

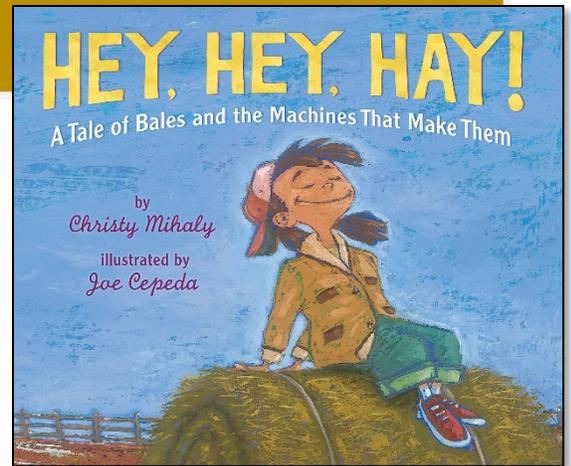
# LESSON PLAN

## HEY, HEY, HAY!

A Tale of Bales and the  
Machines That Make Them

by Christy Mihaly, illustrated by Joe Cepeda

*Celebrate farming, family, machines, and hard work as you listen to a tale of storing summer hay bales.*



9780823436668 • Ages 4–8 • E-book available

**Learning Objectives:** Read text with purpose and understanding, summarize, and identify the sequence of events. Read new vocabulary words in and out of context. Identify homophones and onomatopoeia.

**Guided Reading Level:** K

**Grade Level Equivalent:** Grade 2

**Interest Level:** K–4

### Instructional Standards

**Reading Literature:** RL.1.1,2,3,4,5,6,7/RL.2.1,2,3,4,6,7,10

**Reading Foundation Skills:** RF.1-2-1.1,2,3,4

**Writing:** W.1–2.2,3,6,7,8

**Speaking and Listening:** SL.1–2.1,2,4,5,6

**Language:** L.1–2.1,2,3,4,5,6

### BEFORE READING

1. Read the title and discuss the front-and-back cover illustrations.
2. What does the title and cover illustrations tell us about the book?
3. Where does the story take place (setting)?
4. Write “Hey” and “Hay” on the board. Discuss the meaning of each. Have students use the words in sentences. Ex: **Hey**, that is my seat! The horse eats **hay**.
5. Ask students to read the words and describe the differences and similarities of the two words.
6. Write “homophone” on the board. A homophone is a word that sounds the same as another word but is spelled differently and has a different meaning. **Hey** and **hay** are homophones.
7. Invite students to think of other homophones: **to, two, too/stare, stair/sea, see/night, knight**. Create a chart.
8. Write “bale” on the board. Discuss the meaning of a “bale of hay.”
9. Invite students to brainstorm machines that are used on the farm and why machines are important to farmers.
10. Discuss the text type. Will this book be fiction or nonfiction (make-believe or real)? Why?
11. Read the names of the author and illustrator. Discuss each role.
12. Write the vocabulary words on the board: **hey, hay, machine, wintry, horses, tale, hayfield, scene, mow, mower, blades, stalks, stems, tedder, dew, underneath, switchel, rake, windrows, bale, baling, baler, bales, crop, tractor**.



13. Have students predict what the words mean. Explain that they will read the words in context to infer the meaning and confirm the meanings using a glossary.
14. Take a picture walk through the book.
15. Predict what the story will be about.

#### DURING READING

1. Read the story aloud.
2. Ask students to follow along as you read and think about the rhythm and rhyme of the text.
3. What is the setting?
4. Who is telling the story (point of view)?
5. Who is the main character? What does she do and feel?
6. What other characters are in the story?
7. Think about word meaning. Discuss strategies you use when you come to a word that you do not know or understand.
8. Predict what will happen in the story you read.
9. What is the sequence of events?
10. How do the illustrations and words help us understand what the story is about?
11. What do the illustrations tell us that the words do not?
12. Look at the facial expressions and body language of the characters.
13. How do the punctuation marks (period, commas, exclamation point, and quotation marks) help us know what the characters are saying and feeling?
14. Have the students read the book independently.

#### AFTER READING

1. Write down the inferred meanings of: **hay, mower, tedder, switchel, windrows, bale, baler, baling,** and **hay rake**. Go to the glossary and check the meanings.
2. Summarize the book.
3. Why is *Hey, Hey, Hay!* considered realistic fiction?
4. Make a list of rhyming words from the story.
5. Write a flow chart explaining the process of baling hay.
6. Using what you know about the story elements (setting, events, and the characters), answer the questions below. Prove your answer using the book. Identify whether you found the answers using the illustrations, the words, or both.
  - During what season does the book begin?
  - When is the hay fully grown?
  - How does the main character feel about hay?
  - How does she know when to cut the hay?
  - What word means “cut” in the book?
  - When do the stalks and stems scatter?
  - What does the tedder do?
  - What words describe the heat of summer?
  - Why does the girl love to take a break with her mom?
  - How long does the hay need to dry?
  - What is the dry hay called?
  - What does the baler do?
  - What crop does the family harvest?
  - Where do they store the bales of hay?



## Write About It

1. How does the author, Christy Mihaly, develop the themes of family, hard work, farming, and machines?
2. Describe the main character in the story including her traits, motivations, and feelings. Explain how her actions contribute to the sequence of events.
3. What can you learn from the main character in the story?
4. Do you think it would be fun to work on a farm? Explain.
5. Explain how specific aspects of the text's illustrations contribute to what is conveyed by the words in a story. Discuss how the illustrations by Joe Cepeda create mood and emphasize aspects of the characters and setting.
6. Find the words with the same sounds and different meanings (homophones). Draw a line to match them.
  - night
  - bye
  - hey
  - ate
  - son
  - won
  - sea
  - I
  - no
  - knew
  - one
  - eye
  - know
  - new
  - by
  - eight
  - hay
  - see
  - sun
  - knight

## Research: Then and Now

1. Create a PowerPoint presentation.
  - How have machines changed the face of farming? Compare and contrast modern farming to farming in the 1940's.
  - How has technology changed farming and agriculture?
  - How does this affect the global community?

