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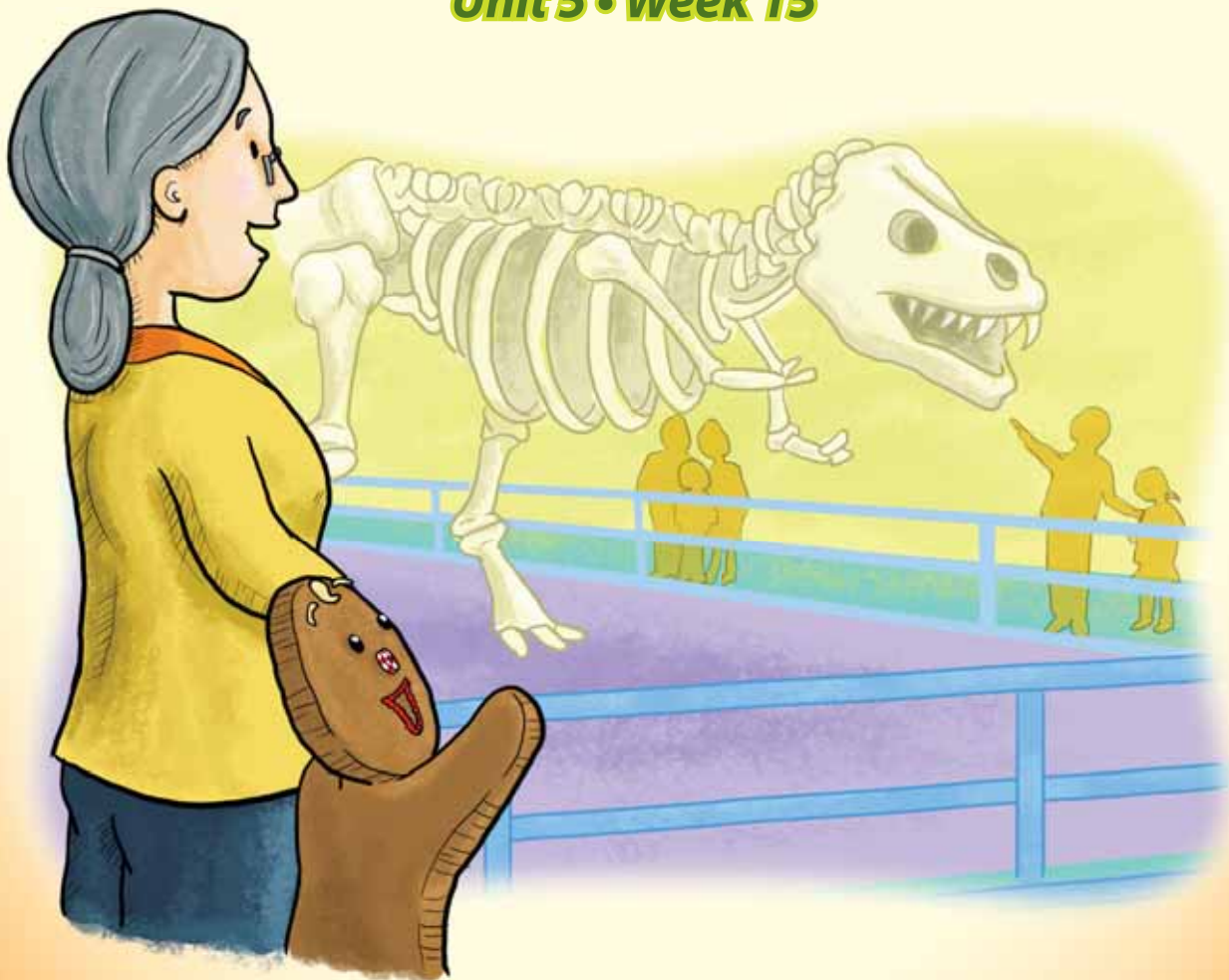
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# ***At the Farm***

***Unit 5 • Week 15***





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# Unit 5: Animals Everywhere

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# 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* Audio CD

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

*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

### 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 a story about a farm to share. 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

## Snack Suggestion

Provide a paper plate with a small amount of honey and several pieces of hexagon-shaped cereal or crackers for each child. Indicate a picture of a beehive for children to use as a model for creating their own edible beehive shapes.



### Gross Motor Skills

Combines a sequence of large motor skills

## Outside Activity

Play a variation of “Duck, Duck, Goose” by changing it to “Cow, Cow, Bee.”

Play “Horseshoes.” Cut horseshoe shapes from sturdy cardboard and wrap them in aluminum foil. Place wooden dowels or rhythm sticks in the ground. Children take turns tossing the horseshoes and trying to ring the sticks.

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

Your pal,  
Gingerbread Boy

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

Love,  
Gingerbread Boy

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

Your friend,  
Gingerbread Boy

I love milk. What is your favorite drink?

Your pal,  
Gingerbread Boy

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*



*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/

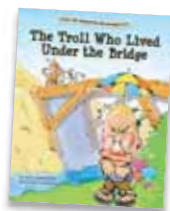
Phonological Awareness:  
Rhyming Words

"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

Complete projects or conduct  
observations and individual  
assessments

# WEEK 15

## LEARNING CENTERS

### Media & Technology

Uses technology to explore and review information

## Computer Center

**Activity** — Children enjoy *I'm Reading*, "Dragon Goes to the Farm," *Historical Folk Songs*, "Boll Weevil," *Math Songs*, "Five Little Farmers" (after **Day 2**).

They 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.
- Provide time for children to browse the Starfall website on their own to discover new activities.

### Materials

- Computers set up to access [Starfall.com](http://Starfall.com)
- Headsets

### Creative Arts

Shows care and persistence in a variety of art projects

### Fine Motor Skills

Uses writing and drawing tools

## Art Center

**Activity** — Each child draws and colors his or her favorite farm animal on a paper square. Children write their names, and write or copy the names of the animals on the front of their drawings.

### 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

### Reading

Enjoys reading and reading-related activities

## 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 Little Red Hen and other Folk Tales* Audio CD
- The Story of Milk* (after **Day 3**)
- 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*

## 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. Place photos and books in the center to encourage building projects.

### 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

### Fine Motor Skills

*Coordinates hand and eye movements*

### Social/Emotional Development

*Works with others to solve problems*

## Writing Center

**Activity** — Each child writes his or her name at the bottom of the paper, then draws and colors a picture of a farmer.

With your help or with invented spelling, the children write one thing they would do if they were farmers (milk cows, feed pigs, ride tractor, etc). Compile the drawings 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

### Emergent Writing

*Uses letter-like shapes or letters to write words or parts of words*



### Discovery Center

**Fine Motor Skills**

*Demonstrates control, strength, and dexterity to manipulate objects*

**Science**

*Investigates states of matter*

**Activity** — Children continue to use the sand table to create fields, 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.
- Recognize and encourage their efforts.

**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*

*Understands that numbers always represent the same quantity*

**Preparation** — Use a permanent marker to write the numerals 0-5 in random order on the bottom of each egg section, or place paper circles with the numerals written on them into ice cube trays. Use enough trays or cartons to write each numeral twice.

**Activity** — Children drop the correct number of seeds into each cup or egg section to match the numeral written inside.

**Interaction & Observation**

- As you visit with children, count the items with them as they place the seeds in each section.
- Determine whether children are acquiring understanding of the concept of one-to-one correspondence between each number name and the objects counted in each set.

**Materials**

- Various types of seeds
- Ice cube trays or recycled egg cartons with tops removed
- Small container or plastic bag for each child



## Gathering Routine

Continue this routine as with previous weeks.

## Morning Meeting

## 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.**

## Materials

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

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.) **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.*

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.

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.

## Emergent Writing

*Demonstrates understanding of the connections among their own ideas, experiences, and written expression*

## Science

*Describes characteristics in the appearance and behavior of animals*

*Compares, contrasts, and classifies objects and data*



## LEARNING CENTERS

See Learning Centers for **Week 15**, pages 346-348. After cleanup, the children gather to share their experiences.

## 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."

#### Materials

- Grandmother
- Starfall Sing-Along* Volume 1
- Picture Cards: *man, meat, monkey, mop*
- Pocket chart

#### Phonological Awareness

Listens for beginning sounds

#### Phonics

Recites the alphabet in sequence



### 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 Picture Cards *man, meat, monkey, and mop*. 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, 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?** (Children 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.

#### 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.

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 69, “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?**



### Materials

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

### Vocabulary

*Discusses words and word meanings*

### Comprehension

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

### Social Studies

*Demonstrates knowledge about community workers and their roles*

## Small Group & Exploration

### Create a Class Farm Book

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

Distribute paper to each child. Say: **Draw a picture of yourself as a farmer and add the animal you would like on your farm next to you. Then write a sentence to tell why you chose that animal.**

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

Assemble the pages into a class farm book and place it in the Library Center for the children to enjoy.

Children will share their Class Farm Book on **Day 5**.

### Materials

- Drawing paper
- Pencils, crayons, markers
- Books with farm animals (for picture guides)

### Emergent Writing

*Uses drawing to convey meaning*

*Demonstrates understanding of the connections among their own ideas, experiences, and written expression*

### Social Studies

*Demonstrates knowledge about community workers and their roles*

**Morning Meeting**

**Materials**

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

**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 "1-2-3-4-5."**
- **Bend at your waist and touch your right toes with your left hand.**
- **Shout "1-2-3-4-5."**
- **Now use your right hand to touch your left toes.**
- **Shout "1-2-3-4-5."**

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

**Emergent Writing**

Contributes to a shared writing experience or topic of interest

**Social Studies**

Demonstrates knowledge about community workers and their roles

**"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 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 name other jobs to add to the list.

**LEARNING CENTERS**

See Learning Centers for **Week 15**, pages 346-348. After cleanup, the children gather to share their experiences.

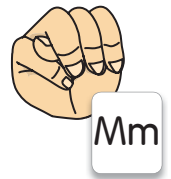
## Circle Time

### 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. Repeat with the remaining sentence strips.

#### Materials

- Grandmother
- Prepared sentence strips
- Letter Card *Mm*
- ABC for Gingerbread Boy and Me* by Starfall



### Introduce *Mm*

Indicate Letter Card *Mm*. 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 skywrite uppercase *Mm*.** (demonstrate) **Now, let's skywrite 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/.

## 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.

#### Materials

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

#### Print/Book Awareness

Understands that letters form words

Counts words

#### Phonics

Focuses on letter names and shapes

Matches some letters to their sounds

#### Comprehension

Retells or reenacts a story after it is read aloud

Recognizes cause and effect

#### Vocabulary

Discusses words and word meanings

#### Math

Uses ordinal numbers from first to fifth

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.

**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.*

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

**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 names each letter aloud.

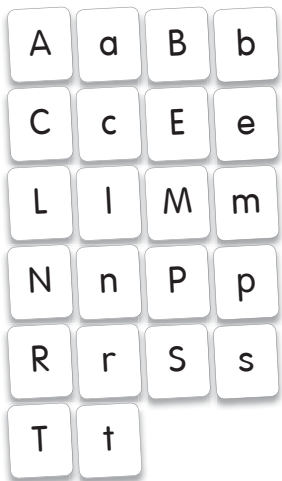
Indicate the bag or basket. Say: **In this basket (bag) are lowercase letters. They are like the babies! Let's see if we can match the babies with their mommies or daddies.** Volunteers take turns selecting Lowercase Letter Cards from the basket and matching them to the corresponding Uppercase Letter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

**Phonics**

*Focuses on letter names and shapes*  
*Recognizes most letters when named*



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



## Gathering Routine

Continue this routine as with previous weeks.

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

## 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!

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

## Math

Uses ordinal numbers from first to fifth

## Comprehension

Retells important facts from an informational text

## Vocabulary

Discusses words and word meanings

## Science

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

Shows curiosity by asking questions and seeking information

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.

Say: **Let's play "True or Not True."** Divide children into groups of three or four. Children 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)



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

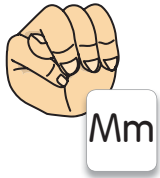
# LEARNING CENTERS

See Learning Centers for **Week 15**, pages 346–348. After cleanup, the children gather to share their experiences.

## Circle Time

### Materials

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



### 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 which 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.

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:

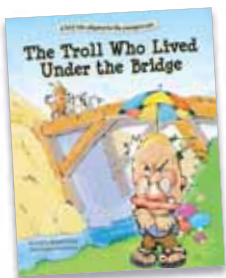
### Phonological Awareness

Blends three phonemes

Listens for beginning sound

### Phonics

Connects speech sounds to printed letters



### Comprehension

Recalls information from stories

Makes inferences

Uses illustration clues to predict

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?	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.
23	What happened to the troll?	He fell into the river.
25	What do you think the troll will do next?	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

### Science

Compares, contrasts, and classifies objects and data

### Math

Becomes familiar with standard measuring tools and their uses

Uses numbers to predict, estimate and make realistic guesses

### Estimation

Place the corn kernels in a large bowl. 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.

Explain that corn is another food goats eat.

### Materials

- |                          |  |
|--------------------------|--|
| <input type="checkbox"/> | Corn kernels                                       |
| <input type="checkbox"/> | Large bowl   |
| <input type="checkbox"/> | Trays (recyclable aluminum pans)                   |
| <input type="checkbox"/> | Containers of various capacities, sizes and shapes |
| <input type="checkbox"/> | Measuring spoons (1 per child in the group)        |
| <input type="checkbox"/> | Paper drinking cups                                |



## Gathering Routine

Continue this routine as with previous weeks.

## Morning Meeting

## Warm Up Your Brain

Sing "Animals At the Farm" to the melody of "The Wheels on the Bus."

## 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

- Container of milk
- Latex glove full of milk
- Straight pins
- A bowl and a small plastic cup
- Chart paper, marker
- The Story of Milk* by Stephen Schutz

## 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 lambs on the hill go*  
*baa, baa, baa*  
*The bunnies in the hutch go*  
*(silently wiggle nose)*

I love milk! What is your favorite drink?  
 Your pal,  
 Gingerbread Boy

## Science

Investigates states of matter (solid and liquids)

## Math

Verbally counts in sequence

Uses numbers to predict, estimate, and make realistic guesses

## Vocabulary

Discusses words and word meanings

## LEARNING CENTERS

See Learning Centers for **Week 15**, pages 346-348. After cleanup, the children gather to share their experiences.

## Circle Time

### Phonological Awareness: Syllables in Words

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

#### Materials

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

#### Phonological Awareness

Counts syllables

Listens for beginning sounds

Isolates ending sound

### 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.*

#### 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.

#### Materials

- The Troll Who Lived Under the Bridge* as told by Craig Deeley
- The Troll Who Lived Under the Bridge* Audio CD
- The Troll Who Lived Under the Bridge* Sequence Cards
- Pocket chart



#### Comprehension

Identifies sequence of events

#### Sentence Structure

Uses complete sentences of four or more words, usually with subject, verb, and object order



### Observe & Modify

If necessary, you or Gingerbread Boy may model a question or comment.

## 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 pictures 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 name 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 under the correct groups.**

Display all 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, etc.
- 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 in increasing order of size*



## Gathering Routine

Continue this routine as with previous weeks.

### Morning Meeting

#### 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

- Class Farm Book from **Day 1**
- Teacher's music choice for "Freeze-a-Roo"
- Share Chair

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

#### Sentences & Structure

*Combines sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning*

#### Conversation

*Demonstrates knowledge of verbal conversational rules*

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.)

#### Class Farm Book

Read and discuss Gingerbread Boy's message.

Indicate the Class Farm Book. Children take turns sitting in the Share Chair to present their pages to the class. Remind them to be good listeners and not interrupt when another child is speaking. They may ask questions as each child finishes.

## LEARNING CENTERS

See Learning Centers for **Week 15**, pages 346-348. After cleanup, the children gather to share their experiences.

### Circle Time

#### 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.**

#### Materials

- Grandmother
- Chart paper
- Marker



## 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/?"

### 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

### Teacher's Literature Choice: Farms

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

Indicate your choice of book about farms. 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. Ask children to retell one part of the story in their own words.

### Materials

Starfall's Selected Nursery

Rhymes

Teacher's choice of book

about farms

## Small Group & Exploration

There are no formal lessons planned for **Day 5**. Use this time to conduct individual conferences or make up activities with children who might have been absent or need additional practice with skills.

### Phonological Awareness

Discriminates rhyming words

### Phonics

Matches some letters to their sounds

### Print/Book Awareness

Connects oral language and print

### Vocabulary

Acquires new vocabulary

### Comprehension

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

### Science

Describes characteristics in the appearance and behavior of animals