

Class Name: _____ Teacher(s): _____ Week of: _____

Theme: Farm Key Concepts: Child can state that farms provide food, a barn provides protection, and can identify six farm animals.

Curriculum: _____ Supplemental sources: mCLASS reports, CIRCLE CAC/manual, PKG, Head Start Outcomes

Daily: Language & Communication, Emergent Literacy- Reading, Emergent Literacy – Writing, Mathematics, Physical Activity & Motor Development
2 times a week: Social and Emotional, Fine Arts, Science, Social Studies, Technology + Bilingual, special needs and cultural diversity considerations

The content title colors match the colors of the domains in the Texas Preschool Guidelines to assist with references.

Teacher start time:	Monday	Tuesday	Wednesday	Thursday	Friday
6:30-7:50 a.m.	Children are combined in the neighboring classroom until the teacher begins the work day.				
7:50-8:00 a.m. Transition to our classroom	* "Good Morning! We are moving to our room, get your backpack and let's zoom. Let me look and see who's here...and count while you grab your gear." (1-2-3...count # children in line). Start with the first child, look at them individually and chant the song, "Good Morning, _____" then on to the next child as you progress through the line and walk down to the classroom.				
8:00 – 8:30 a.m. Breakfast Routines	<ul style="list-style-type: none"> * Handwashing Child practices good habits of personal health and hygiene. PKG IX.C.2. * Self-serve family style dining- Children pour their own milk, use the ladles with the serving dishes, etc. Child is aware of where own body is in space (controlling body movements). PKG I.A.1. * Children clean up their area, push in their chairs and put their dishes away. Child demonstrates coordination and balance in isolation. PKG IX.A.1. 				
8:30 a.m. – 8:45 a.m. Morning Routines	<ul style="list-style-type: none"> * Home to School Chart: Obj: Child connects their life to events, time, and routines. PKG VII.A.3. * Student Sign-in sheet: Child writes own name using legible letters in proper sequence. PKG IV.C.1. * Moves Name to Letter Wall: Child shows understanding by following two-step oral directions. PKG II.A.2. * Children use the restroom. Child follows classroom rules and routines with occasional reminders. PKG I.B.1.a. * Children self-select a book from the book basket on the Circle Time carpet and read independently or can discuss with peers. 				

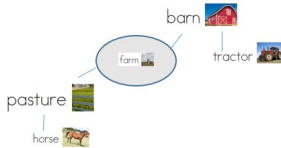
<p>8:45-8:50 a.m.</p> <p>Transition</p> <p>Attention Getters</p>	<p>“This is the Way We...” <i>use hand movements</i></p> <p>This is the way we... <u>-milk the cow...(repeat),</u> <u>-feed the chickens (rpt),</u> <u>-drive the tractor (rpt)</u> <u>-shear the sheep (rpt)</u> <u>-stack the hay (repeat)</u> So early in the morning. Child shows understanding by following two-step directions. PKG II.A.2.</p>	<p>Barn finger play with interlocked fingers “Here is a barn. Let us open it and see. There’s animals, a tractor, you and me!”</p> <p>Encourage the children to make the movements, repeat 4 times with them. Obj: Child shows control of tasks that require fine motor. PKG IX.B.1.</p>	<p>Flannel Board Story: “Animals on a Farm” Use a flannel farm mat, and model adding and removing 1-5 sheep while telling math stories. Obj: Child uses object for adding up to 5. PKG V.B.1.</p> <p>Afterwards add farm math mats to the math center for independent child use.</p>	<p>Song: “Ten Sheep and I’m Asleep” Encourage children to hold up their fingers and count from 1 to 10. Pretend to get sleepier as you are counting the number of sheep. Obj: Child demonstrates the order of counting. PKG V.A.4.</p>	<p>“On this Farm” Provide clues and descriptions for the children to guess and provide the vocab word. (ex) We get milk from this animal. It has 4 legs. It likes to eat grass. It says, “baa”= goat. Obj: Child increases listening vocabulary and names of objects. PKG II.D. 5.</p>
<p>8:50-9:05</p> <p>Circle Time #1</p> <p>Morning Ritual</p> <p>Model & Discuss Writing: <u>Mon:</u> Start at top, left <u>Tue:</u> Spaces between words, <u>Wed:</u> Return sweep, <u>Thurs:</u> Capitalization, <u>Fri:</u> Punctuation</p>	<p>*Morning Message: “This week we will learn about farms, barns and farm animals.”</p> <p>*Classroom Helper Chart PKG Reading III.A.3.</p> <p>*Pledge of Allegiance * Moment of Silence PKG Social St VII.D.2.</p>	<p>Morning Message: “Barns provide protection for farm animals and farm tools.”</p> <p>*Classroom Helper Chart Obj: Child assumes roles as part of community classroom. PKG I.C.2.</p> <p>*Pledge of Allegiance * Moment of Silence</p>	<p>Morning Message: “Farmers can plant seeds and grow wheat. We use wheat to make bread.”</p> <p>Obj: Child remains focused on engaging group activities. PKG I.B.3.b.</p> <p>*Classroom Helper Chart *Pledge of Allegiance * Moment of Silence</p>	<p>Morning Message: “The healthy food we eat may come from a farm.”</p> <p>Discuss types of food and use a “T” chart to write children’s responses with farm/non-farm foods. PKG Written IV.B.1</p> <p>*Classroom Helper Chart *Pledge of Allegiance * Moment of Silence</p>	<p>Morning Message: “We had wheat bread at breakfast today.” What do you remember about the wheat bread book we read this week? (<i>Linking</i>) PKG Social St VII.A.3.</p> <p>*Classroom Helper Chart *Pledge of Allegiance * Moment of Silence</p>
<p>9:05-9:10 a.m.</p> <p>Transition</p> <p>From Circle to Centers</p>	<p>Song: “Busy, Busy Bumblebee” Use the children’s names to clap the syllables. Obj: Child blends syllables into words. PKG III.B.4..</p>	<p>Sentence Segmenting Tap their heads for words “Cows moo.” “Chickens cluck.” “Pigs like mud.” Obj: Child separates sentence into words. PKG III.B.1.</p>	<p>Compound Farm Words Obj: Child combines words to make a compound word. PKG III.B.2. Pig-pen, cow-boy, corn-field, sun-flower</p>	<p>Yesterday we made compound words, today let’s break them apart: Obj: Child deletes a word from a word. PKG III.B.3.</p>	<p>Song: “Willoughby, Walloughby, Woo” Use the children’s names. Obj: Children can recognize rhyming words. PKG III.B.6.</p>

<p>9:10-10:15 a.m.</p> <p>Learning Centers and Small Groups</p>	<p>* Children use their nametags from the letter wall as center management tags as they are released from Circle Time and self-select their choice of learning centers. I will scaffold and support children in learning centers.</p> <p>* Once the children are engaged in the learning centers, then a couple of small groups will be held with the teacher.</p>
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<p>Small Groups</p> <p>9:30-9:38, 9:40-9:48</p> <p><i>Refer to Small Group Planning Sheet for activities, objectives & full children's names.</i></p>	<p><u>LK Practice with:</u> L.C., I.B., M.W</p> <p><u>PA Syll Practice with:</u> F.C., T.M., E.M., B.S.</p>	<p><u>PA Onset Practice:</u> E.M, F.C.,T.M., I.B.</p> <p><u>PA Rhyming Practice:</u> B.C., B.S., M.W.</p>	<p><u>Math Shape Practice:</u> I.B.</p> <p><u>Math Naming #:</u> M.P., R.B., L.S., T.F.</p>	<p><u>Math Operations:</u> T.M., B.C., M.P.</p> <p><u>Letter Knowledge:</u> (one on one- 3 min) L.M., M.D., I.B., T.F.</p>	<p><u>Letter Knowledge:</u> M.M., R.B.</p> <p><u>Story Retell:</u> I.B.</p>
<p>Learning Centers</p> <p>Thematic items added and rotated</p>	<p>Library</p> <p><u>Add:</u></p> <ul style="list-style-type: none"> * Flannel board story pieces and book: "Little Red Hen" Obj: Child creates or recreates stories. PKG VIII.C.1. * Binder with farm songs that we use at Circle for self-selection. Obj: Child shows initiative. PKG I.A.4. 	<p>Math</p> <p><u>Feed the Animals</u></p> <ul style="list-style-type: none"> * Bowl of corn kernels * small scoop/ladle Pictures of a cow (3), pig (2) and chicken (1) on bowls for children to match # of scoops. Obj: Child recognizes numerals. PKG V.A.9. <u>Measuring Veggies</u> * Real vegetables * unifix cubes Compares PKG V.D.1 	<p>Science</p> <p><u>Add:</u></p> <ul style="list-style-type: none"> *Variety of seed packets (cut open and clear tape the seeds to an index card along with the label to show the print) * book "Bread Comes to Life" * Actual grain stalks * Hand lenses 	<p>Writing Center</p> <p><u>Add:</u></p> <ul style="list-style-type: none"> * farm word cards * barn shaped paper available <p>Book: <u>Click Clack Moo</u>, <u>Cows that Type</u> by Doreen Cronin</p> <ul style="list-style-type: none"> * old typewriter * paper 	<p>Pretend & Learn</p> <p><u>Add "The Little Red Hen" book and:</u></p> <ul style="list-style-type: none"> * large mixing bowl * small container flour *empty yeast pack * small scoop * wooden spoon * measuring spoons * loaf pans * pot holders * recipe card * 2 bakers hats

<p>Library List Books added: <u>The Farm Alphabet Book</u> (Jane Miller), <u>The Cow That Went Oink</u> (Bernard Most), <u>The Cow Who Clucked</u> (Denise Fleming), <u>Farming</u> (Gail Gibbons), <u>Big Red Barn</u> (Margaret Wise Brown), <u>Color Farm</u> (Lois Ehlert), <u>Mrs. Wishy-Washy's Farm</u> (Joy Cowley), <u>Barnyard Banter</u> (Denise Fleming), <u>Food from Farms</u> (Nancy Dickmann), <u>Big Fat Hen</u> (Keith Baker), <u>I Went Walking</u> (Sue Williams)</p>	<p>Thematic Center <u>Scarecrow Station:</u> * Pair of old jeans, * long sleeve shirt * lots of newspaper to crumble and stuff. Move to playground when finished. <u>Farmer's Market</u> * shopping baskets, * plastic fruits/veggie * a cash register, \$\$ * paper, pencils * scale to weigh food * Farmer role to tally what customers want Obj: Child demonstrates understanding as consumer. PKG VII.B.2.</p>	<p>Construction Center * Sorting chart for farm vs. non-farm animals * Variety of plastic animals * Fencing materials * Blue paper or fabric for a pond * tractors, farm vehicles Obj: Child sorts objects. PKG V.E.1. Children can use the camera to take pictures of the sorting, children's artwork,... Obj: Child prates safe behavior while using digital tools. PKG X.A.5.</p>	<p>Creativity Farm/Barn creations: * green, brown, blue, red, etc. playdoh * popsicle sticks * small farm animals (ducks, sheep, cows,) Obj: PKG VIII.A.1. <u>Yarn collage:</u> * wool yarn (made from sheep's fur) * glue, * construction paper Obj: Child shows control of tasks requiring hand-eye coordination. IX B.2.</p>	<p>ABC Center <u>Picking a Crop:</u> * paper carrots with letters marked on them, pushed partway into brown paper (to resemble them in the ground). Children can pull carrots to name the letters and then match letters on word cards Ex: letters on carrots c,o,w,r,n,a,t for words- cow, corn, cat) Obj: Child names letters. PKG III.C.1</p>	<p>Technology "Ploughing and Sowing of Wheat Seed" video clips from a drone showing tractors in action-link to video at www.youtube.com/watch?v=YACICuN-hHw and "Farm Animals & their Sounds" shows video clips of a variety of farm animals www.youtube.com/watch?v=TfUfFMB-peA Obj: Child uses tech to access appropriate information. PKG X.A.4.</p>
<p>10:10 – 10:20 a.m. Bathroom Request</p>	<p>Teacher will use a clipboard with a list of the children's names on a laminated page and walk around the room to ask each child if they would like to use the restroom before going outside. The children can be encouraged to put a check mark next to their own name after being asked if they need to use the bathroom.</p>				
<p>10:20 -10:25 a.m. Transition to Outside</p>	<p>Sing "Old MacDonald had a Farm" and show the word and picture cards (cow, sheep, duck, horse and pig) at the head of the line to get children interested and focused on lining up to go outside. Change how to walk outside daily (waddle like a duck, gallop like a horse, etc) Obj: Child recognizes and creates patterns. PKG V.E.3. Encourage children to join in the song and predictable chorus.</p>				
<p>10:25 -11:10 a.m. Outside Time</p>	<p><u>"Farmer in the Dell"</u> Children can choose to</p>	<p><u>Little Red Hen Animal Masks:</u> Paper animal</p>	<p><u>Barn Safe Place</u> * Farm theme books,</p>	<p><u>Play Duck, Duck, Goose</u> with the children who</p>	<p><u>Water Painting</u> * cups of water</p>

Materials taken outside and brought back inside daily.	join this circle game. Obj: Child shows competence in initiating social interactions. PKG I.C.3.	masks with eye holes will be available for story re-tell. Obj: Child creates or recreates stories. PKG VIII.C.1.	* Towels and blankets for children to spread out and sit on while reading Obj: Child self-selects books. PKG III.A.2.	would like to join. Obj: Child coordinates sequence of movements to perform tasks.	* paintbrushes * laminated farm word cards with pictures Obj: Child intentionally uses marks to record language. PKG IV.A.1.
11:10-11:15 a.m. Transition	Sing "Baa-Baa Black Sheep"	Sing "Mary Had a Little Lamb"	Sing "Five Little Ducks"	Come home cows! Ring a cowbell and ask them to swish their tails and sway. Repeat the book verse from Tuesday.	Sing "Grandpa's Farm" We're on our way (2x), On our way to Grandpa's. Repeat. Down on Grandpa's farm there is a _____(little red hen.) The _____(hen), she makes a sound like this: ____ "Cluck, Cluck."
11:15-11:30 Circle Time #2 Language Art Content Each day a song or finger play and a book read are included with discussion. <u>Book discussions:</u> Book concepts (Author, Illustrator, Title, front/back cover, spine) Equity Sticks used to ask open-ended questions during the	Read " <u>Big Red Barn</u> " (Author: Margaret Wise Brown) Name the animals on the cover Questions: Why do farms have a barn? (Animal shelter, protect farm vehicles and equipment, place to milk the cows,...) - What types of animals would you find inside a barn? Name farm animals. -What else would you find inside a barn? (hay for the animals, crop storage). To mention: baby horse= foal, baby cow;	Ring a cow bell and Read " <u>When the Cows Come Home</u> " Discuss book concepts: Author David Harrison. Questions: What do you think this book is about? What do you think the cows will do next? As we read the book, I want you to listen to the rhyming words and then I will ask you what rhyming words you heard. Draw attention to the text on the haystacks. Follow up on the responses to the	Read " <u>Serious Farm</u> " by Tim Egan. Give friendly definition for "serious" Questions: Why do you think the animals left the farm? How can the farmer solve the problem? How does he feel? What does he tell the animals? The barn does provide protection and I would tell the farmer that it is okay to be different and still be part of a group. Talking about our problems allows other	Read " <u>Food from Farms</u> " by Nancy Dickman. Book discussion- compare illustrator with photographer for the pictures. Explain that there are different kinds of farms. Some farms grow only fruits or vegetables, while others raise animals for meat, milk and eggs. Questions: On page 5: What foods do you see for sale at this farmers market? Invite discussion with the photographs.	Read " <u>Jobs on a Farm</u> " by Nancy Dickman. Book discussion: this is a non-fiction book- it gives us information and is written by the same author as yesterday's book. Questions: What jobs do you think will be on a farm? (Jobs: keep farm machinery working, animals fed, and crops harvested. Let's look at the picture and question on the back cover of the book. Why do farmer's water plants? Do you remember why you

book read.	calf. Brown bats are helpful and eat insects!	prediction question.	people to help us. I.B.2.a. Emotions	What foods come from a cow?	watered the seed you planted this week?
11:30-11:40 a.m. Transition to lunch	<ul style="list-style-type: none"> * Handwashing. * Children 				
11:40 a.m. – 12:40 p.m. Lunch Routines	<ul style="list-style-type: none"> * Self-serve family style dining- Children pour their own milk, use the ladles with the serving dishes, etc. Child is aware of where own body is in space (controlling body movements). PKG I.A.1. * Children clean up their area, push in their chairs and put their dishes away. Child demonstrates coordination and balance in isolation. PKG IX.A.1. * Children brush their teeth after lunch. Child practices good habits of personal health and hygiene. PKG IX.C.2. * Children use the restroom, lay out their resting mat and self-select a book, puzzle or quiet activity for rest time. 				
12:40 – 2:40 p.m.	Rest time				
2:40- 2:50 p.m. Transition after rest	<ul style="list-style-type: none"> * Children assist with clean up (books, puzzles, mats, etc.) * Children use the restroom and wash their hands. 				
2:50-3:20 Snack Time	<ul style="list-style-type: none"> * Self-serve family style dining- Children pour their own milk, use the ladles with the serving dishes, etc. Child is aware of where own body is in space (controlling body movements. Obj I.A.1				
3:20-3:35 p.m. Circle Time #3 Math & Science Content	<p>Patterned/Predictable book. Read “This is the Farmer” author Nancy Tafuri. Questions Ask them for predictions on what will happen next. “This is the farmer who kisses his wife...who pats the dog...that scratches a flea...” Read twice. Obj. III.D.1.</p>	<p>Read “<u>Farming</u>” by Gail Gibbons. Questions Ask the children what is on a farm and write their responses on a web:</p>  <p>Obj: Child discusses and contributes ideas</p>	<p>Review the Farm web from yesterday and discuss how farms provide food. Add new words and pictures as mentioned: sheep, cows, goats, pigs, chickens, fruit trees, vegetables, crops, etc.</p> <p>Obj: Child shows understanding by</p>	<p>Read the book “Bread Comes to Life” Author George Levenson. Questions Compare the different types of bread. Provide child friendly definitions for the new vocabulary. If book is unavailable https://www.teachertube.com/video/lesson</p>	<p>Picture walk through the book “Big Red Barn” and ask children questions. What is in the barn? Why do the animals come out of the barn? Why do the animals come back to the barn at night? What else can be found in the barn? (tractor, farm equipment, tools, food storage/hay)</p>

	Sequences main events in a story.	for group writing. PKG IV.B.1.	responding appropriately. II.A.1.	-25-bread-comes-to-life-427246	
3:35- – 4:20 p.m. Children have free choice in Learning Centers with some Small Groups 3:45-4:00	<u>Planting Seeds with:</u> L.C., I.B., M.W.	<u>Planting Seeds with:</u> E.M, F.C.,T.M.	<u>Planting Seeds with:</u> M.P., R.B., T.F.	<u>Planting Seeds with:</u> L.M., M.D., I.B., T.F.	<u>Planting Seeds with:</u> L.C., I.B., M.W
<p>The children will write their own names on the cups (obj:IV.C.3- writes letters) and follow the sequence chart for seeds: measuring the soil, counting the seeds, covering the soil and watering them. (obj: VI.B.2.- life cycle) They will start their own science journal to record growth. (Obj: VI.A.3. –records height.)</p>					
4:20 – 5:15 p.m. Outdoor Play	Variety of cardboard boxes and animal figures. Ask “Which animals are you going to protect in the barn?”	Make horse tails from a piece of yarn tied around their waist with multiple strands of yarn hanging down in the back & gallop!	Ask if any children want to act out the song “Five Little Ducks”.	Place a tarp or old sheet on the ground outside, provide some boxes to use as a barn, hay and plastic farm animals.	Pin a pig tail. Draw a pig outline on the side of the building with chalk. Provide pig tails, an eye mask and some tape for children to pin the tail.
5:15 – 6:00 p.m. Table Top Activities	CAC: 6.12.6 Categories What are some things you would see at a farm? Provide each child time to respond.	Homemade farm puzzles- Laminate farm pictures and cut them to create puzzles.	Farm dominoes Create a set of dominoes using index cards and pictures from farm vocabulary.	B-I-N-G-O cards for children to hold up during song. Obj: Child names letters. PKG III.C.1	Drawing activity- Create a Farm. Provide blank paper and ask children “What food would you grow on a farm?”
Vocabulary to use and emphasize this week	farm, barn, protection, cow, donkey, duck, farmer, goose, chickens, horse, eggs, pig, rabbit, rooster, sheep, scarecrow, lamb, tractor, foal, calf, hay bales, corn field, silo, wheat, crop, pasture, pond, goats, mice, windmill, goat, seeds, harvest, storage				

Child assessment for comprehension. *Teacher has a list with children’s names and annotates observations*

Goal: Farms provide food- Observe children during farm webbing activity and the drawing activity “What food would you grow on a farm?”

Goal: A barn provides protection- Observe children with cardboard box “barns”, while reading stories and during the discussion on Friday about barns.

Goal: Child can name/identify six farm animals. Observe children and ask them to name the animals during farm bingo, farm dominoes and with the animal figures inside and outdoors.