressing simple ideas and information;
- Beginning to support ideas with some detail.

Language features

Use language features, showing some recognition of their effects, by:

- Using some oral, written and visual language features to create meaning and effect;
- Using a range of high-frequency, topic-specific and personal-content words to create meaning.
- Beginning to use some strategies of self-correct and monitor spelling;
- Writing most letters and number forms legibly when creating texts.

Structure

Organise texts, using simple structures, by:

- Using knowledge of word and sentence order to communicate meaning in simple texts;
- Beginning to sequence ideas and information;
- Using simple sentences with some variation in beginnings;
- Attempting compound and complex sentences.

The Arts

Visual Arts

Understanding the Arts in Context

Students will:

- Share ideas about how and why their own and others' works are made and their purpose, value, and context.

Developing Practical Knowledge

- Explore a variety of materials and tools and discover elements and selected principles.

Developing Ideas

- Investigate visual ideas in response to a variety of motivations, observation, and imagination.

Communicating and Interpreting

- Share the ideas, feelings, and stories communicated by their own and others' objects and images.

Level 2

Technology

Technological Practice

Students will:

Planning for practice

- Develop a plan that identifies the key stages and the resources required to complete an outcome.

Brief development

- Explain the outcome they are developing and describe the attributes it should have, taking account of the need or opportunity and the resources available.

Outcome development and evaluation

- Investigate a context to develop ideas for potential outcomes. Evaluate these against the identified attributes, select, and develop an outcome. Evaluate the outcome in terms of the need or opportunity.

Technological Knowledge

Students will:

Technological modelling

- Understand that functional models are used to explore, test, and evaluate design concepts for potential outcomes and that prototyping is used to test a technological outcome for fitness of purpose.

Technological products

- Understand that there is a relationship between a material used and its performance properties in a technological product.

Technological systems

- Understand that there are relationships between the inputs, controlled transformations, and outputs occurring within simple technological systems.



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Nature of Technology

Students will:

Characteristics of technology

- Understand that technology both reflects and changes society and the environment and increases people's capability.

Characteristics of technological outcomes

- Understand that technological outcomes are developed through technological practice and have related physical and functional natures.

Science

Nature of Science

Students will:

Understanding about science

- Appreciate that scientists ask questions about our world that lead to investigations and that open-mindedness is important because there may be more than one explanation.

Investigating in science

- Extend their experiences and personal explanations of the natural world through exploration, play, asking questions, and discussing simple models.

Communicating in science

- Build their language and develop their understanding of the many ways the natural world can be represented.

Participating and contributing

- Explore and act on issues and questions that link their science learning to their daily living.

Living World

Students will:

Life processes

- Recognise that all living things have certain requirements so they can stay alive.

Ecology

- Recognise that living things are suited to their particular habitat.

Evolution

- Recognise that there are lots of different living things in the world and that they can be grouped in different ways.

Material World

Students will:

Properties and changes of matter

- Observe, describe, and compare physical and chemical properties of common materials and changes that occur when materials are mixed, heated, or cooled.

Chemistry and society

- Find out about the uses of common materials and relate these to their observed properties.

English

Listening, Reading and Viewing

Processes and strategies

Students will:

- Select and use sources of information, processes and strategies with some confidence to identify, form and express ideas, by:

Purposes and audiences

Show some understanding of how texts are shaped for different purposes and audiences, by:

- Recognising how texts are constructed for different purposes, audiences and situations;
- Understanding that texts are created from a particular point of view;
- Evaluating the reliability and usefulness of texts with some confidence.

Ideas

Show some understanding of ideas within, across and beyond texts, by:

- Using their personal experience and world and literacy knowledge to make meaning from texts;
- Making meaning of increasingly complex texts by identifying main ideas;
- Making and supporting inferences from texts with some independence.

Language features

Show some understanding of how language features are used for effect within and across texts, by:

- Recognising that oral, written and visual language features can be used for effect;
- Using a large and increasing bank of high-frequency, topic-specific, and personal-content words to make meaning;
- Showing an increasing knowledge of the conventions of text;
- Recognising that authors have different voices and styles.

Structure

Show some understanding of text structures, by:

- Understanding that the order and organisation of words, sentences, paragraphs and images contribute to text meaning;
- Recognising an increasing range of text forms and differences between them.

Speaking, Writing and Presenting

Processes and strategies

Students will:

Select and use sources of information, processes, and strategies with some confidence to identify, form and express ideas.

Purposes and audiences

Show some understanding of how to shape texts for different purposes and audiences, by:

- Constructing texts that demonstrate a growing awareness of audience and purpose through appropriate choice of content, language and text form;



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- Expecting the texts they create to be understood, responded to, and appreciated by others;
- Developing and conveying personal voice where appropriate.

Ideas

Select, form, and express ideas on a range of topics, by:

- Forming and expressing ideas and information with reasonable clarity, often drawing on personal experience and knowledge;
- Beginning to add or delete details and comments, showing some selectivity in the process.

Language features

Use language features appropriately, showing some understanding of their effects, by:

- Using oral, written and visual language features to create meaning and effect;
- Using a large and increasing bank of high-frequency, topic-specific, and personal-content words to create meaning;
- Spelling most high-frequency words correctly and showing a growing knowledge of common spelling patterns;
- Using a range of strategies to self-monitor and self-correct spelling;
- Writing legibly and with increasing fluency when creating texts;
- Gaining increasing control of text conventions, including some grammatical conventions.

Structure

Organise texts, using a range of structures, by:

- Using knowledge of word and sentence order to communicate meaning when creating text;
- Organising and sequencing ideas and information with some confidence;
- Beginning to use a variety of sentence structures, beginnings, and lengths.

The Arts

Visual Arts

Understanding the Arts in Context

Students will:

Share ideas about how and why their own and others' works are made and their purpose, value, and context.

Developing Practical Knowledge

- Explore a variety of materials and tools and discover elements and selected principles.

Developing Ideas

- Investigate and develop visual ideas in response to a variety of motivations, observation, and imagination.

Communicating and Interpreting

- Share the ideas, feelings, and stories communicated by their own and others' objects and images.



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A Suggested Teaching Sequence

This learning sequence is underpinned by the work of Lee Crockett. It uses the solution fluency through six phases: Define; Discover; Dream; Design; Deliver and Debrief. The phases of the model are based on the 21st Century Fluencies created by Crockett et al. (2011).

These fluencies are:

- **Define:** The 'Define' phase begins with lessons that mentally engage students with a challenge, problem, question and task. This phase captures their interest, provides an opportunity for them to express what they know about the topic and understandings being developed, and helps them to make connections between what they know and the new ideas.
- **Discover:** The 'Discover' phase includes activities in which they can explore, investigate, research, read, discuss, gather, organise and compare knowledge and data. They grapple with the challenge, problem, question or phenomenon and describe it in their own words. This phase provides a context and enables students to acquire a common set of experiences that they can use to help each other make sense of the new knowledge or understandings.
- **Dream:** The 'Dream' phase enables students to imagine and develop possible solutions and explanations for the challenge, problem, question and task they have experienced. The significant aspect of this phase is that the students' explanations follow substantive conversations and higher order thinking experiences.
- **Design:** The 'Design' phase provides opportunities for students to apply what they have learned to new situations, to map production processes and so develop a deeper understanding of the challenge, problem, question or phenomenon. It is important for students to extend explanations and understanding using and integrating different modes such as diagrammatic images, written language and media.
- **Deliver:** The 'Deliver' phase has two stages – production and publication or presentation. In the production phase the task comes to life – this is the doing phase. At the end of this phase, the student task should be completed. Next, they present or publish their work sample to an audience.
- **Debrief:** The 'Debrief' phase provides an opportunity for students to revisit, review and reflect on their own learning and new understanding and skills. This is also when students provide evidence for changes to their understanding, beliefs and skills.

Sources: Solution Fluency <https://globaldigitalcitizen.org/>

The 21st Century Fluencies are outlined extensively in the book 'Literacy Is Not Enough' by Crockett et al. (2011). See <https://globaldigitalcitizen.org/> and <https://www.youtube.com/watch?v=N8DEeR1sraA>



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Activity sheets

Activity sheets are also provided for some activities. Most are for photocopying and distribution to students. They are identified within the learning sequence and can be found towards the back of this resource.



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Step 1: The scenario

Explain to the class that their task will be to explore George the Farmer stories and songs and find out more about what George and Ruby produce on their farm and how these products can be turned into other foods we eat and products we use!

A MESSAGE FROM GEORGE THE FARMER...

George the Farmer and his wife Ruby are looking for kids to be involved in a ripper project. If you are interested, then read on!

George's stories are fun to read and his songs about his farm are fun to listen to and you can learn all about different farming activities on his farm.

In this ripper project, George and Ruby are looking for kids to discover what it takes to produce wheat and wool.

Your challenge using art, illustrations and some text is to pick one of George's stories or songs and summarise:

- Something about George and Ruby's farm and what they produce; or
- How George plants his wheat crop; or
- How George shears a sheep; or
- How wheat or wool can turn into other foods and products we use.

Does anyone have any thoughts?

George can help out with lots of art, illustrations and information in his books and on his "George the Farmer" website. His songs create pictures and tell stories too!

Now it's time for you to make ideas from his stories and songs come alive. Put all the projects together in a storybook too!

I wonder will you create a paperback or an eBook?



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Step 2: Define understandings

Objective: Have students illustrate their understanding of the challenges set out in the scenario by providing an oral definition of the task.

Capture students' interest and share illustrations and images of "George the Farmer's" picture books and EP cover that could be used to explore aspects of farming, growing wheat and shearing sheep. See: <http://www.georgethefarmer.com.au/>

Choose 'Shop > Books' on the top menu and discover illustrations used in the books 'George the Farmer Plants a Wheat Crop' and 'George the Farmer Shears a Sheep'.

Ask students to:

- Interpret the illustrations
- Talk about what is happening and where it is happening
- Identify where characters are and discuss this
- Ask questions about the characters and places in the story, and
- Tell their own story using picture clues.

Select the 'Meet the Characters' page, under 'Create and Learn' on the top toolbar and learn lots more about George, Ruby, their family farming property, his love of sport and his wife Ruby's on-farm role.

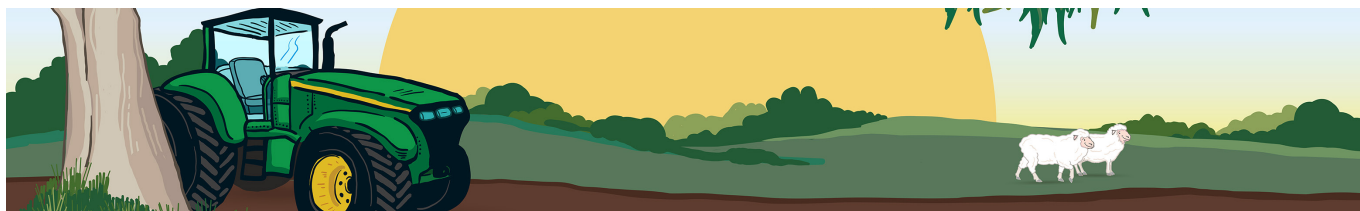
For schools that have access to the book 'George the Farmer Plants a Wheat Crop', ask students to explore an image from the book using **Activity 1**.

As a class talk about all stories having an illustrated cover, an inside front cover, a title page, and the other pages available for the story, including the back cover.

Talk about stories needing an action starting point where something exciting happens and the characters are introduced to the reader. Talk about the place or 'setting' the story happens in and then how the story unfolds around a problem and ends with a really strong ending where the problem is solved.

Focus on the problem in the story "George the Farmer Plants a Wheat Crop" and Ruby's role in helping solve the problem.

Revisit the information about Ruby at <https://www.georgethefarmer.com.au/pages/the-characters> and learn about her degree in Science and how she has been employed as an agronomist. Talk about what an agronomist does and how Ruby's able to use her studies to help George on the farm especially while planting wheat.



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Step 2: Define understandings cont.

Extend students' understandings about the roles of men and women on farms. Talk about the roles both Ruby and George play on the farm. Describe the different types of work undertaken by both characters. Talk about how farming is often seen as a job undertaken by men, but did you know that almost half of the agricultural workforce is made up of women.

Read the hardcopy of the book 'George the Farmer Plants a Wheat Crop' and using Activity 2 titled 'Story Frame' identify the setting, characters, problem and solution in the story. (Check your local library, or you can order a copy from <http://www.georgethefarmer.com.au>).

Ask students what they might need to know more about, in order to undertake the challenge set by George and Ruby. Might they need to know something about farms, what they produce, how they produce products like wheat and wool, and what wheat and wool can be made into?

Brainstorm what students know about George and Ruby's farm, what they produce, and what foods and products wheat and wool it can be made into. List key words and create a flow chart to show links between the students' ideas.

Prerequisite for progression:

Ask students to articulate their understanding of the task/challenge through oral conversation and if appropriate a written (scribed) statement.

Note: The Prerequisite for Progression are the checkpoints that occur at the end of each stage of the learning sequence. This is the time at which formative feedback is given to the students about what they have accomplished in that stage. It describes what the students must complete before they move onto the next phase of the unit. (Crockett, et, al).



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Step 3: Discover

Objective: Have students investigate, research, read, discuss, gather, organise pictures and text about what George and Ruby farm and produce; how he plants his wheat crop and produces wheat; how he shears sheep and produces wool; and what foods and products wheat and wool can be made into.

Read George the Farmer books. For schools that have access to the George the Farmer books, read a story aloud to the class.

Find some images of the main characters in both books and at <https://www.georgethefarmer.com.au/pages/the-characters>.

Ask students to use colourful language and describe the main characters in both or either book and their features.

Using an image of sheep from the “George the Farmer Shears a Sheep” book, ask students to observe the variety of external features of sheep. Share and list these features (hooves; ears; mouth; nose; eyes; body).

Create a ‘Word Wall’ in the class describing the external features of sheep.

Undertake some more ‘picture research’ and ask students to count the eyes and legs, note the colour and shape of the sheep and describe their coat.

Ask students to record what they think sheep look like; what covers their body; what shape they are; what other features they have; what sounds do they make; and what colours they can be.

Repeat similar activities about wheat. Talk about what a wheat seed, seedling and fully grown plant might look like. Check out images of wheat by Googling: Wheat images.

Discover more about wheat seeds (note wheat seeds can easily be sourced from health food shops and most supermarkets).

Explore how wheat seeds change when added to water, crushed or grown. Grow some wheat grass heads, too. Find the steps to grow your own wheat grass here: <https://bit.ly/2UOTiIQ>.

Discuss the power of words and how they are used to evoke reactions, emotions and feelings. Ask students questions like:

- What three words would you use to describe sheep and wheat?
- How might you describe where they are farmed, grown and raised?



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Step 3: Discover cont.

Learn about how wheat is grown and harvested on a farm just like on George and Ruby's farm to make bread and pizza dough. View the George the Farmer Video, 'Learning About Wheat': <https://www.youtube.com/watch?v=CWVrNNy6kRs> and as a class record the main things that happen to the wheat after it is planted. Talk about the machinery used to plant the wheat seed; what wheat needs to grow (sunlight and water); where the wheat grains grow on the wheat plant; how it changes colour before being ripe to harvest; how a harvester cuts the wheat heads off the plant, collect the wheat grains and separates the grains from the plant itself.

Explore how the harvester can drop left over bits of the wheat plant back onto the paddock where it can protect the soil from being washed and blown away.

Discover more about how trucks transport wheat to and from silos and how it's then taken to flour mills where it is unloaded and ground into flour.

Using Activity 7 in the back of this book, invite students to identify and colour what George uses to plant his wheat crop.

Brainstorm what else George needs to plant his wheat crop. (He needs his tractor, seeder, wheat seeds and Ruby's helping hand.)

Identify products made from wheat within the maze in **Activity 4**.

Spot differences in two illustrations showing how George plants his wheat crop, and how wheat can turn into other foods in **Activity 5**.

Discover what foods made from wheat, characters in the story prefer in **Activity 6**.

Experiment and make some flour using wheat seeds and a mortar and pestle.

Make some lumpy glue using the ground up flour and water. Mix the flour and water to make a glue-like mixture. Create a George the Farmer artwork using the glue too!

Create a pizza base or play dough using the simple recipes found in **Activity 8** and **Activity 9**.

Re-read "George the Farmer Shears a Sheep" to learn how sheep are shorn, how the wool is baled, pressed, cleaned, carded or teased and then woven into fabric to produce other beautiful fabrics.

Using the senses of touch and sight discover more about samples of woollen fleece (where possible) and balls of wool. Encourage students to investigate what wool looks like and feels like before and after it has been processed.

Experiment with wool making pom poms, tomboy, woollen woven patterns or even a simple crochet.



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Step 3: Discover cont.

Take a 'picture walk' through both George the Farmer books and discuss what information is conveyed in the images about what George produces on his farm and how it supplies us with food and other warm woolly products.. Talk about which images the class might use for their illustration of:

- Something about George and Ruby's farm and what they produce; or
- How George plants his wheat crop; or
- How George shears a sheep; or
- How wheat or wool can turn into other foods and products we use.

Play and sing George the Farmer's songs "Harvest Hop" and "Mate Where's My Next Sheep" to discover more about how George plants his wheat crop and shears his sheep. Find the lyrics in Activity 12.

Experiment with rhyming and create poems or a song about wheat or wool.

Find out what students now know about the points above. Encourage students to tell, write or draw their ideas. Display these for future reference.

Perform a favourite scene from both stories and act out how George plants his wheat crop and how he shears his sheep.

Play 'What's that?' by pointing to illustrations in the George the Farmer books and having students name what they see.

Re-visit the storyline of either book and focus student attention on the characters, the place or 'setting' where the story happens and the problem and solution that unfolds. Use **Activity 3** and interpret the story using a recipe for the storyline activity sheet.

Model the creation of a group story before students create a short illustrated story in class. Note this could be undertaken in pairs, individually or in small groups.

As a class, draft an exciting starting sentence with characters from the George the Farmer books that produce wheat or wool on the farm.

Talk about what the character looks like, sounds like and feels like and how the character might tell a story about what is produced for us to eat and use at home.

Focus on how the character might produce something for us to eat or use at home. Ask student to recall and describe how George plants his wheat crop and how he shears sheep.



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Step 3: Discover cont.

Create a pictorial flow chart to describe each step involved.

Brainstorm three ideas for the story. Select the idea that really 'grabs' the class and draft a story sequence. Ask questions like; 'And then what happens?' and 'What happens next?' Encourage students to think deeply about how the story might reveal the foods and products the character can produce for us to eat and use at home in a funny, exciting and creative way. Talk about the ending too, asking 'what will happen at the end of the story?'

Form pairs, small groups to write a short illustrated story about:

- Something about George and Ruby's farm and what they produce; or
- How George plants his wheat crop; or
- How George shears a sheep; or
- How wheat or wool can turn into other foods and products we use.

Prerequisite for progression:

Students have worked in pairs, individually or in small groups and collected research on:

- Something about George and Ruby's farm and what they produce; or
- How George plants his wheat crop; or
- How George shears a sheep; or
- How wheat or wool can turn into other foods and products we use.

Students have brainstormed three ideas for their story.



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Step 4: Dream

Objective: Have students discuss how they are going to produce a short illustrated book about something about George and Ruby's farm and what they produce; or how George plants his wheat crop; or how George shears a sheep; or how wheat or wool can turn into other foods and products we use.

Ask students to imagine what their short illustrated story book might look like. Will it be a paperback or an eBook? Will it include pop-ups, pull-tabs, flaps, textures or other features to increase a reader's interaction with the book?

Ask students to visualise the illustrated cover, an inside front cover, and a title page before leaving the other pages available for the story.

If creating a paperback ask student to fold eight pieces of A4 sheets of paper in half and imagine what their story will look like and say. They might also staple the paper at the fold to simulate the book's binding.

If creating an eBook ask students to select the digital tool they aim to use. For example: Canva at <http://www.canva.com>. Note: Canva has free photos of wheat and wool for students to use in their story books. Simply search 'free photos'.

Progressions for Learning:

The class have visualised their story and begin their illustrated book and have answered the questions posed in the dream phase.



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Step 5: Design

Objective: Have students explain, prepare and action how they are going to produce a short illustrated book about something about George and Ruby's farm and what they produce; or how George plants his wheat crop; or how George shears a sheep; or how wheat or wool can turn into other foods and products we use.

Ask students to design their front cover and decide on a title for the title page.

Ask students to be storytellers and illustrators and draft their story's text and plan what illustrations will complement the text.

Invite a peer class group to the class and ask students to explain their book's concepts to this audience and seek feedback on their ideas.

Progressions for Learning:

Students are able to document in oral or written/digital forms how this project is to occur. The understanding is demonstrated by the students explaining their thinking to a peer class group.



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Step 6: Deliver – produce

Objective: Have students deliver their short illustrated books about something about George and Ruby’s farm and what they produce; or how George plants his wheat crop; or how George shears a sheep; or how wheat or wool can turn into other foods and products we use.

The Delivery phase has two stages – production and publication. In the produce stage the project comes to life – this is the doing phase. At the end of this phase the illustrated books should be completed.

Create the illustrated stories, either as paperbacks or eBooks.

In the Publish phase students get to showcase all of their thinking and planning. This is the time when students deliver their illustrated books to each other or the audience. This is a good time for peer or self- assessment.

Prepare a display of students’ stories about something about George and Ruby’s farm and what they produce; or how George plants his wheat crop; or how George shears a sheep; or how wheat or wool can turn into other foods and products we use.

Hold a Read-A-Thon sharing the illustrated stories created by the students.

Visit the local Pre-school, Kindergarten, Reception class or Day-care Centre and read stories to younger children.

Read stories stopping periodically to ask younger students to find the picture or object or character that was just read about.

Share photos and student’s work samples via George’s online community. George loves to see pictures of kids in the classroom learning, and to share photos via email at george@georgethefarmer.com.au or share on what has been created via Facebook, Instagram or Twitter!

Progression for learning:

Each pair of students has produced a short illustrated story about something about George and Ruby’s farm and what they produce; or how George plants his wheat crop; or how George shears a sheep; or how wheat or wool can turn into other foods and products we use.



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Step 7: Debrief

Objective: Assess the results of the George the Farmer short illustrated story about something about George and Ruby's farm and what they produce; or how George plants his wheat crop; or how George shears a sheep; or how wheat or wool can turn into other foods and products we use.

Ask students to reflect on their learning. Ask students to:

Talk about, draw or write something new you learnt about something about George and Ruby's farm and what they produce; or how George plants his wheat crop; or how George shears a sheep; or how wheat or wool can turn into other foods and products we use.

Record what they learned about writing and illustrating stories.

Draw the procedure for how they made flour, a pizza base or playdough.

Record a procedure for how wool is made.

Talk about what they might still like to find out about something about George and Ruby's farm and what they produce; or how George plants his wheat crop; or how George shears a sheep; or how wheat or wool can turn into other foods and products we use.

Describe their favourite part of creating an illustrated story for others.



GEORGE THE FARMER - WHEAT AND WOOL

Assessment

The assessment rubrics for Year 1 to Year 3 students are the summation of the student tasks. The rubrics provide:

- A common language for discussing student achievement in relation to the tasks undertaken, and
- A means of engaging with, and communicating student achievement, to the student and his/her parents or caregivers.

The rubric columns: levels

Each of the rubrics is divided into four levels.

Level 1: Unacceptable

Level 2: Acceptable

Level 3: Very Good

Level 4: Excellent

The rubric rows: aspects of the task

Each of the rubrics is divided into rows, with each row representing critical aspects of the student task.

In this learning sequence the Year 1 to Year 3 students are asked to:

Pick one of George's stories or songs, use art, illustrations and some text and summarise:

- Something about George and Ruby's farm and what they produce; or
- How George plants his wheat crop; or
- How George shears a sheep; or
- How wheat or wool can turn into other foods and products we use.



GEORGE THE FARMER - WHEAT AND WOOL

Overall Project Rubric

This rubric is designed to specifically evaluate what has been asked of the students from the scenario presented to the class.

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
A storybook has been created that communicates all of the information about what George and Ruby farm and produce; or how he plants his wheat crop and produces wheat; or how he shears sheep and produces wool; or what foods and products wheat and wool can be made into.	A storybook has been created that communicates most of the information about what George and Ruby farm and produce;; or how he plants his wheat crop and produces wheat; or how he shears sheep and produces wool; or what foods and products wheat and wool can be made into.	A storybook has been created that communicates partial information what George and Ruby farm and produce;; or how he plants his wheat crop and produces wheat; or how he shears sheep and produces wool; or what foods and products wheat and wool can be made into.	A storybook has been created that communicates little information about what George and Ruby farm and produce; or how he plants his wheat crop and produces wheat; or how he shears sheep and produces wool; or what foods and products wheat and wool can be made into.
The content showed clear evidence of research about what George and Ruby farm and produce;; or how he plants his wheat crop and produces wheat; or how he shears sheep and produces wool; or what foods and products wheat and wool can be made into.	The content showed some evidence of research about what George and Ruby farm and produce;; or how he plants his wheat crop and produces wheat; or how he shears sheep and produces wool; or what foods and products wheat and wool can be made into.	The content showed limited evidence of research what George and Ruby farm and produce;; or how he plants his wheat crop and produces wheat; or how he shears sheep and produces wool; or what foods and products wheat and wool can be made into.	The content showed little evidence what George and Ruby farm and produce; or how he plants his wheat crop and produces wheat; or how he shears sheep and produces wool; or what foods and products wheat and wool can be made into.
Their presentation of ideas was communicated in a logical flow without pauses.	Their presentation of ideas was communicated in a mostly logical flow with few pauses.	Their presentation of ideas was communicated in a somewhat logical flow with some pauses.	Their presentation of ideas was communicated with little logic and many pauses.
The storybook used very creative language, digital technologies, and/or the arts to illustrate their subject.	The storybook used creative use of language, digital technologies, and/or the arts to illustrate their subject.	The storybook used some use of creative use of language, digital technologies, and/ or the arts to illustrate their subject.	The storybook made little use of creative language, digital technologies, and/or the arts to illustrate their subject.



GEORGE THE FARMER - WHEAT AND WOOL

Learning Process Rubric

Each of the learning progressions in the learning sequence has a prerequisite for progression – a list of what the student needs to accomplish in order to proceed to the next step in the process. The text from those areas is duplicated in this rubric and can be used with students to guide their progress with feedback, in a mini-debrief, helping them to refine their process and product at critical points throughout the learning sequence.

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
A clear definition of the task was provided.	A somewhat clear definition of the task was provided.	A rather ordinary definition of the task was provided.	A definition of the task could not be provided.
Research was completed with no prompting. Three or more ideas were brainstormed about what to include in their story.	Research was completed with minimal prompting. Three ideas were brainstormed about what to include in their story.	Research was completed with some prompting. Two ideas were brainstormed about what to include in their story.	Research was completed with significant prompting. One idea was brainstormed about what to include in their story.
A clear visualisation of the short illustrated book was provided.	A mostly clear visualisation of the short illustrated book was provided.	A somewhat clear visualisation of the short illustrated book was provided.	No clear visualisation of the short illustrated book was provided.
An extremely clear plan of what the storybook will contain was provided.	A very clear plan of what the storybook will contain was provided.	A mostly clear plan of what the storybook will contain was provided.	A somewhat unclear plan of what the storybook will contain was provided.
The short illustrated book was produced with a logical flow with clear illustrations.	The short illustrated book was produced with a mostly logical flow with mostly clear illustrations.	The short illustrated book was partially produced with a somewhat logical flow and some illustrations.	The short illustrated book was produced with little logic and minimal illustrations.

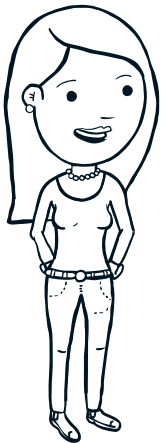
GEORGE *the* FARMER

ACTIVITY #1A

Look Around!

YOU WILL:
Explore an image of George the Farmer's farm.
Expand your knowledge of the story's characters.

1. First, have a good look around this page.
2. Can you find some of the interesting characters featured in the story "George the Farmer Plants a Crop"?
3. Write what you know about these characters and what you would like to find out about them, in the boxes below.



WHAT I KNOW	WHAT I WANT TO FIND OUT



4. Ask five other people what they know about the characters featured in the story.
5. Discuss the answers in your class.

GEORGE *the* FARMER

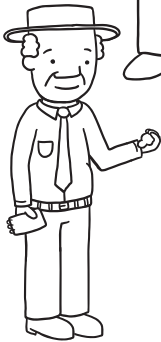
ACTIVITY #1B

Look Around!

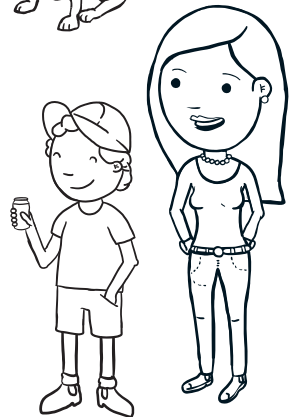
YOU WILL:

Explore an image of George the Farmer's farm. Expand your knowledge of the story's characters.

1. First, have a good look around this page.
2. Can you find some of the interesting characters featured in the story "George the Farmer Shears a Sheep"?
3. Write what you know about these characters and what you would like to find out about them, in the boxes below.



WHAT I KNOW	WHAT I WANT TO FIND OUT



4. Ask five other people what they know about the characters featured in the story.
5. Discuss the answers in your class.

GEORGE *the* FARMER

ACTIVITY #2

Story Frame!

YOU WILL:

Identify the setting,
characters, problem and
solution in the story.

Complete the boxes below to develop a story frame about the story.

SETTING	CHARACTERS
PROBLEM	SOLUTION

GEORGE *the* FARMER

ACTIVITY #3

Recipe for the storyline

YOU WILL:
Interpret the story
"George the Farmer
Plants a Crop".

Fill in the boxes below to describe the characters and storyline of the app.

CHARACTERS	
NAME	WHAT WAS THIS CHARACTER LIKE?

SETTING	
WHERE	WHEN

PLOT	
WHAT WERE THE BEGINNING EVENTS?	HOW DID THE CHARACTERS FEEL?
WHAT THE CHARACTERS DID?	HOW IT WORKED OUT?

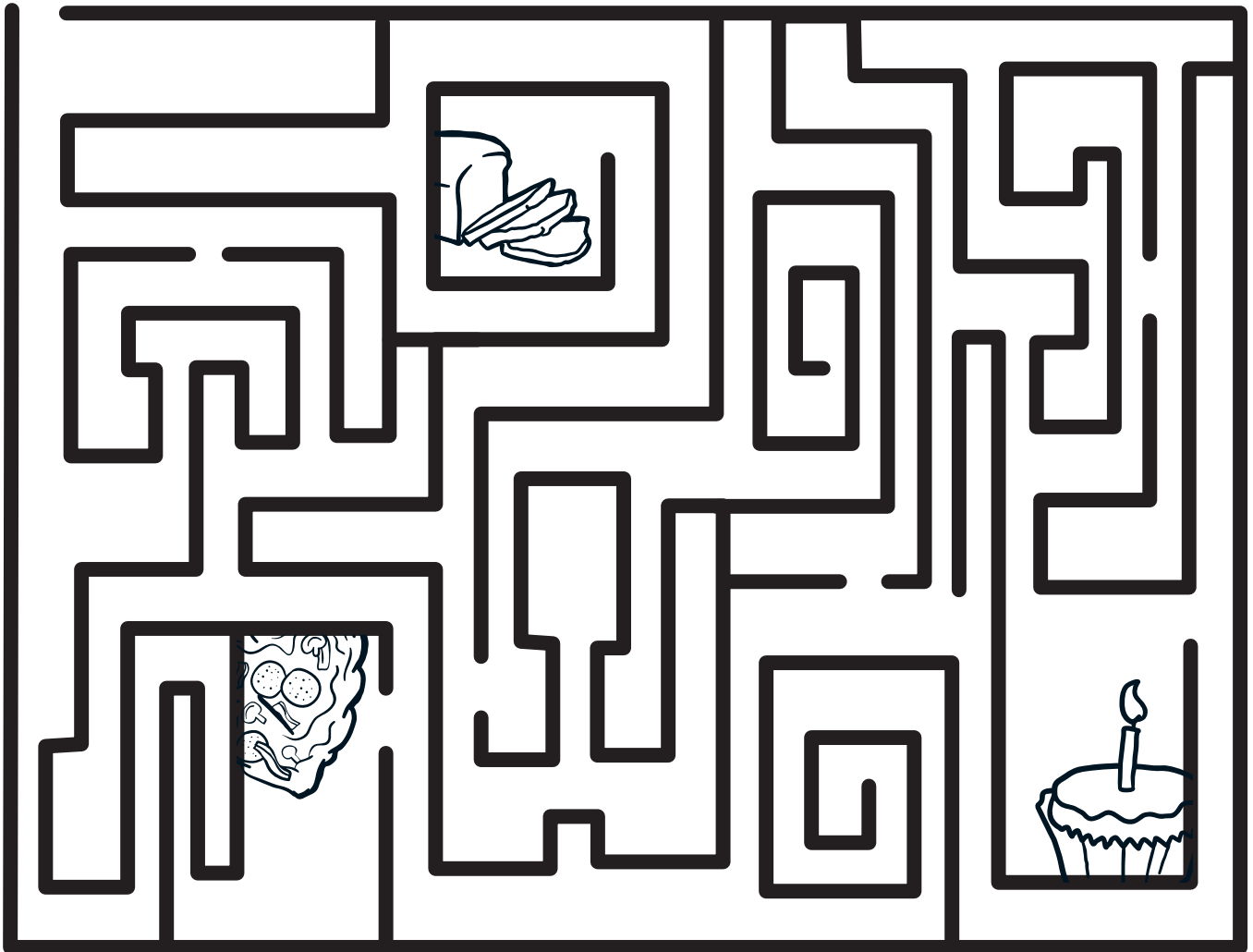
CONSEQUENCE	
HOW WERE THINGS AT THE END OF THE STORY?	IS THERE A MORAL OR MESSAGE IN THE STORY?

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ACTIVITY #4

Amazing Maze!

YOU WILL:
Find products made
from wheat within
the maze!



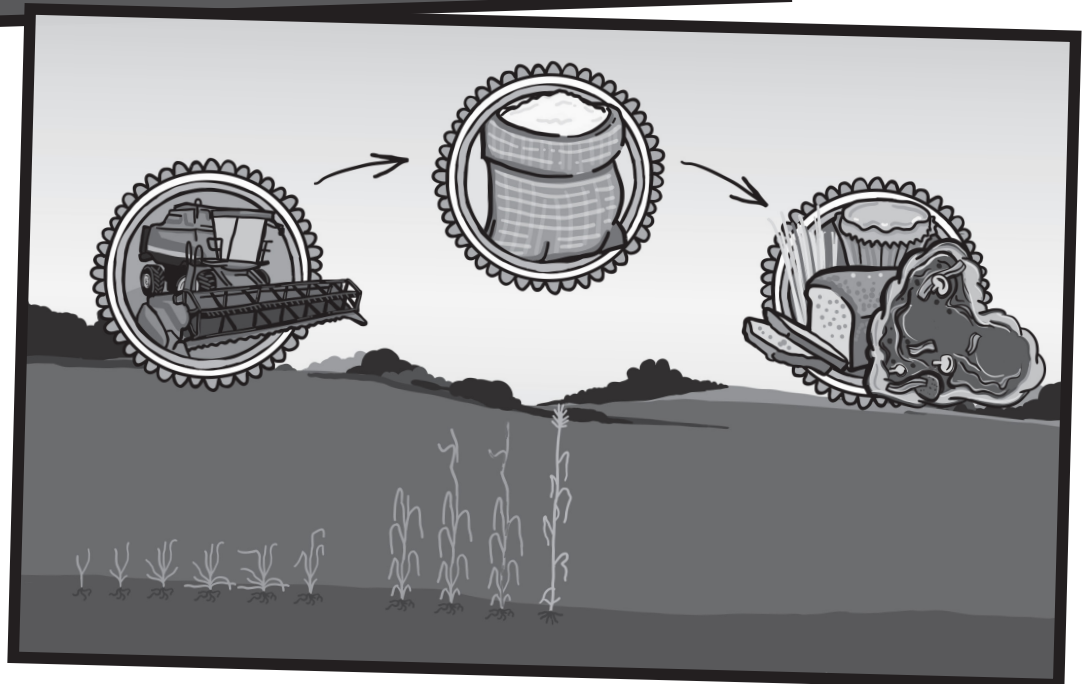
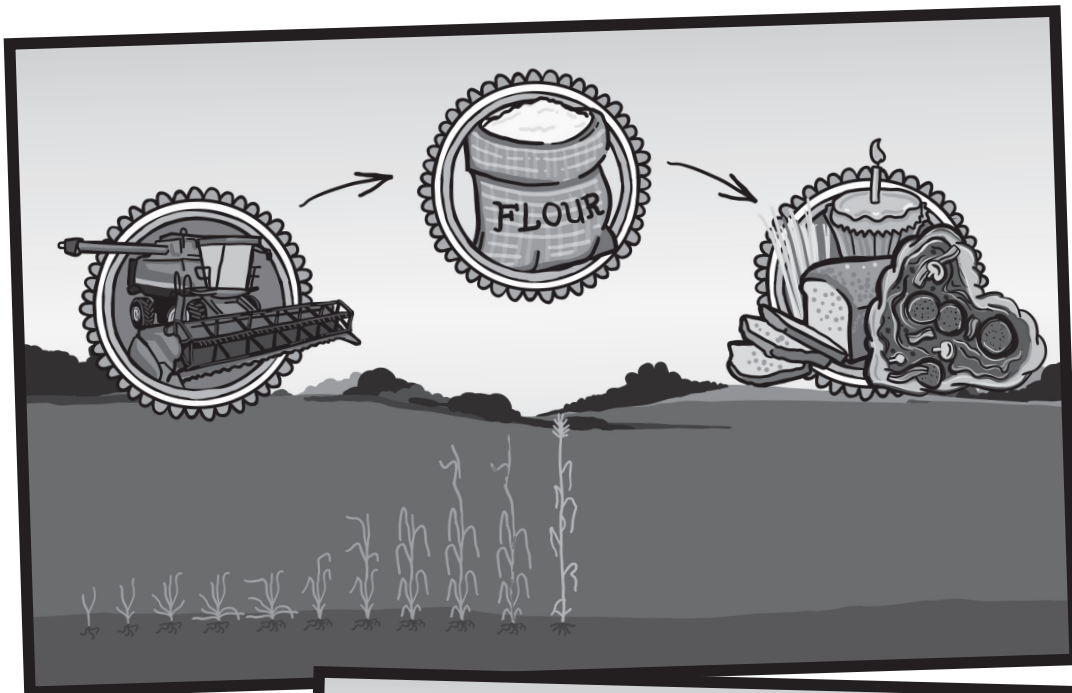
GEORGE *the* FARMER

ACTIVITY #5A

Spot the Difference

YOU WILL:

Find five things that are missing in the bottom picture!

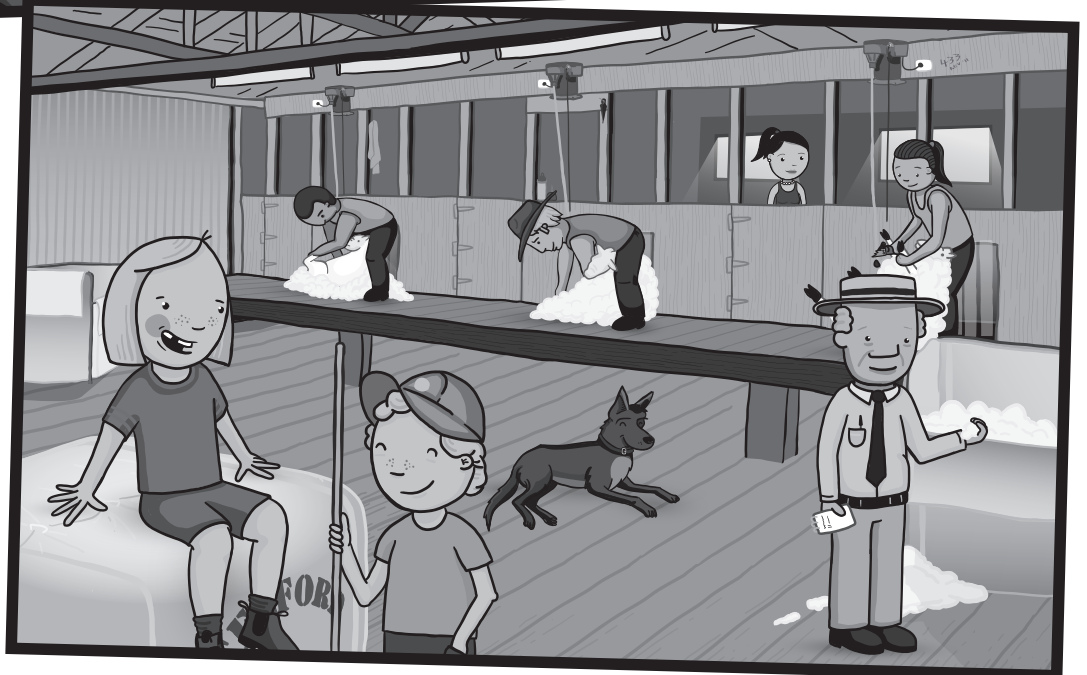


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ACTIVITY #5B

Spot the Difference

YOU WILL:
Find five things that
are missing in the
bottom picture!



GEORGE *the* FARMER

ACTIVITY #6

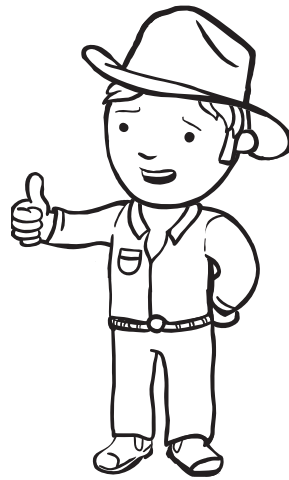
Who's Favourite Food

YOU WILL:

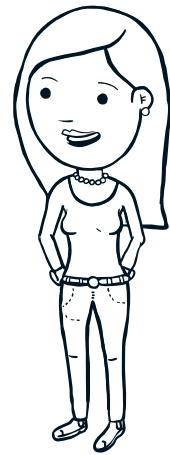
Follow the line to match the character to their favourite food made from wheat!



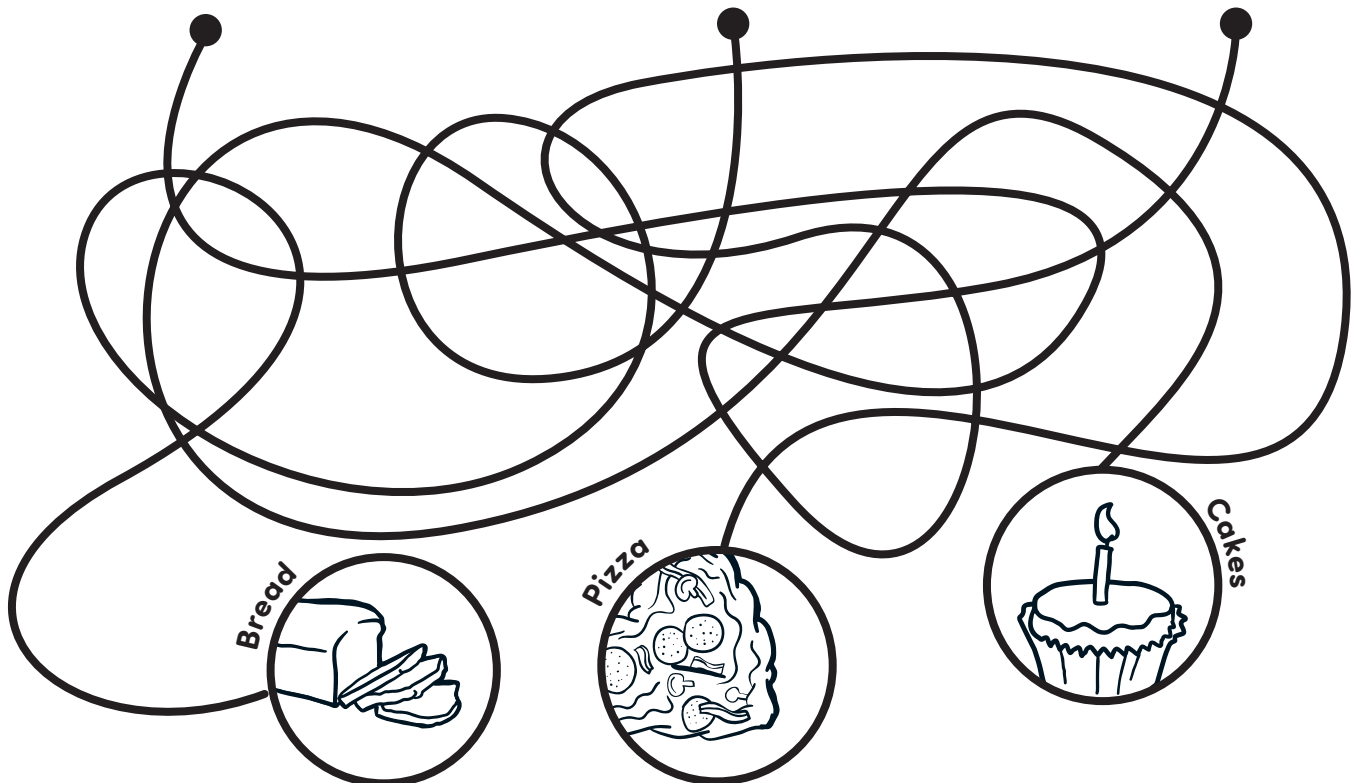
Neville likes



George likes



Ruby likes



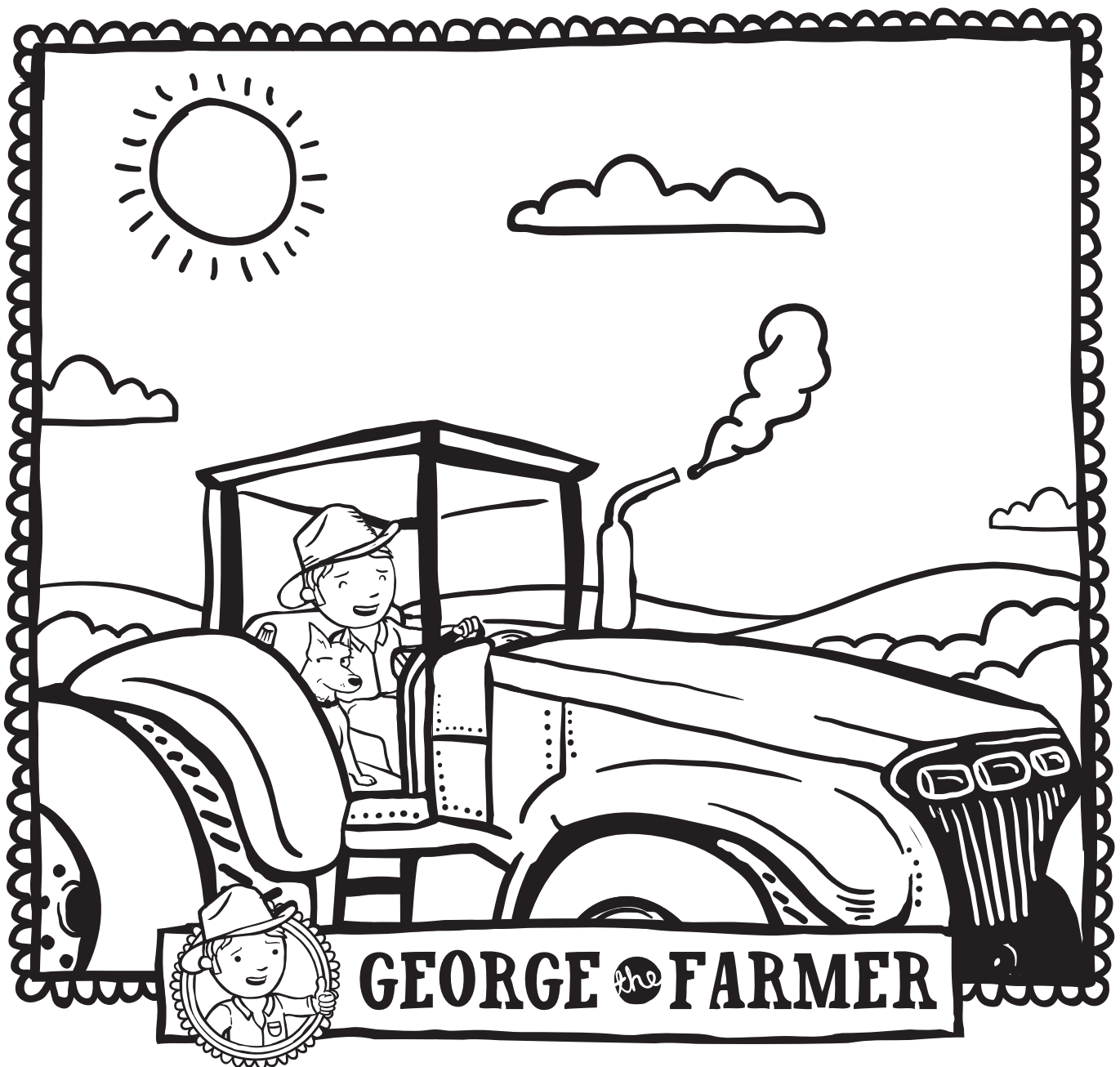
GEORGE *the* FARMER

ACTIVITY #7

Colour-in Cobber!

YOU WILL:

Have fun colouring
in George and Jessie
riding in their tractor!



GEORGE *the* FARMER

ACTIVITY #8

Make a Pizza

YOU WILL:

Make a pizza base from scratch and add your favourite toppings!

INGREDIENTS

- 520g plain or bakers flour
- 1 teaspoon salt
- 2 teaspoons dry yeast
- 1 1/4 cup (310g) warm water
- 2 tablespoons olive oil

METHOD

Sprinkle yeast over warm water, stir and leave to activate (approximately 5 minutes). In a mixer with dough hook add flour, salt and yeast mixture.

Mix on low speed adding 1 tablespoon of oil at a time until it forms into a ball. Remove from bowl and knead on bench for 3-5 minutes, until the dough is soft and pliable.

OR

In a thermomix, add all ingredients, mix on speed 6 for 8 seconds. Set to closed lid and kneading position and knead for 5 minutes.

OR

In a bowl add flour, salt and yeast mixture. Mix together for 1 minute and then add 1 tablespoon of oil at a time until it forms into a ball. Remove from bowl and knead on bench for 3-5 minutes, until the dough is soft and pliable.

NEXT

Drizzle some olive oil into a bowl and place the dough in, cover with cling film and leave in a warm place for 30 minutes or until doubled in size.

When doubled in size cut dough in half and then half again. Leave covered with cling film for at least 15 minutes or until ready to roll out to make your pizza base. Place dough onto your hot pizza stone or oven tray before applying sauce and your favourite beaut topping.

GEORGE FARMER

ACTIVITY #9

Make Play Dough

YOU WILL:

Create your own ooey-gooey play dough using flour from wheat!

INGREDIENTS

- 2 cups plain flour
- 1/2 cup salt
- 2 tablespoons vegetable oil
- 2 tablespoons cream of tartar
- up to 1.5 cups of boiling water
- few drops food colouring (optional)
- few drops glycerine (optional)

METHOD

In a bowl, mix the flour, salt, cream of tartar and vegetable oil together.

Add food colouring in to the boiling water and then mix into the dry ingredients (colour optional).

Mix it together well until the mixture is a sticky, combined dough.

Add the glycerine if using. Glycerine provides the dough with a ripper shine!

Allow it to cool down and then take it out of the bowl and knead it vigorously for a couple of minutes until all of the stickiness has gone.

OR

In a thermomix, put the water, salt and cream of tartar into the bowl and heat for 5 minutes at 60°C on speed 3.

After cooking, add flour and glycerine if using and mix for 40 seconds or until mixture is combined and thick. Allow it to cool.

Set dial to closed lid position and when dough is cool, add the oil and knead for 1-2 minutes on interval speed.

NEXT

Add food colouring if using and knead in. Enjoy playing with your ripper play dough! This play dough will store in an air tight container for a couple of months. Want to make a relaxing play dough for the kiddies to wind down with? Add in half a teaspoon of lavender essential oil or pick some fresh petals from the garden to add in during the final stage!

GEORGE *the* FARMER

ACTIVITY #10

Song Lyrics

YOU WILL:

Sing along with George and learn about harvesting and shearing sheep!

HARVEST HOP

When that summer sun starts beating down
It's time to take a good look around
Feel the grain between your hands
Let's start harvesting this land.

Do the Harvest Hop
Yeah, there's no time to stop
Gotta get this crop
off before it drops

The harvester has a big wide comb
It's knife cuts the grain to give a new home
Way up in that big, full box
Crikey, mate! Watch out for that fox!

Do the Harvest Hop
No time to stop
Gotta get this crop
off before it drops

Cereal crops are great to eat
Barley, oats and all that yummy wheat
Mill 'em, crack'em or eat them whole
You know it's all wheat in your big bread roll?

Do the Harvest Hop
Yeah, there's no time to stop
Gotta get this crop
off before it drops

Farmer calls out on the noisy 2-way,
Mate, how's the crop yielding today?
'Bout 6 tonnes to the hectare I think
Keep the trucks up we'll be full in a blink

Do the Harvest Hop
Yeah, there's no time to stop
Gotta get this crop
off before it drops

MATE, WHERE'S MY NEXT SHEEP

When the sheep start getting woolly
It's time to get our shears out
Long strokes down the belly, flip 'em
Shear their bum... and shout!

Mate, where's my next sheep?
Mate, where's my next sheep?
We gotta get these woolly jumpers done
Before we can get some sleep

It's a race against the weather
To get the sheep all set
The shearers won't be too impressed
If the wool is cold and wet

Mate, where's my next sheep?
Mate, where's my next sheep?
We gotta get these woolly jumpers done
Before we can get some sleep

We all love to wear our woollies
During times when the suns not out
The woollen fleece that's spun in to yarn
is comfy, warm and from the farm

Mate, where's my next sheep?
Mate, where's my next sheep?
We gotta get these woolly jumpers done
Before we can get some sleep

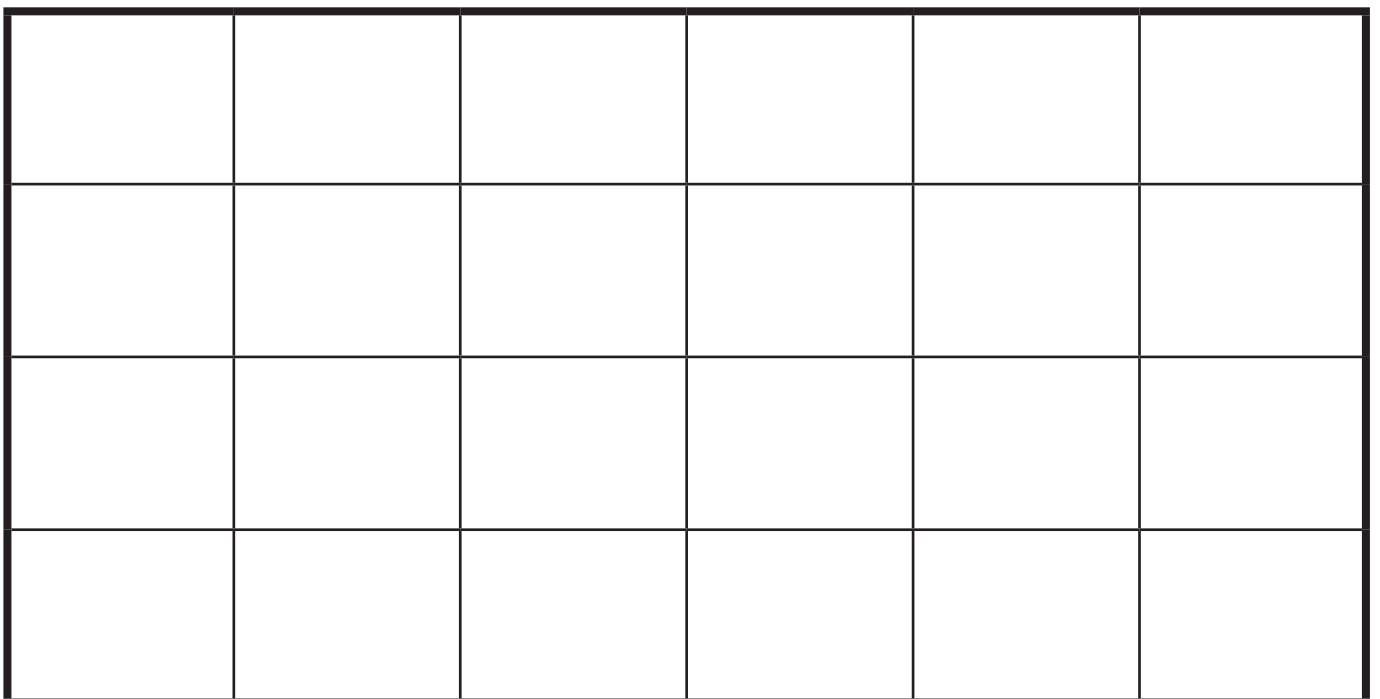
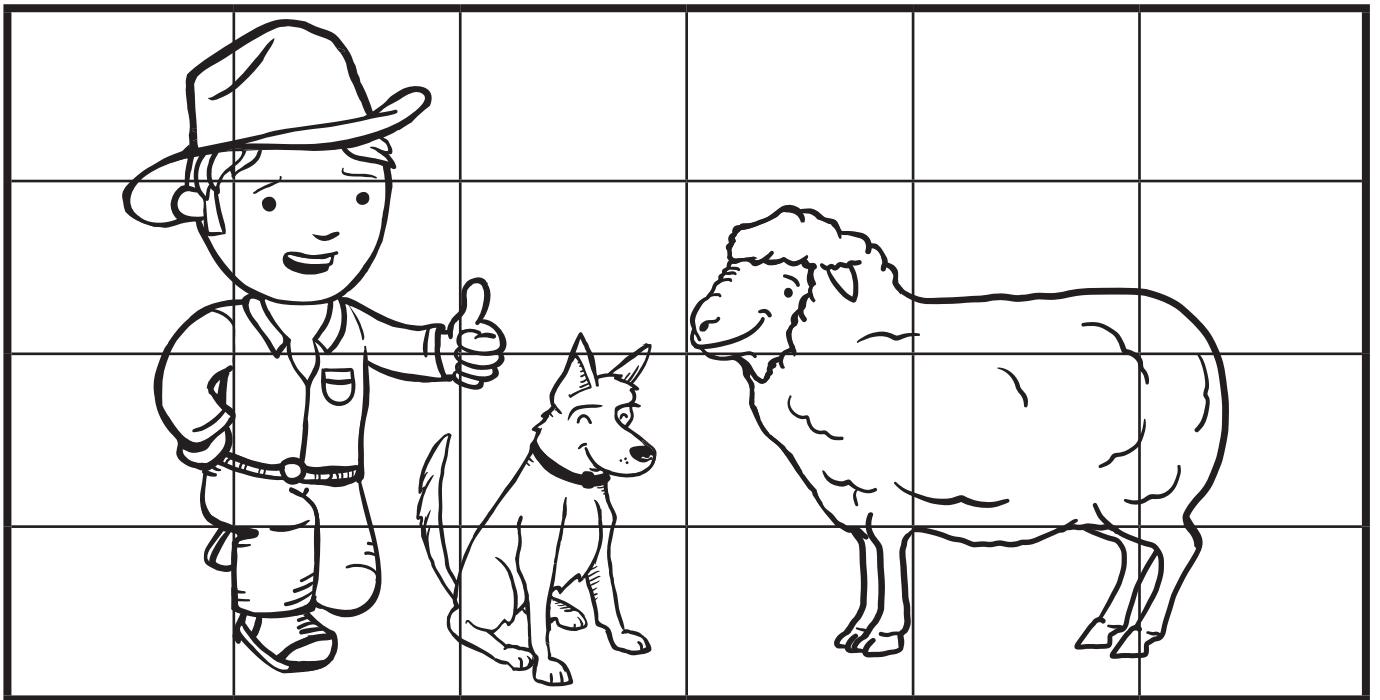
GEORGE *the* FARMER

ACTIVITY #11

Draw George!

YOU WILL:

Use the grid below to copy the drawing of George, Jessie and their sheep friend!

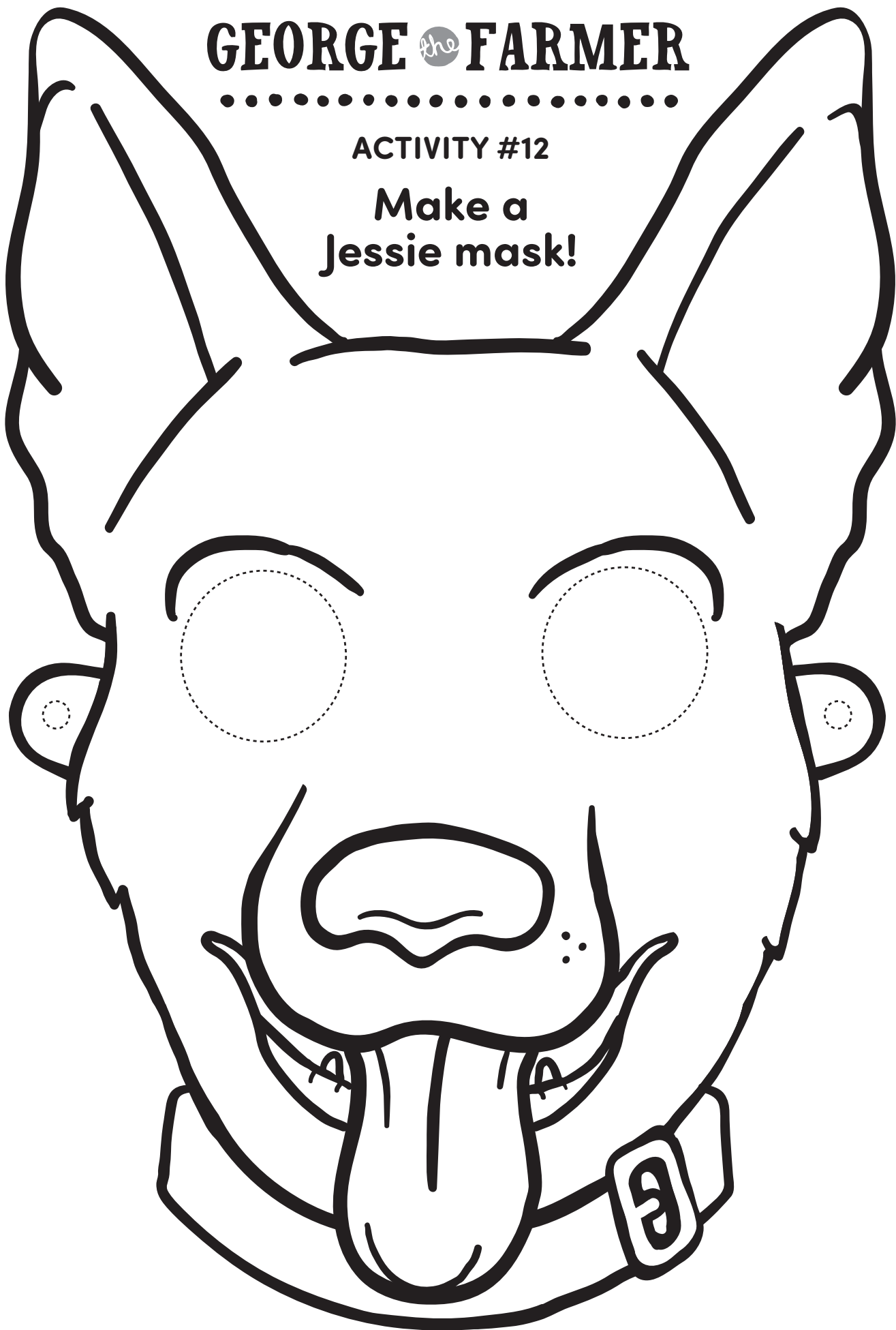


GEORGE *the* FARMER



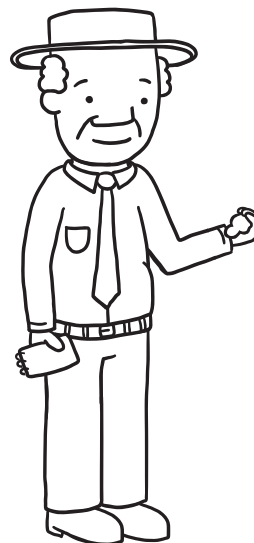
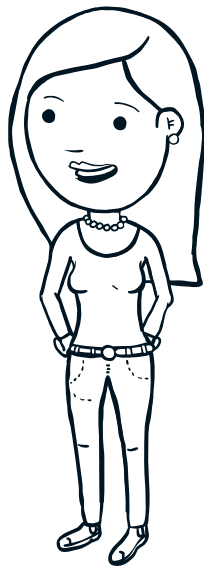
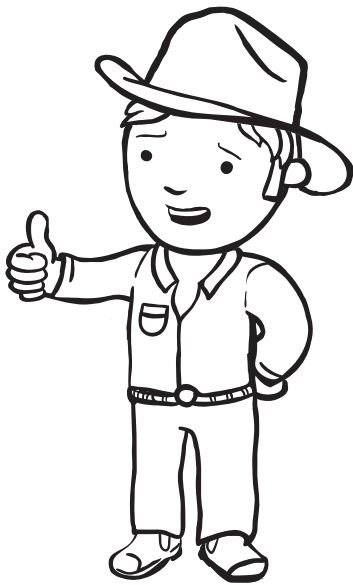
ACTIVITY #12

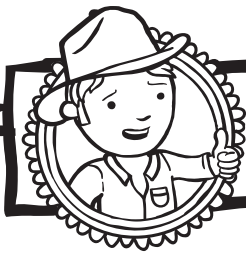
Make a
Jessie mask!



GEORGE *the* FARMER

Character Sheet





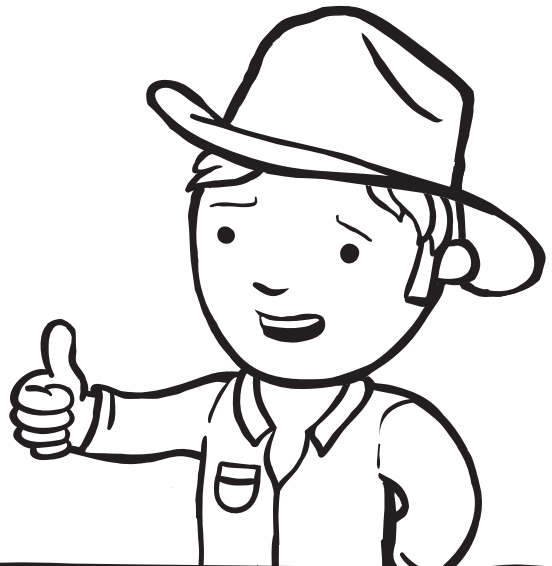
GEORGE ^{the} FARMER

**CONGRATULATION
★
MATE!
IS!**

.....

**You have successfully passed
George the Farmer's ripper lessons
on planting a wheat crop and
shearing a sheep!**

George Farmer
.....





GEORGE THE FARMER - WHEAT AND WOOL

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