

AccurateAg
Books ELEMENTARY



EDUCATOR'S GUIDE



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AMERICAN FARM BUREAU
FOUNDATION FOR AGRICULTURE®

The American Farm Bureau Foundation for Agriculture® is building awareness, understanding, and a positive public perception of agriculture through education.

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WELCOME EDUCATORS!

SNAPSHOT

This educator’s guide was developed to help professional and volunteer educators provide opportunities for students to experience “The Guardian Team: On the Job with Rena and Roo” by Cat Urbigkit. This engaging book introduces students to Rena and Roo, working animals on a Wyoming ranch that protect a flock of sheep. The educator’s guide provides background information and standards-based instructional strategies for introducing this Farm Bureau-identified Accurate Ag Book to young learners.

- Target Grade Level: 2nd–4th Grade
- Standards Emphasized: English and Language Arts
- Instructional Strategies: Large Group Instruction, Small Group Activities, Individual Activities

IDEAS FOR CLASSROOM INSTRUCTORS

This educator’s guide is designed to make your job easier! Standards-alignment of activities helps validate and guide implementation of this fascinating book. Check out these specific suggestions for integrated implementation.

- Use as an engaging experience to prepare students for literary analysis.
- Pique student interest in research projects.
- Integrate to reinforce sequencing instruction.
- Invite a local farmer or rancher to speak with the class.
- Have students create an art project inspired by the book.
- Read book with other grade-level instructors and rotate students through activities in different classrooms.
- Read book at the start of the month, and do one activity each week—reinforcing key concepts.

SUGGESTIONS FOR VOLUNTEER EDUCATORS

You don’t have to be a paid classroom teacher to benefit from this guide! Whether you are a farmer, rancher, or someone simply interested in sharing the story of American agriculture, you can leverage this tool to help engage young people. Review the following suggested steps to begin sharing this resource!

- Familiarize yourself with the book and educator’s guide.
- Contact a local 2nd–4th grade teacher and identify a 1-hour time to meet with students.
- Use the guide to read the book to students and complete one activity.
- Leave a copy of the book or encourage the instructor to find a copy at the local library. Also leave the Educator’s Guide and encourage the instructor to utilize additional activities. You may also wish to schedule subsequent visits with students in the near future to facilitate additional activities.

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THE GUARDIAN TEAM EDUCATOR'S GUIDE

ACTIVITIES OVERVIEW

GRADE LEVELS: 2nd–4th

SUBJECTS: English and Language Arts

MATERIALS

- Book, “The Guardian Team: On the Job with Rena and Roo” by Cat Urbigkit
- Photocopies of the activities
- Chart paper, pocket chart (optional)
- Pencils and scissors (for teacher)

OBJECTIVES

By the end of these activities, the students will be able to:

- Orally present information to the class
- Organize story events in the correct sequence
- Learn new vocabulary words and their definition through group and individual activities
- Complete sentences to summarize the text using vocabulary words
- Use a graphic organizer or story map to retell the main ideas of the story

COMMON CORE STANDARDS FOR ENGLISH AND LANGUAGE ARTS

- Vocabulary Acquisition and Use, 4a. Use sentence-level context as a clue to the meaning of a word or phrase, grade 3.
- Text Types and Purposes, 3c. Use temporal words and phrases to signal event order, grade 3.
- Key Ideas and Details, 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers, grade 3.
- Comprehension and Collaboration, 2. Determine the main ideas and supporting details of a text read aloud, grade 3.

INTRODUCTION

Lead a discussion with students about animals they have at their home. How do you care for your animal? Record students’ responses on chart paper. Some possible examples: feed and water their animal every day, regular check-ups with the veterinarian, exercise and play with animal, etc.

How do you keep your animal safe? Possible examples: kennel or fence, keep dogs and cats inside, etc.

Refer back to charted responses and explain to students that they are like **guardians** for their animals. Remind students that they usually don’t care for their animal by themselves. They work as a team with other members of their family.

Show students the cover of the book and read the title, “The Guardian Team: On the Job with Rena and Roo” by Cat Urbigkit. Explain that **Roo is the burro and Rena is the dog**. They will be the guardian team for orphan lambs. **Roo**, a burro, was an orphan and rescued from the desert range land of Nevada. **Rena** is raised to be a guardian dog and not a herding dog. These animals work as a team and in partnership with humans to care for lambs. Discuss the setting of the story by referring to pages 4–5. Tell the students this book has a rural setting on a ranch in Wyoming. Locate Wyoming on a map.





READING THE BOOK

Read the story through page 7. Tell students to listen for these vocabulary words, **burro**, **runt**, **guardians** and **predators**. Make sure students understand the main idea of the story as stated on page 7. Note: Roo and Rena become livestock **guardians**, in charge of protecting lambs from **predators**.

Continue reading the story through page 13. Discuss that the two **guardian** animals are like strangers to each other. At first they were scared of one another and they had to start a process called **socialization** that allowed them to trust each other. Example: When we meet someone, we need to get acquainted by talking to each other. The two animals were very different, but learned to work together to protect the lambs.

After reading pages 14–22, ask the students to make a connection between the title and what is happening in the story. Have them explain their answers. Make sure students understand that **Roo** and **Rena** worked together

as a team to keep the lambs safe from **predators**. Give other examples of how the team kept the lambs safe.

Read pages 23–27. The main idea has shifted to a focus on the life cycle of the lambs and the changing of the seasons. The lambs are now adult sheep and will stay in the **pasture** with their **guardian** for protection.

For closure, read pages 28–29. **Roo** and **Rena** have been guarding the lambs for one year. The cycle continues as new lambs are born. **Roo** stays with the adult sheep while **Rena** will guard the new **orphan** lambs.

After reading the story, follow with a discussion and questions from the students.

Read or summarize the Author's Note on page 30. This will give the students an insight into the author's purpose for writing this children's literature book. The author lives on this ranch and realizes the important work of Roo and Rena.

VOCABULARY

- **burro**—Spanish word for wild donkey that lives out on the range (noun)
- **orphan**—An animal or person that does not have parents (noun)
- **predator**—Animal that lives by preying on other animals (noun)
- **guardian**—One who guards and protects another animal or person (noun)
- **coyote**—A North American predator related to wolves
- **separated**—To be apart; not together (verb)
- **wool**—The fine soft hair that forms the fleece of sheep and goats. A fiber for clothes (noun)
- **bond**—A connection between animals or humans (noun)
- **flock**—A group of animals such as sheep, goats or birds that live, travel or feed together (noun or verb)
- **socialization**—The process of introducing new animals or people to each other (verb)
- **pasture**—Land covered with grass and plants suitable for grazing animals (noun)
- **ram**—Male sheep (noun)
- **hay**—Grass that is cut and dried for animal feed (noun)
- **lambing season**—The season of the year when lambs are born
- **litter**—To give birth to a number of young (noun or verb)
- **runt**—The smallest animal in a litter (noun)





ACTIVITIES

DIRECTIONS

ACTIVITY 1: LIFE OF RENA AND ROO (SEQUENCE)

- For each group of 3–4 students, copy Activity 1. Cut each sheet into strips and place the strips into an envelope.
- Distribute an envelope to each group.
- Ask students to work as a team to arrange the strips to match the sequence of the story. Direct students attention to time clue words.
- Discuss the correct sequence and check together.
- The teacher may write the sentences on tag strips to arrange in a pocket chart or write them on a whiteboard.

ACTIVITY 2: THE GUARDIAN TEAM VOCABULARY (GROUP ACTIVITY)

- Make one copy of the vocabulary and definition pages on different colored paper. Cut apart the vocabulary words and the definitions.
- Depending on the number of students, use enough vocabulary words/definitions so each student will be involved in the matching activity.
- Ask students to walk around the room and interact with others to find their match. Another idea, redistribute the cards and have students match the cards without talking.
- Once a match is completed, have the students raise their hands, so the teacher can check for accuracy. If the match is correct the pair of students will sit down together.
- After all the matches are complete, ask each pair to stand and read their word and definition.

ACTIVITY 3: WHAT A DAY AT THE RANCH! (VOCABULARY AND SUMMARIZING)

- Make a copy of Activity 3 for each student.
- Each student will complete the letter using words from the word bank.
- Have students exchange letters to check for accuracy.

ACTIVITY 4: STORY MAP

- Copy Activity 4 for each student.
- Discuss and complete the activity. This will help students organize the main idea, characters and details in the story. Remind students that the author used many descriptive words for Rena and Roo.
- Have students discuss feelings and opinions about the book.

ACTIVITY 5: RANCHERS AND GUARDIAN TEAM (GRAPHIC ORGANIZER)

- In a group setting, remind students that before reading the story, we discussed ways they cared for their animals at home.
- Display and review the students' ideas on the chart paper.
- As a group discuss and complete Activity 5. Use the following information to lead the discussion.

Throughout the story we learned how the guardian team cared for the lambs. They offered them: 1) protection from predators, 2) a bonding or relationship with the lambs and 3) security so the lambs felt safe in the pasture to race, jump, eat and sleep.

The ranchers in the story also provided essential care for the lambs. Such as: 1) food-milk, grass and hay, 2) water-river and stock tanks, 3) space-pens and rangeland and 4) health care- preventive care- vaccinations and mineral supplements.

- Students could write the following key words on the graphic organizer. Under guardians: 1) protection, 2) bonding or relationship, and 3) security. Under ranchers: 1) food, 2) water, 3) space and 4) health care. Students may have additional words to add.
- Next have them orally present their facts and details under the words guardian and ranchers. Follow with a group discussion.
- Additional research projects:
 1. Sheep ranches in Wyoming
 2. Other ways to use guardian teams
 3. Other ways dogs are used to help humans



ACTIVITY 1

LIFE WITH ROO AND RENA

TEACHER NOTE: THE FOLLOWING SENTENCES ARE ARRANGED IN THE CORRECT SEQUENCE.



Roo, the burro, is moved to a ranch in Wyoming to begin a new life.

Rena, the pup, joined Roo at the ranch.

Together the burro and the pup were introduced to the orphaned lambs.

Once the lambs were let out into the pasture, Roo and Rena became their guardians.

The guardian team protected the lambs from predators and danger.

By fall, the orphaned lambs were growing into adult sheep.

During the winter months, the sheep ate hay as Roo and Rena watched over them.

When spring arrived, baby lambs were born.

Some of the newborn lambs were separated from their mothers.

Rena would stay with the lambs while Roo's job was to protect the adult sheep.



ACTIVITY 2: THE GUARDIAN TEAM VOCABULARY WORDS



burro

orphan

predators

guardian

coyote

separated

wool

bond

flock

socialization

pasture

ram

hay

lambing season

litter

runt



ACTIVITY 2: THE GUARDIAN TEAM VOCABULARY DEFINITIONS



Spanish word for wild donkey that live out on the range	An animal or person that does not have parents
Animal that lives by preying on other animals	One who guards and protects another animal or person
A North American predator related to wolves	To be apart; not together
The fine soft hair that forms the fleece of sheep & goats; a fiber for clothes	A connection between animals or humans
A group of sheep, goats, or birds kept together	The process of introducing new animals or people to each other
Land covered with grass and plants suitable for grazing animals	A male sheep
Grass that is cut and dried for animal feed	The season of the year when lambs are born
To give birth to a number of young	The smallest animal in a litter



ACTIVITY 3: WHAT A DAY AT THE RANCH!

NAME:

Mitchell's third grade class has just visited a ranch where Roo and Rena are the guardian team. Help him fill in the blanks with the correct words from the word bank.

Dear Cat Urbigit,

Thank you for inviting us to visit your ranch. My favorite part was meeting the **1.** _____ team of a dog and a **2.** _____. I was amazed how they worked together to protect the **3.** _____ lambs. While I was watching Rena and Roo work, I noticed a special **4.** _____ they had with the lambs. It was almost like when I get together with my friends and we **5.** _____. I did not realize the lambs were in so much danger from **6.** _____ like **7.** _____.

I learned that as the lambs grew, they were moved to a **8.** _____ to eat the grass. Our visit really helped me to understand the connection between the sheep and their guardian team.

Your friend,

Mitchell

WORD BANK

orphaned	pasture	predators
bond	guardian	coyotes
socialize	burro	



ACTIVITY 4: STORY MAP

NAME:

BOOK

SETTING

MAIN IDEA

DESCRIBE ROO

DESCRIBE RENA

SUMMARIZE EVENTS:

Beginning

Middle

End

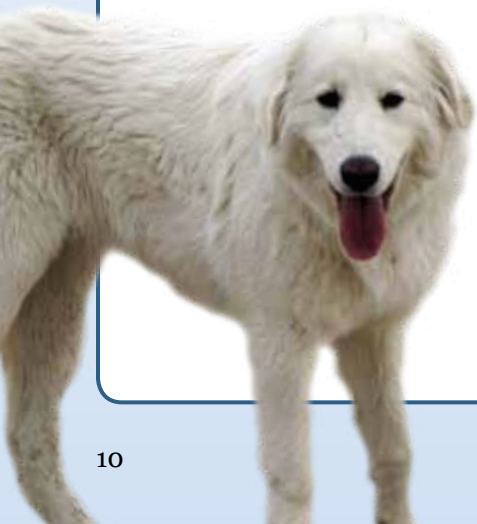


ACTIVITY 5: GUARDIAN TEAM AND RANCHERS

NAME:

GUARDIANS

RANCHERS





ANSWER KEY

ACTIVITY 1

LIFE WITH ROO AND RENA (SEQUENCING)

Teacher note: The following sentences are arranged in the correct sequence.

1. Roo, the burro was moved to a ranch in Wyoming to begin a new life.
2. Rena, the pup, joined Roo at the ranch.
3. Together the burro and the pup were introduced to the orphaned lambs.
4. Once the lambs were let out into the pasture, Roo and Rena became their guardians.
5. The guardian team protected the lambs from predators and danger.
6. By fall, the orphaned lambs were growing into adult sheep.
7. During the winter months, the sheep ate hay as Roo and Rena watched over them.
8. When spring arrived, baby lambs were born.
9. Later in the spring, some newborn lambs became separated from their mother.
10. Finally, Rena stayed with the lambs and Roo protected the adult sheep.

ACTIVITY 2

The vocabulary words and definitions are in the Educator's Guide.

ACTIVITY 3

1. guardian
2. burro
3. orphaned
4. bond
5. socialize
6. predators
7. coyotes
8. pasture

ACTIVITY 4

Students' answers will vary.

ACTIVITY 5

SUGGESTED ANSWERS

Guardian Team

1. protection-from predators
2. bond-or relationship with the lambs
3. security-lambs felt safe to eat, run, jump and sleep

Ranchers

1. food-milk, grass and hay
2. water-river and stock tank
3. space-pens and rangeland
4. health care-preventive care (vaccination) and mineral supplement

Classroom Resources . . .

Go to www.agfoundation.org and click on Resource Orders for more information. The Foundation's website explains the ordering procedure for the numerous resources we have for educators and volunteers who want to tell the story of agriculture to young people in their schools and communities.

My American Farm . . .

Built for educators, learners and their families with free downloadable Educator Resources and fun Family Activities to explore.

Lesson Extenders: My American Farm Games

Looking for great resources to emphasize all the ways Farmers Feed the World? Check out these games and resources on www.myamericanfarm.org



Wild Water Adventures

- Play time: 10–15 minutes
- Grades: 3–5
- Curriculum areas:
Language Arts
- Ag Themes: Farmers steward the land



My Little Ag Me

- Play time: 10–15 minutes
- Grades: 3–5
- Curriculum areas:
Language Arts, Careers
- Ag Themes: Agriculture is Everywhere, Careers in Agriculture



Let's Make Something Tasty!

- Play time: 7–10 minutes
- Grades: 3–5
- Curriculum areas:
Health, Language Arts
- Ag Themes: Farmers feed the world

Do you want to help a student experience Century Farms?

Check out sections on American History and Agriculture to find relevant resources at www.agricultureslastingheritage.org

At Agriculture's Lasting Heritage you are invited to experience Century Farms across the nation. Century Farms are those agriculture operations that have been in operation for over 100 years. Walk in the shoes of a Century Farmer as you view engaging videos, read profiles of historical production facilities, dive into a historical timeline and find Century Farms in your area by using the interactive map.





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