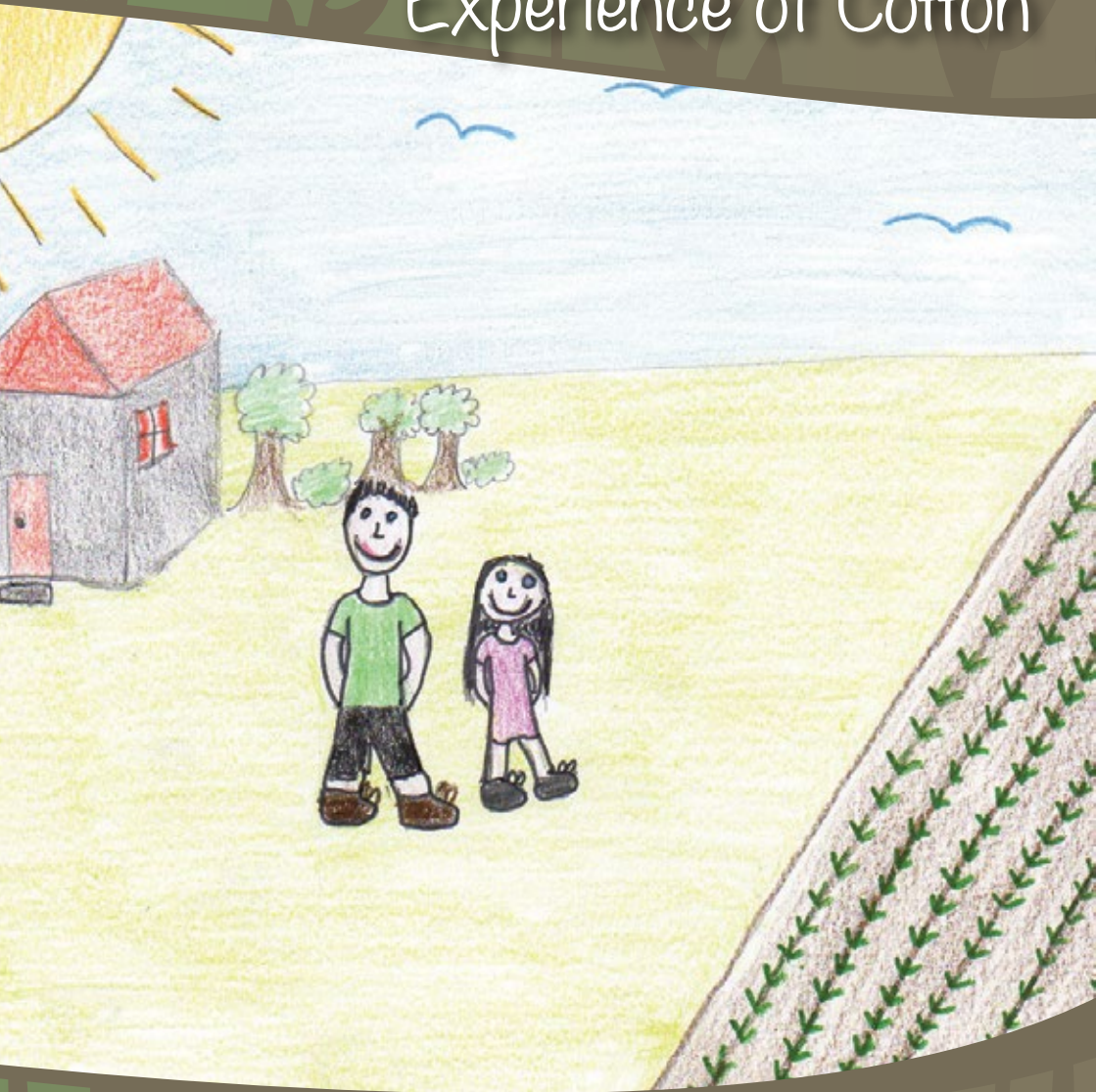


Mya and Jack's Experience of Cotton



Sharna Day and Sheree Howison
Wee Waa Public School



Enviro Stories

Enviro-Stories is an innovative literacy education program that inspires learning about natural resource and catchment management issues. Developed by PeeKdesigns, this program provides students with an opportunity to publish their own stories that have been written for other kids to support learning about their local area.

www.envirostories.com.au

In 2014, the “Farming Families” Enviro-Stories program provided local kids with the opportunity to write and illustrate stories about farming, farming communities and sustainable farming practices. This program was sponsored by the Cotton Research & Development Corporation, North West and Northern Tablelands Local Land Services.

Cotton Research & Development Corporation

Cotton Research & Development Corporation (CRDC) is a partnership between the Australian Government and the Australian cotton industry. CRDC invests in and manages a portfolio of research, development and extension projects that seek to enhance the environmental, social and economic values associated with cotton production systems for the benefit of cotton industry participants, regional communities and the Australian people.

www.crdc.com.au

Local Land Services

Local Land Services delivers customer-focussed services to farmers, landholders and the community across rural and regional NSW. Local Land Services bring together agricultural production advice, biosecurity, natural resource management and emergency management into a single organisation. This program has been supported by both the North West Local Land Services and the Northern Tablelands Local Land Services.

www.lls.nsw.gov.au

Mya and Jack's Experience of Cotton

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The "Farming Families" Enviro-Stories program has been proudly supported by the Cotton Research and Development Corporation, North West Local Land Services and Northern Tablelands Local Land Services. This program was held in support of the United Nations 2014 International Year of Family Farming.



The "Farming Families" collection consists of the following books:

- A Farming Family
- Rearing Polly
- Eddie the Echidna
- Mystery in the Chicken Yard
- Mya and Jack's Experience of Cotton
- Pest Troubles
- Farmer Matt Saves the Day
- A Sustainable Farm
- Going to the Cattle Yards

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The Enviro-Stories Education Program is a PeeKdesigns initiative.

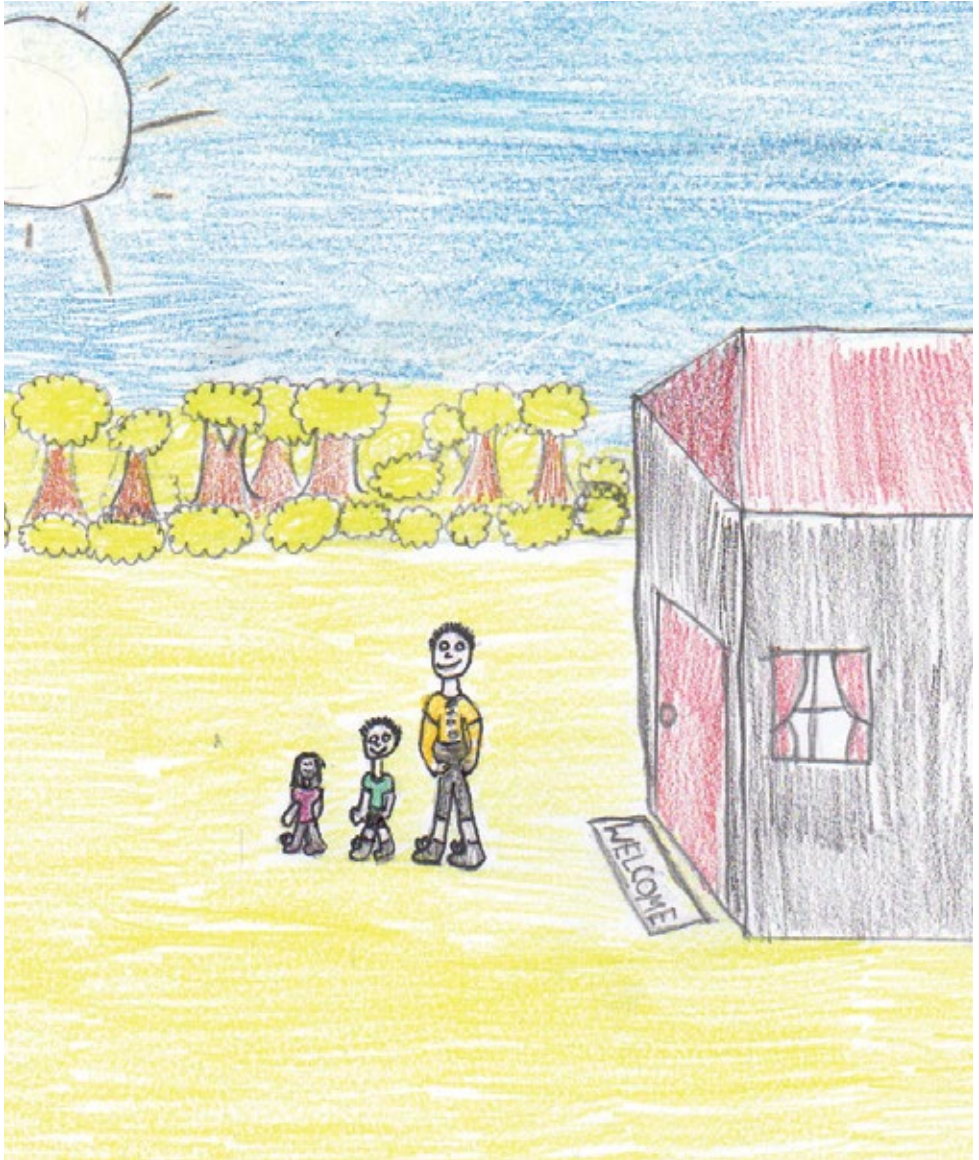
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It was a hot summer's afternoon down at the farm. School holidays had finally arrived so Mya and her older brother Jack were excited. They were getting ready to help their Dad plant cotton.





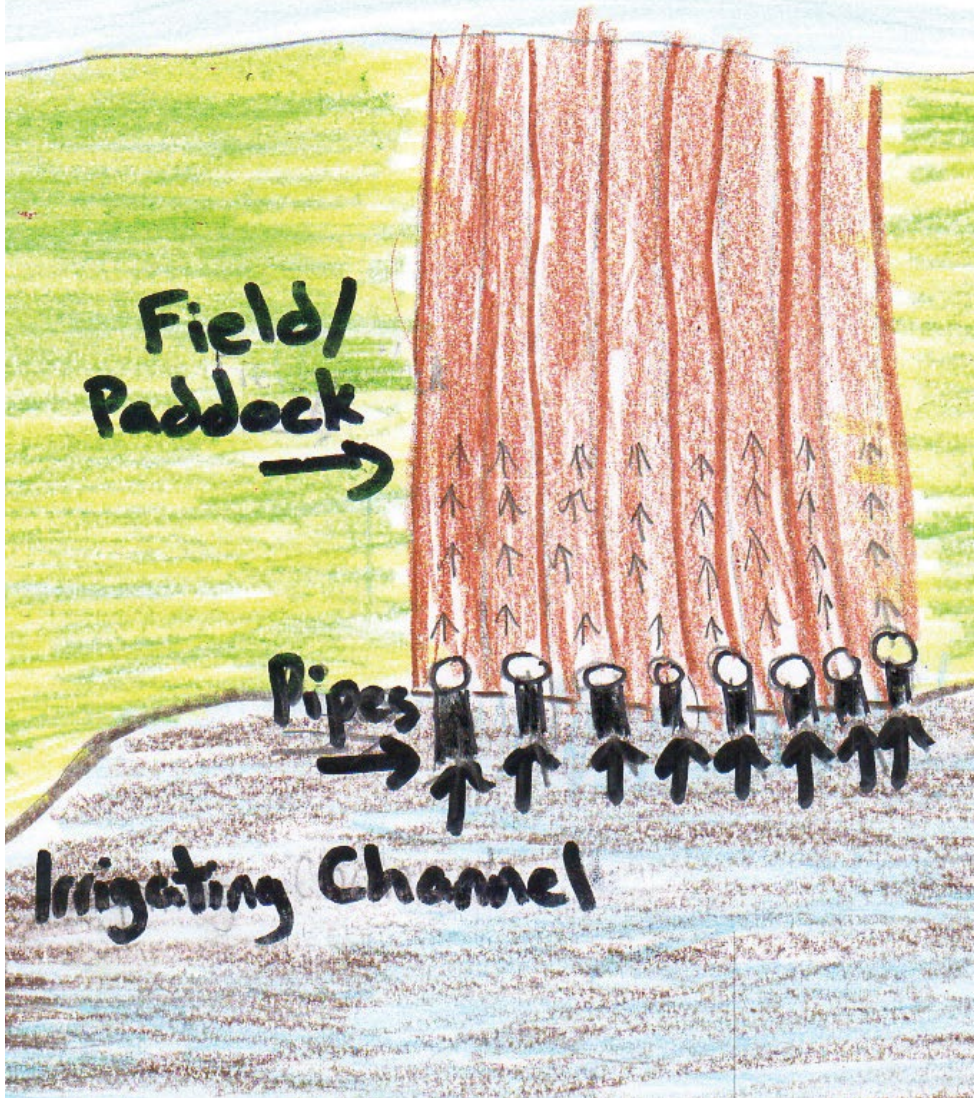
“Daddy, how do you plant cotton?” Mya asked in a cute voice.

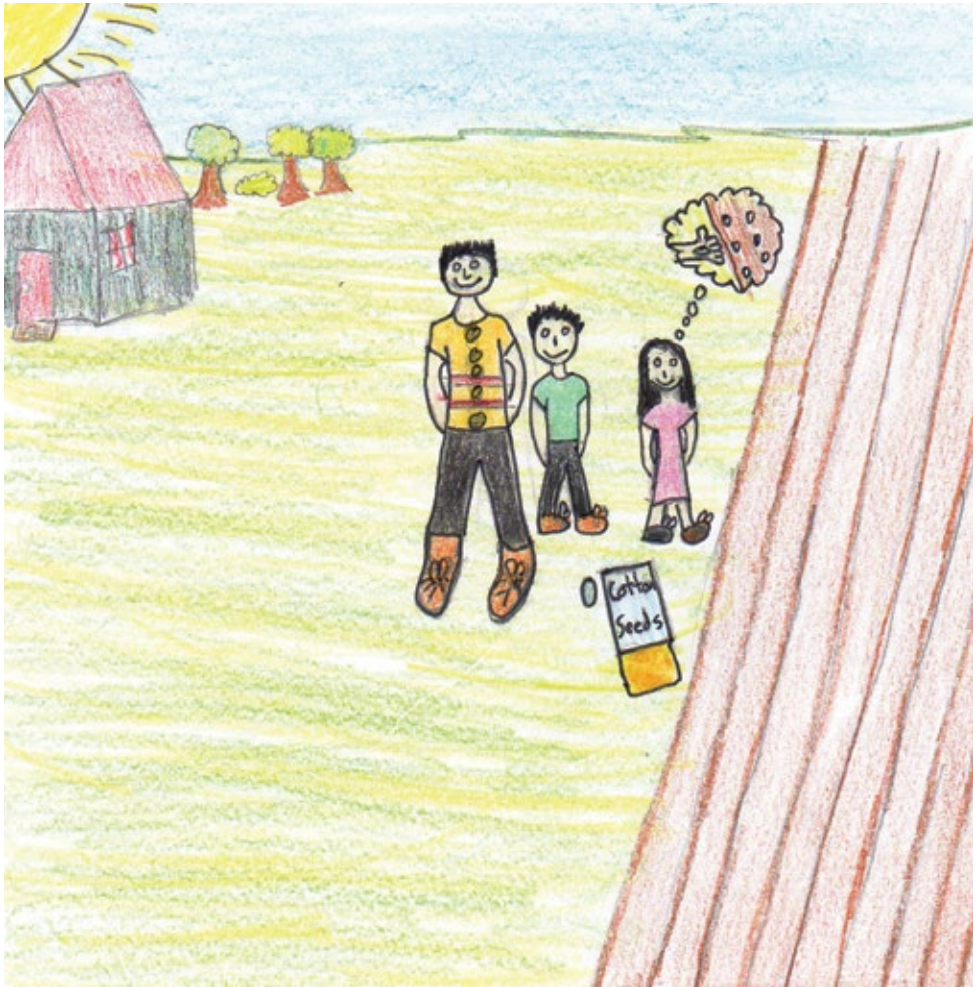
“First you have to get up early in the morning and go irrigating,” Dad explained.

“What is irrigating?” Mya and Jack both asked.

“Irrigating is when we use pipes to move the water from the channel to the rows of cotton, so the cotton gets water when it needs it,” Dad said in a helpful voice.

“What do you do next?” Jack asked.





“Next we plant the seeds, “ Dad explained.

“What do the cotton seeds look like?” Mya asked.

“The seeds are blue and oval shaped,” said Dad.

“Why are the seeds blue Dad?” asked Jack.

“The cotton seeds are blue because of the chemicals used on the seed to help it grow,” Dad told him.

“After we plant the seeds they grow into a cotton plant. Is that right?” Jack asked.

“Correct!” Dad answered.





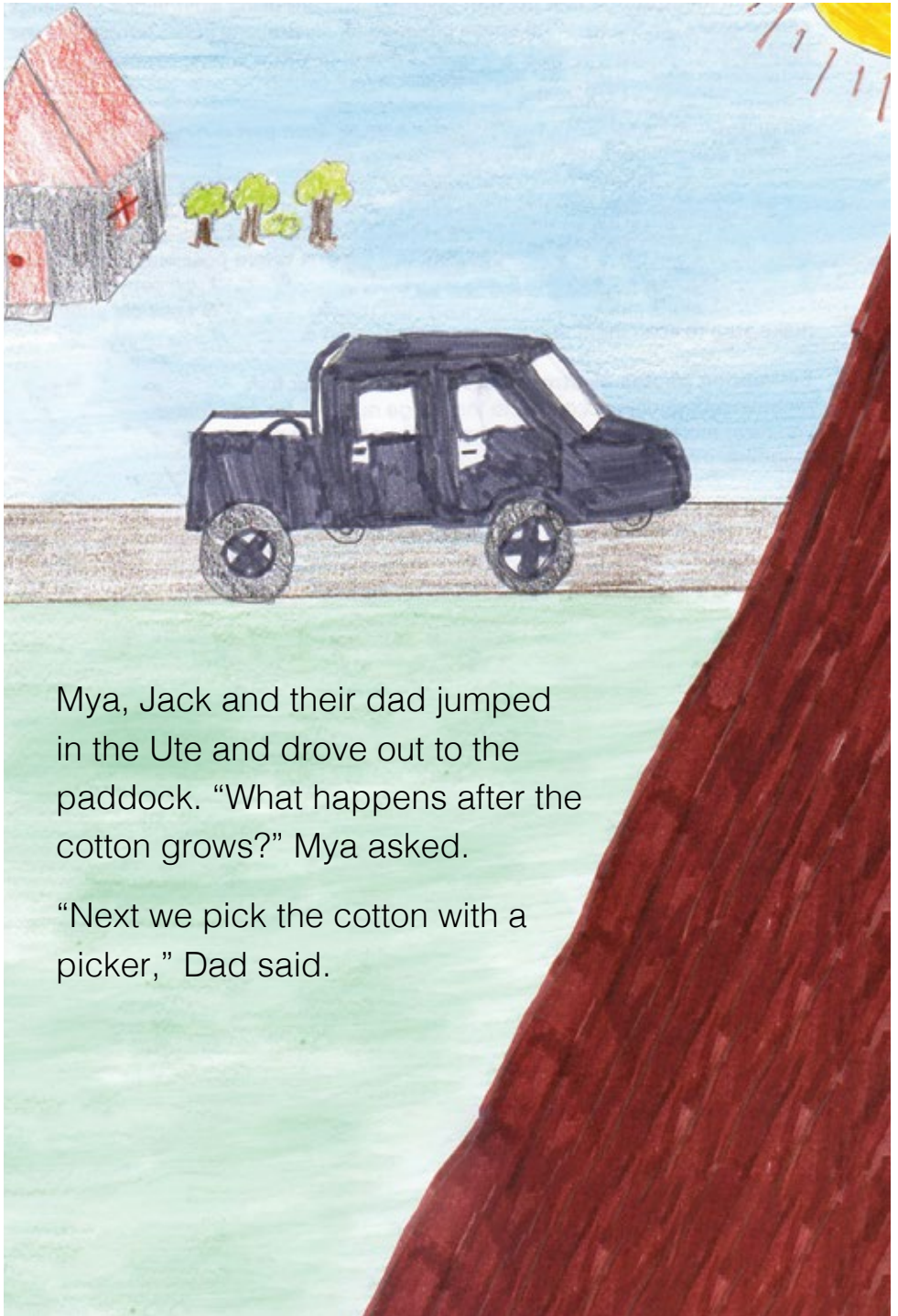
It was getting dark so they went inside to have dinner.

“Can you tell us what happens after the cotton grows tomorrow?” Mya asked.

“Yes, of course I will,” Dad replied.

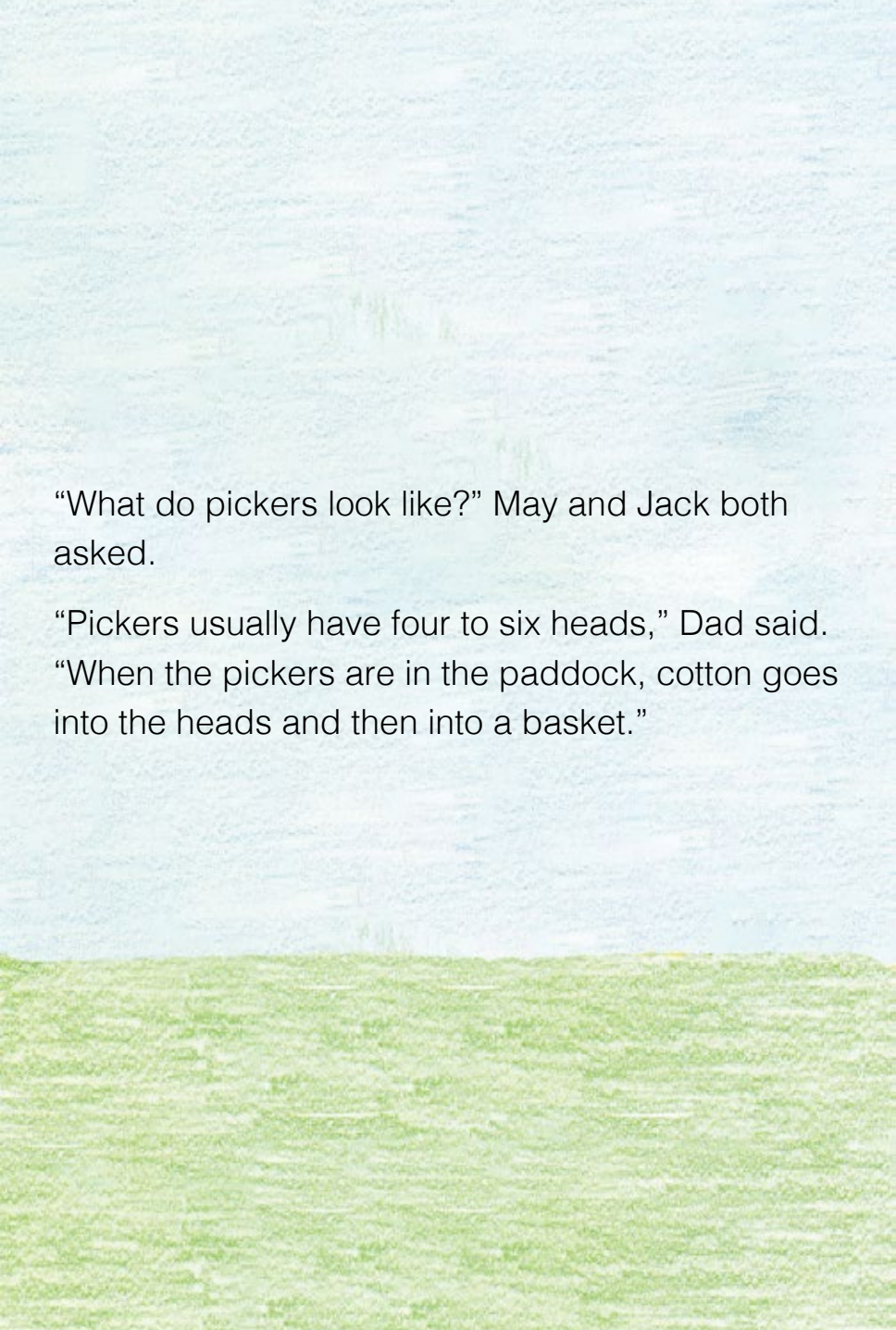


The next day, Mya and Jack both woke up excited and could not wait. First they got dressed and had breakfast, ready to hear what happens after the cotton grows.



Mya, Jack and their dad jumped in the Ute and drove out to the paddock. “What happens after the cotton grows?” Mya asked.

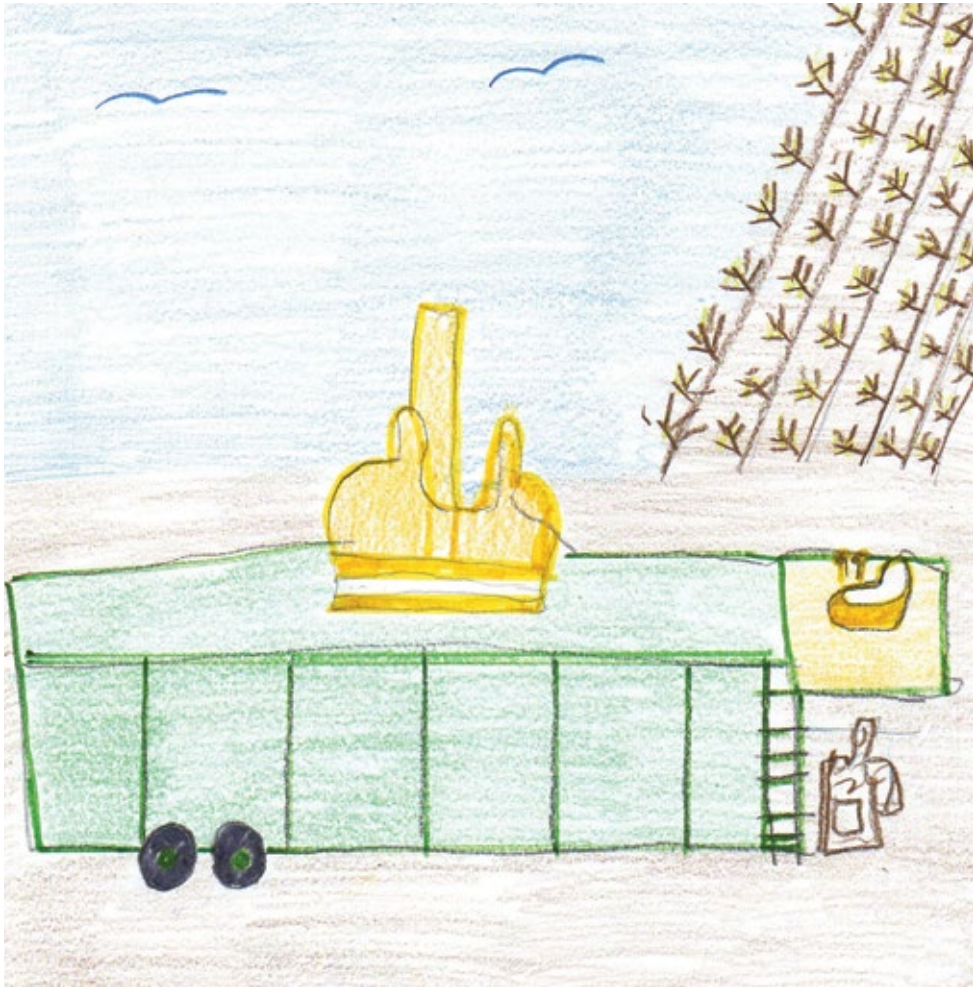
“Next we pick the cotton with a picker,” Dad said.



“What do pickers look like?” May and Jack both asked.

“Pickers usually have four to six heads,” Dad said.
“When the pickers are in the paddock, cotton goes into the heads and then into a basket.”



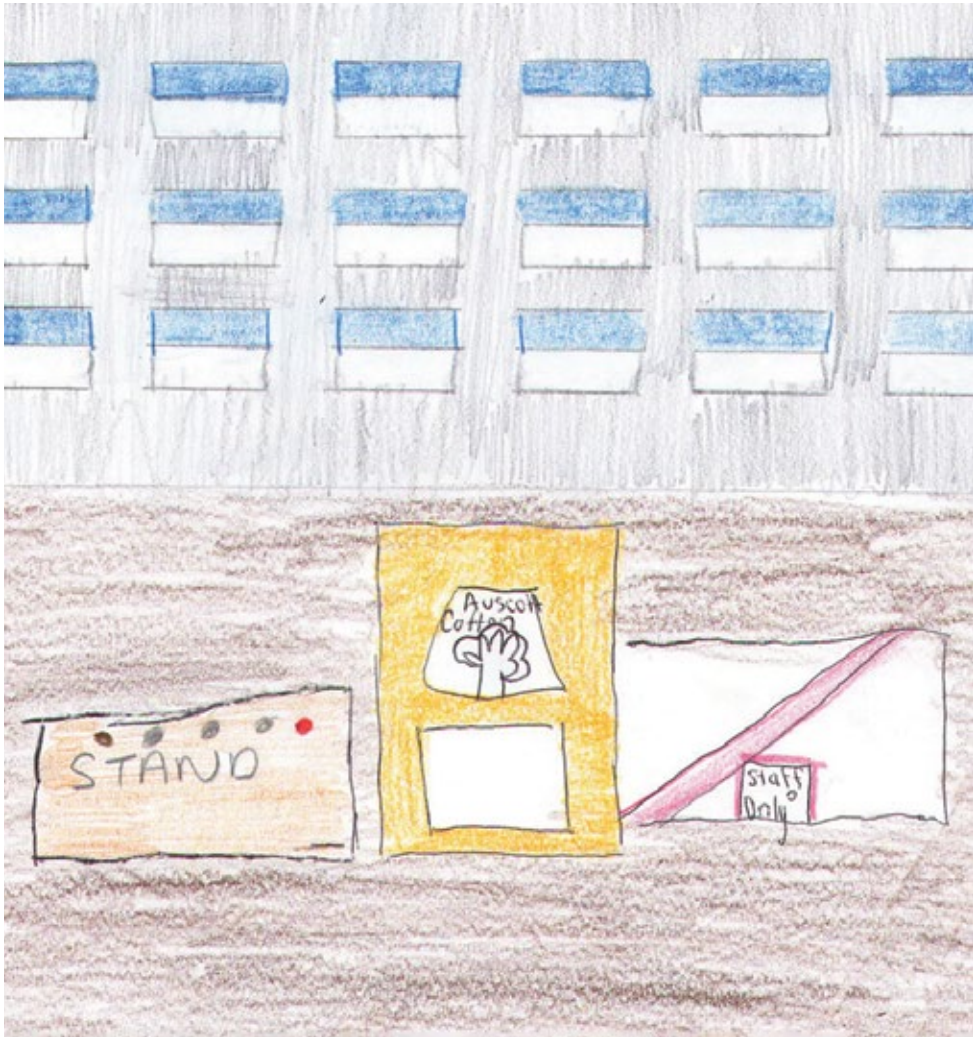


“When the basket is full, a boll-buggy collects the cotton and dumps it into a module builder,” Dad said helpfully.

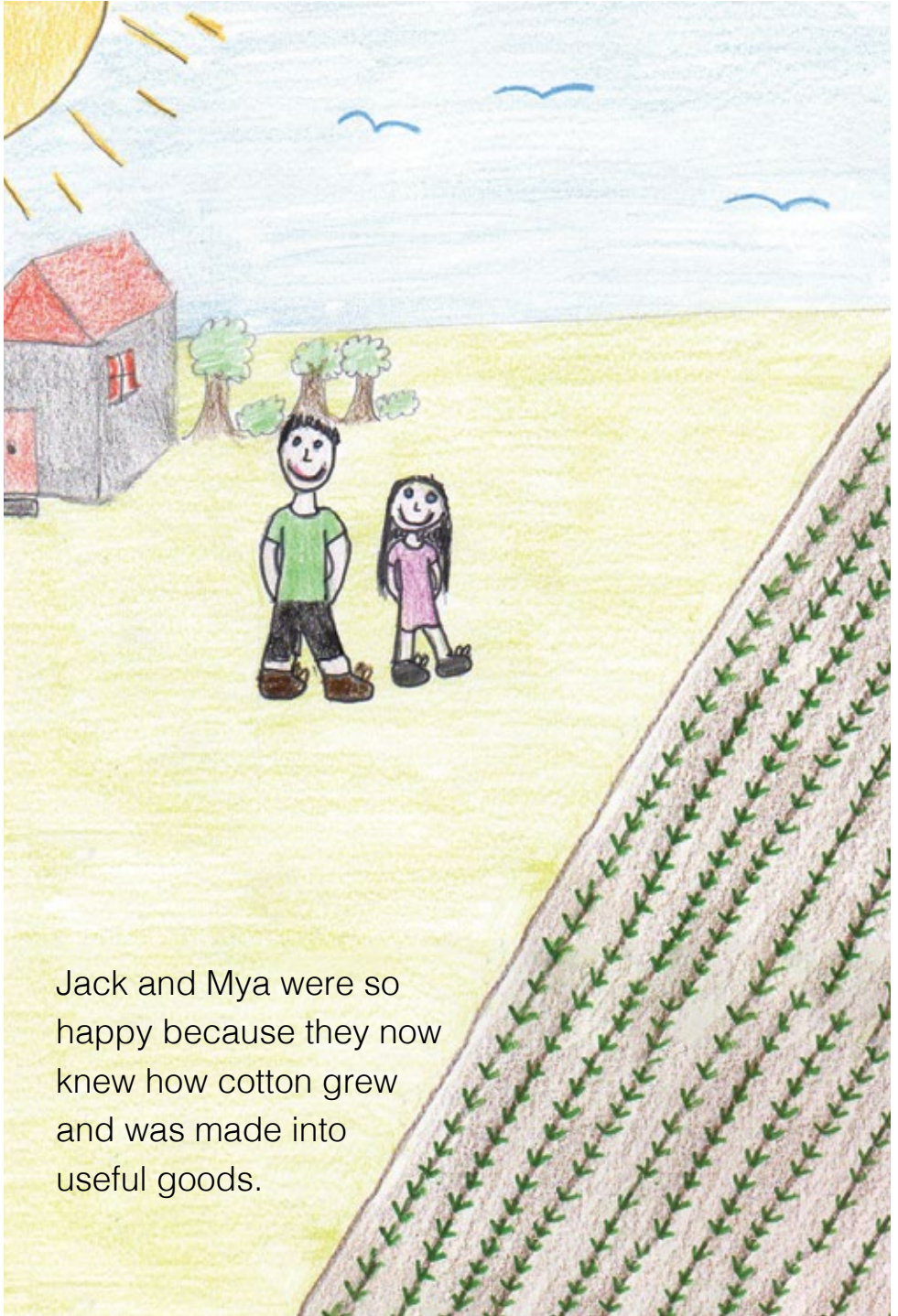
“What do the module builders do to the cotton?” Mya asked.



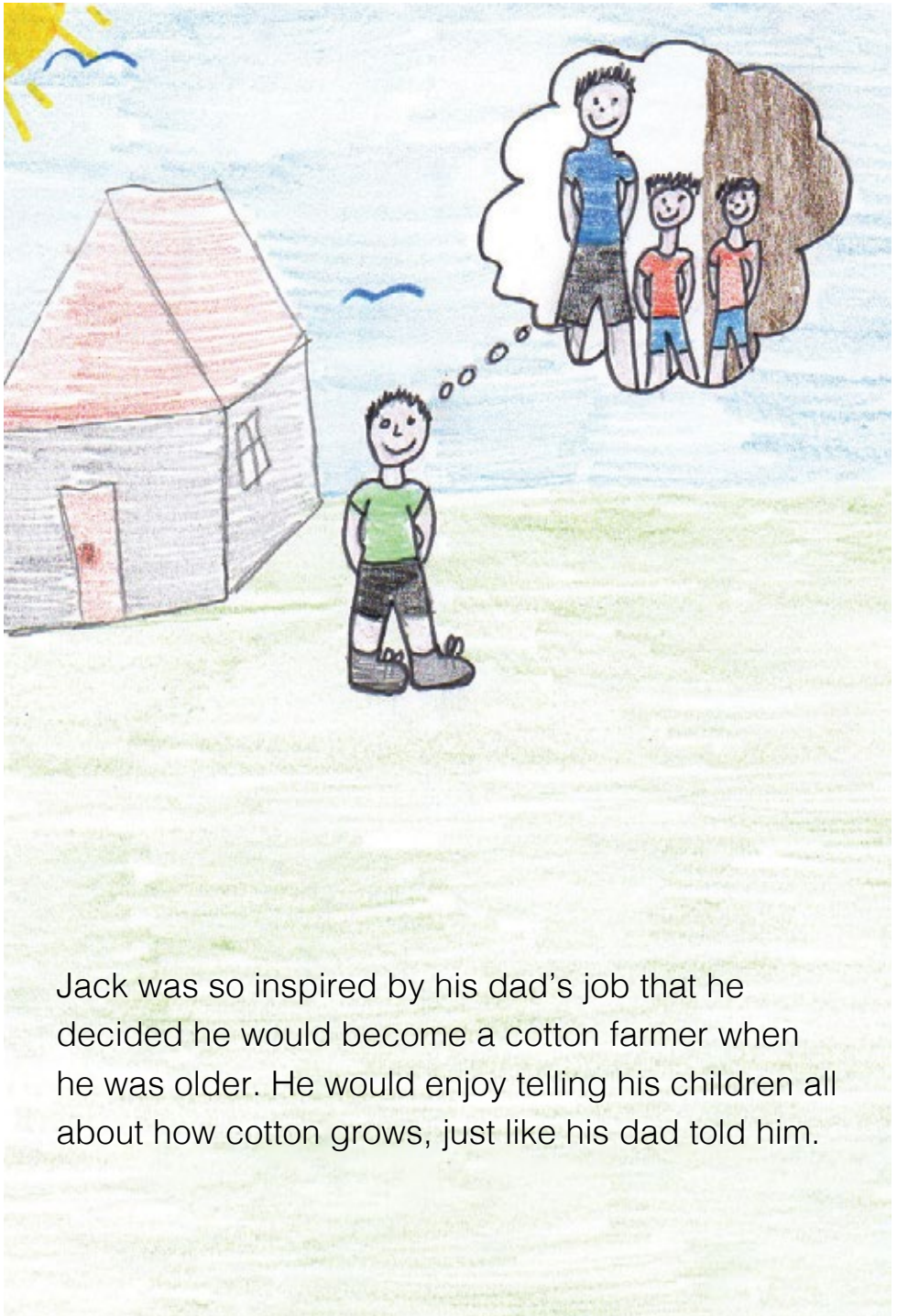
“Module builders make cotton into modules by squashing the cotton tightly together. After we are finished picking the paddock, our truck driver comes to pick up the modules to take them to the gin,” Dad explained.



“In the gin, a machine takes all the seeds out of the cotton. The cotton is then made into clothing or other cotton goods. Any undamaged seeds may be used to grow more cotton or to produce cotton seed oil.”



Jack and Mya were so happy because they now knew how cotton grew and was made into useful goods.



Jack was so inspired by his dad's job that he decided he would become a cotton farmer when he was older. He would enjoy telling his children all about how cotton grows, just like his dad told him.



Sharna Day and Sheree Howison
Wee Waa Public School, Year 5 2014



Australian Government
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