

**Theme: Farm Unit**

**Purpose:**

1. Increase vocabulary of animals and their babies.
2. Build awareness about the importance of animals to mankind.

**Key Frameworks:**

***Inquiry and Experimentation***

1. Explore, examine and describe objects and materials in terms of their properties and characteristics.
2. Observe and seek out answers to questions about objects.

***Life Sciences***

10. (2.1) Engage in experiences that build understanding of animals and plants and their needs.
11. (2.2) Investigate characteristics that differentiate living and non-living things.
13. (2.4) Observe ways in which plants and animals closely resemble their parents in observed appearance.
15. (2.6) Engage in learning experiences related to the senses of sight, hearing, touch, smell and taste.
17. (2.8) Observe how habitat provides for the basic need of plants and animals (shelter, food, water)

**Assessment:**

Observations of individual folders with file cards or checklists, work samples of individual and group work.

Farm-Academic Area	AM Program	PM Program	Frameworks
Literacy:	<p>Sings and imitates related farm literature: Six Little Ducks, Old McDonald, The Little Red Hen, Farmer McFee</p> <p>Imitating chants: Itsy Bitsy Spider, This Little Piggy, Old McDonald, Hey Diddle Diddle, Mary Had a Little Lamb, Three Little Pigs</p> <p>Use farm manipulatives to label, classify by size, shape, etc. to expand descriptive language</p>	<p>Retells and predicts theme related stories: Six Little Ducks, Old McDonald, The Little Red Hen, Farmer McFee</p> <p>Identifying patterns and conventions of print to Itsy Bitsy Spider, This Little Piggy, Old McDonald, Hey Diddle Diddle, Mary Had a Little Lamb, Three Little Pigs</p> <p>Use farm manipulatives for classification, patterning, sorting, counting, descriptive language</p>	<p><b>Language Arts</b></p> <p>#1 Observe and begin to use appropriate ways of interacting in a group</p> <p>#5 Engage in play experiences that involve naming and sorting words into classifications using language</p> <p>#6 Listen to and use formal and informal language</p> <p>#7 Listen to and enjoy a wide variety of age appropriate literature</p> <p>#8 Develop an awareness of print and letter forms through a print rich environment</p> <p>#9 Listen to, identify, and distinguish among language sounds to develop auditory discrimination and phonemic awareness</p> <p>#11 Engage actively in read-aloud activities by asking questions, offering ideas, predicting, retelling part of story</p> <p>#14 Relate themes and information in books to personal experiences</p> <p>#15 Discuss the plot, characters, and setting in stories in terms of simple terms.</p> <p>#19 Listen to various forms of traditional literature</p> <p><b>Mathematics</b> Number Sense #1 Listen to and say numbers in context</p> <p><b>Health Education</b> Physical Growth and Development #10 Use thumb/forefinger in pincer grasp</p>
Speaking	<ul style="list-style-type: none"> <li>Discuss farm field trip and sensory experiences.,</li> </ul>	<ul style="list-style-type: none"> <li>Visit a farm and illustrate/record experience</li> </ul>	<p><b>Science</b> <i>Life Sciences</i> #10 Observe and identify the characteristics of living things</p>

	<ul style="list-style-type: none"> <li>• Use context clues and retells story.</li> <li>• Sings/retains simple chants and nursery rhymes related to farm unit</li> </ul>	<ul style="list-style-type: none"> <li>• Create farm story and use theme related vocabulary.</li> <li>• Answer detail questions from farm stories</li> </ul>	<p>#15 Use their senses of sight, hearing, touch, smell, taste to explore their environment using sensory vocabulary</p> <p><b>English Language Arts</b></p> <p>#1 Observe and begin to use appropriate ways of interacting in a group</p> <p>#3 Use understandable oral language to communicate personal experiences and interests</p> <p>#14 Relate themes and information in books to personal experiences</p> <p>#15 Discuss the plot, characters, and setting in stories in terms of simple terms.</p>
<p>Reading</p>	<ul style="list-style-type: none"> <li>• Listen to read aloud and uses picture cues.</li> <li>• answers factual comprehension questions,</li> <li>• identifies letters and rhyming words in story books</li> <li>• begins writing letters</li> <li>• creates a picture farm book</li> <li>• identifies rhyming words in text.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes conventions of print.</li> <li>• Uses predictable text and rhymes to develop a sense of story structure</li> <li>• answers comprehension questions about details and sequence</li> <li>• relates personal experiences</li> <li>• begins writing letters</li> <li>• creates a picture book</li> </ul>	<p><b>English Language Arts</b></p> <p>#3 Use understandable oral language to communicate personal experiences and interests</p> <p>#14 Relate themes and information in books to personal experiences</p> <p>#15 Discuss the plot, characters, and setting in stories in terms of simple terms</p> <p>#22 Add details or make changes to published class made materials</p> <p>#23 Use emergent writing skills to make letters in many settings and purposes</p> <p>#24 Arrange events in order when dictating a story</p> <p>#25 Generate questions and gather information to answer questions</p>

<p>Fine Motor</p>	<ul style="list-style-type: none"> <li>➤ Use farm stamps,</li> <li>➤ trace patterns,</li> <li>➤ cut and color farm projects,</li> <li>➤ lace farm animal patterns,</li> <li>➤ create farm masks,</li> <li>➤ use theme-related cookie cutters</li> <li>➤ create paper mache farm animals</li> <li>➤ use computer farm software</li> <li>➤ marble paint farm patterns</li> <li>➤ use farm puzzles and farm manipulatives</li> </ul>	<p>with captions.</p> <ul style="list-style-type: none"> <li>➤ trace patterns</li> <li>➤ cut and color 3-4 step direction farm projects</li> <li>➤ use theme-related cookie cutter for patterning</li> <li>➤ create paper mache farm animals</li> <li>➤ use computer farm software</li> <li>➤ complete farm floor puzzles</li> </ul>	<p><b>Health Education</b> <i>Physical Growth and Development</i></p> <p>#8 Build upper body strength and stability to gain controlled movement and shoulders</p> <p>#9 Strengthen hand grasp and flexibility</p> <p>#10 Use thumb/forefinger in pincer grasp</p> <p># 11 Use a variety of tools and materials to build grasp and release skills</p> <p>#12 Build finger dexterity</p> <p>#13 Use eye-hand coordination, visual perception and visual tracing and motor skills in play activities.</p> <p><b>Mathematics</b> <i>Patterns and Relations</i></p> <p>11 Recognize, describe, reproduce, extend, create repeating patterns using concrete materials</p> <p><b>English Language Arts</b> #18 Listen to, recognize, and use a broad vocabulary of sensory words</p> <p><b>Health Education</b> <i>Physical Growth and Development</i></p> <p>#9 Strengthen hand grasp and flexibility</p> <p>#10 Use thumb/forefinger in pincer grasp</p>
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<p>Movement</p>	<ul style="list-style-type: none"> <li>➤ Play and imitate farm related motor games such as; Duck Duck Goose and The Farmer and the Dell</li> <li>➤ crawl like farm animals</li> <li>➤ use musical instruments to theme-related farm songs</li> </ul>	<ul style="list-style-type: none"> <li>➤ Participation in more complex motor games, obstacle courses</li> <li>➤ Theme-related motor games such as Duck Goose, Farmer and The Dell,</li> <li>➤ Walk and move like farm animals,</li> <li>➤ Use musical instruments for rhythm patterns and repeating patterns,</li> <li>➤ use adaptive equipment to act out animal movements</li> </ul>	<p><b>English Language Arts</b> #1 Observe and begin to use appropriate ways of interacting in a group</p> <p><b>Health Education</b> <i>Physical Growth and Development</i> #2 build body awareness, strength, and coordination through locomotion activities</p> <p>#4 Build awareness of directionality and position in space</p> <p>#5 Use both sides of the body to strengthen bilateral coordination</p> <p>#6 Alternate the left side and right side of the body</p> <p>#9 Strengthen hand grasp and flexibility</p> <p>#10 Use thumb/forefinger in pincer grasp</p>
<p>Sensory</p>	<ul style="list-style-type: none"> <li>➤ Play in a variety of seeds at the sensory table and experiment with measuring cups.</li> <li>➤ finger paint with rice, bird seed to create pictures of farm animals</li> <li>➤ use theme-related cookie cutters with play-doh to create farm animals</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use tweezers and tongs for picking up sensory materials</li> <li>➤ use corn kernels for estimation,</li> <li>➤ finger paint with textured seed, sand to create farm animals</li> </ul>	<p><b>Mathematics</b> <i>Patterns and Relations</i> #9 Explore and describe a wide variety of concrete objects by attributes</p> <p>#10 Sort, categorize, and classify objects by multiple attributes as skills increase</p> <p><b>English Language Arts</b> #18 Listen to, recognize, and use a broad vocabulary of sensory words</p> <p><b>Health Education</b> <i>Growth and Human Development</i> #9 Strengthen hand grasp and flexibility</p> <p>#10 Use thumb/forefinger in pincer grasp</p>
<p>Art</p>	<ul style="list-style-type: none"> <li>➤ Make paper bag and plate farm puppets</li> </ul>	<ul style="list-style-type: none"> <li>➤ Make farm masks and puppets</li> </ul>	<p><i>Physical Growth and Development</i> #9 Strengthen hand grasp and flexibility</p>

	<ul style="list-style-type: none"> <li>➤ Use textured paints and other art supplies to create individual farms.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Make a class mural</li> <li>➤</li> </ul>	<p>#10 Use thumb/forefinger in pincer grasp</p> <p>#13 Use eye-hand coordination, visual perception and visual tracing and motor skills in play activities.</p>
Science:	<ul style="list-style-type: none"> <li>➤ Makes observations about farm life</li> <li>➤ discuss needs of living things,</li> <li>➤ labels farm objects</li> <li>➤ describes/compare animals,</li> </ul>	<ul style="list-style-type: none"> <li>➤ Sorts living things and nonliving things</li> <li>➤ Describes needs of living things</li> <li>➤ Compares/contrast farm life to suburban Scituate neighborhoods</li> </ul>	<p>English Language</p> <p>#3 Communicate Personal experiences,</p> <p>Social Studies</p> <p>#1 Contribute to group</p> <p><b>Science</b></p> <p><i>Life Science</i></p> <p># 10 Needs of living things</p> <p>17 Habitat Inquiry ( Repeating events)</p>
Social Studies/Dramatic Play	<ul style="list-style-type: none"> <li>➤ Create farms using blocks</li> <li>➤ Create dramatic play experiences using a farm stand</li> </ul>	<ul style="list-style-type: none"> <li>➤ Expand dramatic play experiences</li> <li>➤ State, draw, and describe farm animals and farm life</li> <li>➤ Using farm prompts create a scene/roles</li> <li>➤ discuss, identifies seasons</li> <li>➤ converse what living and non-living things need to survive</li> <li>➤ Increase vocabulary about farm babies</li> </ul>	<p><b>Mathematics</b></p> <p><i>Geometry and Spatial</i></p> <p>#12 Investigate and identify materials of various shapes such as square, circle, etc, using appropriate language</p> <p><b>English Language Arts</b></p> <p>#3 Communicate Personal experiences</p> <p><b>Social Studies</b></p> <p>#1 Contribute to group</p> <p><b>Science</b></p> <p><i>Life Science</i></p> <p>#10 Observe and identify needs of living things</p>

			<p>#11 Investigate , describe, and compare characteristics of living and non-living things</p> <p>#12 Observe and describe plants, insects, and animals through predictable life cycles</p> <p><b>History and Social Sciences</b></p> <p>#11 Observe and discuss the various kinds of work people do outside and inside their homes.</p>
Math	<ul style="list-style-type: none"> <li>➤ One-to-one correspondence</li> <li>➤ sorting farm animals and zoo animals</li> <li>➤ matching animals and compare and contrast different farm animals,</li> <li>➤ follows oral directions in cooking recipes</li> <li>➤ observation of farm life (taste, touch, color, size)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Graph favorite farm animals</li> <li>➤ Seriate by size using vegetables</li> <li>➤ Estimate vegetables' weight, heavy, light, round, tallest, record findings,</li> </ul>	<p><b>Mathematics</b></p> <p><i>Number Sense</i></p> <p>#1 Listen to and say numbers in context</p> <p>#2 Connect many kinds/quantities of concrete objects and actions to numbers</p> <p>#3 Use positional language and ordinal numbers</p> <p>#4 Add to and take away concrete objects using comparative language</p> <p><i>Patterns and Relations</i></p> <p>#9 Explore and describe a wide variety of concrete objects by attributes</p> <p>#10 Sort, categorize and classify objects by multiple attributes</p> <p>#11 Recognize, describe, reproduce, extend, create repeating patterns using concrete materials</p> <p><i>Measurement</i></p> <p>#15 Use estimation in a meaningful way and follow up b verifying the accuracy of estimations</p> <p>#16 Use nonstandard units to measure length, weight and amount of content around a familiar object</p> <p><i>Data Collection and Analysis</i></p> <p>#17 Organize and draw conclusions from facts they have collected</p>
Resources	<ul style="list-style-type: none"> <li>• Mailbox Magazine</li> <li>• Totline Magazine</li> </ul>	<ul style="list-style-type: none"> <li>• Mailbox Magazine</li> <li>• Totline Magazine</li> </ul>	

October/November: Farm Unit

**Early Childhood**

**Scituate Public Schools  
PreK-12 Math Curriculum  
Page 8  
Adopted by the School Committee on 11/17/03**