

This is a one-week excerpt from the Starfall Pre-K 2nd Edition Teacher's Guide.

If you have questions or comments, please contact us.

Email: helpdesk@starfall.com **Phone:** 1-888-857-8990 or 303-417-6414 **Fax:** 1-800-943-6666 or 303-417-6434

Starfall[®]

Pre K **Second Edition!**

At the Farm

Unit 5 • Week 15





- 🐞 Begin with free reading and math activities for computers and mobile devices.
- 🐞 Discover even more interactive activities with a Starfall membership!
- 🐞 Shop at store.starfall.com for curricula and educational products.
- 🐞 Find free worksheets, lesson plans, guides, and more on teach.starfall.com.

Starfall Education Foundation P.O. Box 359, Boulder, CO 80306 U.S.A.

Email: helpdesk@starfall.com

Phone: 1-888-857-8990 or 303-417-6414

Fax: 1-800-943-6666 or 303-417-6434

Week 15: At the Farm

Overview & Preparation	370
Learning Centers	374

Day 1

Farm Animals	377
Introduce /m/	378
Introduce "The Little Rooster"	379
Create a Class Farm Book	379

Day 2

"The Farmer in the Dell"	380
Introduce <i>Mm</i>	381
Dramatize "The Little Rooster"	381
Match Upper and Lowercase Letters	382

Day 3

Introduce <i>The Story of Milk</i>	383
List <i>Mm</i> Words, ASL <i>Mm</i>	384
<i>The Troll Who Lived Under the Bridge</i>	385
Estimation	386

Day 4

Milk a Cow!	387
Introduce Final /m/	388
Sequence <i>The Troll Who Lived Under the Bridge</i>	388
Compare Small, Medium, and Large	389

Day 5

Class Farm Book	390
Initial /m/ Guessing Game	391
Teacher's Literature Choice: Farms	392
Story Problems	392

Week 15: At the Farm

This week you will teach the children about farm animals and life on a farm. They will learn that farmers are among the hardest working community helpers, and get a glimpse of the many jobs farmers do. The children will also:

- learn /m/ and identify initial and final /m/ words
- discover the importance of bees
- review hand signs and learn the sign for *Mm*
- practice discriminating between true and not true
- retell stories in their own words
- experience what it is like to milk a cow



Starfall Books & Other Media

The Story of Milk: How Bees Help Cows by Stephen Schutz

The Troll Who Lived Under the Bridge written and illustrated by Craig Deeley

The Troll Who Lived Under the Bridge Sequence Cards *ABC for Gingerbread Boy and Me*

Fairy Tales Read-Along Audio CD

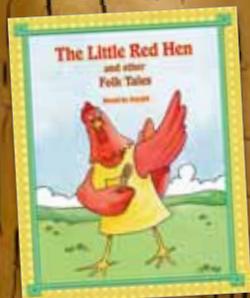
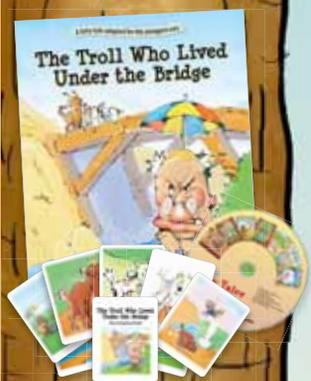
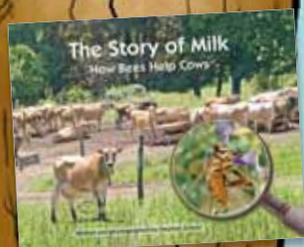
The Little Red Hen and other Folk Tales retold by Starfall

Animal Poster

American Sign Language Poster

Starfall's Selected Nursery Rhymes

Starfall Sing-Along Volumes 1 & 2



Preparation

Prior to Learning Centers, research and bookmark child-friendly websites the children may explore in the Computer Center as they research different types of farms.

Include available farm and farm animal puzzles as choices for Small Group & Exploration this week.

Day One

Morning Meeting — Have the Pets list from Week 14 available. Prepare a sheet of chart paper with the title “Farm Animals.”

Small Group — Provide books about farms and/or illustrations for reference.

Day Two

Circle Time — Prepare four sentence strips: *Sheep live on a farm. I like cows. Pigs love mud! Monkeys do not live on a farm!*

Day Three

Small Group — You will need corn kernels, a large bowl, several disposable aluminum pans, containers of various capacities, sizes and shapes, measuring spoons and paper drinking cups.

Day Four

Morning Meeting — You will need a container of milk, a latex glove filled with milk, straight pins, a bowl, and a small plastic cup.

Small Group — Have empty pint, quart and gallon milk cartons available and collect items that are various sizes such as cups, books, blocks, buttons, paper, plates, etc. You will also need three index cards labeled *small*, *medium*, and *large*.

Day Five

Morning Meeting — Select music to use as the children play “Freeze-a-Roo,” and prepare a chart paper with three columns titled “The Little Red Hen and other Folk Tales,” “The Story of Milk,” and “The Troll Who Lived Under the Bridge.”

Story Time — Choose two stories or informational texts about a farm to share. The children will vote to determine which one you will read. Suggestions include:

- *Baby Farm Animals* by Garth Williams
- *Barnyard Dance* by Sandra Boynton
- *Big Red Barn* by Margaret Wise Brown
- *Mrs. Wishy-Washy’s Farm* by Joy Cowley
- *On Grandpa’s Farm* by Vivian Sathre

Looking Ahead

For Week 16 you will need a feather for each child. Check your local craft stores, or purchase feather dusters to pull apart.

I love learning about animals. Have you ever been to a farm? I’ve always wanted to visit one!

Your pal,
Gingerbread Boy

Day 2

I think it would be fun to be a farmer. Do you know what farmers do?

Love,
Gingerbread Boy

Day 3

Do you know it is important to have bees on a farm? Today’s story will explain why.

Your friend,
Gingerbread Boy

Day 4

I love milk. What is your favorite drink?

Your pal,
Gingerbread Boy

Day 5

I had so much fun learning about farms. I didn’t know milk comes from cows and goats, too!

Love,
Gingerbread Boy

GATHERING ROUTINE

Morning Meeting

Gingerbread Boy's Message

Animal Poster



Introduce farm animals

"Old MacDonald Had a Farm"

Gingerbread Boy's Message

"The Farmer in the Dell"

List a farmer's jobs

LEARNING CENTERS

Circle Time

Phonological Awareness:
Alphabetical Order

"The Alphabet Song"

Introduce and listen for /m/

"Monkey" riddle

"Five Little Monkeys"

Phonological Awareness:
Count Words in a Sentence

Introduce *Mm*

Mm

*ABC for Gingerbread
Boy and Me*

Story Time

Review farm animals

"Old MacDonald Had a Farm"

Introduce farmers and their jobs

"The Little
Rooster"



Vocabulary: crops, rooster

"The Little
Rooster"

"Five Little
Farmers"



Perform farmer's actions

Vocabulary: plow, mend, chore

Small Group & Exploration

Children draw themselves as
farmers and write sentences

Match uppercase/lowercase
letters: *Aa, Bb, Cc, Ee, Ll, Mm, Nn,
Pp, Rr, Ss, Tt*

Day Three

Day Four

Day Five

GATHERING ROUTINE

Gingerbread Boy's Message

"Five Little Bees"

"True or Not True"

The Story of Milk



Vocabulary: alfalfa

Gingerbread Boy's Message

The Story of Milk

Milk a cow

Vocabulary:

udders



Gingerbread Boy's Message

Retell stories

Choose class favorite book

LEARNING CENTERS

Phonemic Awareness: Blend
Consonant/Vowel/Consonant

ABC for Gingerbread Boy and Me

Introduce ASL sign
for *Mm*



List initial /m/ words

"Where Is /m/?"

Phonological Awareness:
Syllables

"Mistress Mary"

Introduce final /m/

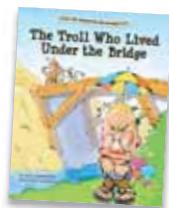
Phonological Awareness:
Rhyming Words

"Where Is /m/?"

Solve initial /m/ riddles

*The Troll Who Lived Under
the Bridge*

Answer questions



*The Troll Who Lived Under the
Bridge* Sequence Cards



"Little Boy Blue"

Teacher's Literature Choice:
Farms

Estimate and check capacity



Small, medium and large sizes

Sort objects

Story Problems

WEEK 15

LEARNING CENTERS

Technology

Uses technology independently to explore concepts and gain information

Uses technology for research with teacher's support

Navigates simple on screen menus

Becomes familiar with interactive applications, games or activities

Computer Center

Activity — Children enjoy *I'm Reading*, "Dragon Goes to the Farm," and *Math Songs*, "Five Little Farmers" (after Day 2). They explore predetermined websites to research different types of farms.

The children also review /k/ and /e/ and reinforce /m/ at ABCs: C, E, and M.

Interaction & Observation

- While some computer tasks are specifically guided or assigned by you to reinforce skills, children's computer-related experiences should also allow open-ended activities of their choice.
- Encourage the children to share results of their research.

Materials

- Computers set up to access *Starfall.com*
- Headsets

Creative Arts

Shows care and persistence in a variety of art projects

Fine Motor Skills

Uses writing and drawing tools

Writing

Writes own name

Art Center

Activity — Each child illustrates and colors his or her favorite farm animal on a paper square. Children write their names, beginning with a capital letter, and write or copy the names of the animals on the front of their illustrations.

Interaction & Observation

- Encourage children to use their imaginations by resisting the urge to provide adult-made samples for the Art Center.
- Since children tend to be more interested in the process than the product, allow them to enjoy art for the experience, the exploration, and the experimentation.

Materials

- 4" by 4" manila paper square for each child
- Crayons, pencils

Print Concepts

Demonstrates/ Understands directionality in print

Reading

Engages in group reading activities with purpose and understanding

Interacts appropriately with books and other materials in a print-rich environment

Library Center

Activity — Children read and listen to audio versions of the stories they heard this week.

Interaction & Observation

- As you read to children, casually assess their print/book awareness by asking questions or giving directions such as: Which page should we read first? Point to a letter. Put your fingers under a word. Show me an uppercase letter. Can you find a lowercase letter?

Materials

- The Little Red Hen and other Folk Tales*
- The Story of Milk* (after Day 3)
- Read-Along Audio CDs
- Books about farms and farm animals

Dramatic Play Center

Activity — Children create and play in a farmhouse and/or a barn. The farmer, his wife and children take care of the stuffed farm animals. Some children can also pretend to be farm animals while others feed and care for them.

Interaction & Observation

- Reading and writing materials provide children with another opportunity to handle books, paper, pencils, and pens.
- Participate in children's play to model the uses of writing (lists of chores, animals to feed, seeds to plant, fences to mend, cows to milk, etc.)

Materials

- Farmers' clothing: straw hats, boots, overalls, bandanas
- Stuffed farm animals or puppets
- Books about farm life
- Paper, pencils, pens

Creative Arts

Engages in cooperative pretend play with other children

Represents fantasy and real-life experiences through pretend play

Print Concepts

Understands print conveys meaning

Construction Center

Activity — Children use the available materials to create a farm with barns, fences, and a farmhouse. Encourage them to build pens or other structures to scale for various plastic farm animals by using different types of blocks, cubes, etc. The children use a digital camera or tablet to take photos of their creations.

Interaction & Observation

- Although children are encouraged to solve their own problems and assume responsibility for their own achievements, sometimes teacher intervention is necessary.
- When a task seems too difficult at the child's present level of development, provide help that will result in further learning and satisfaction.
- With your assistance, children can succeed at cognitive or social levels beyond those they could have achieved on their own.

Materials

- Plastic or wooden farm animals
- Wooden blocks
- Various building toys
- Books about farms, farm animals
- Digital camera or tablet

Social/Emotional Development

Accepts guidance and direction and seeks support when needed

Works with others to solve problems

Technology

Uses a device to take pictures

Understands common technology terms, such as computer, Internet, mouse, keyboard, device, tablet, and printer

Writing Center

Activity — Each child writes his or her name (beginning with a capital letter) at the bottom of a sheet of paper, then illustrates and colors him or herself as a farmer.

With your help or with inventive spelling, the children write one thing they would do if they were farmers (milk cows, feed pigs, ride tractor, etc). Compile the illustrations into a class book. Children decorate its cover. Place it in the Library Center when complete.

Interaction & Observation

Use Learning Centers as opportunities to assess the children's development, collect samples of their work, and observe their skills. Does the child use letters to represent written language? Connect sounds in a word with their letter forms? Attempt to write messages?

Materials

- Sheet of paper for each child
- Crayons, pencils

English Conventions

Recognizes first letter of names is capitalized

Print Concepts

Recognizes spoken words are represented in written language by specific sequences of letters

Writing

Writes own name

Uses writing tools and materials



Discovery Center

Science

Investigates properties of earth materials including water, soil, rocks, and sand

Designs, builds, analyzes, and modifies structures using blocks or other classroom materials

Social Studies

Recognizes aspects of the environment, such as roads, buildings, trees, gardens, bodies of water, or land formations.

Activity — Children continue to use the sand table to create fields, hills, valleys, creeks, rivers, brooks, roads and pastures on a farm.

They add small amounts of water from spray bottles to the sand to create farm roads, fields for the farm vehicles, and pastures for the animals.

Interaction & Observation

- Ask “how” and “why” questions as children play.
- Provide many opportunities for children to generate their own thoughts and ideas.
- Have the children identify and describe the landforms and roads they create.

Materials

- Sand table
- Plastic farm animals
- Toy tractors and farm machines
- Spray bottles of water

Math Center

Math

Combines and separates sets of objects to create new sets

Uses measurable attributes to compare objects

Orders objects by measurable attributes

Preparation — Provide a container of an assortment of seeds of different sizes.

Activity — Children work together or individually to order sets of 3 seeds at a time by size (small, medium, large).

Interaction & Observation

- As you visit with children, encourage them to make comparisons.
- Determine whether children are acquiring understanding of the concept of ordering by size and understand that size is relative. A small seed in one set can be a medium or large seed in a different set.

Materials

- Container of various types of seeds



Gathering Routine

Continue this routine and and Week 14 counting activity.

Morning Meeting

Materials

-
- Dragon

Warm Up Your Brain

Play "Stretch and Reach." The children stand and follow your directions:

- **Stretch your right arm up toward the ceiling.**
- **Bend to the left.**
- **Stand up straight and switch arms (left arm stretched).**
- **Bend to the right.**
- **Stand up straight.**
- **Stretch both arms up and cross them.**
- **Bend to the left then bend to the right.**
- **Stand up straight with your arms at your sides.**

Gross Motor Skills

Combine a sequence of large motor skills

Moves with balance and control

I love learning about animals. Have you ever been to a farm? I've always wanted to visit one!
Your pal,
Gingerbread Boy

Farm Animals

Read and discuss Gingerbread Boy's message.

Say: **Stand if you have ever been on a farm.** (Children do this, then sit.) **Stand if you would like to visit a farm.**

Indicate the Animal Poster and identify the animals (rabbit, cow, bear, dolphin). Ask: **Which of these animals lives on a farm?** Discuss reasons a bear or a dolphin would not live on a farm.

Indicate the Pets chart paper. Say: **Last week we talked about pets. Let's review the list of animals that make good pets.** (Review the list.) **This week we will talk about animals that live on farms. Let's make a list of farm animals.** List responses on the prepared chart paper. If children do not mention *rooster*, Gingerbread Boy suggests it. Other suggestions include *pig, cow, sheep, dog, cat, mouse, horse, chicken, rooster, hen, rabbit, goose, duck, turkey, donkey, and goat*. Discuss the plural forms of these animal names.

Indicate *Nursery Rhymes* page 21, "Old MacDonald Had a Farm." Ask: **Do you see some of these farm animals on our list?** (chick, cow, pig, geese, horse, duck) **Look at these geese. Geese are birds with long necks. How many geese are in the picture?** A volunteer points to each one as the children count the geese together.

Point out that geese is the plural form of the word goose. Ask: **What is one of these birds called?**

Play *Nursery Rhymes* Audio CD Track 17. Children sing "Old MacDonald Had a Farm" as you indicate the pictures. The children may add to the list as the week progresses. Attach clip art of the animals next to their names or use the Starfall Generator to create farm animals to attach.

Materials

-
- Animal Poster
-
-
- Pets chart paper
-
-
- Prepared "Farm Animals" chart
-
-
- Marker
-
-
- Starfall's Selected Nursery Rhymes*
- (Book & Audio CD)

English Conventions

Forms regular plural nouns

Science

Describes characteristics in the appearance, behavior, and habitats of animals

Notifies similarities and differences among various living things



Social/Emotional Development

Recognizes and regulates emotions, attention, impulses and behavior

Alphabet Knowledge

Recites the alphabet in sequence

Creative Arts

Enjoys participating in a variety of music activities

Math

Understands subtraction as taking away from

Phonological Awareness

Recognizes beginning sounds in words



LEARNING CENTERS

See Learning Centers for Week 15, pages 374-376. After cleanup, the children gather to share times they used self talk or calming techniques.

Circle Time

Phonological Awareness: Alphabetical Order

Say: **Let's sing "The Alphabet Song."** Play *Sing-Along Volume 1* Track 2. Children sing "The Alphabet Song." **(Optional:** Visit *Starfall.com*: ABCs.)

Materials

- Starfall Sing-Along Volume 1*

Introduce /m/

Say: **Grandmother has a riddle for us. Listen to her clues to solve this riddle.** Grandmother reads the riddle "Monkey." Children solve the riddle.

Indicate the *man, meat, monkey, and mop* Picture Cards. Say: **Here is a picture of a monkey. Say, monkey. Monkey begins with /m/. Say /m/.** Continue:

- **Meat begins with /m/. Say, meat. Say /m/, meat.**
- **Man begins with /m/. Say, man. Say /m/, man.**
- **Say, mop. What sound do you hear at the beginning of mop?** (Children respond, /m/.)

Say: **Listen to these two words and tell which one begins with /m/, tiger or meow.** (Children respond, *meow*.) **Right! Meow begins with /m/. Say /m/.** (Children repeat, /m/.) **Listen again. Which one begins with /m/, dog or monkey?** (Children respond, *monkey*.)

Ask: **Do monkeys live on farms?** (Volunteers respond.) **No, monkeys live in jungles where there are lots of trees.**

Grandmother says: **Let's pretend we are monkeys.** (Children swing their arms or make the "oo" sound.)

Grandmother continues: **Listen to these words. If you hear /m/ at the beginning of the word, act like a monkey. If the word doesn't begin with /m/, sit down. Ready?** Use: *meadow, tent, mitten, puppy, mother, rabbit, and mouse.*

Play *Sing-Along Volume 1* Track 10. Children sing "Five Little Monkeys" and perform the appropriate actions.

Materials

- Grandmother
- Picture Cards: *man, meat, monkey, mop*
- Pocket chart

Monkey

*I am an animal.
My favorite snack is bananas.
You can find me swinging
from tree to tree.
My name begins with /m/
What am I?*

Five Little Monkeys

*Five little monkeys
(Hold up five fingers.)
Jumping on the bed
(Jump up and down.)
One fell off and bumped his head
(Fall down and hold your head.)
Mother called the doctor
and the doctor said,
(Pretend to make a call.)
"No more monkeys
jumping on the bed!"
(Shake your index finger.)*

*Four little monkeys...
Three little monkeys...
Two little monkeys...*

*One little monkey
Jumping on the bed
He fell off and bumped his head
Mother called the doctor
and the doctor said,
"Get those monkeys back to bed!"*

Generate five monkey pictures using the picture generator. Attach each monkey to a craft stick for use during "Five Little Monkeys."

Story Time

Introduce “The Little Rooster”

Indicate and review the Farm Animals list. Ask: **Where do farmers live and work?**

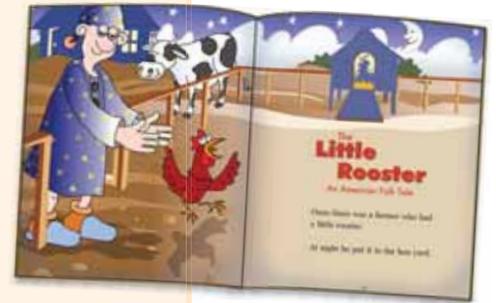
Explain: **Farmers live and work on farms. They feed and take care of animals and grow crops.** (Children repeat, *crops*.) **Crops are the fruits, vegetables and grains farmers grow in their fields. Farmers work from early in the morning before the sun comes up until evening when the sun goes down, taking care of their crops and animals. Farmers also work to repair fences, barns, animal pens and other farm buildings.**

Indicate *The Little Red Hen and other Folk Tales* page 63, “The Little Rooster.” Say: **“The Little Rooster” is a folk tale about a farmer and his rooster. A rooster is a male, or boy, chicken.**

Children describe the illustrations and actions on each page as they picture-walk through the story.

Read “The Little Rooster.” Ask: **Do you think the farmer was smart to get rid of his rooster? Why?**

Lead the children to discuss alternate endings to the story.



Materials

- Farm Animals list
- The Little Red Hen and other Folk Tales* by Starfall

Reading

Makes connections using illustrations/photos, prior knowledge, real-life experiences

Recognizes common types of literature

Social Studies

Recognizes the roles and responsibilities of various workers in their community

Vocabulary

Discusses words and word meanings

Small Group & Exploration

If I Were a Farmer

Say: **Pretend you are a farmer. Think of an animal you would like to have on your farm.** (Volunteers share their choices.)

Distribute Writing & Observation Journals. Say: **When I want to write something and I am afraid to try, I tell myself I’m going to be a great at writing today! Every time I write I will get better.**

Continue: **Now it’s your turn. Say, every time I write I will get better.** The children repeat.

Say: **Illustrate yourself as a farmer and add the animal you would like on your farm next to you. Then write a sentence to explain why you chose that animal.**

Encourage children who are ready to use inventive spelling or scribble writing. Add adult writing beneath the children’s writing.

Children will share their journal entries on Day 5.

Materials

- Writing & Observation Journals
- Pencils, crayons, markers
- Books with farm animals (for picture guides)

Approaches to Learning

Uses self-talk as a strategy

Social Studies

Recognizes the roles and responsibilities of various workers in their community

Writing

Recognizes writing as a way of communicating for a variety of purposes, such as giving information, sharing stories, or giving an opinion

Explores letter-sound relationships while writing

Morning Meeting

Materials

- Dragon

Warm Up Your Brain

Play "Twist and Shout." Children follow your directions:

- **Twist at your waist with your arms stretched to the sides.**
- **Shout "1-2-3-4-5."**
- **Bend at your waist and touch your toes.**
- **Shout "6-7-8-9-10."**
- **Bend at your waist and touch your right toes with your left hand.**
- **Shout "11-12-13-14-15."**
- **Now use your right hand to touch your left toes.**
- **Shout "16-17-18-19-20."**

Gross Motor Skills

Moves with an awareness of personal space in relationship to objects and others

Moves with balance and control

Speaking & Listening

Follows simple and multiple-step directions

"The Farmer in the Dell"

Read and discuss Gingerbread Boy's message.

Say: **Farmers work on farms.** (Children repeat, *farmer*.)
They have many jobs. One of a farmer's most important jobs is to take care of the animals on the farm.

Indicate *Nursery Rhymes* pages 10-11, "The Farmer in the Dell." Children describe the illustrations then you read the text. Review the order of the characters. (farmer, wife, child, dog, cat, rat, cheese)

Gather the children in a circle. A volunteer becomes the farmer and stands in the center of the circle. Explain that during the song the farmer will choose a wife, who will join him in the circle. The children will repeat this procedure until the cheese is chosen, then all characters will join the outer circle. Play *Nursery Rhymes* Audio CD Track 7. Children sing "The Farmer in the Dell" and choose characters. Repeat to give others a turn.

Explain that farmers not only take care of animals, they also grow foods to sell in stores. Ask: **What foods come from farms?** (Accept responses.)

Indicate the chart paper and write the sentence stem, "A farmer..." Say: **Let's pretend we are farmers. What are some jobs we might do on the farm? I'll write them on this chart paper.**

Gingerbread Boy whispers that if he was a farmer, one of his jobs would be to clean the barn. Write "clean the barn" on the chart paper. Children identify other jobs to add to the list.

Materials

- Starfall's Selected Nursery Rhymes* (Book & Audio CD)
- Chart paper
- Marker

Social Studies

Recognizes the roles and responsibilities of various workers in their community

Understands that an individual earns money through work

Understands that money is needed to exchange for goods and services

Writing

Contributes to a shared writing experience or topic of interest

I think it would be fun to be a farmer. Do you know what farmers do?
Love,
Gingerbread Boy

Social/Emotional Development

Recognizes and regulates emotions, attention, impulses and behavior

LEARNING CENTERS

See Learning Centers for Week 15, pages 374-376. After cleanup, the children gather to share times they used self talk or calming techniques.

Circle Time

Phonological Awareness: Words in Sentences

Say: **Listen to this sentence. I like cows. Now, you say it.** (Children repeat, *I like cows.*) Ask: **How many words did you hear?** (Children respond.) Let's check. Display the *I like cows* sentence strip. As you read the sentence draw a rectangle around each word. Children count the number of words in the sentence as you indicate each word. Call attention to the spaces between them and discuss the reason for them. Repeat with the remaining sentence strips.

Materials

- Prepared sentence strips

Phonological Awareness

Distinguishes individual words within spoken phrases or sentences

Print Concepts

Understands words in print are separated by spaces

Understands that letters form words

Print Concepts

Focuses on letter names and shapes

Recognizes relationship between illustrations and text

Phonics & Word Recognition

Associates letters with their names and sounds

Phonological Awareness

Isolates and pronounces the initial sounds in words



Introduce Mm

Indicate the *Mm* Letter Card. Say: **This is the letter Mm.** (Children repeat, *Mm.*) **One Mm is uppercase and one is lowercase, but both letters are Mm. The letter Mm stands for /m/ (m sound). Each time I touch the letter Mm, say /m/.** (Touch the Letter Card several times, quickly and slowly as children say /m/.)

Say: **Let's sky write uppercase Mm.** (Demonstrate) **Now, let's sky write lowercase Mm.** (Demonstrate) **Now find a partner.** (Children find partners.) **Take turns and use your finger to write uppercase Mm on your partner's back.** After they have done this several times say: **Now write lowercase Mm.**

Indicate the star. Grandmother asks: **Who can find the letter Mm on the Alphabet Chart?** (A volunteer identifies *Mm* and attaches the star on or above the Wall Letter Card.)

Indicate *ABC for Gingerbread Boy and Me*. Say: **Let's look at Mm. Here are some pictures of things that begin with /m/.**

- Identify each picture. Children repeat.
- Isolate the beginning sound. (Example: monkey, /m/.)
- Indicate the word below each picture. Say: **Here is the picture; here is the word that names the picture.**
- Discriminate between picture/word. (Example: Indicate the picture of the monkey, then indicate the word, monkey.)

Encourage children to bring items, (or pictures of items), from home that begin with /m/.

Materials

- The Little Red Hen and other Folk Tales, "The Little Rooster"* by Starfall
- Starfall Sing-Along Volume 2*

Story Time

Dramatize "The Little Rooster"

Indicate "The Little Rooster." Volunteers retell the story in their own words.

Divide the class into two groups. Children in Group 1 are farmers, and children in Group 2 are roosters. Read the story. The children dramatize their respective parts as you read.

Approaches to Learning

Uses imagination in play and interactions with others

Creative Arts

Participates in movement using fingerplays, songs, and rhymes

Reinforces concepts through dramatic play

Math

Uses ordinal numbers from first to fifth

Reading

Recognizes cause and effect

Social Studies

Understands that an individual earns money through work

Understands that money is needed to exchange for goods and services

Vocabulary

With guidance and support, explore word relationships and nuances in word meanings

Ask: **Why does the farmer need to grow food crops on his farm? Why is it important for the farmer to take care of his garden?** (Children share answers.)

What would happen if the farmer:

- **didn't plant his garden?**
- **never fed the animals?**
- **didn't clean the barn or pens?**
- **slept all day and didn't work on the farm?**

Say: **Here is a song about five farmers. Listen to learn what chore each farmer did. Chore is another word for job. Say, chore.** (Children repeat, *chore*.)

Play *Sing-Along* Volume 2 Track 11, "Five Little Farmers."

Select five children to represent the five farmers. Children recall each farmer's chore. Explain the meaning of *plow* and *mend*.

- The first farmer milked the cow.
- The second farmer went to plow.
- The third farmer fed the hens.
- The fourth farmer mended the broken pens.
- The fifth farmer took vegetables to town.

Children sing and perform the actions to "Five Little Farmers."

Five Little Farmers

*Five little farmers woke up with the sun,
For it was early morning and chores were to be done.
The first little farmer went to milk the cow.
The second little farmer thought he better plow.
The third little farmer fed the hungry hens.
The fourth little farmer mended broken pens.
The fifth little farmer took his vegetables to town,
Baskets filled with cabbages and sweet potatoes brown,
And when the work was finished,
And the western sky was red,
Five little farmers tumbled into bed.*

Small Group & Exploration

Match Upper and Lowercase Letters

Place the Uppercase Letter Cards face down in a pocket chart or on a table and the Lowercase Letter Cards in a bag or basket.

Indicate the Uppercase Letter Cards. Say: **Pretend the uppercase letters are the mommy and daddy letters. Let's say their names.** Volunteers, in turn, reveal a Letter Card. The class identifies each letter aloud.

Indicate the bag or basket. Say: **In this basket (bag) are lowercase letters. They are like the babies! Let's see if we can match the babies with their mommies or daddies.** Volunteers take turns selecting Lowercase Letter Cards from the basket and matching them to the corresponding Uppercase Letter Cards. Once matched, classmates confirm (or correct) the match and sky write upper and lowercase letters.

Materials

- Uppercase Letter Cards: A, B, C, E, L, M, N, P, R, S, T
- Lowercase Letter cards: a, b, c, e, l, m, n, p, r, s, t
- Bag or basket
- Optional:**
- Pocket chart

Alphabet Knowledge

Recognizes and names most letters of the alphabet

Print Concepts

Focuses on letter names and shapes



If the children struggle matching upper and lowercase letters, teach them to use the Alphabet Chart for clues.

Gathering Routine

Continue this routine and and Week 14 counting activity.

Morning Meeting

Warm Up Your Brain

Play *Sing-Along Volume 2* Track 10. Children sing "Five Little Bees."

Select five volunteers to play bees and number them one to five. Indicate each volunteer and introduce them as the first bee, second bee, and so on. Designate locations for imaginary flowers and a hive. Instruct the children pretending to be bees to follow the cues in the song. Play "Five Little Bees."

Repeat with five new volunteers.

Materials

- Starfall Sing-Along Volume 2*
- Dragon

Five Little Bees

(Melody: "One Little Elephant Went Out to Play")

One little bee was on a flower blue,
 Along came another and that made two.
 Two little bees worked hard as can be
 Along came another and now there are three.
 Three little bees looked for flowers more
 Along came another and now there are four.
 Four little bees flew back to their hive
 Along came another and now there are five
 Five little bees met with all their friends
 And that is how our poem ends!

Creative Arts

Enjoys participating in a variety of music activities

Math

Understands and uses ordinal numbers

Understands addition as adding to

Do you know it is important to have bees on a farm? Today's story will explain why.
 Your friend,
 Gingerbread Boy

Introduce *The Story of Milk*

Read and discuss Gingerbread Boy's message.

Explain: **One important job of a farmer is to feed the animals that live on the farm. That means farmers need a large amount of food that animals like to eat. So farmers plant crops, which are fields of plants.**

One crop, or plant, that farmers grow on their farms is hay, or alfalfa. Say alfalfa. (Children repeat, *alfalfa*.) **Cows, sheep, and horses love to eat alfalfa! Let's pretend we are farmers planting our crops.** The children perform actions that correspond with the words.

- The farmer plants seeds in the ground.
- The farmer sprinkles plant food called fertilizer on the ground.
- The farmer waters the seeds.
- The farmer pulls the weeds.

Indicate *The Story of Milk*. Say: **The title of this book is *The Story of Milk*. The author's name is Stephen Schutz. There is no illustrator because the pictures in this book are photographs. This book is nonfiction because it is a true story about real bees and cows.**

Read and discuss *The Story of Milk*. Encourage children to ask questions about the text and illustrations.

Materials

- Starfall Sing-Along Volume 2*
- The Story of Milk: How Bees Help Cows* by Stephen Schutz

Reading

Retells important facts from an informational text

Science

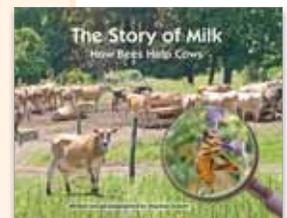
Recognizes that living things have similar needs for water, food, and air

Speaking & Listening

Asks and answers questions in order to seek help, get information, or clarify something that is not understood

Vocabulary

Discusses words and word meanings



Use the notes at the end of **The Story of Milk** to provide additional information about pollination.

Say: **Let's play "True or Not True."** Divide children into groups of three or four. They discuss the following comments with their groups and together decide if they are true or not true. Refer to *The Story of Milk* to check answers.

- **Farmers do not need bees on their farms.** (not true)
- **Farmers plant alfalfa for animals to eat.** (true)
- **We drink milk that comes from cows.** (true)
- **Farmers use bikes to help plant crops on their farms.** (not true)

Social/Emotional Development

Recognizes and regulates emotions, attention, impulses and behavior

LEARNING CENTERS

See Learning Centers for Week 15, pages 374-376. After cleanup, the children gather to share times they used self talk or calming techniques.

Phonics & Word Recognition

Demonstrates understanding of one-to-one correspondence of letter and sounds

Phonological Awareness

Blends phonemes into words

Circle Time

Materials

- None

Phonemic Awareness: Blending CVC

Say: **Listen to these sounds, /m/, /e/, /t/. Now you say them.** (Children repeat, /m/, /e/, /t/.) **Let's blend the sounds together into a word, /m/ /e/ /t/, met.** (Children repeat, /m/ /e/ /t/, met.) **Let's try some more.** Repeat for /n/ /e/ /t/ net; /l/ /e/ /t/ let; and /s/ /e/ /t/ set.

List Mm Words, ASL Mm

Children show and describe pictures or items they brought that begin with /m/.

Indicate *ABC for Gingerbread Boy and Me*. Review the pictures and words that begin with *Mm*.

Indicate the chart paper. Say: **Let's make a list of words that begin with the letter Mm. I'll write the words on this chart paper so we don't forget them.** Start with children's names that begin with *Mm* then accept suggestions. Children circle *Mm* in their words after you write them.

Materials

- ABC for Gingerbread Boy and Me* by Starfall
- Chart paper
- Marker
- Starfall American Sign Language Poster
- Grandmother

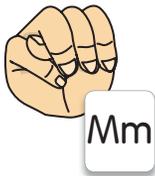
Say: **We have learned the letter Mm and /m/. Now let's learn to make the letter Mm with our fingers.** Indicate the Starfall American Sign Language Poster and demonstrate the sign for *Mm*.

Say: **This is the letter Mm in sign language. Now you try it.** Children sign *Mm*.

Say: **Grandmother would like us to sing her song to remember /m/. Grandmother says: Each time you hear /m/ or the letter Mm, make the Mm hand sign.** Sing "Where Is /m/?"

Where Is /m/?

(Melody: "Where Is Thumbkin?")
 Where is /m/? Where is /m/?
 Here I am. Here I am.
 /m/ in monkey, /m/ in milk
 /m/ /m/ /m/, Mm, Mm, Mm



Story Time

Materials

- The Troll Who Lived Under the Bridge*
as told by Craig Deeley

The Troll Who Lived Under the Bridge

Indicate *The Troll Who Lived Under the Bridge*.

Explain: **The title of this story is *The Troll Who Lived Under the Bridge*. It is a fictional story, written and illustrated by Craig Deeley. A fictional story is not real; it is made up by the author. Who can point to the title of the story? (Volunteers respond.) Who can point to the illustrations or pictures?**

Say: **This book is about an animal you might find on a farm that eats alfalfa and produces milk. Look at the cover of this book. What animal do you think this story is about?**

Read the story, pausing after each page to discuss the following questions:

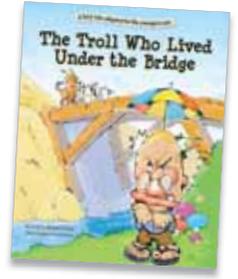
Page	Questions	Answers
2	<i>Barren</i> means there was no grass. Why do you think the hills were brown and barren on one side?	The goats had eaten the good, green grass.
5	Why did the goats want to cross the river?	They wanted to eat the good, green grass on the other side.
7	Who came over the bridge first?	Tiny Gruff
8	Why didn't the troll want Tiny Gruff to cross the bridge?	He would eat all the grass, and turn the hill from green to brown.
11	What did Tiny Gruff promise?	He would only eat a few blades of grass, then come right back.
12	What do you think the troll might do with the seed packets? Who asked to cross the bridge next?	He might plant the seeds. Big Gruff
14	What did Big Gruff promise?	He would only eat a few blades of grass, then come right back.
17	Who came over the bridge next? Why didn't the troll want to let Great Big Gruff cross over to the hill?	Great Big Gruff He didn't want him to eat all the grass.
18	How did Great Big Gruff trick the troll?	He told him his brothers were coming and made him turn around.
21	What happened to the troll? What did Great Big Gruff do next?	Great Big Gruff tossed him into the air. He crossed the bridge and joined his brothers who were still eating.

Reading

Recalls information from stories

Makes inferences

Distinguishes between fiction and nonfiction



23	What happened to the troll?	He fell into the river.
25	What do you think the troll will do next?	He will crawl out of the water.
26	What do you think will happen to the hill where the Gruff brothers are eating?	It will be brown and barren because they will eat all the good, green grass.
29	What did the troll do to make the brown and barren hill green again? Do you think the Gruff brothers will try to cross back over to where the troll is? Why or why not?	He planted grass seeds. Answers will vary.

Small Group & Exploration

Math

Becomes familiar with standard measuring tools and their uses

Uses numbers to predict, estimate and make realistic guesses

Science

Compares, contrasts, and classifies objects and data

Estimation

Place the corn kernels in a large bowl and explain that corn is another food that goats eat. Indicate the other containers of various capacities, sizes and shapes.

Ask questions such as:

- **Which container will hold more corn kernels?**
- **How could we find out?** (Children experiment.)
- **What would happen if we try to put the whole bowl of kernels into a small cup?**
- **Why might some spill out?**

Distribute measuring spoons and paper cups. Say: **Let's guess how many spoons of corn will fit in this paper cup.** (Children estimate.) **Let's see if you are right.**

Children count as they use measuring spoons to fill their cups with corn kernels and compare results.

Materials

- Corn kernels
- Large bowl
- Trays (recyclable aluminum pans)
- Containers of various capacities, sizes and shapes
- Measuring spoons (1 per child in the group)
- Paper drinking cups



Gathering Routine

Continue this routine and and Week 14 counting activity.

Morning Meeting

Warm Up Your Brain

Sing "Animals At the Farm" to the melody of "The Wheels on the Bus." Distribute rhythm instruments for children to keep the beat as they sing.

Materials	
<input type="checkbox"/>	Available rhythm instruments
<input type="checkbox"/>	Dragon

Animals At the Farm

(Melody: "The Wheels on the Bus")

The cows in the barn go

Moo, moo, moo

Moo, moo, moo

Moo, moo, moo

The cows in the barn go

Moo, moo, moo

All around the farm.

Additional verses:

The pigs in the pen go

oink, oink, oink

The hens in the coop go

cluck, cluck, cluck

The rooster on the fence goes

cock-a-doodle-do

The ducks on the pond go

quack, quack, quack

The bunnies in the hutch go

(silently wiggle nose)

Creative Arts

Creates sound using traditional or handmade instruments



Milk a Cow!

Read and discuss Gingerbread Boy's message.

Indicate the container of milk. Say: **Yesterday we learned that we get milk from cows.** Review *The Story of Milk*, pages 11-19.

Indicate the glove filled with milk. Say: **Here is a glove that looks like the parts of the cow that store milk. They are called udders.**

Poke small holes in one or more of the fingers of the glove to demonstrate how milk comes out of a cow. Place a bowl under the glove to catch the milk. Children take turns squeezing the finger(s) of the glove.

Explain: **Milk is used to make many foods like ice cream, milkshakes, yogurt, and butter.** Indicate the chart paper and small plastic cup. Say: **I wonder how many squeezes of milk it would take to fill this cup. Let's estimate, or guess.**

Write the children's names on chart paper. Each child estimates the number of squeezes and you write it next to their names.

Children count as you squeeze the milk from the glove into the small cup. Write the total number of squeezes on the top of the chart paper. Review the estimates and circle those that are closest.

Materials	
<input type="checkbox"/>	Container of milk
<input type="checkbox"/>	Latex glove full of milk
<input type="checkbox"/>	Straight pins
<input type="checkbox"/>	A bowl and a small plastic cup
<input type="checkbox"/>	Chart paper, marker
<input type="checkbox"/>	<i>The Story of Milk</i> by Stephen Schutz

Math

Counts in sequence

Uses numbers to predict, estimate, and make realistic guesses

Science

Investigates states of matter (solid and liquids)

Vocabulary

Discusses words and word meanings

Identifies new meanings for familiar words and applies them accurately

LEARNING CENTERS

See Learning Centers for Week 15, pages 374-376. After cleanup, the children gather to share times they used self talk or calming techniques.

Social/Emotional Development

Recognizes and regulates emotions, attention, impulses and behavior

Circle Time

Phonological Awareness

Blends syllables in spoken words

Creative Arts

Participates in movement using fingerplays, songs, and rhymes

Phonological Awareness

Recognizes beginning and ending sounds in words



Reading

Identifies sequence of events

Speaking & Listening

Speaks in complete sentences

Engages in conversations with peers and adults

Materials

None

Phonological Awareness: Syllables in Words

Say: **Listen to these word parts, tur-key. Let's put the word parts together, turkey. This time let's clap for the parts. Ready? cow** (one clap) Children say, cow. Repeat with *chicken, sheep, horse, donkey, spider, rooster, rabbit, and pig*.

Introduce Final /m/

Indicate the list of *Mm* words. Say: **Let's look at these words that begin with Mm.** Review the list. Ask: **Can you think of any other words you would like to add to the list?** Accept suggestions and add additional *Mm* words to the list.

Review the ASL hand sign for *Mm*. Say: **Here is Mm in sign language. Now you do it.**

Say: **Grandmother found a rhyme she would like to share.** Indicate *Nursery Rhymes* page 28. Read "Mistress Mary." Children stand each time they hear a word that begins with /m/. Play and sing Track 25, "Mistress Mary."

Ask: **Do you know that /m/ can be at the beginning of a word OR at the end of a word? Listen for /m/ in this word: Sam.** (Emphasize /m/ at the end.) **Now you say it: Sam. Where do you hear /m/ in Sam?** (Children respond, the end.) **Say, Sam.**

Grandmother says: **Listen to these words. If you hear /m/ at the end, clap your hands.** Overemphasize /m/ in the following words: *come, ham, sat, pin, stream, and time*.

Materials

Grandmother
 List of *Mm* words from Day 3
 Starfall's Selected Nursery Rhymes (Book & Audio CD)

Mistress Mary

*Mistress Mary, quite contrary,
 How does your garden grow?
 With silver bells and cockle shells
 And pretty maids all in a row.*

Story Time

Sequence *The Troll Who Lived Under the Bridge*

Indicate *The Troll Who Lived Under the Bridge*. Show the illustrations and turn the pages as children listen to the CD.

Display the Sequence Cards in random order in the pocket chart. Encourage discussion as children work together to sequence the cards. If there are questions regarding order, children consider how they might check their answers. (They may use the book.)

Ask: **If you could talk to the goats or the troll what would you ask or say?** Volunteers share their questions and comments. Encourage them to use complete sentences. If necessary, you or Gingerbread Boy may model a question or comment.

Materials

The Troll Who Lived Under the Bridge as told by Craig Deeley
 Fairy Tales Read-Along CD
 The Troll Who Lived Under the Bridge Sequence Cards
 Pocket chart

Small Group & Exploration

Compare Small, Medium, and Large

Ask: **Do you remember the story of *Goldilocks and the Three Bears*? What were the sizes of the bears?** (Volunteers respond.) **Right, Baby Bear was *small*, Mama Bear was *medium-sized*, and Papa Bear was *big*, or *large*.**

Indicate the illustrations of the goats. Ask: **What do you notice about the sizes of the goats?** (They are small, medium-sized and large.) **Let's put them in order of their size.** Begin with the smallest.

Say: **Let's compare the sizes of the goats to the sizes of these containers of milk.**

- **Which container of milk is the smallest?** (Volunteers respond.) **Right, this is a pint of milk.**
- **Which is a medium-sized container?** (Volunteers respond.) **Yes, this is a quart of milk.**
- **Which is the largest?** (Volunteers respond.) **Right, this is a gallon of milk.**
- **Which container holds the most milk?** (Volunteers respond.) **Which holds the least?**

Indicate and identify the small, medium, and large index card labels. Place the index cards on the table side-by-side. Say: **Let's group or sort these objects and place them in the correct groups.**

Display all of the other objects. Children work together to sort them into like groups (i.e. all cups together) and place them under the correct labels.

Materials

- The Troll Who Lived Under the Bridge* Sequence Cards (Tiny Gruff, Big Gruff, Great Big Gruff)
- Milk cartons (pint, quart, gallon)
- Small, medium, and large items such as cups, books, blocks, buttons, paper, plates, measuring spoons
- Index card labels

Math

Compares and orders groups of objects more, fewer, less and/or same

Becomes familiar with standard measuring tools and their uses

Orders objects by measurable attributes



Morning Meeting

Creative Arts

Engages in spontaneous and imaginative play to dramatize real life experiences

Expresses concepts, ideas or feelings through movement

I had so much fun learning about farms. I didn't know milk comes from cows and goats, too!
Love,
Gingerbread Boy

Creative Arts

Demonstrates appropriate audience skills

Describes or explains own artwork

Speaking & Listening

Speaks in complete sentences

Engages in agreed-upon rules for discussions

Social/Emotional Development

Recognizes and regulates emotions, attention, impulses and behavior

Warm Up Your Brain

Play "Freeze-a-Roo." Intermittently play and pause your choice of music. When the music stops, children freeze. Each time they freeze, give one of the following instructions.

Say: **Pretend you are...**

- a bee flying from flower to flower
- a farmer driving a tractor
- a cow eating alfalfa
- a pig playing in the mud
- a farmer picking corn
- the troll falling into the water

Materials

- Teacher's music choice for "Freeze-a-Roo"
- Dragon

Classmates may give a silent clap or a rocket cheer to affirm each other. (To applaud in sign language, place both hands high in the air and twist the hands at the wrists from side to side.)

Share Chair

Read and discuss Gingerbread Boy's message.

Distribute Writing & Observation Journals. Children take turns to sit in the Share Chair and present their journal entries to the class. Encourage them to be good listeners and not interrupt when another child is speaking. They may ask questions as each child finishes. Remind the children that they may use nonverbal communication to show they like what they see and hear by smiling or giving a thumbs up.

Materials

- Writing & Observation Journals

LEARNING CENTERS

See Learning Centers for Week 15, pages 374-376. After cleanup, the children gather to share times they used self talk or calming techniques.

Circle Time

Materials

 None

Phonological Awareness: Rhyming

Say: **Listen to these words, drum/some/from. Now you say them, drum/some/from.** (Children repeat, *drum/some/from*.)

Ask: **What do you notice about these words?** Lead children to recognize they all end with /m/ and they all rhyme. **Here's another one, ham/Sam/Pam.** (Children repeat, *ham/Sam/Pam*.) **What do you notice about these words?** (They end with /m/ and they rhyme.) **Listen carefully, ham/Sam/cup.** (Children repeat, *ham/Sam/cup*.) **One word doesn't rhyme, ham/Sam/cup. Which word does not rhyme?** (cup) **Let's try another one, come/some/toy. Which one does not rhyme?** (toy) **Come and some rhyme.**

Phonological Awareness

Identifies and discriminates rhyming words

Initial /m/ Guessing Game

Indicate the chart paper. Grandmother says: **Let's play a word guessing game. I'll give you some clues. The answer will begin with /m/. (Teacher's name) will write your answers on chart paper. Ready?**

- **What is white, good to drink, and comes from a cow?** (milk)
- **What does a cat say?** (meow)
- **We sang a song about a farmer. His name was Old who?** (MacDonald)
- **What animal can swing by its tail?** (monkey)
- **At night we do not see the sun. What do we see?** (moon)
- **When you are sick, what might your mom or dad give you to help you feel better?** (medicine)
- **We sang a song about a girl who had a garden. Her name was Mistress who?** (mary)
- **What is the opposite of father?** (mother)

Review the list of words. Children circle *Mm* at the beginning of each word.

Sing "Where Is /m/?"

Materials

 Grandmother

 Chart paper

 Marker

Phonics & Word Recognition

Associates letters with their names and sounds

Print Concepts

Connects oral language and print

Where Is /m/?

(Melody: "Where Is Thumbkin?")

Where is /m/? Where is /m/?

Here I am. Here I am.

/m/ in monkey, /m/ in milk

/m/ /m/ /m/, Mm, Mm, Mm

Story Time

English Conventions

Understands and uses question words

Print Concepts

Recognizes relationship between illustrations and text

Reading

Recalls important facts from informational text

Science

Describes characteristics in the appearance, behavior, and habitats of animals

Vocabulary

Connects words and their meanings

Teacher's Literature Choice: Farms

Indicate *Nursery Rhymes* page 26, "Little Boy Blue." Volunteers discuss the illustration. Read the rhyme.

Indicate your two choices of books about farms. Allow the children to vote by a show of hands which book they would like you to read. Discuss the author and illustrator of your book. Picture-walk as children discuss the illustrations and what they see happening on each page. Read the book, briefly introducing new vocabulary as it is encountered. Children take turns responding to *who, what, where, when, why* and *how* questions to retell parts of the story in their own words.

The children take turns sharing something they learned about farms.

Materials

- Starfall's Selected Nursery Rhymes*
- Two teacher's choices of books about farms

Small Group Math

Story Problems

Say: **This week we learned about animals that live on farms.**

Place the Picture Cards in a pocket chart. Continue: **Here are pictures of some farm animals. Let's see if we can name them.** (Do this.)

Place the *cow, goat, and hen* Picture Cards on one paper plate and the *horse and lamb* Picture Cards on the other paper plate. Display the 1-5 Number Cards next to them.

Say: **Let's pretend that the paper plates are fences. How many farm animals are inside the first fence?** (Volunteers respond.) **How do you know? Right, you counted them. How many animals are inside the other fence?** (Volunteers respond.) **How many farm animals are there if we put the animals inside the first fence together with the animals inside the second fence?** (Volunteers respond.) **Let's see if you are right.**

Volunteers put the Picture Cards together and count them to determine there are five.

Distribute drawing paper and a pencil to each child and they print their names at the bottom.

Say: **Today we will learn how to write a math sentence. Let's put the cow, goat, and hen back inside their fence, and the horse and lamb back inside their fence.** (Volunteers do this.)

Ask: **How many animals are inside the first fence? Right, 3. I will write 3 on my paper.** (Demonstrate) **How many animals are inside the second fence? Right,**

Materials

- Picture Cards: *cow, goat, hen, horse, lamb, ostrich, pig, sheep*
- Drawing paper and pencil for each child
- Two paper plates
- Number Cards 1-5
- Pocket chart

Math

Understands addition as adding to

Combines sets of objects to create new sets

Recognizes and names numerals

Uses concrete objects to solve problems

there are 2. I will leave a little space and write 2 next to the 3. (Demonstrate)

Continue: **If we put the cow, goat, and hen together with the horse and lamb, we are adding them together.**

Place a plus sign between the 3 and the 2. Say: **This is a plus sign. It is a math sign that tells us we are adding things together. The math sentence reads 3 plus 2. What is 3 plus 2?** (Volunteers respond.) **Yes, 3 plus 2 equals 5.**

Add an equal sign. Say: **This is an equal sign. 5 is the answer, so I will add that to the sentence. Let's read the math sentence together.** (Do this.) **Now you copy the math sentence on to your paper.** The children do this.

When the children are finished, repeat the above procedure with the ostrich on one plate and the pig and sheep on the other. The children write the math sentence with you.