

ELD's	Date	Instructional Notes and Activities	Instructional Vocabulary	Higher Order Thinking Questions
ELA:	October 6 – November 21	Fall – Harvest/Agriculture Refer to ELLC Unit 5, pgs. 125-137 & Unit 15, pgs. 275-285		
<p>LL1-4.1 Listen and respond to questions about print read aloud or information presented orally or through other media, including music and videos. Pg. 58</p> <p>LL1-4.2 Listen and respond attentively to conversations. Pg. 58</p> <p>LL1-4.3 With guidance and support from adults, follow agreed upon rules for discussions (e.g. listening to others, and taking turns speaking about topics and print under discussion). Pg. 58</p> <p>LL1-4.4 Actively participates in role-playing, creative dramatics, finger plays, nursery rhymes, and choral speaking. Pg. 58</p> <p>LL1-4.5 Speak audibly and use words, phrases, and/or sentences to express a complete thought that can be clearly understood by most people. Pg. 58</p> <p>LL1-4.6 Ask questions about a specific topic, activity, and/or text read aloud. Pg. 59</p> <p>LL2-4.1 Demonstrate understanding of a variety of concepts, such as opposites, positions, and comparisons. Pg. 60</p> <p>LL2-4.2 Use new vocabulary acquired through conversations, activities, or listening to texts read aloud. Pg. 60</p> <p>LL3-4.1 Demonstrates how books are read, such as front-to-back and one page at a time. Pg. 61</p> <p>LL3-4.2 With prompting and support, describe the role of the author and illustrator of a text. Pg. 61</p> <p>LL4-4.1 With prompting and support, ask and answer questions about print that is read aloud. Pg. 62</p> <p>LL4-4.2 With prompting and support, retell parts of a favorite story in sequence (first, next, and last). Pg. 62</p> <p>LL4-4.3 With prompting and support, identify characters and some events from a story and several pieces of information from a text read aloud. Pg. 62</p> <p>LL4-4.4 With prompting and support, ask and answer questions about unknown words in a text read aloud. Pg. 62</p>		<p>Suggested books: <u>Grocery Store</u> <u>Leaf Man</u> <u>The Big Leaf Pile</u> <u>I Want to be President</u> by Michael Muntean <u>The Itsy Bitsy Spider</u> by Iza Trapani <u>Picking Apples & Pumpkins</u> <u>Courduroy</u> <u>Sheep in a Shop</u></p> <p>Community Helpers: Farmer Grocer</p> <p>Nursery Rhyme: Oats, Beans, & Barley Grow by Rhaffi Apples & Bananas by Rhaffi Peter, Peter Pumpkin Eater 5 Little Pumpkins Itsy Bitsy Spider To Market, To Market</p> <p>Skills to introduce: Letters: F P H O N Colors: Orange and Black Numbers: 3, 4 Shapes: Square</p> <p>Activity: Make a scarecrow</p> <p>Using fall vocabulary words.</p> <p>Picture cards for seasons; predict what the book is about.</p> <p>Home experiences picking up leaves and talking about the seasons.</p> <p>Read: The Apple Pie Tree and make an apple pie cookbook for Kitchen Center. Add multi-cultural</p>	fall autumn spring summer seasons weather leaves apples pumpkins seed vine tree seed sprout plant squirrels acorns harvest orchard nuts meal feast scarecrow jack-o-lantern behind in front carve walking running ripe sweet escalator lost found sew palace sale bought trade spend save	<ol style="list-style-type: none"> Why do the leaves fall off the trees and change colors in the season of the fall? How could you grow a pumpkin/apple tree? What can you do with all of the leaves that fall off of the tree? What can you make with pumpkins/apples?

ELD's	Date	Instructional Notes and Activities	Instructional Vocabulary	Higher Order Thinking Questions
<p>LL4-4.5 Listen to stories or text read aloud and use new vocabulary words in follow-up conversations and activities. Pg. 62</p> <p>LL4-4.6 Recognize that texts can be stories (make-believe) or real (give information). Pg. 63</p> <p>LL4-4.7 With prompting and support, describe what person, place, thing, or idea in the text an illustration depicts. Pg. 63</p> <p>LL4-4.8 With prompting and support, discuss basic similarities and differences in print read aloud, including characters, settings, events, and ideas. Pg. 63</p> <p>LL4-4.9 Based on the title and/or pictures/illustrations, predict what might happen in a story before it is read. Pg. 63</p> <p>LL5-4.1 With prompting and support, demonstrate that print is read left to right and top to bottom. Pg. 64</p> <p>LL5-4.2 With limited guidance, track across a page or along printed words from top to bottom and left to right. Pg. 64</p> <p>LL5-4.3 With prompting and support, identify own first name in print among two to three other names; point to printed name when asked. Pg. 64</p> <p>LL5-4.4 With prompting and support, identify various features in print (e.g., words, spaces, punctuation, and some upper-and lower-case letters). Pg. 64</p> <p>LL5-4.5 Name at least 26 of the 52 upper-and/or lower-case letters of the alphabet. Pg. 64</p> <p>LL6-4.1 With prompting and support, recognize and produce rhyming words. Pg. 65</p> <p>LL6-4.2 With prompting and support count, pronounce, blend, and segment syllables in spoken words using actions. Pg. 65</p> <p>LL6-4.3 With prompting and support, orally blend onset and rime in single syllable spoken words. Pg. 65</p> <p>LL7-4.1 Use a variety of writing tools in an appropriate manner showing increasing muscular control. Pg. 66</p> <p>LL7-4.2 Use a combination of drawing, dictating, and/or writing in response to a text read aloud, or to tell a story about a life experience or event. Pg. 66</p>		<p>recipes in it.</p> <p>Make a five senses chart as you cut a pumpkin open.</p> <p>Read: The Little Old Lady Who Was Not Afraid of Anything and make scarecrow stuffing clothing with newspaper- name body parts then add it to Library.</p> <p>Vote on name for the Scarecrow.</p> <p>Read: From Seed to Pumpkin and practice with story sequencing.</p>		

ELD's	Date	Instructional Notes and Activities	Instructional Vocabulary	Higher Order Thinking Questions
MATH:	October 6 – November 21	Fall – Harvest/Agriculture		
<p>CM1-4.1. Verbally counts by ones to 20. Pg. 32.</p> <p>CM1-4.2 Count forward from a given number between 1 and 10, and count backward from 5. Pg. 32.</p> <p>CM1-4.3 Understand that the last number named tells the number of objects counted. Pg.32.</p> <p>CM1-4.5 Identify written numerals 0–10 in the everyday environment. Pg. 32.</p> <p>CM1-4.4 Count out a specified number of objects from a set of 10 or fewer objects when asked. Pg. 32.</p> <p>CM1-4.6 With prompting and support, match a number of objects with the correct written numeral from 0 – 10 pg.33.</p> <p>CM1-4.7 Compare sets of objects using same/different and more/less/fewer. Pg.33.</p> <p>CM1-4.8 Identify an object's or person's position as first or last. Pg. 33.</p> <p>CM2-4.1 Recognize, copy, and extend patterns. Pg.34.</p> <p>CM2-4.4 Model and act out story problems, physically or with objects, to solve whole number problems with sums less than or equal to 6. Pg.34.</p> <p>CM3-4.2 Put up to six objects in order by length (seriate). Pg.36.</p> <p>CM3-4.3 Identify/name simple measurement tools and describe what they are used for. (E.g. ruler measures length, scale measures weight).pg. 36.</p> <p>CM3-4. Describe measurable attributes (length and weight) of objects and materials, using comparative words. Pg.36.</p> <p>CM2-4.2 Sort concrete objects by more than one attribute (e.g., red circles or blue triangles) and explain the criteria used to sort objects. Pg.34.</p> <p>CM4-4.1 Identify and name at least the four basic shapes (rectangles, squares, circles, and triangles) when presented using different sizes and in different orientations. Pg.37.</p> <p>CM4-4.3 Copy or replicate one or two dimensional shapes using a variety of materials.pg. 37. CM3-4.4 Participate in measurement activities using standard measurement tools to measure the length and weight of objects and materials (ruler, scale, measuring cup). Pg. 36.</p> <p>CM4-4.2 Describe and name attributes of four basic shapes (e.g., a square has four equal sides, a circle is round). Pg.37.</p> <p>CM4-4. Combine(compose) or take apart (decompose) shapes to make other shape(s) (e.g. put two triangles to make a square, take two halves of a rectangle apart and recognize that pieces or two other shapes). Pg. 38.</p> <p>CM4-4.5 Use and understand positions of objects, self and other people in space, including in/on, over/under, up/down, inside/outside, beside/between, and in front/behind.</p>		<p>Place leaves in positions (front, behind, over, under).</p> <p>Calendar math/morning message.</p> <p>Act out.</p> <p>Portfolio: Collection (leaves).</p> <p>Apple tasting with graph.</p> <p>Use pumpkin/apple counters in basket for more/less activates.</p> <p>Introduce scale to weigh acorns, pumpkin seeds etc.</p> <p>Measure leaves, pumpkins, apples etc... (use measuring tools or everyday tools)</p> <p>Cut top of pumpkin off. Allow students to view. Students estimate how many seeds are in the pumpkin. Carve pumpkin, count seeds, see who estimated the best.</p> <p>Arrange pumpkins, leaves, baskets according to size.</p>	<p>up down over under above below beside in out collection sorting leaves estimate graph weigh measure pan balance</p>	

ELD's	Date	Instructional Notes and Activities	Instructional Vocabulary	Higher Order Thinking Questions
SCIENCE:	October 6 – November 21	Fall – Harvest/Agriculture		
<p>CS1-4.4 Use prior knowledge and experiences to generate questions, hypothesize, predict, and draw conclusions about living creatures, objects, materials and changes observed in the environment. pg. 41</p> <p>CS3-4.1 Explore, observe, and describe a variety of living creatures and plants pg. 44</p> <p>CS4-4.3 Describe the current weather and how weather conditions can change from day to day. pg. 45</p> <p>CS3-4.3 Carry out classroom routines to care for living creatures and/or plants with limited directions from adults (e.g., feed the fish or hamster, water plants in the classroom). pg. 44</p> <p>CS4-4.1 Compare, contrast seasonal changes where they live. pg. 45</p> <p>CS4-4.2 Describe the types of clothing needed for different seasons. pg. 45</p>	<p>Walking in line – discuss what you hear, see and smell.</p> <p>Nature walks</p> <p>Put cut apples in Ziploc bag and predict how it will look in 2, 3, 5 days. Put into Science Center with observation/hypothesis chart. Can make an observation journal for writing in Science Center.</p> <p>Plant an acorn and add to Science Center with an observation chart.</p>	<p>weather changes environment changes pinecones pine straw</p>		

ELD's	Date	Instructional Notes and Activities	Instructional Vocabulary	Higher Order Thinking Questions
SOCIAL STUDIES:	October 6 – November 21	Fall – Harvest/Agriculture		
<p>CSS3-4.7 Participate in daily clean-up activities. pg. 50</p> <p>CSS1-4.1 Describe events, activities, and people from the past using appropriate vocabulary. Pg. 48</p> <p>CSS3-4.1 Demonstrate geographic knowledge of the geographic features of the classroom and community. pg. 50</p> <p>CSS3-4.6 Demonstrate care of the environment through activities (e.g., throwing away trash, recycling, planting trees, and putting out bird feeders). pg. 50</p> <p>CSS5-4.1 Recognize their responsibility as a member of a family and classroom pg. 52</p> <p>CSS5-4.4 Participate in conversations about the importance of rules/consequences, rights of self, and rights of others. pg. 52</p> <p>CSS5-4.5 Identify workers and their roles as citizens within the community pg. 52</p> <p>CSS6-4.1 Demonstrate awareness of the purpose of money through play activities pg. 53</p> <p>CSS6-4.3 Participate in conversations about wants and needs pg. 53</p>	<p>Talk about seasons.</p> <p>Farmers market/dramatic play.</p> <p>Farmer (crops), fire fighter.</p> <p>Portfolio: cutting</p> <p>Watch Apple Harvest on You Tube</p> <p>Make a bird feeder using Crisco and a pinecone covered in birdseed.</p>	<p>garden farmer's market crops pumpkin patch hay bales wagon wheel barrow fences</p>		

<p style="text-align: center;">Library Center</p>	<p style="text-align: center;">Manipulative ELLC – Unit 5 – page 136,137 ELLC – Unit 15 – page 284</p>
<ul style="list-style-type: none"> -Scarecrow built during whole group from The Little Old Lady Who Was Not Afraid of Anything. - Story sequencing cards (flannel board) to retell story, designate 1st, 2nd, 3rd and so on. - Leaf die cuts in fall colors for colors, patterns and counting 	<ul style="list-style-type: none"> - Fall counters (apples, pinecones, pumpkin seeds, leaves, acorns, pecans) - Fall die cuts(for sorting by shape, color and size) - Scarecrow cut outs of different sizes for ascending/ descending - Pumpkin seeds glued in different lengths to measure - Foam pumpkin with shapes inside of identifying, sorting, counting - Put applesauce in Ziploc bag to write in - Fall colored paly doh and leaf cookie cutters - Glue fall pictures onto cardstock to make puzzles, sequence cards, can be cut into shapes to connect - fall puzzles - clay to form: apples, leaves, pumpkins or any other related object, tweezers for picking up fall color pom pom balls and placing into containers - Number apple trees with black pom poms to act as seeds and pumpkins with numbers and seeds to match set (0-5) - leaves with numbers, pumpkins with different sizes and shapes - apple seeds, pumpkin seeds and acorns for counting - strips of paper to measure circumference of pumpkins and apples and sort
<p>Standards LL4, CM2-4.2, CM1- 4.8</p>	<p>Standards CM1, CM2, CM3, CM4</p>
<p style="text-align: center;">Dramatic Play ELLC – Unit 5 – page 134 ELLC – Unit 15 – page 282</p>	<p style="text-align: center;">Science Center ELLC – Unit 5 – page 135 ELLC – Unit 15 – page 283,284</p>
<ul style="list-style-type: none"> - Overalls, plaid shirt, straw hat to dress up as a scarecrow - Basket of apples for positional words and counting - Country store/ Farmers Market with gourds and pumpkins - Fall Clothing - Paper and Pencil in country store for making lists - Class created cookbook - Add giant apple tree made out of bulletin board paper, add pumpkins and apples in crates with numbers written on crates, add farmers clothes, bale of hay, small child rakes, recipes of fall foods with pictures, aprons, pot holders, recipes dictated by children in a binder, fall clothes 	<ul style="list-style-type: none"> - Pine needles, acorns, gourds, pumpkins for nature collection - Grass and leaves from playground to dry out, create a VENN Diagram - Sequence cards for planting an acorn - Balance scale - Let apple rot in jar so students can observe the changes. - Leaves of various color and texture, balance scales with apples/pumpkins to weigh - Pumpkin and apple seeds for children to observe with magnifying glass, paper to record observations of differences and similarities between pumpkins and apples - Add hay, thermometers, real acorns and pictures of squirrels - Add real squirrel tails for comparison
<p>Standards CM1, CM4, LL1, LL2, LL7, CS4, CSS1, CSS5, CSS6</p>	<p>Standards CS1, CS3, CM1, CM2, CM3-4.4, LL2</p>

<p style="text-align: center;">Sand & Water Center ELLC – Unit 5 – page 135,137</p>	<p style="text-align: center;">Art Center ELLC – Unit 5 – page 131-133 ELLC – Unit 15 – page 280-282</p>
<ul style="list-style-type: none"> - Put hay/leaves instead of sand - Hide acorns, pinecones, leaves and sticks - Add food coloring to water in fall colors - Poke holes in a plastic pumpkin and use it as a strainer - Add letter “P” shaped sponges - Fire Prevention - Floating flames: Yellow foam cut out into flames with different numbers. Provide spray bottle filled with water, fire hat. As they read number on flame, they spray it that many times. - Sand: add apple seeds and pumpkin seeds for children to pretend to plant, add shovels, rakes, pails, pumpkins, farm animals -Water: add apples and pumpkins, leaves and small bits of hay to observe if they sink or float 	<ul style="list-style-type: none"> - Apples for painting prints - Leaves for rubbing - Pumpkin to draw on with markers(use baby wipe to clean) - Acorns and pumpkin seeds for 3D art - Brown paper bags to make trees out of for 3D art - Add day for children to make their own apples, pumpkins, etc., paper to write stories about them - Leaves, pumpkins, acorns, apples, used paper towel holders to create trees, tissue paper with fall colors, hay or straw for scarecrow body parts, felt pieces or materials for clothes, red apples cut in half for apple prints, stencil leaves, pumpkin and apple cookie cutters, corn patterns, styrofoam felt and balls of various sizes to paint red and orange - Create windsocks
<p>Standards CM4-4.1, PM2, CS1-4.1 and 4.5</p>	<p>Standards PM2, CM1, CM2-4.1</p>
<p style="text-align: center;">Block Center ELLC – Unit 5 – page 134 ELLC – Unit 15 – page 283</p>	<p style="text-align: center;">Technology/ Computer Center</p>
<ul style="list-style-type: none"> - Make “haystack” blocks from tissue boxes by wrapping and gluing straw on them. - Wrap homemade blocks in fall colored paper - Tape fall die cuts on blocks for patterning, counting and serration - Tape numbers to your blocks - Trees, farm animals, wagons, tractors, fences, fall or harvest books(Five Little Pumpkins), pictures of fields - Add play or real pumpkins and apples to measure circumference using measuring tape, small - Large and small real pumpkins and unifix cubes to measure the height of the pumpkin 	<ul style="list-style-type: none"> - Author study on You Tube - Tumble books- Public Library- use fall books - Counting/Pattern games on the Promethean Board using fall picture - http://www.primarygames.com/season_match/fall_match/fall_match.htm
<p>Standards CM1, CM2</p>	<p>Standards LL3, LL4</p>

<p style="text-align: center;">Music Center</p>	<p style="text-align: center;">Listening Center</p>
<ul style="list-style-type: none"> - Scarves and Valdia’s music The Four Seasons - Dry gourds for shaking - Rain Sticks - Milk Jug maracas- fill with pumpkin seeds and acorns - Provide soft or classical music with variations of tempo - Oversized felt leaves, CD with sounds of wind blowing, ribbon sticks 	<ul style="list-style-type: none"> - You Tube- Leaves Changing Colors, Pumpkins growing - Tumble books on Fall- Public Library website - Add books about fall, pumpkins, leaves, harvesting - Add gardening magazines with pictures of apples, pumpkins, and other fruit and vegetables
<p>Standards CC1-4.1, 4.2 CC33-4.1 CS1-4.3</p>	<p>Standards LL7-4.3</p>
<p style="text-align: center;">Writing Center</p>	<p style="text-align: center;">Other</p>
<ul style="list-style-type: none"> - Name cards, draw pictures of leaves on a tree, or leaves falling off of trees - Retell stories of <u>The Five Little Pumpkins</u> or <u>Five Red Apples</u> using markers and paper. Have children re-tell the story to the teacher, and the teacher writes down what the child says. 	<ul style="list-style-type: none"> - Field trip to apple orchard - Visit from apple farmer - Cooking: make applesauce, candy apples, individual apple pies - Science experiment: cut an apple into four pieces on two of the pieces, squeeze lemon juice and don’t put anything on the other two pieces. Let them sit out for a while, and then have the children go back and observe the apple pieces. Have children discuss the changes in the apples. Create a chart of what happened to the apples with each child’s thoughts.

<p style="text-align: center;">Library Center</p>	<p style="text-align: center;">Sand & Water Center ELLC – Unit 16, page 297</p>
<p>Ten Apples by Pat Hutchins flannel board set/magnetic all colored for you! Just go to the website below, print, laminate and put some Velcro and it is ready to go!</p> <p>http://www.prekinders.com/wp-content/uploads/2012/09/10-Red-Apples-Flannel.pdf</p>	<p>Sand: Corn kernels, black beans(crows), tweezers(use to take crows out of the corn), shovels, rakes, measuring cups.</p> <p>Water: ducks on the pond, watering can, blue food coloring, plastic ducks</p>
<p>Standards: LL3: 4.1 LL4: 4.2, 4.3, CC3: 4.1, 4.2,</p>	<p>Standards: Standards: PM 2: 4.1, PM 2:4.2 SE 1:4.5, 4.6, 4.10 SE 4:4.2 CM 1: 4.1, 4.7 CM 2: 4.1, 4.4 CS 1: 4.1 CS 2: 4.2,</p>
<p style="text-align: center;">Dramatic Play ELLC – Unit 16, page 296,299,300</p>	<p style="text-align: center;">Science Center ELLC – Unit 16, page 298</p>
<p>Farm Prop Box: bandanas, apron, farmer’s hat, seed catalogue, tractor steering wheel (real or homemade), gardening gloves, shovel, rake, trowel</p> <p>Produce stand: vegetable pictures and catalogues, plastic vegetables and fruits, a pan balance, photographs of real vegetables and fruits, a cash register, money, a shopping list with writing implements, and bags to place items bought</p> <p>Pumpkin Patch: variety of pumpkins, money, Pumpkin signs, cash register, shopping cart, scarecrow.</p>	<p>a variety of real fruits and vegetables to sort, weigh, measure, count, and examine</p> <p>seeds and seed packets to match and sort</p> <p>photographs of farm animals</p> <p>potting soil and sand for comparison in containers</p> <p>scale to weigh fruits and vegetables</p> <p>measuring tape,</p> <p>mud and grass</p> <p>a real horseshoe</p>
<p>Standards: AL 1: 4.1, 4.2, AL 2: 4.1, 4.2, 4.3, AL 3: 4.2, CC 3: 4.1,</p>	<p>Standards: CS 1: 4.1, 4.2, AL 1: 4.1, AL 2: 4.1, 4.2, 4.3, AL 3: 4.4 CM 1: 4.1, 4.2, 4.4, 4.7, CM 2: 4.1, 4.2, CM 3: 4.1, 4.3, 4.4 CS 1: 4.3, 4.4, 4.5,</p>

<p align="center">Blocks Center ELLC – Unit 16, page 297</p>	<p align="center">Music Center</p>
<p>plastic farm animals; a barn; a farmer; a tractor w/ tools; popsicle sticks for fences, corrals, and barns; blue felt or laminated paper for a water source</p>	<p>gourd shakers; milk carton shakers; juice bottle shakers – fill with cut-up Mardi Gras beads, cover with a piece of cloth and secure with a rubber band</p>
<p>Standards: CSS 2: 4.3, CSS 3: 4.2, 4.7</p>	<p>Standards: CC 1: 4.1, 4.2, 4.3, 4.5,</p>
<p align="center">Technology/Computer Center</p>	<p align="center">Table Toys/Manipulatives Center ELLC – Unit 16, page 298</p>
<p>http://www.agclassroom.org/kids/tours.htm</p> <p>http://www.sheppardsoftware.com/preschool/preschool.htm</p>	<p>farm puzzles, plastic farm animals for sorting, counting vegetable lotto game: create lotto boards and cards by gluing clip art or pictures of vegetables onto cardstock, laminate for durability “Momma-to-baby” animal match game using commercially available cards or make it by gluing pictures of farm animals and their young to cardstock farm bingo and farm lotto can be made with pictures and cardstock or purchased from a commercial vendor farm plastic or rubber with a counting mat for animal counters: have students use die, spinners, or numeral cards to determine how many animals to count into a bowl or have students use commercially available patterning cards to copy and extend patterns eggs to egg carton counting 1-12 <i>Mr. Potato Head</i> people or games plastic horses with numbered paper red barns for 1-10 counting 3 little pigs props - 3 plastic pigs, <i>Legos</i>® for brick house, sticks for the stick house, and broom straw pieces for straw house for story retelling</p>
<p>Standards: LL 1: 4.2, CS 3: 4.1, 4.7,</p>	<p>Standards: CM 1: 4.1, 4.2, 4.6, 4.7, 4.8, CM 2: 4.1, 4.2, CM 2: 4.1, 4.2, CM 4: 4.5 AL 1 4.1, 4.2, AL 2: 4.1, 4.2, 4.3, AL 3: 4.2, 4.3, 4.4,</p>

<p align="center">Art Center ELLC – Unit 16, page 297</p>	<p align="center">Listening Center</p>
<p>farm collage using pictures and clip art of farm-related things such as implements, animals, produce, buildings vegetable prints milk blowing - pour a little bit of milk on construction paper. Have each child use his/her own drinking straw and blow the milk around the paper making a milk design corn cob prints, patterns, etc. animal stencils and stickers Kraft sticks for barns and fences mud painting, feather painting, cotton ball prints, eggshell collage paper plate farm animals</p>	<p>Book and CD: Old McDonald Had a Farm Animal Soundtracks with cards</p>
<p>Standards: CC 2: 4.1, 4.2, 4.3, CM 1: 4.1, 4.2, 4.3, CM 2: 4.1, 4.2, CS 1: 4.1, 4.5, CSS 3: 4.7 PM 2: 4.1, 4.2, SE 1: 4.1, 4.4, 4.5, 4.6, 4.9, 4.10,</p>	<p>Standards: AL 2: 4.1, 4.2, AL 3:4.3, 4.4, CC 1: 4.1, 4.2, CS 1: LL 3: 4.1, LL 4: 4.2, 4.6, LL 5: 4.2,</p>

<p align="center">Library Center</p>	<p align="center">Sand & Water Center ELLC – Unit 16, page 297</p>
<p>Ten Apples by Pat Hutchins flannel board set/magnetic all colored for you! Just go to the website below, print, laminate and put some Velcro and it is ready to go!</p> <p>http://www.prekinders.com/wp-content/uploads/2012/09/10-Red-Apples-Flannel.pdf</p>	<p>Sand: Corn kernels, black beans(crows), tweezers(use to take crows out of the corn), shovels, rakes, measuring cups.</p> <p>Water: ducks on the pond, watering can, blue food coloring, plastic ducks</p>
<p>Standards: LL3: 4.1 LL4: 4.2, 4.3, CC3: 4.1, 4.2,</p>	<p>Standards: Standards: PM 2: 4.1, PM 2:4.2 SE 1:4.5, 4.6, 4.10 SE 4:4.2 CM 1: 4.1, 4.7 CM 2: 4.1, 4.4 CS 1: 4.1 CS 2: 4.2,</p>
<p align="center">Dramatic Play ELLC – Unit 16, page 296,299,300</p>	<p align="center">Science Center ELLC – Unit 16, page 298</p>
<p>Farm Prop Box: bandanas, apron, farmer’s hat, seed catalogue, tractor steering wheel (real or homemade), gardening gloves, shovel, rake, trowel</p> <p>Produce stand: vegetable pictures and catalogues, plastic vegetables and fruits, a pan balance, photographs of real vegetables and fruits, a cash register, money, a shopping list with writing implements, and bags to place items bought</p> <p>Pumpkin Patch: variety of pumpkins, money, Pumpkin signs, cash register, shopping cart, scarecrow.</p>	<p>a variety of real fruits and vegetables to sort, weigh, measure, count, and examine</p> <p>seeds and seed packets to match and sort</p> <p>photographs of farm animals</p> <p>potting soil and sand for comparison in containers</p> <p>scale to weigh fruits and vegetables</p> <p>measuring tape,</p> <p>mud and grass</p> <p>a real horseshoe</p>
<p>Standards: AL 1: 4.1, 4.2, AL 2: 4.1, 4.2, 4.3, AL 3: 4.2, CC 3: 4.1,</p>	<p>Standards: CS 1: 4.1, 4.2, AL 1: 4.1, AL 2: 4.1, 4.2, 4.3, AL 3: 4.4 CM 1: 4.1, 4.2, 4.4, 4.7, CM 2: 4.1, 4.2, CM 3: 4.1, 4.3, 4.4 CS 1: 4.3, 4.4, 4.5,</p>

<p align="center">Blocks Center ELLC – Unit 16, page 297</p>	<p align="center">Music Center</p>
<p>plastic farm animals; a barn; a farmer; a tractor w/ tools; popsicle sticks for fences, corrals, and barns; blue felt or laminated paper for a water source</p>	<p>gourd shakers; milk carton shakers; juice bottle shakers – fill with cut-up Mardi Gras beads, cover with a piece of cloth and secure with a rubber band</p>
<p>Standards: CSS 2: 4.3, CSS 3: 4.2, 4.7</p>	<p>Standards: CC 1: 4.1, 4.2, 4.3, 4.5,</p>
<p align="center">Technology/Computer Center</p>	<p align="center">Table Toys/Manipulatives Center ELLC – Unit 16, page 298</p>
<p>http://www.agclassroom.org/kids/tours.htm</p> <p>http://www.sheppardsoftware.com/preschool/preschool.htm</p>	<p>farm puzzles, plastic farm animals for sorting, counting vegetable lotto game: create lotto boards and cards by gluing clip art or pictures of vegetables onto cardstock, laminate for durability “Momma-to-baby” animal match game using commercially available cards or make it by gluing pictures of farm animals and their young to cardstock farm bingo and farm lotto can be made with pictures and cardstock or purchased from a commercial vendor farm plastic or rubber with a counting mat for animal counters: have students use die, spinners, or numeral cards to determine how many animals to count into a bowl or have students use commercially available patterning cards to copy and extend patterns eggs to egg carton counting 1-12 <i>Mr. Potato Head</i> people or games plastic horses with numbered paper red barns for 1-10 counting 3 little pigs props - 3 plastic pigs, <i>Legos</i>® for brick house, sticks for the stick house, and broom straw pieces for straw house for story retelling</p>
<p>Standards: LL 1: 4.2, CS 3: 4.1, 4.7,</p>	<p>Standards: CM 1: 4.1, 4.2, 4.6, 4.7, 4.8, CM 2: 4.1, 4.2, CM 2: 4.1, 4.2, CM 4: 4.5 AL 1 4.1, 4.2, AL 2: 4.1, 4.2, 4.3, AL 3: 4.2, 4.3, 4.4,</p>

<p align="center">Art Center ELLC – Unit 16, page 297</p>	<p align="center">Listening Center</p>
<p>farm collage using pictures and clip art of farm-related things such as implements, animals, produce, buildings vegetable prints milk blowing - pour a little bit of milk on construction paper. Have each child use his/her own drinking straw and blow the milk around the paper making a milk design corn cob prints, patterns, etc. animal stencils and stickers Kraft sticks for barns and fences mud painting, feather painting, cotton ball prints, eggshell collage paper plate farm animals</p>	<p>Book and CD: Old McDonald Had a Farm Animal Soundtracks with cards</p>
<p>Standards: CC 2: 4.1, 4.2, 4.3, CM 1: 4.1, 4.2, 4.3, CM 2: 4.1, 4.2, CS 1: 4.1, 4.5, CSS 3: 4.7 PM 2: 4.1, 4.2, SE 1: 4.1, 4.4, 4.5, 4.6, 4.9, 4.10,</p>	<p>Standards: AL 2: 4.1, 4.2, AL 3:4.3, 4.4, CC 1: 4.1, 4.2, CS 1: LL 3: 4.1, LL 4: 4.2, 4.6, LL 5: 4.2,</p>

ELD's	Date	Instructional Notes and Activities	Instructional Vocabulary	Higher Order Thinking Questions
ELA:	October 20 – November 7	FALL - FARM Refer to ELLC Unit 16, pgs.287-300		
<p>LL1-4.1 Listen and respond to questions about print read aloud or information presented orally or through other media, including music and videos. Pg. 58</p> <p>LL1-4.2 Listen and respond attentively to conversations. Pg. 58</p> <p>LL1-4.3 With guidance and support from adults, follow agreed upon rules for discussions (e.g. listening to others, and taking turns speaking about topics and print under discussion). Pg. 58</p> <p>LL1-4.4 Actively participate in role-playing, creative dramatics, fingerplays, nursery rhymes, and choral speaking. Pg. 58</p> <p>LL1-4.5 Speak audibly and use words, phrases, and/or sentences to express a complete thought that can be clearly understood by most people. Pg. 58</p> <p>LL1-4.6 Ask questions about a specific topic, activity, and/or text read aloud. Pg. 59</p> <p>LL2-4.1 Demonstrate understanding of a variety of concepts, such as opposites, positions, and comparisons. Pg. 60</p> <p>LL2-4.2 Use new vocabulary acquired through conversations, activities, or listening to texts read aloud. Pg. 60</p> <p>LL3-4.1 Demonstrates how books are read, such as front-to-back and one page at a time. Pg. 61</p> <p>LL3-4.2 With prompting and support, describe the role of the author and illustrator of a text. Pg. 61</p> <p>LL4-4.1 With prompting and support, ask and answer questions about print that is read aloud. Pg. 62</p> <p>LL4-4.2 With prompting and support, retell parts of a favorite story in sequence (first, next, and last). Pg. 62</p> <p>LL4-4.3 With prompting and support, identify characters and some events from a story and several pieces of information from a text read aloud. Pg. 62</p> <p>LL4-4.4 With prompting and support, ask and answer questions about unknown words in a text read aloud. Pg. 62</p> <p>LL4-4.5 Listen to stories or text read aloud and use new vocabulary words in follow-up conversations and activities. Pg. 62</p> <p>LL4-4.6 Recognize that texts can be stories (make-believe) or real (give information). Pg. 63</p>		<p>Suggested books:</p> <p>Farmer Duck</p> <p>The Big Red Barn by Margaret Wise Brown</p> <p>Three Little Pigs</p> <p>If You Give a Mouse a Cookie</p> <p>The Barnyard Banter by Denise Fleming</p> <p>Biscuit's Day at the Farm by Alyssa Satin Capucilli</p> <p>Baa Baa Black Sheep by Iza Trapin</p> <p>Mary Had a Little Lamb by Iza Trapin</p> <p>Barney Goes to the Farm</p> <p>Spot Goes to the Farm</p> <p>Mrs. Wishy Washy's Farm</p> <p>Fig the Pig</p> <p>Three Little Pigs</p> <p>Little Red Hen</p> <p>Sheep in a Jeep</p> <p>Rosie's Walk</p> <p>Fredesrick by Leo Leonni</p> <p>Rooster's Off to See the World</p> <p>Moo Moo Brown Cow</p> <p>Bella Lost Her Moo</p> <p>Six Crows</p> <p>Chickens</p> <p>Crunchy Munchy</p> <p>KaKa-du Jack (about farmers market)</p> <p>Henny Penny</p> <p>Who took the Farmer's Hat?</p> <p>Barnyard Dance!</p> <p>Community Helpers:</p> <p>Farmer</p> <p>Grocer</p> <p>Nursery Rhymes:</p> <p>Mary Had a Little Lamb B-I-N-G-O</p> <p>The Farmer in the Dell Little Bo Peep</p> <p>Baa Baa Black Sheep Three Blind Mice</p> <p>Old McDonald This Little Piggy</p> <p>Skills to introduce:</p> <p>Letters: N T I Shapes: rectangle</p> <p>Colors: review Numbers: 4, 5</p> <p><u>Songs</u></p> <p><i>Down on Grandpa's Farm - Raffi</i></p>	<p>crop</p> <p>fence</p> <p>gate</p> <p>tractor</p> <p>harvest</p> <p>silo</p> <p>bale</p> <p>plow</p> <p>produce</p> <p>farm animals</p> <p>(horse, cow, chicken, rooster, duck, pig, sheep, etc.)</p> <p>farm</p> <p>farmer</p> <p>barn</p> <p>meeting</p> <p>fat</p> <p>funny</p> <p>sleepy</p> <p>snored</p> <p>lazy</p> <p>waddled</p> <p>tractor</p> <p>field</p> <p>meadow</p> <p>woods</p> <p>hill</p>	<ol style="list-style-type: none"> 1. What kind of habitat is best for a farm animal? 2. What kind of foods do (name animal) eat? 3. How do farmers take care of farm animals? 4. How are (compare two animals)the same and how are they different?

ELD's	Date	Instructional Notes and Activities	Instructional Vocabulary	Higher Order Thinking Questions
<p>LL4-4.7 With prompting and support, describe what person, place, thing, or idea in the text an illustration depicts. Pg. 63</p> <p>LL4-4.8 With prompting and support, discuss basic similarities and differences in print read aloud, including characters, settings, events, and ideas. Pg. 63</p> <p>LL4-4.9 Based on the title and/or pictures/illustrations, predict what might happen in a story before it is read. Pg. 63</p> <p>LL5-4.1 With prompting and support, demonstrate that print is read left to right and top to bottom. Pg. 64</p> <p>LL5-4.2 With limited guidance, track across a page or along printed words from top to bottom and left to right. Pg. 64</p> <p>LL5-4.3 With prompting and support, identify own first name in print among two to three other names; point to printed name when asked. Pg. 64</p> <p>LL5-4.4 With prompting and support, identify various features in print (e.g., words, spaces, punctuation, and some upper-and lower-case letters). Pg. 64</p> <p>LL5-4.5 Name at least 26 of the 52 upper-and/or lower-case letters of the alphabet. Pg. 64</p> <p>LL6-4.1 With prompting and support, recognize and produce rhyming words. Pg. 65</p> <p>LL6-4.2 With prompting and support count, pronounce, blend, and segment syllables in spoken words using actions. Pg. 65</p> <p>LL6-4.3 With prompting and support, orally blend onset and rime in single syllable spoken words. Pg. 65</p> <p>LL6-4.4 Repeat alliteration during word play in order to recognize words with a common initial (first) sound. Pg. 65</p> <p>LL7-4.1 Use a variety of writing tools in an appropriate manner showing increasing muscular control. Pg. 66</p> <p>LL7-4.2 Use a combination of drawing, dictating, and/or writing in response to a text read aloud, or to tell a story about a life experience or event. Pg. 66</p> <p>LL7-4.3 With guidance and support from adults, participate in acts that promote the development skills associated with the use of digital tools (e.g., learning games). Pg. 66</p>		<p><i>Little White Duck ; Three Little Pigs Blues - Greg & Steve</i> <i>About the Farm - My Discovery CD</i> <i>Did you feed my cow? - Ella Jenkins</i> <i>Bingo, Farmer in the Dell, Old McDonald - Dr. Jean</i> <i>Nursery Rhymes and Good Ole Times</i></p> <p>Activities: -Hot Potato – Gross Motor -Duck Duck Goose- Gross Motor -KWL chart: Farm animals,crops,etc (As an extension: Play Professor Know it All to say what you learned and add to the KWL chart)</p> <p>-Read the little red hen and retell using puppets. Story sequence the story using visual cards or promethium planet Fantasy: Chocolate/strawberry cow discussion</p> <p>-Make a graph and pick your favorite milk (chocolate or strawberry) -Read: Allison Investigates: Does Chocolate Milk come from Brown Cows? -Place the child's name on an index card along with 2 animal names and let the child identify his/her name</p> <p>- BINGO (letter naming/recognition) Sheep In The Jeep (big book); Fig the Pig (rhyme game). Three Little Pigs, Little Red Hen, Rosie's Walk: compare character traits of 3 little pigs or may include little red hen and/or Rosie. Ongoing comparison of characters, setting and events should continue throughout the year. -Read different versions of a book (i.e. The Little Red Hen) and compare differences. -Clap out syllables to animal names</p> <p><u>Promethean Planet:</u> Down on the Farm Rosie's Walk (positional words) Friendly Farm Patterns Farm Animal Graph Farm Animal Counting</p>		

ELD's	Date	Instructional Notes and Activities	Instructional Vocabulary	Higher Order Thinking Questions
MATH:	October 20 – November 7	FALL - FARM		
<p>CM1-4.1. Verbally counts by ones to 20. Pg. 32.</p> <p>CM1-4.2. Count forward from a given number between 1 and 10, and count backward from 5. Pg.32.</p> <p>CM1-4.3. Understand that the last number named tells the number of objects counted for a set of 10 or fewer objects when asked. Pg.32.</p> <p>CM1-4.5 Identify numerals 0–10 in the everyday environment. Pg.32.</p> <p>CM1-4.4 Count out a specified number of objects from a set of 10 or fewer objects when asked. Pg. 32.</p> <p>CM1-4.6 With prompting and support, match a number of objects with the correct written numeral from 0–10. pg.33</p> <p>CM1-4.7 Compare sets of objects using same/different and more/less/fewer. Pg33.</p> <p>CM1-4.8. Identify an object's or person's position as first or last. Pg.33.</p> <p>CM2-4.1 Recognize, copy, and extend patterns. Pg.34.</p> <p>CM2-4.3 Use concrete objects to demonstrate simple addition and subtraction that total 6 or fewer. Pg. 34.</p> <p>CM3-4.1 Describe measurable attributes (length and weight) of objects and materials, using comparative words. Pg.36.</p> <p>CM3-4.2 Put up to six objects in order by length (seriate). Pg.36.</p> <p>CM3-4.3 Identify/name simple measurement tools and describe what they are used for. (E.g. ruler measures length, scale measures weight).pg. 36.</p> <p>CM2-4.2 Sort concrete objects by more than one attribute. Pg.34.</p> <p>CM4-4.1 Identify and name at least the four basic shapes (rectangles, squares, circles, and triangles) when presented using different sizes and in different orientations. Pg.37.</p> <p>CM3-4.4 Participate in measurement activities using standard measurement tools to measure the length and weight of objects and materials (ruler, scale, measuring cup). Pg. 36.</p> <p>CM4-4.2 Describe and name attributes of four basic shapes (e.g., a square has four equal sides, a circle is round). Pg.37.</p> <p>CM4-4. Combine(compose) or take apart (decompose) shapes to make other shape(s) (e.g. put two triangles to make a square, take two halves of a rectangle apart and recognize that pieces or two other shapes). Pg. 38.</p> <p>CM4-4.5 Use and understand positions of objects, self and other people in space, including in/on, over/under, up/down, inside/outside, beside/between, and in front/behind.</p>		<p>Count objects in a line or row and state how many there are.</p> <p>Using plastic eggs, match the number of eggs to the written numeral on the laminated chicken – Small group first and then move it to the table toys center</p> <p>Count eggs and put them in an egg carton.</p> <p>Egg in a spoon relay during gross motor time.</p> <p>Measure with horseshoes, graph favorite milk.</p> <p>Same or different, more, less or equal animals</p> <p>Pattern animals</p> <p>Estimate groups of animals</p> <p>Pinterest: search farm activities: Graph favorite farm animals, rhyming activities, farm animals bingo, farm songs.</p> <p>Small Group- using plastic eggs, act out simple addition and subtraction stories</p> <p>Place small pictures of animals on the four basic shapes and name the shape that each animal is on. Describe the attributes of four basic shapes</p> <p>Arrange farm animals/fences/objects according to size or length.</p> <p>Rosie's Walk.- discuss Rosie's positional words</p> <p>Muffin tin counting</p>	<p>more less equal fewer first last in on over under around through between heavy light estimate</p>	

ELD's	Date	Instructional Notes and Activities	Instructional Vocabulary	Higher Order Thinking Questions
SCIENCE:	October 20 – November 7	FALL - FARM		
<p>CS2-4.1 With prompting and support, observe and describe the properties of objects and materials, and how they can be combined or can change from one form to another(solids, liquids, and gases). pg.43</p> <p>CS1-4.1 Use all five senses to observe, collect information, describe observations, classify based on observations, and form conclusions about what is observed. pg. 41</p> <p>CS2-4.2 Explore and use simple tools and machines (e.g., hammers, levers, pulleys, ramps). pg. 43</p> <p>CS2-4.3 Explore and describe sources of energy such as lights, bells and other sources of sound. pg. 43</p> <p>CS3-4.1 Explore, observe, and describe a variety of living creatures and plants. pg. 44</p> <p>CS1-4.7 With prompting and support, use scientific vocabulary words to describe steps in the scientific process (e.g., "observation," experiment," "hypotheses," conclusion"). pg. 42</p> <p>CS3-4.3 Carry out classroom routines to care for living creatures and/or plants with limited directions from adults (e.g., feed the fish or hamster, water plants in the classroom). pg. 44</p> <p>CS3-4.4 Describe and follow guidelines for how to interact with living creatures appropriately (e.g., hold the hamster gently, observe the fish without tapping the fish bowl). pg. 44</p> <p>CS3-4.5 Describe plants' and living creatures' life cycles. pg. 44</p> <p>CS1-4.3 Show an understanding of cause and effect relationships, and use this understanding to predict what will happen as a result of an action and to solve simple problems.</p> <p>CS1-4.5 Conduct simple scientific experiments.</p>		<p>Move like farm animals.</p> <p>Animal sounds soft and loud.</p> <p>Oral discussion – use picture cards, books.</p> <p>Introduce "horse shoe magnet".</p> <p>Make butter in small baby jar</p> <p>http://frugalliving.about.com/od/foodsavings/r/Homemade_Butter.htm</p> <p>Make ice cream in a bag Discuss simple science experiments— (Liquid to a solid)</p> <p>http://crafts.kaboose.com/ice-cream-in-a-bag.html</p> <p>After reading The Little Red Hen, make bread using a bread machine. (Discuss using the five senses)</p> <p>Discuss the life cycle of a chicken</p> <p><u>Virtual tours of Farms</u> http://video.search.yahoo.com/search/video?p=virtual+tour+of+a+farm+for+Pre-K <u>Discovery Education:</u> <u>Video: Farm Animals: A First Look-pigs, etc.</u></p>	<p>milk jugs potting soil mud utters soft loud magnetic (animal sounds & moves) liquids solids churn observe experiment predict hypothesis conclusion wheat yeast flower mill hot warm cold</p>	

ELD's	Date	Instructional Notes and Activities	Instructional Vocabulary	Higher Order Thinking Questions
SOCIAL STUDIES:	October 20 – November 7	FALL - FARM		
<p>CSS3-4.7 Participate in daily clean-up activities. pg. 50</p> <p>CSS3-4.1 Demonstrate geographic knowledge of the geographic features of the classroom and community. pg. 50</p> <p>CSS3-4.2 Create representations of places, landforms, roads he/she has seen through drawings and play activities. pg. 50</p> <p>CSS3-4.6 Demonstrate care of the environment through activities (e.g., throwing away trash, recycling, planting trees, and putting out bird feeders). pg. 50</p> <p>CSS5-4.1 Recognize their responsibility as a member of a family and classroom pg. 52</p> <p>CSS5-4.5 Identify workers and their roles as citizens within the community pg.52</p> <p>CSS6-4.2 Demonstrate the role of buyers and sellers in play activities pg.53</p> <p>CSS6-4.3 Participate in conversations about wants and needs pg.53</p>		<p>How farmers help us. (Discuss wants and needs)</p> <p>Discuss a trip to a farm or have a student tell about a grandparent who is a farmer.</p> <p>After reading Rosie's Walk, create a map of a farm to display in the classroom.</p> <p>What's the farmer's job?</p> <p>Compare classroom jobs with jobs on a farm.</p> <p><u>Interactive Farm Map:</u> http://www.pennywellfarm.co.uk/gallery.html</p> <p>Create a pretend farmers market in your Dramatic Play area with a cash register and play money</p> <p><u>FIELD TRIP:</u> Fresh Pickins</p>	<p>barn silo duck pond bandana overalls flannel shirt straw hat rake hoe horseshoe crops map tractor harvest market weigh fruits vegetable scarecrow</p>	