

Farm Frolics

Special Area: Preschool

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Length of Unit: 7 Lessons

I. **ABSTRACT**

This preschool farm unit uses numerous fiction and non-fiction books to teach concepts from the *Core Knowledge Preschool Sequence*. Activities related to the books will be used in whole group, small group, and individual settings. Children have opportunities to explore science concepts by relating hands-on activities to literature. Activities include discussion of the books themselves as well as exploration and discovery learning through materials designed to promote independent work in learning centers.

II. **OVERVIEW**

A. Work Habits

1. Carry out oral directions: single-step directions. (Level I, p. 22)
2. Carry out oral directions: multi-step directions. (Level II, p. 22)
3. With the assistance and feedback of an adult as needed, describe and evaluate own work, identify and correct errors, refine work. (Level II, p. 23)

B. Nursery Rhymes, Poems, Fingerplays, and Songs

1. Develop Memorization Skills
 - a. Memorize and recite independently a simple nursery rhyme, poem, or song.
2. Listen to Nursery Rhymes, Poems, Fingerplays, and Songs and Respond with Appropriate Gestures
 - a. Interpret and act out through pantomime a nursery rhyme, poem, or fingerplay, using one's own gestures and movements. (Level II, p. 22)

C. Storybook Reading and Storytelling

1. Listen to Stories Read Aloud
 - a. Attend to and listen to picture books with storylines (30 minutes), as well as books of other genres, such as informational books. (15 minutes) (Level II, p. 48)
 - b. Attend and listen to books with minimal or no illustrations during a 15-minute reading. (Level II, p. 48)
2. Participate in Stories Read Aloud
 - a. In books with repetitive phrases or a refrain, provide or join in repeating the refrain aloud. (Level I, p. 48)
3. Develop a Notion of "Story Schema"
 - a. Retell a story that has been read aloud; include character(s), setting (time, place), the plot (central idea) of the story, the sequential events and an ending. (Level II, p. 49)
 - b. Point to: the title of a book; the top, bottom or middle of a page; the beginning of the book (first page); where to start reading a book (first word on the first page); the order that words are read on a page (left to right, line to line); the end of the book (last page); a word; a letter. (Level II, p. 50)

D. Emerging Literacy Skills in Reading and Writing

1. Develop an Awareness of Written Matter/Print in Everyday Surroundings and Its Many Uses.

- a. Depict and represent “in writing”: people, objects, events, or activities, derived from his or her own experience or imagination. (Level II, p. 55)
 - b. Dictate a description to accompany one’s own drawings of people, objects, events, or activities, derived from his or her own experience or imagination. (Level II, p. 55)
 - 2. Develop Phonemic Awareness
 - a. Given a sound and a choice of two spoken words/pictures, identify the word that begins with the given sound. (Level II, p. 57)
 - b. Develop an understanding of the relationship between written letters and spoken sounds, identifying by name all letters in his or her first name and also identifying the sound made by at least three letters in his or her first name. (Level II, p. 57)
 - 3. Develop the Fine Motor Skills and Strokes Used in Writing
 - a. Hold a writing instrument correctly between the thumb and index finger, resting against the middle finger. (Level II, p. 58)
 - b. Trace and then draw independently the outlines of geometric shapes (circle, triangle, and rectangle) and irregular figures. (Level II, p. 58)
- E. Mathematical Reasoning and Number Sense
 - 1. Sort and Classify Objects or Pictures of Objects
 - a. Identify pairs of objects or images as the “same” or “different,” with “different” pairs increasingly similar, varying only in one or more minor detail(s) and with images becoming more abstract, symbolic. (Level II, p. 62)
 - b. Given a sample object/picture and verbal description of the selection criteria, sort objects/pictures according to a single criterion: size, function. (Level II, p. 63)
 - 2. Use Simple Measurement Skills and Seriate Objects
 - a. Examine pairs of objects and use the following vocabulary to describe the objects: long-short, large-small, heavy-light. (examine objects visually) (Level II, p. 65)
 - 3. Quantify Groups of Objects
 - a. Compare two groups of concrete objects and use quantitative vocabulary to describe the groups (more than, less than, the same as) with up to 6 objects in each group. (Level II, p. 66)
 - b. Construct a collection of objects so that it has the same number of objects as a given numeral, up to 6. (Level II, p. 66)
 - c. Arrange or write the numerals 1-6 in sequential order. (Level II, p. 67)
 - d. Organize and read quantitative data in simple bar graphs. (Level II, p. 67)
- F. Orientation in Time
 - 1. Demonstrate an Awareness of the Passage of Time and of Periods of Time, as “The Past,” “The Present,” “The Future.”
 - a. Sequence images depicting the evolution and completion of a project or undertaking, over an extended period of time – days, weeks, etc. (Level II, p. 74)
- G. Scientific Reasoning and the Physical World
 - 1. Classify images of animals according to the habitat or environment in which they generally live: lake/river, ocean, farm, forest (woods), and jungle. (Level II, p. 86)
 - 2. Plant, care for, observe, and record observations of a plant, noting the parts of the plant, needs, development and its lifecycle. (Level II, p. 86)

3. Select and use the appropriate tool to complete a particular task as part of a project or activity: Dig a hole: trowel or shovel; water a plant: watering can or hose. (Level II, p. 87)
- H. Music
1. Listen to and Discriminate Differences in Sound
 - a. Listen to environmental sounds and identify the sound. (Level I, p. 90)
 2. Imitate and Produce Sounds
 - a. Accompany a story or musical piece by introducing sound effects (environmental or animal sounds, a musical instrument, etc. at the appropriate moment, inventing one's own sound effects, after having listened to the story. (Level II, p. 91)
 3. Listen to and Sing Songs
 - a. Listen to, sing, and perform children's songs and fingerplays individually or with others. (Level II, p. 92)
- I. Visual Arts
1. Attend to Visual Detail of Objects and Images
 - a. Demonstrate memory of visual details by playing "Concentration" memory games or describing a picture that has been removed from view. (Level II, p. 96)
 2. Explore and Create, Using Various Art Forms, Media, and Techniques.
 - a. Use various tools and techniques in completing art projects: tear, fold, paste, tape, use stickers, and cut straight lines with scissors. (Level I, p. 96)
 - b. Create nonrepresentational and representational works, such as printing, painting, drawing, collage, and sculpture. (Level II, p. 97)

III. BACKGROUND KNOWLEDGE

- A. Key references for teachers:
1. *Core Knowledge Preschool Sequence*: Charlottesville, VA: Core Knowledge Foundation, 2000.
 2. *Preschool Assessment Tool*, Charlottesville, VA: Core Knowledge Foundation, 2004.
 3. Schiller, P., *Creating Readers*, Beltsville, MD: Gryphon House, 2001.

IV. PREREQUISITE PRIOR KNOWLEDGE FOR STUDENTS

- A. Draw a simple line drawing of a person, such as a stick figure.
- B. Carry out oral directions: multi-step directions, accompanied by a preliminary demonstration.
- C. Attend and listen to illustrated books. Describe an illustration.
- D. Perform activities requiring small muscle control. Draw on paper; horizontal line, vertical line, circle, and point.
- E. Listen to, sing, and perform children's songs and finger plays with others.
- F. Use various tools and techniques in completing art projects.

V. RESOURCES

- A. Teacher Reference Books
1. Isbell, R., *The Complete Learning Center Book*, Beltsville, Maryland: Gryphon House, 1995. ISBN: 0-87659-174-8.
 2. *The Best of the Mailbox Magazine, Songs, Poems, and Fingerplays*, Greensboro, NC, The Education Center, Inc., 1998. ISBN: 1-56234-259-2.

3. *The Giant Encyclopedia of Circle Time and Group Activities for Children 3 to 6*, Beltsville, Maryland: Gryphon House, 1996. ISBN: 0-87659-181-0.
 4. Nelson-Parish, J., & Nelson, M. R., *Peak with Books*, Albany, NY: Delmar, 2002. ISBN: 0-7668-5948-7.
 5. Moore, J.E., & Evans, J., *Learning About Plants*, Monterey, CA: Evan-Moor, 1987. ISBN: 1-55799-098-0.
 6. Schiller, P., *Creating Readers*, Beltsville, MD: Gryphon House, 2001.
- B. Nonfiction Books
1. *Farm Animals*, McMillan Publishing Company
 2. *1001 Things to Spot on the Farm*, Gillian Doherty
 3. *Eating the Alphabet*, Lois Ehlert
 4. *Where Does Breakfast Come From?*, David Flint
 5. *Everything Grows*, Raffi
 6. *A Visit to the Dairy Farm*, Sandra Ziegler
 7. *Bean*, David M. Schwartz
 8. *All About Seeds*, Susan Kuchalla
 9. *The Reason for a Flower*, Ruth Heller
 10. *Chickens Aren't the Only Ones*, Ruth Heller
 11. *Bread, Bread, Bread*, Ann Morris
 12. *Make Me a Peanut Butter Sandwich and a Glass of Milk*, Ken Robbins
 13. *A Day at Our Dairy Farm*, Barbara Reeves
 14. *Plant Blossoms*, David M. Schwartz
 15. *Plant Leaves*, David M. Schwartz
 16. *Plant Fruits & Seeds*, David M. Schwartz
 17. *Plant Stems & Roots*, David M. Schwartz
 18. *How a Seed Grows*, Helen J. Jordan
 19. *How a Plant Grows*, Bobbie Kalman
 20. *A Day at Greenhill Farm*, Sue Nicholson
 21. *From Blossom to Fruit*, Gail Saunders-Smith
 22. *Picking Apples*, Gail Saunders-Smith
 23. *From Bud to Blossom*, Gail Saunders-Smith
 24. *From Peanuts to Peanut Butter*, Melvin Berger
- C. Fiction Books
1. *The Garden in Our Yard*, Greg Henry Quinn
 2. *Farmyard Animals*, Paul Hess
 3. *The Farmer in the Dell*, illustrated by John O'Brien
 4. *The Carrot Seed*, Ruth Krauss
 5. *Big Red Barn*, Margaret Wise Brown
 6. *The Tale of the Turnip*, retold by Jenny Giles
 7. *Chicken Little*, retold by Jenny Giles
 8. *The Three Little Pigs*, retold by Annette Smith
 9. *The Little Red Hen*, retold by Jenny Giles
 10. *The Three Billy Goats Gruff*, retold by Annette Smith
 11. *The Goose That Almost Got Cooked*, Marc Simont
 12. *Farmer Duck*, Martin Waddell & Helen Oxenbury
 13. *Pancakes, Pancakes!*, Eric Carle
 14. *Early Morning in the Barn*, Nancy Tafauri
 15. *The Grumpy Morning*, Darcia Labrosse
 16. *Muncha! Muncha! Muncha!*, Candace Fleming & G. Brian Karas
 17. *The Little Red Hen (Makes a Pizza)*, retold by Philemon Sturges
 18. *Inside a Barn in the Country*, Alyssa Satin Capucilli

19. *Tops & Bottoms*, adapted by Janet Stevens
20. *A Day at the Farm*, Nancy Parent
21. *Old Macdonald Had a Farm*, illustrated by Pam Adams
22. *Once Upon McDonald's Farm*, Stephen Gammell
23. *Hattie and the Fox*, Mem Fox

VI. LESSONS OUTLINE

Lesson One: Where Does Breakfast Come From?

- A. Daily Objectives:
 1. Classify images of animals according to the habitat or environment in which they generally live: lake/river, ocean, farm, forest (woods), jungle. (Level II, p. 86)
 2. Attend to and listen to picture books with storylines (30 minutes), as well as books of other genres, such as informational books. (15 minutes) (Level II, p. 48)
 3. Define a farm as a place where plants and animals are grown.
 4. Dictate a description to accompany one's own drawings of people, objects, events or activities, derived from his or her own experience or imagination. (Level II, p. 55).
- B. Grouping
 1. Whole group and small group instruction
- C. Materials and Preparation:
 1. *Where Does Breakfast Come From?* By David Flint
 2. Chart Paper – divided into 3 columns: K (what do we know?), W (what do we wonder?), and L (What did we learn?).
 3. Markers
 4. Construction paper
 5. Crayons
- D. Language of Instruction
 1. Teacher: growth, lifecycle
 2. Students: farm, animal(s), plant(s), grow, alive
- E. Procedures/Activities
 1. Introduce unit by beginning KWL Chart titled “What Comes From a Farm?” Ask students what they “Know” about farms. List any information – even factually incorrect information – that students give. This chart will be referred to throughout the unit. Also ask students what they would like to learn about a farm or farm products. List this information in the “Wonder” column.
 2. Read *Where Does Breakfast Come From?* If this book is unavailable to you, use any book that details several farm products and their origin. This book specifically shows milk, bread, eggs, orange juice, and corn flakes. There are numerous other books with similar information available. Be sure to follow the procedure for book reading. Point out the title, front and back covers, author, pictures, words, etc.
 3. After reading book, go back to KWL chart. Add additional details that students may have learned from book.
 4. Give each student a sheet of construction paper and crayons (this can also be done in the individual journal) and ask the students to draw a picture of their own favorite breakfast food. Help the students by labeling their artistic representation of breakfast food.
- F. Go a Little Further.
 1. For students who have difficulty, make suggestions about foods that are familiar – those that may have been served at breakfast in the cafeteria.

2. For students who excel, suggest that they draw their favorite food and include a drawing of the source of that food. For example, if their favorite food is an egg, have them also draw a chicken.
- G. Assessment
1. Collect the students labeled drawings for inclusion in the portfolio.
 2. Make anecdotal recordings of students' contributions to the KWL chart.
- H. Center Materials
1. Science Center – matching game that includes pictures or drawings of orange juice and orange tree, egg and chicken, milk and cow, corn stalk and cornflakes, bread and wheat stalk.
 2. Sensory – place cobs of deer corn in the sand table. Students can remove kernels from the cob, and then explore the textures, smells, etc. of dried corn.
 3. Art – place clean, dry eggshells in art center. Students can create mosaics using eggshells.
 4. Dramatic Play – place farm clothes (overalls, hats, etc) in housekeeping center. Place play or real containers from orange juice, milk, bread, cereal, etc. in kitchen center.
- I. Additional Related Activities
1. “The Breakfast Song” – appendix 1

Lesson Two: A Day at the Farm

- A. Daily Objectives
1. Classify images of animals according to the habitat or environment in which they generally live: lake/river, ocean, farm, forest (woods), jungle. (Level II, p. 86)
 2. Attend to and listen to picture books with storylines (30 minutes), as well as books of other genres, such as informational books. (15 minutes) (Level II, p. 48)
 3. Define a farm as a place where plants and animals are grown.
 4. Point to: the title of a book; the top, bottom or middle of a page; the beginning of the book (first page); where to start reading a book (first word on the first page); the order that words are read on a page (left to right, line to line); the end of the book (last page); a word; a letter. (Level II, p. 50)
 5. Construct a collection of objects so that it has the same number of objects as a given numeral, up to 6. (Level II, p. 66)
- B. Grouping
1. Whole group, small group, and individual instruction
- C. Materials and Preparation
1. *A Day at the Farm*, Nancy Parent
 2. KWL Chart
 3. Farm Animal Counters
 4. Numeral/Set Cards (These can be teacher-made – large index cards or card stock with a numeral and corresponding number of spaces on which to place a counter – in this unit, farm animal counters will be used.)
 5. Root-View planter or similar teacher-made planter. (Can use a clear glass jar or other container that will allow students to view plants as they grow.)
 6. Packets of various seeds – carrots, watermelon, pumpkin, etc. Keep in mind that some seeds, such as radish and grass are faster growing. Bean seeds will also germinate quickly if kept moist.
 7. Pictures of vegetables or real vegetables: corn, beans, carrots, watermelon, pumpkin, etc.
 8. Small containers such as plastic Dixie cups or empty milk cartons
 9. Potting soil

10. Small garden trowel or plastic spoons
 11. Chart paper
- D. Language of Instruction
1. Teacher Only: growth, life cycle, observe, soil
 2. Students: plant(s), grow, water, sun, air, light, roots, seed, stem
- E. Procedures/Activities
1. Read *A Day at the Farm*. This book is particularly good because of its simple format, including words that are isolated from the text of the story. Point out, or ask students to point out the title, front and back covers, where story begins and ends, and words in isolation.
 2. Display seeds and pictures of corresponding plants/vegetables. Ask students if they can guess which seed came from which plant. If you are using real vegetables, you can cut them open to show the seeds.
 3. Demonstrate procedure for planting seeds. Allow students to choose one or two types of seeds to plant in the classroom container.
 4. During small group or center time, allow each student to plant a few seeds of his or her choice in a small cup or container. Use a permanent marker to label each child's container with name and type of seed planted. Carefully water these plantings and place in a sunny location where children can observe the growth of their plants.
 5. Provide each child with drawing paper or a journal page and drawing or writing tools. Ask each child to draw a picture of the type of vegetable he or she planted in the small container. Label this picture and include in the portfolio.
 6. During later group time, ask children for additional information to add to the KWL chart. The KWL chart can be updated regularly during the entire unit.
 7. Ask children to describe the steps used to plant seeds in small containers. Write these steps on 3 or 4 index cards, using short phrases (Put dirt in cup, put seed in dirt, cover with soil, put water on seed). Draw simple pictures on each card. After laminating, these cards can be placed in the science center or manipulative center as a sequencing game.
- F. Go a Little Further
1. For students having difficulty, help them through the process of planting their seeds in the science center.
 2. For students who excel, provide opportunities for them to assist others, or allow them to make their own sequence cards showing how their seeds were planted.
- G. Assessment
1. Collect journal entries or illustrations of experiences.
 2. Anecdotal records of students' responses to questions about parts of a book.
 3. Observations of students using numeral/counter game. Note students counting, identifying numerals, and creating sets of objects to correspond with numerals.
- H. Center Materials
1. Science Center – seeds, potting soil, containers, spoons, watering can or sprayer.
 2. Manipulative Center – Numeral cards with farm animal counters.

Lesson 3: Tops and Bottoms

- A. Daily Objectives
1. Identify pairs of objects or images as the “same” or “different,” with “different” pairs increasingly similar, varying only in one or more minor detail(s) and with images becoming more abstract, symbolic. (Level II, p. 62)
 2. Interpret and act out through pantomime a nursery rhyme, poem, or fingerplay, using one's own gestures and movements. (Level II, p. 22)

3. Examine pairs of objects visually and use the following vocabulary to describe the objects: long-short, large-small, heavy-light. (Level II, p. 65)
 4. Use various tools and techniques in completing art projects: tear, fold, paste, tape, use stickers, and cut straight lines with scissors. (Level I, p. 96)
 5. Organize and read quantitative data in simple bar graphs. (Level II, p. 67)
 6. Select and use the appropriate tool to complete a particular task as part of a project or activity: Dig a hole: trowel or shovel: water a plant: watering can or hose.
- B. Grouping
1. Whole group, small group, and individual instruction
- C. Materials and Preparation
1. *Tops and Bottoms*, adapted by Janet Stevens
 2. Vegetables represented in book: corn on the cob, beets, turnips, carrots, celery, radishes, lettuce, and broccoli.
 3. Pictures of vegetables (Use pictures from seed packets or computer graphics)
 4. Chart paper or large sheet of bulletin board paper divided into three spaces representing top, middle, and bottom.
 5. Construction paper
 6. Tissue paper
 7. Glue
 8. Gardening tools, toy or real.
- D. Language of Instruction
1. Teacher Only: growth, cooperation
 2. Students: hare, “it’s a done deal”, top, middle, bottom
- E. Procedures/Activities
1. Read *Tops and Bottoms*, adapted by Janet Stevens. Discuss new and unfamiliar vocabulary. (Hare, top, bottom, middle, “done deal”) Discuss tools used and display authentic gardening tools.
 2. Help students decide where to place vegetable pictures on chart: top, middle, bottom.
 3. Students tear or cut pieces of colored tissue paper to glue to construction paper. The students create a collage or tissue mosaic of a vegetable or plant from the story, *Tops and Bottoms*.
 4. Vegetable prints – the students create vegetable prints by dipping dried corn cobs, slices of carrots, pepper slices, other pieces of vegetables in tempera paint and pressing to heavy construction paper. After print dries, student dictates or “writes” top, bottom, or middle on the artwork.
- F. Go a Little Further
1. For students having difficulty, suggest vegetables from each category that they can depict in their artwork. Show pictures or graphic representations of the chosen vegetable.
 2. For students who excel, offer opportunities for the students to create additional art works or stories.
- G. Assessment
1. Collect anecdotal records of students’ contributions to the vegetable chart; note the students’ mastery of positional phrases: top, middle, bottom. If scanner is available, scan and print copies of vegetable prints for portfolio.

Lesson 4: The Little Red Hen

- A. Daily Objectives
1. Carry out oral directions: multi-step directions. (Level II, p. 22)

2. Plant, care for, observe, and record observations of a plant, noting the parts of the plant, needs, development and its life cycle.
 3. Retell a story that has been read aloud; include character(s), setting (time, place), the plot (central idea) of the story, the sequential events and an ending. (Level II, p. 49)
 4. Develop an understanding of the relationship between written letters and spoken sounds, identifying by name all letters in his or her first name and also identifying the sound made by at least three letters in his or her first name. (Level II, p. 57)
 5. Attend to and listen to picture books with storylines (30 minutes), as well as books of other genres, such as informational books (15 minutes). (Level II, p. 48)
 6. In books with repetitive phrases or a refrain, provide or join in repeating the refrain aloud. (Level I, p. 48)
- B. Grouping
1. Whole group and small group instruction
- C. Materials and Preparation
1. *The Little Red Hen*, retold by Jenny Giles (or any of numerous other versions that are available.)
 2. *The Little Red Hen (Makes a Pizza)*, retold by Philemon Sturges
 3. A small toaster oven
 4. Fork split English muffins.
 5. Flavored tomato sauce (Hunt's) or pizza sauce
 6. Plastic spoons and small paper plates
 7. Small cookie sheet (optional)
 8. Grated mozzarella cheese
 9. Rebus recipe for muffin pizza
- D. Language of Instruction
1. Teacher Only: growth, cooperation, thresh
 2. Students: help, miller
- E. Procedures/Activities
1. Read *The Little Red Hen*, retold by Jenny Giles. For the purposes of this lesson, the children should already be familiar with this story. Perhaps the story could have been read during story time on another day. If the children are familiar with the story, do a brief discussion of the events in the story.
 2. Read *The Little Red Hen (Makes a Pizza)*, retold by Philemon Sturges
 3. Compare the two books by completing a simple Venn diagram with details provided by the students. See Appendix III for an example. Your class's Venn may be completely different. Remember the Venn is based upon what your children tell you.
 4. Muffin Pizza – This activity can be done in the dramatic play center or it can be done as a small group activity. The toaster oven must be closely supervised, but the students can follow the rebus recipe pictures to make muffin pizzas. Each child places a muffin half on a paper plate, adds a spoonful or two of flavored tomato sauce, one or two spoonfuls of grated cheese, and places the “pizza” on a small cookie sheet. Heat in the toaster oven until the cheese is melted and lightly browned.
 5. Journal Entry – The students draw a picture or “write” to retell the story of the Little Red Hen, the pizza making, or any related event. The students dictate a caption for the teacher to write.
- F. Go a Little Further

1. For students having difficulty, assist them by giving cues for the Venn or for their journal entry.
 2. For students who excel, offer opportunities for the students to create additional art works or stories. Students may draw their own rebus recipes for bread or some other simple cooking activity.
- G. Assessment
1. Collect anecdotal records of students' contributions to the Venn diagram; note the students' mastery of story elements.
 2. If scanner is available, scan and print copies of journal entries and rebus recipe drawings for portfolio.
- H. Center Materials
1. Housekeeping/Dramatic Play – Materials and equipment for cooking activity.
 2. Dramatic Play/Puppetry – Purchased or teacher made puppets for reenacting stories.
 3. Sensory (Sand & Water) – Obtain clean (chemical free) wheat seed from a local farmer's co-op and place it in the sand table.
 4. Science Center – seed for planting. Rye grass seed germinates quickly, and can be used for planting and observation. Provide potting soil and small cups or Styrofoam egg cartons.
 5. Manipulatives – Counting activities/Folder games
 6. Writing Center or “ABC” Center – Sound matching game. Folder game with “B for Bread” on one flap, “P for Pizza” on the other flap. Pictures of objects beginning with “B” or “P” to place on the appropriate side.
 7. Library Center
 - a. *Bread, Bread, Bread*, by Ann Morris
 - b. *How a Plant Grows* by Bobbie Kalman

Lesson 5: Growing Vegetable Soup

- A. Daily Objectives
1. Carry out oral directions: multi-step directions. (Level II, p. 22)
 2. Attend to and listen to picture books with storylines (30 minutes), as well as books of other genres, such as informational books (15 minutes). (Level II, p. 48)
 3. Attend and listen to books with minimal or no illustrations during a 15-minute reading. (Level II, p. 48)
 4. Point to: the title of a book; the top, bottom or middle of a page; the beginning of the book (first page); where to start reading a book (first word on the first page); the order that words are read on a page (left to right, line to line); the end of the book (last page); a word; a letter. (Level II, p. 50)
 5. Visually examine pairs of objects and use the following vocabulary to describe the objects: long-short, large-small, heavy-light. (Level II, p. 65)
 6. Plant, care for, observe, and record observations of a plant, noting the parts of the plant, needs, development and its life cycle. (Level II, p. 86)
 7. Demonstrate memory of visual details by playing “Concentration” memory games or describing a picture that has been removed from view. (Level II, p. 96)
 8. Create nonrepresentational and representational works, such as printing, painting, drawing, collage, and sculpture. (Level II, p. 97)
 9. Sequence images depicting the evolution and completion of a project or undertaking, over an extended period of time – days, weeks, etc. (Level II, p. 74)
- B. Grouping
1. Whole group, small group, and individual (Center Activities & Assessments) instruction

- C. Materials and preparation
1. *Growing Vegetable Soup* by Lois Ehlert
 2. Fresh Vegetables: Potatoes, Onions, Cabbage, Celery, Carrots, Green Beans, Corn, Peas, Bell Peppers, Squash, Okra, Tomatoes, Cauliflower, (any other fresh vegetable you can find that would be tasty in a soup). You might also have available some vegetables that will not go in the soup, such as beets, radishes, and eggplant.
 3. Plastic knives for scraping carrots and slicing other vegetables
 4. Hot plate and large soup pot or a large electric slow cooker (crock pot)
 5. Small Styrofoam bowls or cups, plastic spoons
 6. Packets of garden seeds for each of the above vegetables
 7. Balance scale
- D. Language of Instruction
1. Teacher only: growth, life cycle, observe, soil
 2. Students: plant(s), grow, water, sun, air, light, roots, seed, stem
- E. Procedures/Activities
1. *Read Growing Vegetable Soup* by Lois Ehlert. Point out parts of the book: title, front and back cover, spine, words, pictures, where to start reading, the end of the story.
 2. Discuss tools depicted in book. Talk about planting, growing vegetables.
 3. Place fresh vegetables on a mat. Allow children to examine each different vegetable. Sort the vegetables by color, size. Children can seriate the vegetables from largest to smallest, longest to shortest.
 4. Use balance scale to compare pairs of vegetables. For example, place a large potato on one end of the scale and a bell pepper on the other end.
 5. In small groups, have students prepare vegetables for soup by scraping carrots, cleaning potatoes with a vegetable brush (use thin-skinned red potatoes if available), pulling husks and silks from corn, slicing squash and other softer vegetables with plastic knife. Some tasks, such as cutting up carrots with a sharp knife, are teacher tasks. Wash all vegetables well, and place in large pot or crock-pot with water to cover. Add salt to season. Chicken or beef bouillon can be used to flavor the soup.
 6. In the science center, the students can choose a vegetable seed to plant in a small cup or other container.
 7. Revisit the KWL chart. Ask students if there is anything they would like to add to the chart. Things they have learned about growing vegetables can be added to the “L” column. They also may come up with additional items for the “W” column that they “wonder” about.
- F. Go a Little Further
1. For students having difficulty, help them through the process of planting their seeds in the science center.
 2. For students who excel, provide them with cards to create a rebus recipe for vegetable soup.
- G. Assessment
1. Collect anecdotal records of students’ comments on parts of book.
 2. Collect anecdotal records of students’ use of comparative words such as longer/shorter, heavy/light, etc.
 3. Observe and record how students perform on concentration game in centers.
- H. Center Materials
1. Housekeeping/Dramatic Play – Materials and equipment for cooking activity.

2. Dramatic Play/Puppetry – Purchased or teacher made puppets for reenacting stories.
3. Science Center – seed for planting, life cycle sequence cards
4. Manipulatives – Vegetable-lacing cards.
5. Library Center
 - a. *Eating the Alphabet* by Lois Ehlert
 - b. *How a Plant Grows* by Bobbie Kalman
 - c. *Chicken Soup With Rice* by Maurice Sendak

Lesson 6: A Day at the Dairy Farm

- A. Daily Objectives:
 1. Carry out oral directions: multi-step directions. (Level II, p. 22)
 2. Listen to, sing, and perform children’s songs and fingerplays individually or with others. (Level II, p. 92)
 3. Create nonrepresentational and representational works, such as printing, painting, drawing, collage, and sculpture. (Level II, p. 97)
 4. Construct a collection of objects so that it has the same number of objects as a given numeral, up to 6. (Level II, p. 66)
- B. Grouping
 1. Whole group, small group, and individual instruction
- C. Materials and Preparation
 1. *A Day at Our Dairy Farm* by Barbara Reeves
 2. Vanilla Ice Cream
 3. Grape juice concentrate
 4. Whipping Cream
 5. Small jars – baby food jars are a good size
 6. Small cups and plastic spoons
 7. A variety of dairy products such as yogurt, ice cream, milk, cheese, cottage cheese.
 8. Salt
 9. Milk
 10. Latex gloves – with small pinholes in the tips of the fingers
- D. Language of Instruction
 1. Students: milk, cow, calf, dairy, milk machine
- E. Procedures/Activities
 1. Review KWL chart. Ask children things they know about dairy farms and dairy products to add to the “K” column, what they wonder about to add to the “W” column.
 2. Read *A Day at Our Dairy Farm* by Barbara Reeves. Be sure to use the book reading procedure. Review the title, front and back cover, where you start reading, etc. Another good dairy book is *A Visit to the Dairy Farm* by Sandra Ziegler.
 3. Ask students to describe the daily activities on a dairy farm. Write their responses on sentence strips. Provide a large, mural-sized sheet of butcher paper. Ask students to draw scenes or pictures from the story about the dairy farm. (Even unrecognizable scribbles can be labeled!) Use the sentence strips to create a story mural.
 4. In the science or kitchen center, provide materials for making ice cream. Place milk, vanilla, and sugar in a small Ziploc bag. Place rock salt and ice in larger Ziploc bag and put smaller bag into larger bag. Shake and squeeze until ice cream forms. See recipe in Appendix V.

5. In small groups, assist students in making butter. Pour heavy whipping cream into small jars (baby food jars are a good size), and ask children to take turns shaking the jars until butter forms. Salt can be added prior to shaking, but is not essential. This activity is part of the *Peacemaking Skills for Kids* lessons. The emphasis is on cooperation. After butter forms, pour off liquid and reserve the butter. Spread butter on crackers. Save part of the butter for the “Farm Party” at the end of the Farm Unit.
 6. Students use journals to draw pictures of their activities with ice cream or butter making. Students dictate captions to be written on their pictures.
 7. Demonstrate “milking” using a latex glove filled with water and tied off at the wrist. These can be suspended on a hanger over a dishpan or small tub. Be sure the pinholes are very small; otherwise you will have streams of water rather than squirts.
- F. Go a Little Further
1. For the student who excels, provide opportunities for him or her to create a story line or sequence cards showing how butter or ice cream is made.
 2. For students having difficulty, assist them in following rebus recipes.
- G. Assessment
1. Direct observation of student participation
 2. Scan copies of journal entries to include in portfolio.
- H. Center Materials
1. Library Center – add a bale of hay (cover with a checkered table cloth or other fabric to eliminate “itchies”
 2. Housekeeping/Dramatic Play – Farmer clothes such as rubber boots, overalls, hats, work gloves, flannel shirts, etc.
 3. Science Center – Latex “udder”, make a milking glove by poking tiny pinholes in the tips of the glove fingers. Children can squeeze the fingers to “milk”.
 4. Kitchen/Housekeeping – variety of milk products for taste testing; yogurt, milk, butter, ice cream, etc. Be sure to remind and assist children with hand washing prior to handling food.
 5. Manipulative/Math Center – provide number cards and farm animal counters for creating sets to match numerals.

Lesson 7: The Farmer’s Hat

- A. Daily Objectives
1. With the assistance and feedback of an adult as needed, describe and evaluate own work, identify and correct errors, refine work. (Level II, p. 23)
 2. Interpret and act out through pantomime a nursery rhyme, poem, or fingerplay, using one’s own gestures and movements. (Level II, p. 22)
 3. Point to: the title of a book; the top, bottom or middle of a page; the beginning of the book (first page); where to start reading a book (first word on the first page); the order that words are read on a page (left to right, line to line): the end of the book (last page); a word; a letter. (Level II, p. 50)
 4. Organize and read quantitative data in simple bar graphs. (Level II, p. 67)
 5. Use various tools and techniques in completing art projects: tear, fold, paste, tape, use stickers, cut straight lines with scissors. (Level I, p. 96)
- B. Grouping
1. Whole group, small group, and individual instruction
- C. Materials and Preparation
1. *Who Took the Farmer’s Hat?* By Joan L. Nodset

2. A variety of hats, including an old brown “farmer’s hat”, assorted straw hats, caps, fancy dress hats, sailor hats, work hats, etc. Be sure to have both men and women’s hats available.
 3. Newspaper
 4. Tempera paint, feathers, sequins, lace, ribbons, strings
 5. Large graphing mat
- D. Language of Instruction
1. Teacher and children: pantomime, poem, title, illustration, more than, less than
- E. Procedures/Activities
1. Before reading book, *Who Took the Farmer’s Hat?*, display cover and ask children to predict what they think will happen in the story. Read the title of the story and ask the children to tell what they think. When reading the book, encourage the children to join in every time the farmer asks, “Did you see my old brown hat?”
 2. Play “Farmer, Farmer, Where’s Your Hat?” This game is like “Doggie, Doggie, Where’s Your Bone?” A child sits with his eyes shut in a chair in the middle of a circle of children. A hat is placed under the chair. Call, “Farmer, farmer, where’s your hat? Somebody took it just like that!” A child takes the hat and hides it behind his or her back. The “farmer” then has three tries to guess which child has his hat. If he guesses, he gets another turn. If he fails to guess, the child with the hat gets to sit in the chair.
 3. Newspaper hats - Unfold several double sheets of newspaper, or cut colored tissue paper, crepe paper or recycled gift-wrap into pieces of comparable size. Place the paper on top of child's head, fanning out the sheets in different directions. Then, form the crown of the hat, using your hands to gather the paper, all the way around, at eyebrow level. For a brow band, wrap the base of the crown with a long piece of masking tape. Reinforce with a second layer. For taller styles, such as a stovepipe or a Stetson, bundle up the paper so that it rises several inches above child's forehead before you apply tape. Once you fashion the crown, remove the hat from child's head and use scissors to shape the brim. Round the edges to make a floppy bonnet, and then decorate with silk flowers. To style a derby, trim the brim an inch or two from the brow band and adorn with a feather. For a baseball cap, cut the brim flush with the brow band and back. Then, round the front brim to create a visor. Another style is a watch cap: merely roll up the brim all the way to the band.
 4. Hat Math – Graph assorted hats using the graph mat. Let the children decide on the categories, such as fancy hats, work hats, play hats.
 5. Story retelling – have students retell the story by acting out the role of the characters in the story. They can pantomime the actions and other students guess which character they are playing.
- F. Go a Little Farther
1. For students having difficulty, provide cues for them as they pantomime or as they play the hat game.
 2. For students who excel, provide opportunities for them to showcase their hats. They can role-play a character to correspond with the hat or pantomime a character in the story.
- G. Assessment
1. Direct observation of student participation.
 2. Take photographs of students wearing their hats. Print and add photos to the student portfolio.
- H. Center Materials

1. Library – flannelboard story pieces to go with *Who Took the Farmer’s Hat?*
2. Housekeeping/Dramatic Play – a variety of hats, including fancy, work, men, and women’s hats. Include hats that are representative of other cultures such as a sombrero, beret, coolie hats, or gaucho hats.
3. Art – Newspaper or other paper that can be used to create hats. Feathers, beads, ribbons, sequins, and other material for adding decorative touches. Also include paper plates, boxes, tubes, and other materials that can be used to make a variety of hats.

VII. CULMINATING ACTIVITY (Optional)

- A. The students will have a “Farm Party” at the end of the Farm Unit. Each child will have a farmer’s hat, a product from the “Farmer’s Hat” lesson, to wear. Refreshments will include “vegetable soup”, a result of the lesson “Growing Vegetable Soup”. The students will also have bread from “The Little Red Hen” and “Bread, Bread, Bread”, and butter from “A Day at Our Dairy Farm.”

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Appendix I

“The Breakfast Song” – sing to the tune of “Have You Ever Seen a Lassie?”

What did you eat for breakfast, for breakfast, for breakfast?

What did you eat for breakfast, (child’s name) today?

Allow child time to tell you, then sing:

(Child’s name) ate (child’s answer), (child’s answer), (child’s answer)

(Child’s name) ate (child’s answer), for breakfast today.

Appendix II

“The Little Red Hen Song”

This is the way I plant the seed,
Plant the seed,
Plant the seed,
This is the way I plant the seed, Early in the morning.

Repeat using the following verses:

...cut the wheat
...go to the mill
...make the dough
...bake the bread
...eat the bread

HENS OF DIFFERENT COLORS

This little hen is **BLACK** (hold up black hens)
She stands in the barnyard by a big hay stack.

This little hen is **RED** (hold up red hens)
She is very tired and won't get out of bed.

This little hen is **BROWN** (hold up brown hens)
She is feeling sad and wearing a frown.

This little hen is **YELLOW** (hold up yellow hens)
She's friends with the rooster; he's a handsome fellow.

This little hen is **WHITE** (hold up white hen)
She dance's and plays, oh what a sight.

This little hen is **PURPLE** (hold up the purple hens)
She spends her day running around in circles.

This little hen is **GREEN** (hold up green hen)
She is the silliest hen I've ever seen.

This little hen is **BLUE** (hold up blue hen)
She lays eggs for me and you.

This little hen is **PINK** (hold up the pink hen)
She goes down to the pond to get a drink.

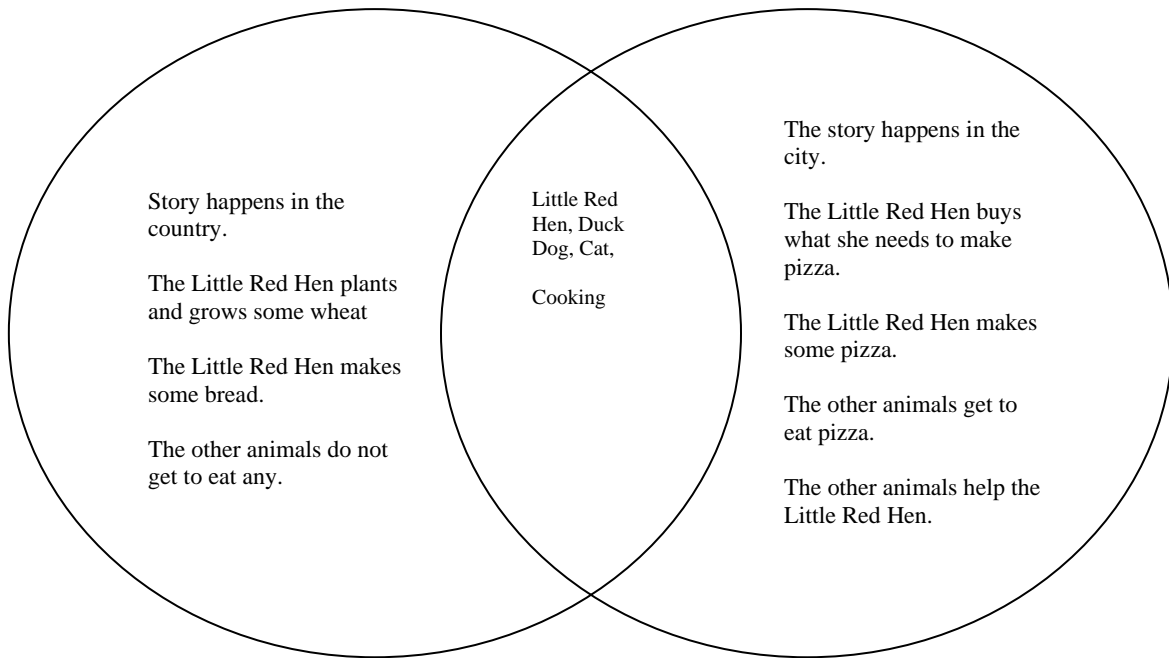
All of these hens live at the farm
Out in the big **RED** barn.

Bread in a Bag Recipe:

- 2 C. flour
- 1 package Fleischman's Rapid Rise yeast
- 3 T. sugar
- 3 T. nonfat dry milk
- 1 t. salt
- 1 C. hot water
- 3 T. oil
- 1 C. whole wheat flour

In a 1-gallon, heavy-duty freezer bag combine: 1 C. flour, undissolved yeast, dry milk, and salt. Force air from bag and shake to blend ingredients. Add hot water and oil and reseal bag. Mix by working with fingers. Add whole-wheat flour, reseal and mix. Gradually add enough remaining flour to make stiff dough that pulls away from the bag. On floured surface knead dough 2-4 times until smooth and elastic. Cover dough with towel, rest 10 minutes. Roll dough to 12x7-inch rectangle. Roll up from narrow end. Pinch edges and ends to seal. Place in oiled loaf pan Place 9x13 pan on counter; fill with boiling water. Place cookie sheet on top of 9x13 pan and place loaf pan on the cookie sheet. Cover with towel. Let dough rise 20 minutes or until double in size. Bake at 375° for 25 minutes or until done.

Appendix III



Appendix IV

The Vegetable Rap

Broccoli, Tomatoes,
Zucchini, Peas.
Pass the Carrots,
More Veggies Please!
Squash and Potatoes,
Green Beans that Snap!
Now you're doing the Vegetable Rap!

THE VEGETABLE SOUP SONG

Tune: "The Mulberry Bush"

This is the way we wash our vegetables,
Wash our vegetables, wash our vegetables.
This is the way we wash our vegetables
So early in the morning. Continue with other verses, such as;

This is the way we peel our vegetables.
This is the way we chop our vegetables.
This is the way we add our vegetables.
This is the way we stir our vegetables.
This is the way we serve up our vegetables.
This is the way we eat our vegetables.

Jean Warren

Appendix V

The Purple Cow

I never saw a purple cow,
I never hope to see one.
But I can tell you, anyhow
I'd rather see than be one.

Gelett Burgess

Recipe for Purple Cow

1 small scoop of vanilla ice cream
2 tablespoons of grape juice concentrate
2 tablespoons of milk

Combine ingredients in a baby food jar. Close the lid and shake, shake, shake.

Homemade Ice Cream

1/2 cup milk
1/4 teaspoon vanilla
1 tablespoon sugar

Place milk, sugar, and vanilla in a small plastic bag and seal. Fill a large plastic bag with ice and 3 tablespoons of rock salt. Shake. Make one recipe per child.

"The Animals on the Farm"

- Sung to the tune "The Wheels on the Bus"

The cows on the farm go moo, moo, moo.

Moo, moo, moo, moo, moo, moo.

The cows on the farm go moo, moo, moo
all day long.

The horses on the farm go nay, nay, nay.

Nay, nay, nay, nay, nay, nay

The horses on the farm go nay, nay, nay
all day long.

(pigs - oink)

(sheep - baa)

(chicken - cluck)

(turkeys - gobble)