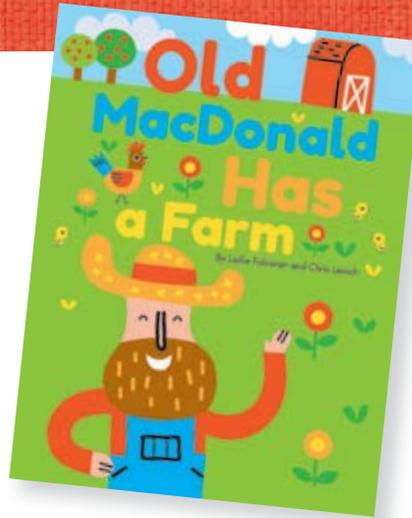


# Old MacDonald Has a Farm



## SUPPLIES

- ☑ Book: *Old MacDonald Has a Farm*
- ☑ Story Pieces



## LLD 1 Listening

Understands and interprets language (both words and gestures). Follows directions.

## LLD 6 Reading Comprehension

Responds to text. Retells, asks and answers questions about a text or story.

### SET UP

#### BENCHMARK 1

Hold the book.

#### BENCHMARK 2

Hold the book.

#### BENCHMARK 4

Hold the book. Give each child a Story Piece to hold.

#### BENCHMARK 6

Hold the book.



### LLD 1 Listening

Make animal sound effects and observe if the child turns toward you.

Give simple one-step directions such as, "Can you point at the cow?"

Give two-step directions such as, "Can you point at the cow in the book then make the sound a cow makes?"

Give multi-step directions such as, "Point at the cow, make a cow sound then roll over in pretend grass."



### LLD 6 Reading Comprehension

Show the child each page and read it aloud. Observe how the child looks intently at the pictures while you read aloud.

While reading, say the name of the animal on the page and invite the child to point at it and repeat its name with you.

As you read each page, invite the child holding that Story Piece to stand up and make that animal's sound. Encourage discussion about various animals that live on farms.

Ask the child questions about the animals and invite them to imagine how that animal may feel on a farm.

# Mud Writing



## SUPPLIES

- Farm Word Strips
- Bowl
- Baking tray
- Mud (dirt & water)
- Paper
- Paintbrushes
- Scissors



## LLD 7 Writing

Uses writing to represent meaning.

## SCI 2 Natural & Earth Science

Understands living and nonliving things. Demonstrates knowledge of Earth's environment.

SET UP

### BENCHMARK 1

Put mud in a bowl or baking tray.

### BENCHMARK 2

Set out a bowl of mud, paintbrushes and blank paper.

### BENCHMARK 4

In a bowl, mix dirt and water to create mud. Set out Farm Word Strips, paper and paintbrushes.

### BENCHMARK 6

In a bowl, mix mud. Set out Farm Word Strips, paper and paintbrushes.



## LLD 7 Writing

Observe as the child make handprints or marks with the mud.

Invite the child to make lines, circle or other marks as he paints with mud on the paper or outside on the ground.

Invite children to try to print or copy familiar symbols or letters from the Word Strips.

Encourage the child to write a word with the mud and print upper- and lowercase letters.



## SCI 2 Natural & Earth Science

Invite the child to explore the feeling of mud on his fingers or toes.

Invite the child to freely play with the mud.

Invite children to mix the water and dirt to create mud. Explore the textures and talk about creatures and plants that live in dirt/mud.

Invite the child to describe what we might find in dirt then draw or write about those items.

# Square Sheep Pen



## SUPPLIES

- Shape Sack: square\*
- Craft sticks\*
- Magazines
- Scrap paper
- Scissors
- Glue



## MR 3 Shapes

Identifies shapes and their characteristics.

## MR 1 Number Sense

Identifies numerals. Determines quantity. Understands operations.

### SET UP

#### BENCHMARK 1

Cut three cardboard squares. Optional: glue different textures to the squares. Put the squares in the bag.

#### BENCHMARK 2

Give each child four sticks.

#### BENCHMARK 4

Set out a pile of sticks.

#### BENCHMARK 6

Set out a pile of sticks and playdough.



### MR 3 Shapes

Invite the child to hold and investigate the bag and cardboard. Say "square!" while the child plays with it.

Make a square with the four sticks then encourage the child to use his sticks to also make a square.

Name a shape and encourage children to use the sticks to create the shape.

Challenge children to create a 3D cube and prism. What other 3D shapes can they create with the sticks?



### MR 1 Number Sense

Count the squares aloud 1-2-3 while playing with the child.

Count the sides of the square together 1-2-3-4.

Encourage children to use the sticks to create as many squares as possible. How many squares can each child count?

Encourage children to use all of the sticks to create one big square. Observe how they problem-solve together.

## LESSON 4

# Horse Collage



### SUPPLIES

- Title Display
- Inspiration Photo
- Yarn
- Shapes
- Paper
- Crayons/markers
- Glue



SET  
UP

### BENCHMARK 1

Hang the Horse Photo low on a wall. Set out a toy horse.

### BENCHMARK 2

Set out the paper shapes and display the Horse Photo.

### BENCHMARK 4

Set out the paper shapes and display the Horse Photo.

### BENCHMARK 6

Set out the paper shapes and display the Horse Photo.



### MR 3 Shapes

Invite the child to hold the toy horse. Talk about the color, body parts and shapes of the horse as the child explores it.

Pick up one shape and invite the child to find a matching shape piece.

As children create their collages, ask them to name the color and at least four different shapes.

Invite children to explain what shapes they see in the Horse Photo and how they might plan to recreate the horse with the provided supplies.



### CA 3 Visual Arts

Point at the photo of the horse as the child explores the toy horse. Say "hi" to the toy horse then to the photo of the horse.

Spread glue all over the child's paper. Invite him to arrange the shapes as desired on the paper to make a horse collage.

Invite children to use shapes, glue and markers to create a complete picture.

Encourage children to describe their art and what it represents.

# Milk the Cow



**SUPPLIES**

- Bowls or bins
- Rubber gloves
- Various liquids: water, mud, hair gel

**SCI 1 Investigation & Inquiry**

Observes, inquires and investigates.

**CA 4 Drama**

Participates in dramatic and symbolic play. Uses and creates props to represent other objects or ideas.

**SET UP**

**BENCHMARK 1**

Fill a rubber glove with water and tie to secure.

**BENCHMARK 2**

Fill a rubber glove with water and tie to secure. Poke a small hole in the fingertip of the glove.

**BENCHMARK 4**

Fill a rubber glove with water and tie to secure. Poke a small hole in each finger tip of the glove. If desired, tie between two chairs and put a bowl beneath it. Set out more empty gloves to fill with gel, mud, etc.

**BENCHMARK 6**

Fill a rubber glove with water and tie to secure. Poke a small hole in each fingertip of the glove. If desired, tie between two chairs and put a bowl beneath it. Set out more empty gloves to fill with gel, mud, etc.



**SCI 1 Investigation & Inquiry**

Invite the child to hold and touch the glove.

Invite the child to touch and manipulate the glove to discover how water squirts out.

Invite children to figure out how to squeeze water out of the glove and into the bowl.

Invite children to investigate different ways to pull and squeeze the glove to make the water come out at different speeds.



**CA 4 Drama**

Talk about gloves and invite the child to try one on his own hand.

Invite the child to pretend to be thirsty while squeezing out water into the bowl.

Invite children to imagine the glove is a cow udder and pretend to milk a cow.

Encourage children to make up stories about living on a farm and how they like or don't like to milk the cow.

# Planting Rows



## SUPPLIES

- Bin of dirt
- Bowl of dry beans
- Digging tools: shovels, spoons
- Synthetic plants



## SCI 2 Natural & Earth Science

Understands living and nonliving things. Demonstrates knowledge of Earth's environment.

## CA 4 Drama

Participates in dramatic and symbolic play. Uses and creates props to represent other objects or ideas.

### SET UP

#### BENCHMARK 1

Fill a bin with dirt and put a synthetic plant in the dirt.

#### BENCHMARK 2

Fill a bin with dirt. Set out a bowl of dry beans and spoons.

#### BENCHMARK 4

Fill a bin with dirt. Set out a bowl of dry beans, synthetic plants, small shovels and spoons.

#### BENCHMARK 6

Fill a bin with dirt. Set out a bowl of dry beans, synthetic plants, small shovels and spoons.



### SCI 2 Natural & Earth Science

Invite the child to touch and explore the dirt with their hands and feet. Supervise so that the child doesn't eat the dirt.

Invite the child to play with beans and dirt. Act surprised when the child finds a bean.

Invite children to explore the beans and synthetic plants in the dirt. Talk about what living plants need to grow (sun, water, dirt).

Talk about if the plant is real or pretend. Encourage children to play with the shovels, dirt and seeds. Ask them to describe how living things obtain what they need to survive.



### CA 4 Drama

Put a synthetic plant in the dirt then observe if the child pulls it out and drops it back on the dirt. Repeat.

Encourage the child to use the spoon to dig in the dirt and plant a seed. Dig holes and drop seeds into them together.

Talk about if the synthetic plant is real or pretend. Role-play being farmers and plant seeds, pull plants and dig in the dirt.

As children play, invite them to tell you a story about their pretend garden, what they are growing, how they will tend it and any other details.

# Pig Under the Silo



## SUPPLIES

- Cube Cards: Position (from Lesson 2)
- Pig counters\*
- Pocket Cube\*
- Cups
- Stuffed animal



## MR 2 Spatial Awareness

Understands how objects move in space.  
Determines object location.

## LLD 1 Listening

Understands and interprets language (both words and gestures). Follows directions.

### SET UP

#### BENCHMARK 1

Hold a stuffed animal.

#### BENCHMARK 2

Set out a pig counter and a paper cup.  
Insert the Position Cards into a Pocket Cube.

#### BENCHMARK 4

Set out a pig counter and a paper cup.

#### BENCHMARK 6

Insert the Position Cards into a Pocket Cube.  
Set out a pig counter and a paper cup.



### MR 2 Spatial Awareness

Hold a plush toy and raise it up and down as the child lies on his back. Encourage him to reach up or across his body to touch the animal.

Give each child a pig counter and invite one child at a time to place the pig on/off or over/under her named body parts. Example: "Place the pig on your leg."

Roll the cube and invite children to take turns placing objects next to, between, in front of or behind the "silo" (paper cup).

Encourage children to take turns placing the pig anywhere in relation to the cup. Roll the cube and ask each child if the pig is in the same position. If not, encourage them to describe where they would need to move the pig.



### LLD 1 Listening

Make animal sounds and say "up, up, up" as you raise the animal higher and higher. Observe if the child turns toward you when you speak.

As you name different body parts and simple positional directions, observe if the child shows an understanding of these words.

As you give simple directions for where to place the pig, observe if each child listens then responds appropriately.

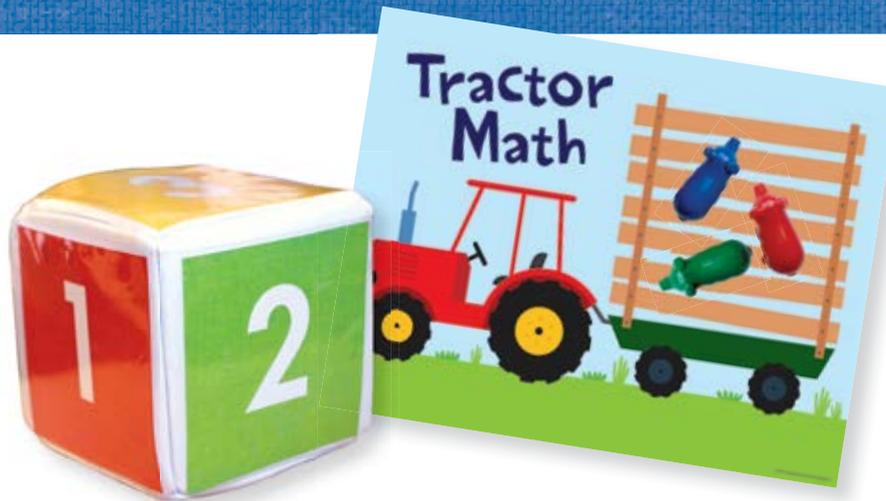
Have a discussion about the pig's location and invent a story about why the pig keeps moving and how it might be feeling. Observe how the child listens and responds during the conversation.

# Tractor Math Game



## SUPPLIES

- Tractor Math Game
- Cube Cards: 1-6\*
- Pig counters\*
- Pocket Cube\*
- Bowl
- Finger food



## MR 1 Number Sense

Identifies numerals. Determines quantity. Understands operations

## MR 6 Classification

Matches and sorts.

### SET UP

#### BENCHMARK 1

Gather a few safe finger food snacks. Put the Tractor Game on the table.

#### BENCHMARK 2

Put pig manipulatives in a bowl.

#### BENCHMARK 4

Insert the Number Cards into the Pocket Cube. Set out the pig counters and Tractor Math Game.

#### BENCHMARK 6

Insert the Number Cards into the Pocket Cube. Set out the pig counters and Tractor Math Game.



### MR 1 Number Sense

Put two snack pieces on the tractor and point and count aloud 1-2. After the child eats the snacks, put two or three more on the tractor. Count again.

Put three pigs on the cart and invite the child to count with you. Does the child repeat the numbers as you say them?

Invite children to take turns rolling the cube and putting the same number of pigs (up to 10) on the cart. Observe if children count to 10.

Invite children to roll the cube twice, add the numbers together and put the total number of pigs on the tractor. Observe if children can count to 20.



### MR 6 Classification

When you put the snack on the tractor, does the child recognize it as a treat to eat?

Put one pig on the cart and invite the child to place one pig on the tractor. Do the same with two pigs then three.

Roll the cube and encourage children to take turns selecting that number of pigs and placing them on the cart.

Set out other manipulatives with the pigs and encourage children to count and sort the objects to put on the Tractor Game.

# Looking for I



## SUPPLIES

- I Spy Coloring: li
- I Spy Glasses: li (from Lesson 3)
- Markers/crayons
- Scissors
- Blocks
- Tape
- Craft sticks



## LLD 4 Alphabetic Knowledge

Identifies letters and words. Makes letter-sound connections and decodes words.

## LLD 3 Phonological Awareness

Hears small units of sound.

### SET UP

#### BENCHMARK 1

Cut apart the pictures from the sheet and tape them onto blocks.

#### BENCHMARK 2

Cut apart the pictures from one sheet and tape them onto craft sticks.

#### BENCHMARK 4

Give a child the I Spy Glass: I (from Lesson 3) and set out crayons.

#### BENCHMARK 6

Give a child the I Spy Glass: I (from Lesson 4) and set out crayons.



### LLD 4 Alphabetic Knowledge

Explore the blocks and name the pictures as the child picks up a block. Listen for the child to babble or mimic sounds you make.

Give the child one craft stick and encourage her to find and point the stick at the matching picture on her sheet.

Invite children to circle or color images that start with the /i/ sound.

Write different words that begin with the /i/ sound on the sheet. Encourage children to read one of the words then point at the matching picture.



### LLD 3 Phonological Awareness

As you play, make silly sound effects related to the pictures and listen for the child to mimic your sounds and tones.

Name the beginning sound of the word and invite the child to mimic the sound you make.

Invite children to identify words that have beginning /i/ sound as they color.

After pointing at a picture, invite children to clap the syllables of the word: "i/gua/na."

# Mud Pie



## SUPPLIES

- Tin
- Bowl
- Dirt
- Water
- Spoons
- Nature items

### MR 5 Patterns

Identifies, reproduces and creates patterns.

### CA 4 Drama

Participates in dramatic and symbolic play. Uses and creates props to represent other objects or ideas.

## SET UP

### BENCHMARK 1

Hold the small pie tin.

### BENCHMARK 2

Set out the pie tin, dirt and rocks.

### BENCHMARK 4

Set out the pie tin, dirt, rocks and flower petals.

### BENCHMARK 6

Set out the pie tin, dirt, rocks and flower petals.



### MR 5 Patterns

Show the child the tin then put it on your head. Shake it off and say, "Uh-oh!" Repeat over and over. Observe if the child engages and starts to anticipate the predictable activity.

Demonstrate how to scoop dirt into the tin then add a rock. Dump out the dirt and invite the child to make the pie again following the pattern.

Encourage the child to make a dirt pie and create a pattern design with the nature materials on the dirt.

Invite the child to make nature designs and to describe the repeating pattern of rocks and flower petals or other nature items.



### CA 4 Drama

Put the tin on the child's head and observe how the child reacts when you say, "What a beautiful hat!"

Does the child pretend to make a pie and pretend to eat it?

Ask the child questions about what type of pie he is making. Observe how he role-plays baking.

Encourage the child to tell you about his pie and if it is for a party or if he is running a pie shop. What else will he need to make for the story he is imagining?

# Don't Drop the Egg



### SUPPLIES

- Dancing on the Farm CD
- Baby Chick
- Ball

### CA 1 Music

Expresses through music. Develops rhythm and tone.

### PD 1 Gross Motor

Builds strength, coordination and balance of large muscles.

#### SET UP

#### BENCHMARK 1

Play the song.

#### BENCHMARK 2

Play the song and hold a ball.

#### BENCHMARK 4

Play the song as each child dances with their "Chick in Egg."

#### BENCHMARK 6

Play the song.



#### CA 1 Music

Observe if the child responds to the sounds as you play the music.

Emphasize key phrases in the song such as "don't drop the egg." Does the child repeat words in the song and attempt to sing?

Invite children to sing the chorus and act it out.

Talk about the lyrics and invite children to invent a movement for each key word. Then sing and act out the song together.



#### PD 1 Gross Motor

Help the child pull himself into a standing position by offering your fingers for her to grasp.

Stand with the children and encourage the child to toss and catch a ball against his body as the song plays. Imagine it is an egg and try not to drop it.

Encourage child to toss and catch their "Chick in Egg" as the song plays. Try not to drop them!

While doing the movements, observe if the child changes direction and speed of movement.

# Growing Wheat



## SUPPLIES

- Wheat Strips
- Craft sticks
- Scissors
- Flour or foods made with flour
- Stuffed animal



## MR 4 Measurement

Estimates and measures. Compares and seriates.

## PD 5 Nutrition

Follows healthy nutrition routines.

SET UP

### BENCHMARK 1

Set out paper strips or real grasses.

### BENCHMARK 2

Set out the paper Wheat Strips.

### BENCHMARK 4

Set out the paper Wheat Strips.

### BENCHMARK 6

Set out the paper Wheat Strips.



### MR 4 Measurement

Hand the child a piece of long grass (or a strip of paper). Continue to offer one more then one more.

Help the child place objects (such as craft sticks or the Wheat Strips) in a line and observe if they demonstrate an understanding of more, none and one.

Set out all of the Wheat Strips and encourage children to find the tallest one. Next invite them to measure by lining up the Wheat Strips alongside a friend or stuffed animal.

Go outside and pick a variety of real grasses or weeds. Combine them with the paper Wheat Strips. Encourage children to order the grasses from shortest to tallest.



### PD 5 Nutrition

Does the child cry when hungry or tired?

Talk about wheat and look at grass as well as touch flour or foods made with flour.

Talk about foods that are made with wheat. Set out bread or another snack and observe if the child feeds herself.

Ask the child to identify food that is made from grains such as wheat.

# Sorting Seeds



## SUPPLIES

- Variety of seeds/dry beans
- Tweezers
- Spoon
- Bowl
- Magnifying glasses
- Clear zip bag
- Egg carton or ice cube tray



## SCI 2 Natural & Earth Science

Understands living and nonliving things. Demonstrates knowledge of Earth's environment.

## MR 6 Classification

Matches and sorts.

### SET UP

#### BENCHMARK 1

Put different types of dry beans and seeds in a clear zip bag.

#### BENCHMARK 2

Set out a spoon with a bowl of different types of dry beans and seeds.

#### BENCHMARK 4

Set out a bowl of different types of dry beans and seeds.

#### BENCHMARK 6

Set out a bowl of different types of dry beans and seeds.



### SCI 2 Natural & Earth Science

Give the bag to the child and invite her to touch and see it.

Invite the child to scoop and fill an egg carton or ice cube tray with different beans.

Set out seeds/beans with tweezers and a magnifying glass. As children explore, discuss what they notice about the seeds and how they grow.

As children explore the seeds, ask them to describe how seeds obtain what they need to grow.



### MR 6 Classification

Talk about how the child is holding dry beans. Talk about seeds.

Show the child one type of bean and encourage him to find the match.

Provide small containers and invite children to sort the seeds. After sorting seeds by one feature, does each child try to sort again by a different feature?

Invite children to identify, sort and classify seeds by at least two features.

# Corn



## SUPPLIES

- Title Display
- Inspiration Photo
- Paper
- Bubble wrap
- Ovals
- Paint
- Scissors
- Glue
- Ear of corn
- Grasses



## CA 3 Visual Arts

Expresses through 2D and 3D visual art. Develops visual art techniques.

## SCI 2 Natural & Earth Science

Understands living and nonliving things. Demonstrates knowledge of Earth's environment.

### SET UP

#### BENCHMARK 1

Gather paint, paper and a real cob of corn.

#### BENCHMARK 2

Set out yellow, orange and brown paint, paper, bubble wrap and a real cob of corn with husk.

#### BENCHMARK 4

Set out a photo of corn as well as yellow, orange and brown paint, paper, bubble wrap and a real cob of corn with husk.

#### BENCHMARK 6

Set out a photo of corn as well as yellow, orange and brown paint, paper, bubble wrap and real corn on the cob.



### CA 3 Visual Arts

Invite the child to dip a finger in paint and press on the paper corn cob to make little fingerprint kernels.

Invite the child to dip his fingertips in the yellow, orange or brown paint to make kernels on the corn. If desired, offer the child a piece of bubble wrap to investigate with stamping.

Encourage children to use the bubble wrap to make corn kernels on the paper or oval. How else do they use the supplies to make corn art?

Set out the various paper and art supplies. Invite the child to describe how his art represents corn.



### SCI 2 Natural & Earth Science

Give a real corn cob with husk to the child to hold and explore. Begin to peel it and observe how the child touches and explores it.

Invite the child to help you peel a cob of corn and investigate it. What else does he notice about the corn?

Encourage children to peel a cob of corn and investigate it. Invite them to describe what they discover about the corn.

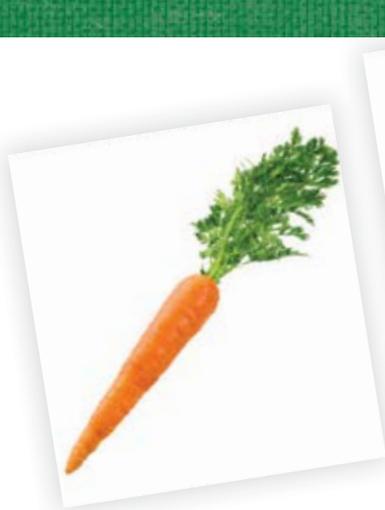
Look at the photo of a corn plant and set out real corn. Encourage the child to describe the parts of the plant and what corn needs to grow.

# Carrot Patterns



## SUPPLIES

- Pattern Cards & Guide
- Scissors
- Tape
- Craft sticks
- Bin of dirt or sand
- Carrots
- Various fruits or vegetables
- Bowl



## MR 5 Patterns

Identifies, reproduces and creates patterns.

## PD 5 Nutrition

Follows healthy nutrition routines.

### SET UP

#### BENCHMARK 1

Cook a carrot and cut it into slices.

#### BENCHMARK 2

Cut apart the carrot and corn pictures then tape them to craft sticks. Prepare cooked carrots.

#### BENCHMARK 4

Cut apart the carrots and corn pictures then put them in dirt. Gather cooked and raw carrots.

#### BENCHMARK 6

Cut apart the carrot and corn pictures. Gather cooked and raw carrots.



### MR 5 Patterns

Show the child a large real carrot. Play peekaboo with it.

Tape the carrot and corn pictures onto craft sticks and stick them in dirt. Show the child one picture (like the carrot) and encourage her to pull the same carrot from the dirt.

Hide the carrot and corn picture cards in dirt then encourage children to dig them up and place them in a repeating pattern on the Pattern Guide.

Encourage children to arrange the carrot and corn cards in different repeating patterns. Talk about different type of patterns such as ABAB or ABBA.



### PD 5 Nutrition

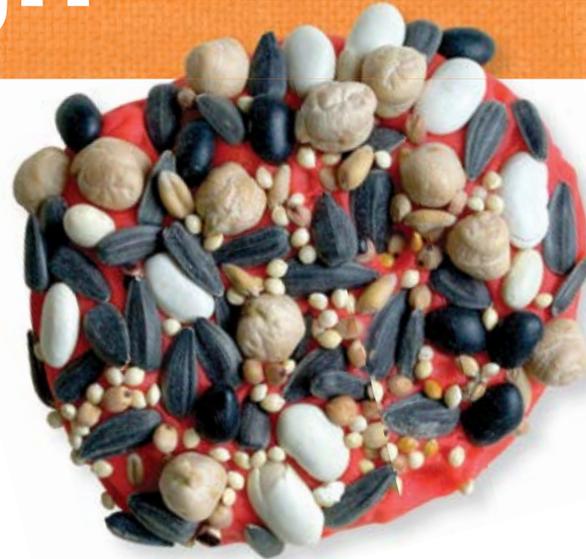
Set out cooked carrot pieces or smash the carrots and observe as the child feeds herself. Talk about how healthy and delicious carrots are.

Ask if the child is hungry and would like to eat some cooked carrot slices. Set out a small bowl of carrots.

Set out both raw and cooked carrot pieces. Encourage each child to feed themselves and talk about which type of carrots they prefer.

Set out both raw and cooked carrots. Encourage each child to talk about which type of carrots they prefer and explain why. What other healthy foods do they like to eat?

# Seed Dough



## SUPPLIES

- Playdough
- Variety of seeds/beans
- Tweezers
- Muffin tin
- Craft sticks

## PD 2 Fine Motor

Builds strength and coordination of small movements.

## MR 6 Classification

Matches and sorts.

### SET UP

#### BENCHMARK 1

Set out playdough with a variety of dry beans or seeds folded into the dough.

#### BENCHMARK 2

Set out dough with beans or seeds in it.

#### BENCHMARK 4

Set out dough with beans or seeds in it.

#### BENCHMARK 6

Set out dough with beans or seeds in it.



### PD 2 Fine Motor

Demonstrate and encourage the child to squeeze the dough with hands then poke at the seeds.

Encourage the child to point at the seeds in the dough and try to pull them out with his fingers.

Encourage the child to use the tweezers or craft stick to remove the seeds from the dough.

Talk about which tool is best for removing the seeds. Ask, "How can rolling the dough in different ways help you find and remove the seeds?"



### MR 6 Classification

Talk about how the child is holding the playdough, how it feels and point at the seeds in the dough. Talk about seeds.

Show the child one type of bean and encourage him to find the match.

Provide a muffin tin and invite children to sort the seeds. After sorting seeds by one feature, does each child sort again by a different feature?

Invite children to identify, sort and classify seeds by at least two features.

# Measuring Plants



### SUPPLIES

- Cube Cards: Crops
- Pocket Cube\*
- Tape
- Blocks
- Scissors

### LLD 2 Communication

Uses language to express ideas. Uses conversational skills. Uses and expands vocabulary.

### MR 4 Measurement

Estimates and measures. Compares and seriates.

### SET UP

#### BENCHMARK 1

Tape one photo of each plant onto the floor.

#### BENCHMARK 2

Tape one photo of each plant onto the floor.

#### BENCHMARK 4

Tape one photo of each plant at the same height on the wall.

#### BENCHMARK 6

Tape one photo of each plant at the same height on the wall.



### LLD 2 Communication

Put a block or toy on top of each photo. Invite the child to pick up the toy and reveal the photo. Say, "Peekaboo!" each time. Name the plant and listen for the child to mimic your sounds. Continue to play. Does the child use vocalizations and gestures to communicate?

Put a block on top of each photo. Name one of the plants and pretend you are looking for it. Invite the child to pick up the toy and reveal the photo. Is it the plant you are looking for? Nod "yes" or shake heads "no" as you search for the plant. Listen as the child says yes, no and mimics the name of the plant.

Encourage children to roll the cube then stack one block below the matching photo. Invite them to take turns naming and describing the plant. Continue to roll and stack until the block tower reaches the photo taped on the wall.

Invite children to predict which plant they think will grow the fastest. Encourage children to roll the cube then stack one block below the matching photo. Continue to roll and stack until the block tower reaches the photo taped on the wall. Talk about if the results are what they expected and why.



### MR 4 Measurement

Continue to play and reveal more and more plants. Does the child demonstrate an understanding of more?

Restack the blocks on the photos. Continue to hand the child more and more blocks to stack higher and higher on the photos. Talk about more, higher and concept of many.

Which photo's matching plant grew the fastest? Talk about which plant is tallest and which is shortest.

Which photo's matching plant will grow the fastest? Talk about which plant is tallest and which is shortest, according to this game as well as in real life.

# Weeding the Farm



## SUPPLIES

- Straws
- Pipecleaners
- Playdough
- Scissors
- Tweezers
- Weeds/plants (optional)



## MR 6 Classification

Matches and sorts.

## SED 3 Attention & Persistence

Attends and engages. Shows flexibility and inventiveness.

### SET UP

#### BENCHMARK 1

Set out straws with playdough.

#### BENCHMARK 2

Set out straws and pipecleaners with playdough.

#### BENCHMARK 4

Cut straws and pipecleaners into two sizes (short and long). Push all of the straws and pipecleaners into playdough.

#### BENCHMARK 6

Push straws and pipecleaners into playdough. Optional: gather weeds and plants from outdoors to push into the dough.



### MR 6 Classification

Demonstrate how you pull out a straw and make a silly noise at the same time. Does the child mimic your action or sound?

Show a pipecleaner to the child and observe if he can also find and pull out a piece of pipecleaner from the dough. Repeat with straws.

Encourage children to pull out only the pipecleaners and sort them from the straws. Next encourage them to pull out only the short materials then sort out the short pipecleaners and straws from the tall ones.

Encourage the child to find and pull out only the short pipecleaners and leave the straws and tall pipecleaners in the dough. Give prompts about other ways to sort based on two features.



### SED 3 Attention & Persistence

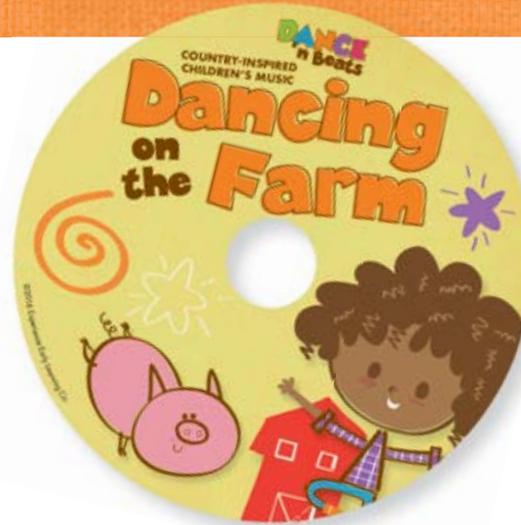
Invite the child to explore the dough and focus on pulling out or pushing in the straws.

Set out individual balls of dough for yourself and the child. Observe if the child looks at or pays attention to what you do with the dough, straws and pipecleaners.

Encourage the child to pull out the pipecleaners or straws then repeat over and over. Experiment with using tweezers to pull. Practice until it becomes easy.

Set out all of the materials and encourage children to explore different ways to design and play for 10 or more minutes.

# Hayride Harvest



### SUPPLIES

- Dancing on the Farm CD
- Blanket(s)

### LLD 2 Communication

Uses language to express ideas. Uses conversational skills. Uses and expands vocabulary.

### SED 4 Social Relationships

Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.

### SET UP

#### BENCHMARK 1

Spread out a blanket on the floor. Play the song.

#### BENCHMARK 2

Spread out a blanket on the floor. Play the song.

#### BENCHMARK 4

Spread out a blanket on the floor. Play the song.

#### BENCHMARK 6

Spread out a blanket on the floor. Play the song.



### LLD 2 Communication

Observe how the child responds to the various sounds in the song.

Encourage the child to mimic sounds of different instruments they hear in the song.

Encourage children to make the sounds of the instruments or hum along to the song while they march around the blanket.

Invite children to give rides that connect to the music, e.g., fast, slow, bumpy, smooth.



### SED 4 Social Relationships

Invite a few children to sit on a blanket and pull them around the room while the music plays. Pretend they are on a hayride.

Invite one or two children to sit on a blanket and invite the other children to help you pull them around the room while the music plays. Pretend they are on a hayride.

Invite children to stand in a line holding the shoulders of the child in front. Encourage the leader to drive the "tractor" around the blanket. Switch leaders and continue.

Create small groups and give each group a blanket. Challenge the groups to decide who will ride on the blanket and who will pull them. Create an obstacle course for everyone to navigate as the music plays.

# Harvest Discovery



## SUPPLIES

- Vegetables, sliced & whole
- Kitchen tools: tongs, spoons, potato peelers



## SCI 1 Investigation & Inquiry

Observes, inquires and investigates.

## SCI 4 Technology

Uses tools and technology to performs tasks.

### SET UP

#### BENCHMARK 1

Set out a variety of fresh vegetables, sliced and whole.

#### BENCHMARK 2

Set out a variety of fresh sliced/whole vegetables with tongs.

#### BENCHMARK 4

Set out a variety of fresh sliced/whole vegetables. Leave out tongs, spoons, potato peelers and other tools to investigate the vegetables.

#### BENCHMARK 6

Set out a variety of fresh sliced/whole vegetables. Leave out tongs, spoons, potato peelers and other tools to investigate the vegetables.



### SCI 1 Investigation & Inquiry

Encourage the child to use her senses of touch, smell and sight to explore the vegetables.

Encourage the child to investigate her curiosity about the vegetables by touching, peeling, breaking, poking or manipulating them.

Observe as child investigate and describe the inside and outside of the vegetables.

Invite children to predict multiple answers to a question about the vegetables such as, "What do you think would happen if you cut a potato in half and left it in water? How do you think a cucumber and celery are similar?"



### SCI 4 Technology

Invite the child to explore the vegetables and simple tools such as spoons.

Encourage the child to investigate the tongs and how to use them to pick up the vegetables.

Encourage children to explore using the tools to move, alter or peel the vegetables and slices.

Encourage children to take turns peeling a vegetable or removing seeds with the various tools. Observe how each child uses the tools to accomplish tasks.