



GEORGE *the* FARMER

A Teacher's Guide



GEORGE THE FARMER – A TEACHER'S GUIDE

Acknowledgements

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The curriculum-linked resource is designed to introduce young people to the production of foods and fibres in Australia.

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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 and Science.

Year levels: Foundation – Year 4



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Australian Curriculum Content Descriptions

TECHNOLOGIES

Foundation – Year2

Design and Technologies knowledge and understanding

Explore how plants and animals are grown for food, clothing and shelter and how food is selected and prepared for healthy eating ACTDEK003

Years 3 and 4

Investigate food and fibre production and food technologies used in modern and traditional societies ACTDEK012

ENGLISH

Foundation

Literature: Examining Literature

Identify some features of texts including events and characters and retell events from a text ACELT1578

Literature: Creating Literature

Retell familiar literary texts through performance, use of illustrations and images ACELT1580

Year 1

Literature: Examining Literature

Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts ACELT1584

Literature: Creating Literature

Recreate texts imaginatively using drawing, writing, performance and digital forms of communication ACELT1586

Year 2

Literature: Examining Literature

Discuss the characters and settings of different texts and explore how language is used to present these features in different ways ACELT1591

Literature: Creating Literature

Create events and characters using different media that develop key events and characters from literary texts ACELT1593

SCIENCE

Foundation

Science Understanding: Biological sciences

Living things have basic needs, including food and water ACSSU002

Foundation

Science as a human endeavour: Nature and development of science

Science involves exploring and observing the world using the senses ACSHE013



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Australian Curriculum Content Descriptions cont.

Year 1

Science Understanding: Biological sciences

Living things have a variety of external features ACSSU017

Year 1

Science Understanding: Chemical sciences

Everyday materials can be physically changed in a variety of ways ACSSU018

Year 2

Science Understanding: Chemical sciences

Different materials can be combined, including by mixing, for a particular purpose ACSSU031

General Capabilities: Literacy; Critical and creative thinking; ICT's capabilities

Cross Curriculum Priorities: Sustainability

OI 2: All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival.

OI 7: Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments.

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), downloaded from the Australian Curriculum website in July 2015.



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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).

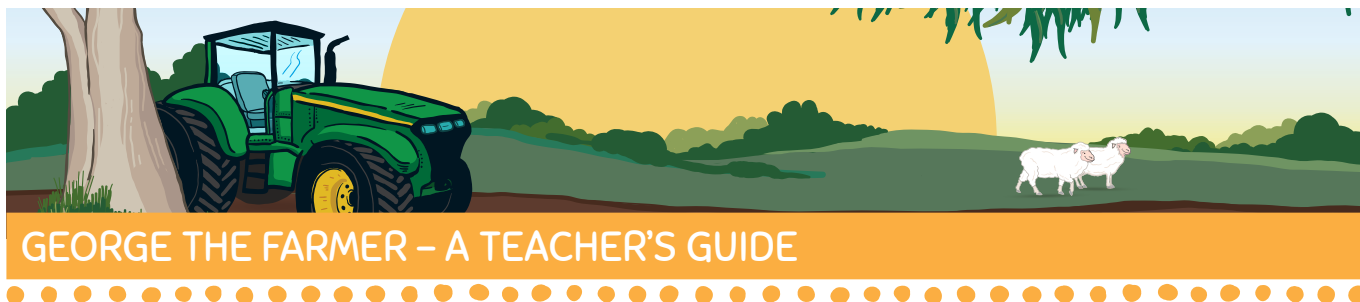
These fluencies are:

- **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>



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 'The George the Farmer App' feature, under 'About' on the top menu and discover seven illustrations used in the app "George the Farmer Plants a Wheat Crop".

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.

Choose the 'About' feature on the top menu, meet the characters in the story "George the Farmer Plants a Wheat Crop" and read all about George and his farming activities.

Select the 'Meet George & Friends' feature, under 'About' on the top menu and learn lots more about George, Ruby, their family farming property, his love of sport and his wife Ruby's on-farm role. Click on each character's head and learn more about them.

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.



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Step 2: Define understandings cont.

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/meet-george-friends/?id=39> 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.

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. (Download from <https://itunes.apple.com/au/app/george-farmers-australian/id892654793?mt=8> or 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 images of the main characters in both books and at <https://www.georgethefarmer.com.au/meet-george-friends/?id=39>

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 at https://www.google.com.au/search?q=Wheat+images&rlz=1C2WPDB_enAU504AU525&biw=1366&bih=643&tbm=isch&tbo=u&source=univ&sa=X&ei=8PWVVaaLAcis-AGh7Jxl&ved=OCBwQsAQ

Discover more about wheat seeds. (Note wheat seeds can easily be sourced from health food shops or grain outlets).

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 on page X of this resource.

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. View the ABC Splash video, Where does bread come from at <http://splash.abc.net.au/home#!/media/30303/where-does-bread-come-from-> 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 flourmills 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 tool!

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.



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Assessment

The assessment rubrics for Foundation, Year 1 and Year 2 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 Foundation – Year 2 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.



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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.



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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.

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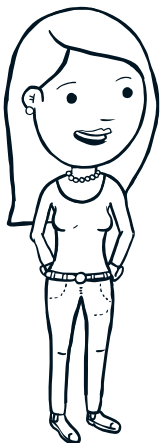
ACTIVITY #1A

Look Around!

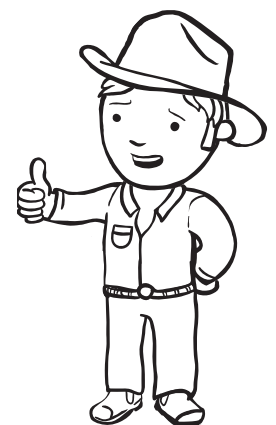
YOU WILL:

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.

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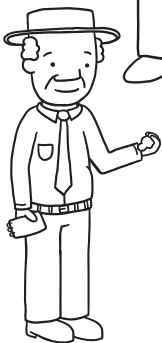
ACTIVITY #1B

Look Around!

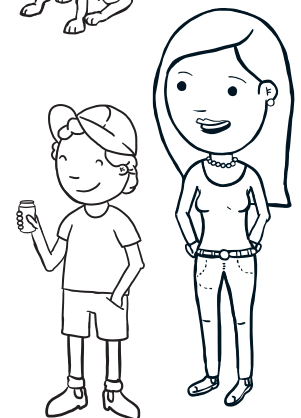
YOU WILL:

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 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?

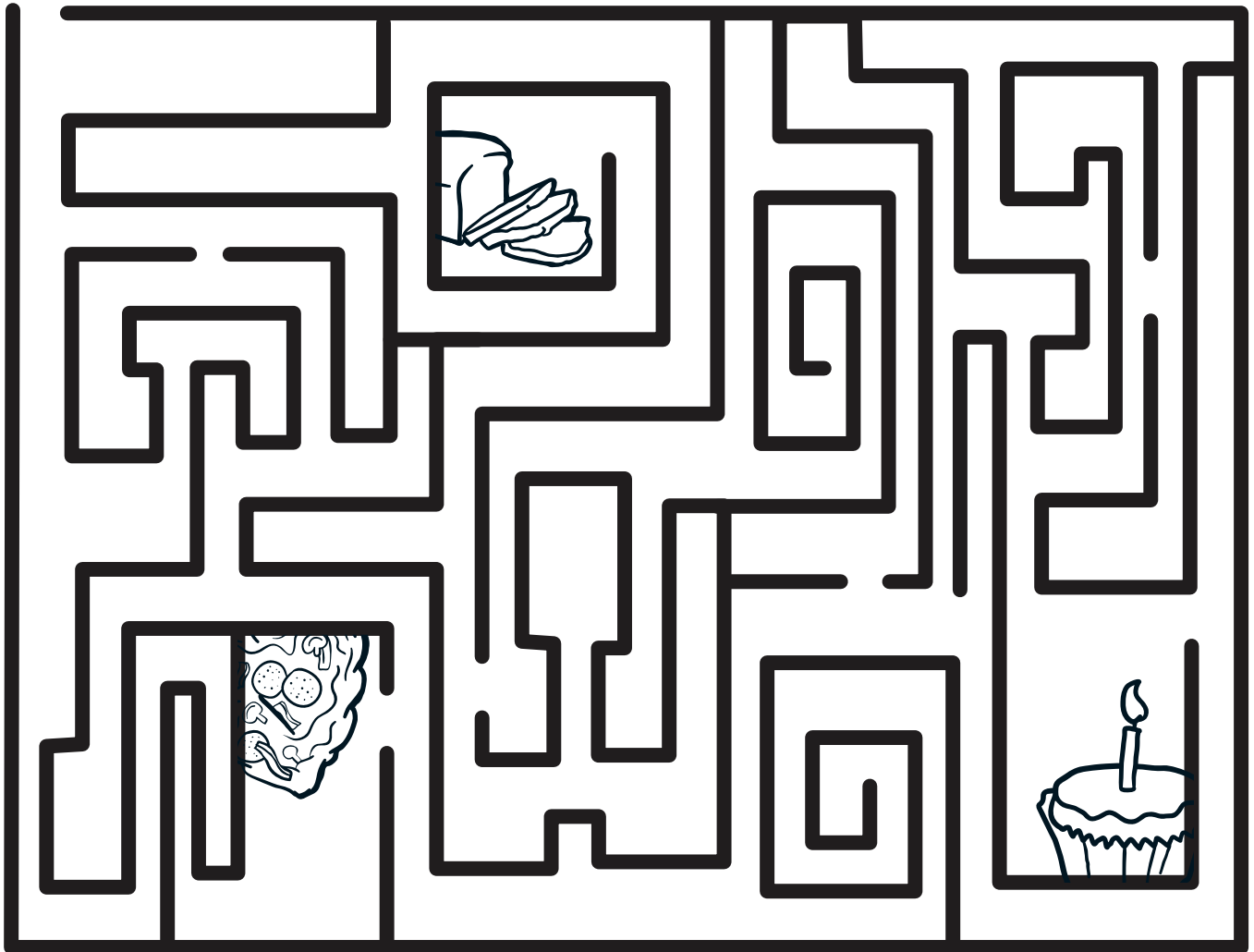
GEORGE *the* FARMER

ACTIVITY #4

Amazing Maze!

YOU WILL:

Find products made
from wheat within
the maze!



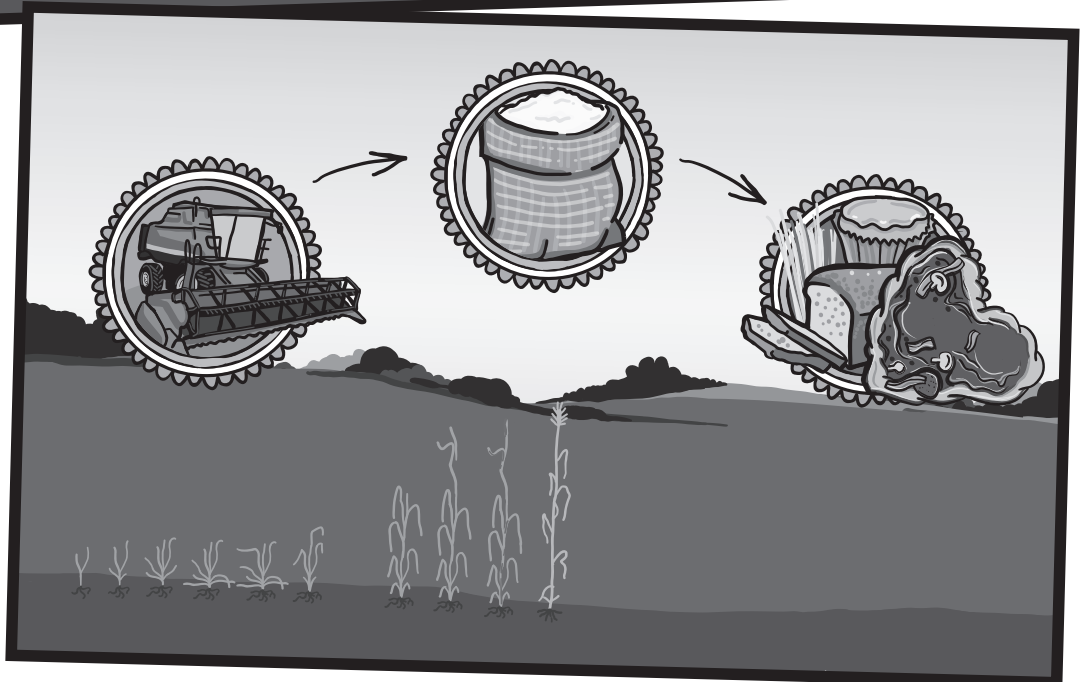
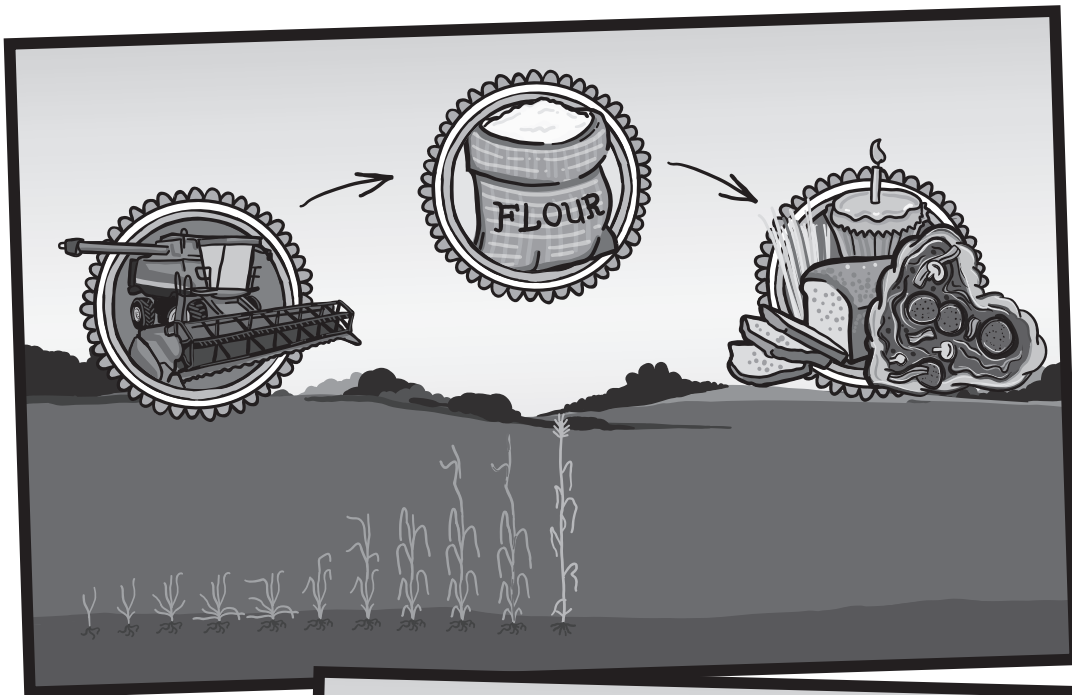
GEORGE *the* FARMER

ACTIVITY #5A

Spot the Difference

YOU WILL:

Find five things are missing in the bottom picture!



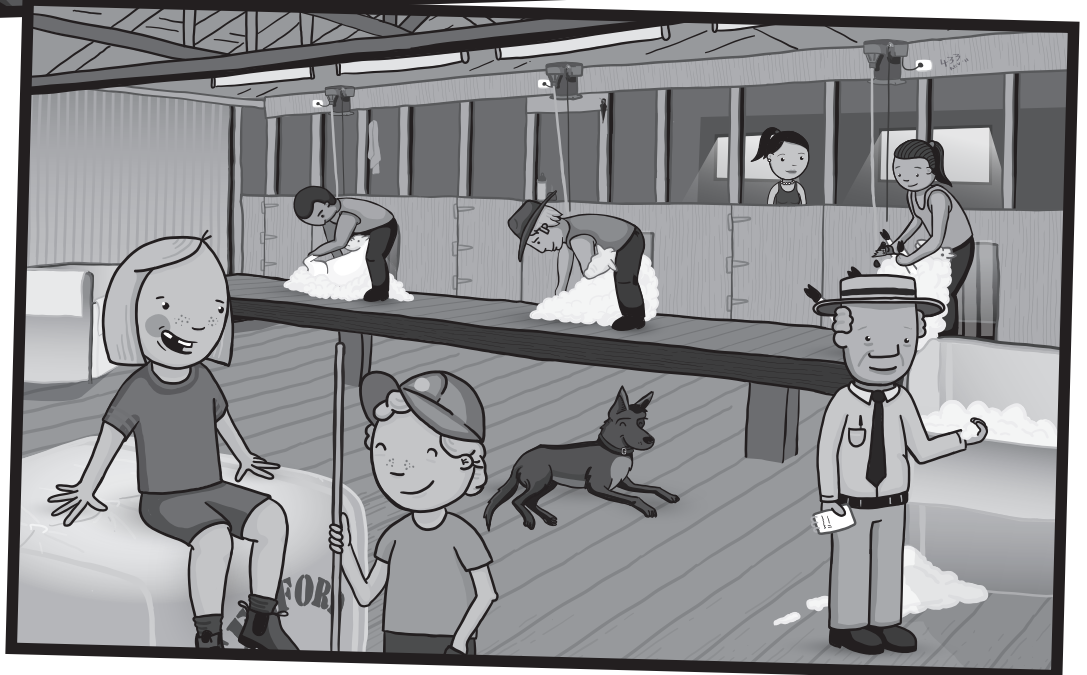
GEORGE *the* FARMER

ACTIVITY #5B

Spot the Difference

YOU WILL:

Find five things that are missing in the bottom picture!



GEORGE *the* FARMER

ACTIVITY #6

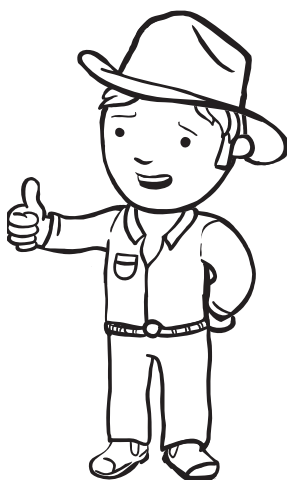
Who's Favourite Food

YOU WILL:

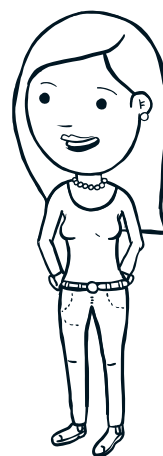
Follow the line to match the character to their favourite food made from wheat!



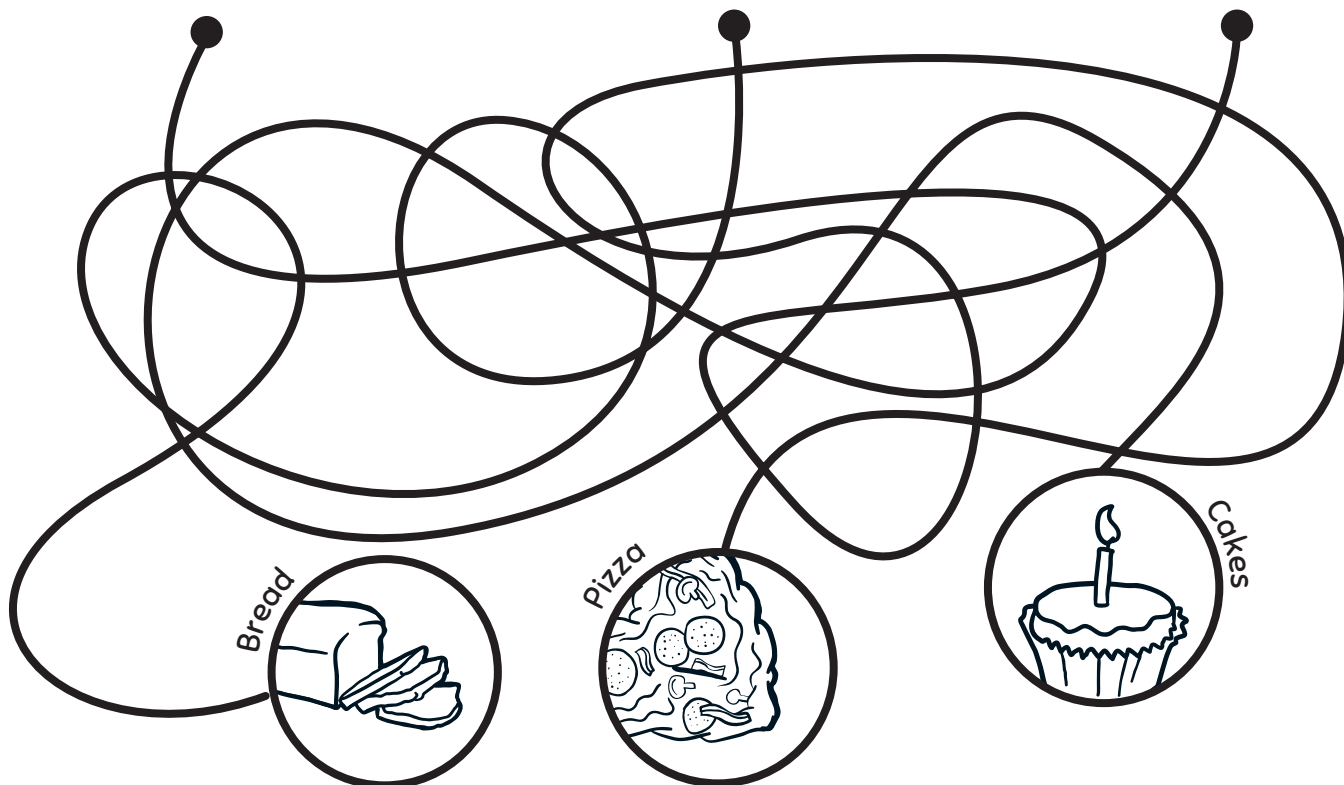
Neville likes _____



George likes _____



Ruby likes _____



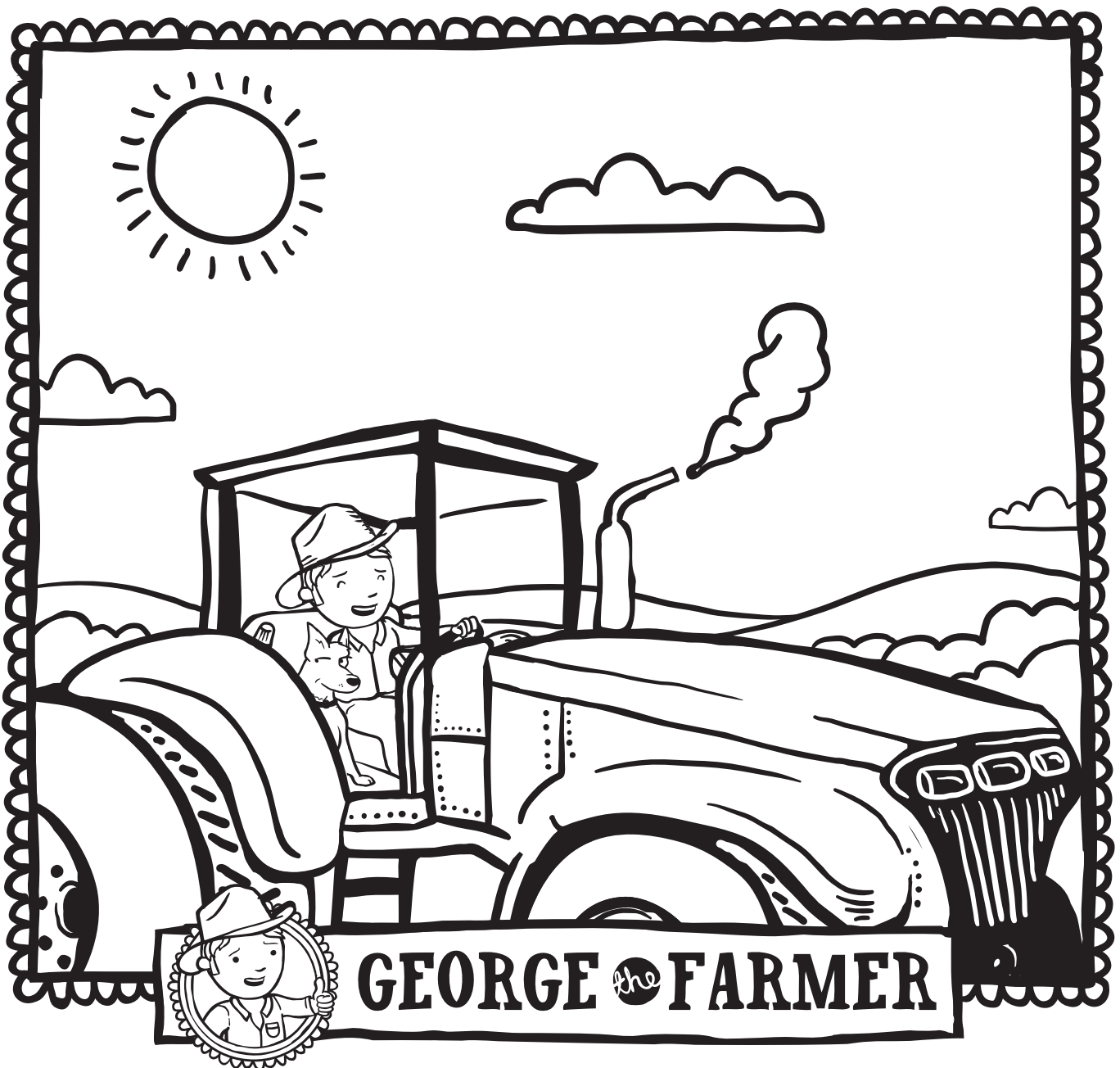
GEORGE *the* FARMER

ACTIVITY #7

Colour-in Cobber!

YOU WILL:

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



GEORGE 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 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

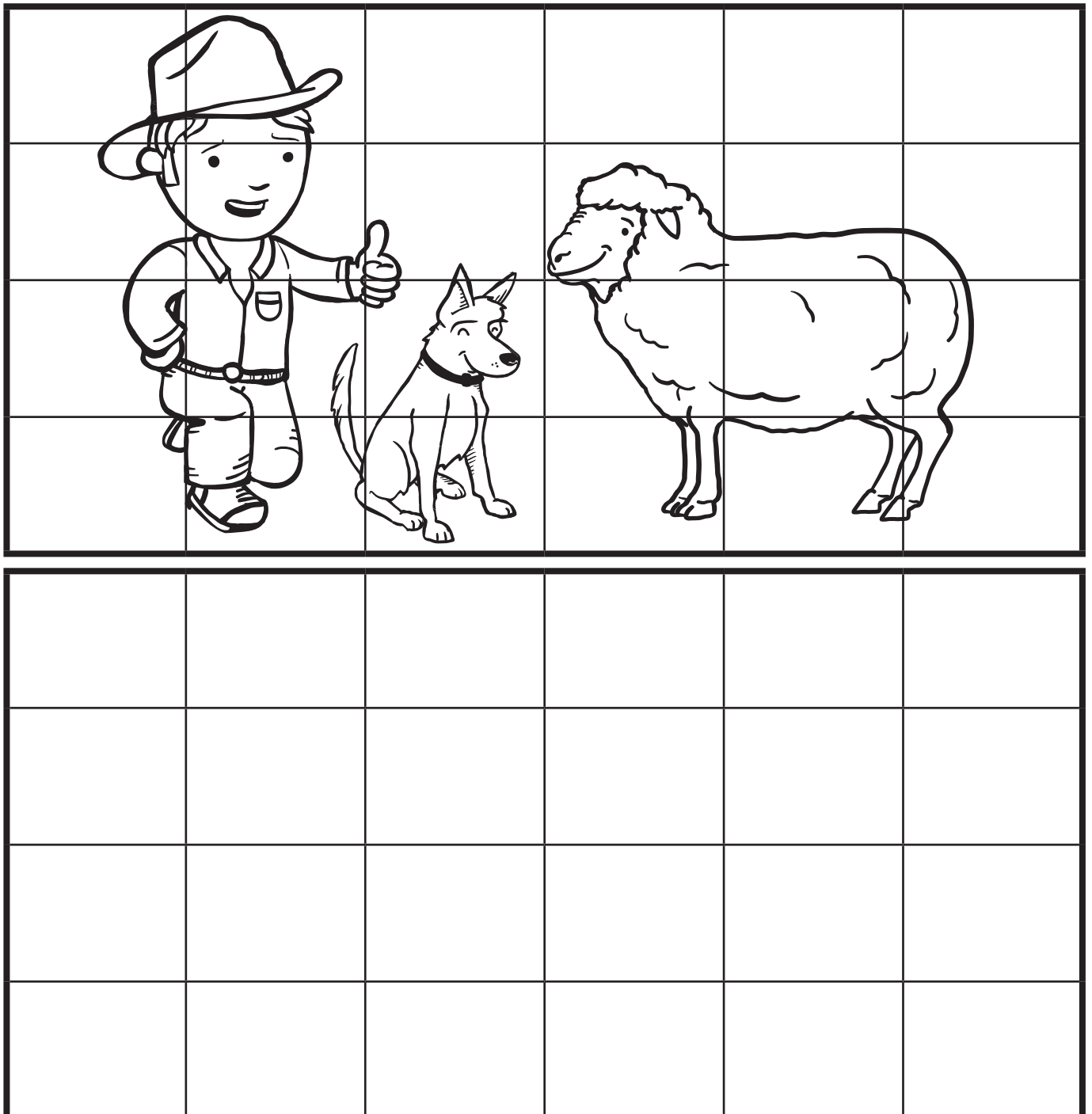
GEORGE *the* FARMER

ACTIVITY #11

Draw George!

YOU WILL:

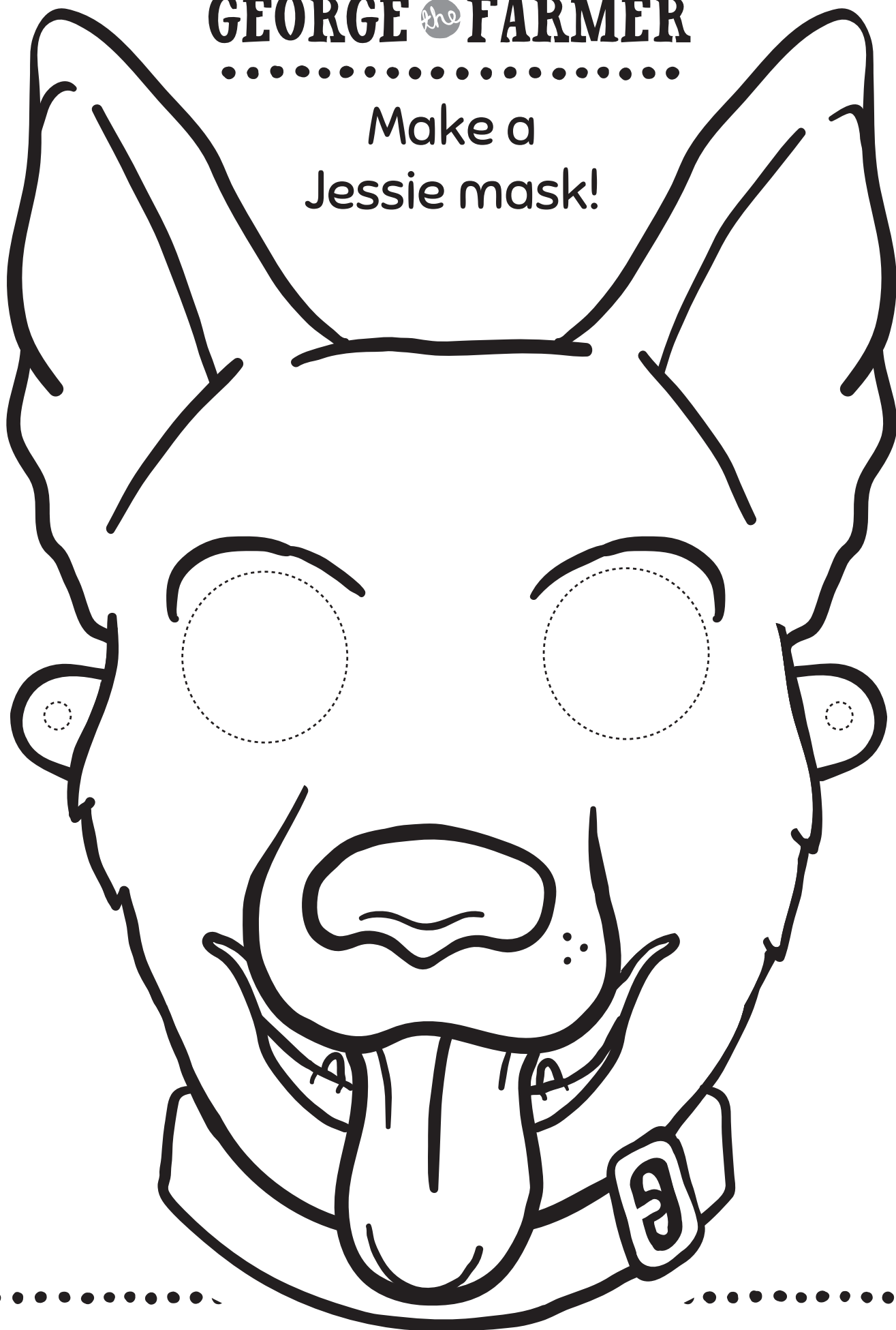
Use the grid below to copy the drawing of George, Jessie and their sheep friend!



GEORGE *the* FARMER

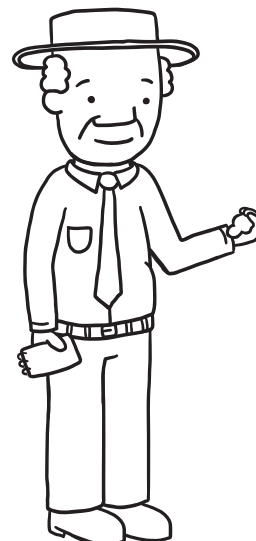
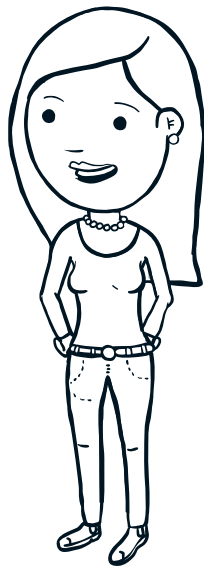
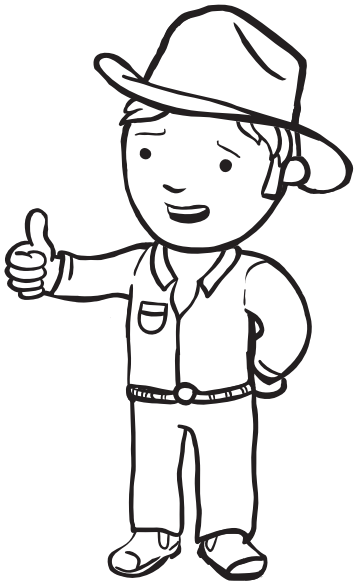
.....

Make a
Jessie mask!



GEORGE *the* FARMER

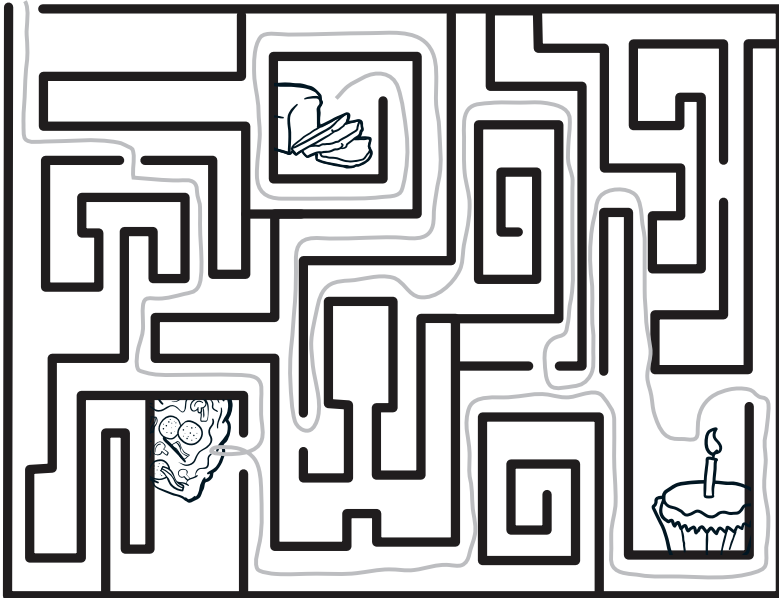
Character Sheet



GEORGE *the* FARMER

Activity Answers!

PAGE 8 – ACTIVITY #4: AMAZING MAZE



PAGE 26 – ACTIVITY #5A: SPOT THE DIFFERENCE

1. Harvester missing auger;
2. Flour not written on flour bag;
3. Cupcake missing candle;
4. Pizza missing salami slices;
5. Stalk of wheat missing from row of wheat

PAGE 27 – ACTIVITY #5B: SPOT THE DIFFERENCE

1. Wool table is missing;
2. No window on the left shed wall;
3. Jack's sweeper head is missing;
4. No wool around Jessie the dog;
5. Towel is missing from post to the right of George.

PAGE 28 – ACTIVITY #6: WHO'S FAVOURITE FOOD

Neville likes CAKES; George lkes BREAD; Ruby likes PIZZA



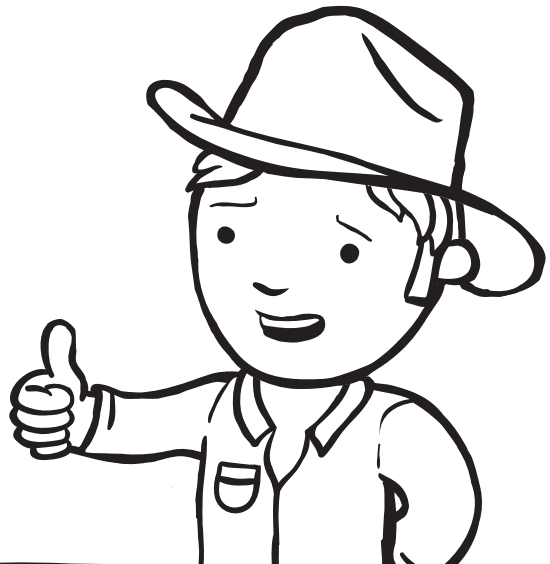
GEORGE ^{the} FARMER

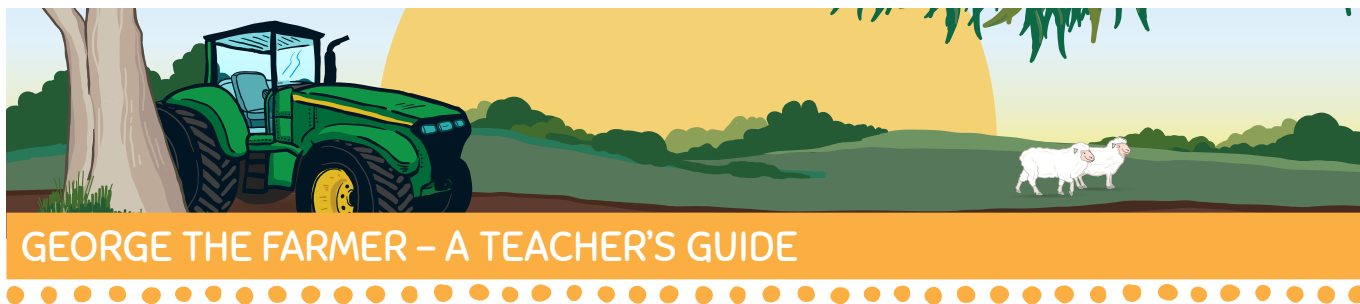
CONGRATULATIONS
★
MATE!

.....

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

George Farmer
.....





References and Resources

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