

Week 3 SERIES 1300-1350

**LEARNING GOALS**

- With prompting and support, can identify some letters of the alphabet (Ee)
- Engage in mutual/cooperative play
- Demonstrate coordination and balance
- Make choices and complete some independent activities
- Observe the effects of rain and clouds that help grass and crops grow for a food source
- Identify the physical properties of some living animals
- Counting and ordering
- Listens to and participates in familiar nursery rhymes, songs, and finger play

**DAILY SCHEDULE**

Morning Routine

(Brush teeth, get dressed, breakfast, etc.)

**Curriculum Activity**

Snack

Independent Play

**Brain Waves**

Lunch

Rest/Quiet Time

**Curriculum Activity**

Outdoor Play

Evening Routine

**MATERIALS NEEDED**

paper, markers, internet access, bucket, chart paper, cotton balls, tongs, butcher paper, crayons, construction paper, newspaper, paint, paper, rubber gloves, smocks, toy cars, tractors, wheels, clear plastic cup, food coloring, shaving cream, water, 5 popsicle sticks/spaghetti noodles (for wood), glue, crinkle paper (or something to make hay-like material), three little pigs book (or kindle version), basket or bowl, toys to represent vegetables or pictures of food

**CURRICULUM SCHEDULE**

**MONDAY**

- Share Together: *Little Bo Peep*
- Creative Exploration: *Farm Mural*
- Brain Waves: *Temporal Lobe: Dropping Things*

**TUESDAY**

- Creative Exploration: *Tractor Tracks*
- Music/Movement: *Old MacDonald Had a Farm*
- Brain Waves: *Temporal Lobe: Dropping Things*

**WEDNESDAY**

- Science: *Rain*
- Math Exploration: *Three Little Pigs*
- Brain Waves: *Temporal Lobe: Dropping Things*

**THURSDAY**

- Language/Literacy: *Rosie's Walk by Pat Hutchins*
- Physical Play/Motor: *Farmers and Crows*
- Brain Waves: *Temporal Lobe: Dropping Things*

**FRIDAY**

- Social Studies: *Horseshoe Hunt*
- Sensory Activity: *Milking the Cow*
- Brain Waves: *Temporal Lobe: Dropping Things*

## SHARE TOGETHER

### Little Bo Peep

#### Materials:

bucket, audio player, cotton balls, markers, tongs

#### Preparation:

Write the Little Bo Peep nursery rhyme on the paper and scatter cotton balls throughout the room.

#### Instructions:

1. Read the nursery rhyme from the paper.
2. Explain to your child that Little Bo Peep was responsible for taking care of the sheep and did not do a good job because she lost them.
3. Tell your child we must help her find them.
4. The challenge is to gather all the sheep before the music turns off.
5. Invite child to pick up the cotton balls with the tongs and place them in the bucket before the music turns off.
6. Once the sheep (cotton balls) are gathered, invite child to help you count the sheep.
7. Tell child they did an excellent job finding all of the sheep.
8. Transition to the next activity by reciting the nursery rhyme again.

## CREATION STATION

### Farm Mural

#### Materials:

butcher paper, crayons, markers, tape

#### Preparation:

Tape the butcher paper to a long wall.

#### Instructions:

1. Tell your child you need help creating a picture of a farm.
2. Show child the crayons, markers, and butcher paper.
3. Ask them to think about what a farm looks like. Ask, "What is on a farm? What does the grass look like? What animals should be on the farm? How many barns will we need?"
4. Define "barn" as a building that stores hay and grain and is where the animals live.
5. Encourage child to use the entire piece of butcher paper but leave room for the other things they may think of.

## CREATIVE EXPLORATION

### Tractor Tracks

#### Materials:

crayons, paint, paper, smocks, toy cars, tractors, wheels

#### Preparation:

Get supplies ready.

#### Instructions:

1. Gather your child or children.
2. Explain that wheels make tracks like footprints. Define a “track” as a mark left by something that has gone by.
3. Tell children they are welcome to draw tracks with the crayons or dip the wheels in paint to make tracks.
4. Ask, “Where are your tracks going? What color was your tractor or car?”
5. Encourage your child to draw pictures of the location the tracks were going to or from.

## MUSIC/MOVEMENT

### Old MacDonald had a Farm

#### Materials:

none

#### Preparation:

none

#### Instructions:

1. Lead your children in the singing of Old MacDonald .
2. Encourage your child/children to join you when you say their name. For example, say, “Old Macdonald had a farm, e-i-e-i-o, and on that farm he had a duck, can you quack like a duck Tommy? E-i-e-i-o, with a quack quack here”.
3. Continue singing each verse and the animals that live on the farm.
4. Praise your child for their participation.



## SCIENCE EXPLORATION

### Rain

#### Materials:

clear plastic cup, food coloring, shaving cream, water

#### Preparation:

Gather supplies.

#### Instructions:

1. Fill the plastic cup 3/4 full with water.
2. Top the water with ½ cup of shaving cream.
3. Add a few drops of food coloring on top of the shaving cream.
4. Watch as the rain particles filter through the cloud to create rain.
5. Talk to the child/children about the importance that rain has on a farm.
6. Share that farmers need rain to make their crops grow. Farmers sell their crops to stores so we have food to eat. Farm animals also need rain to make their food grow. Many farm animals eat grass and alfalfa that grows in the pasture, and the farm animals love to eat it.



## MATH EXPLORATION

### Three Little Pigs

#### Materials:

construction paper, 5 popsicle sticks/spaghetti noodles (for wood), glue, crinkle paper (or something to make hay-like material), Three Little Pigs book or kindle version

#### Preparation:

Cut out 3 houses. (Template for the house is included.) Cut out 20 half-inch bricks for one house. Gather materials for the wood house and the straw house.

#### Instructions:

1. Encourage your child to sit and listen to the story of the Three Little Pigs.
2. Ask how many pigs there were and if they can count them?
3. Ask how many homes there were? What were they made of? How many brick homes? How many wood homes? How many straw homes?
4. Encourage your child to build the The Three Little Pigs' homes.

## LANGUAGE/LITERACY

### *Rosie's Walk* by Pat Hutchins

#### **Materials:**

paper, markers, theme-related book such as *Rosie's Walk* by Pat Hutchins

#### **Preparation:**

This website provides a read aloud book: *Rosie's Walk* by Pat Hutchins

<https://www.youtube.com/watch?v=aynZh1-fsBg>

#### **Instructions:**

1. Tell child there are very few words in some stories because the author wants the pictures to tell the story.
2. Picture walk through a theme-related book about chickens or *Rosie's Walk*.
3. Ask, "What do you see on the cover? Does the little house have a name? (chicken coop) Does Rosie know she is being followed?"
4. Make predictions with child. Look at the title page for clues. Ask, "What do you see?"
5. Continue to picture walk and notice the details in the illustrations.
6. Ask open-ended questions throughout the story.
7. Ask child to find objects beginning with the letter Ee throughout the home together.

## PHYSICAL PLAY/MOTOR

### Farmers and Crows

#### **Materials:**

basket or bowl, toys to represent vegetables or pictures of food

#### **Preparation:**

Disperse play food around the room or outdoors in sight.

#### **Instructions:**

1. Parent and child will alternate farmer and crow.
2. Tell child they are racing to see who can pick the most vegetables from the crop.
3. The farmer is trying to get the vegetables before the crows eat. The crows are trying to eat before the farmer picks it.
4. Say, "On your mark. Get set. Go!"
5. Count the number of vegetables gathered.
6. Trade roles and enjoy playing with your child!

## SOCIAL STUDIES

### Horseshoe Hunt

#### Materials:

construction paper, markers, scissors, tape

#### Preparation:

Cut out horseshoes. Write the letter Ee on some of the horseshoes and hide them throughout the room or house.

#### Instructions:

1. Encourage your child to join you using the song “Old MacDonald Had a Farm.”
2. Explain to your child that horses are very important and are used for many jobs on the farm.
3. Say, “Horses have special shoes to help protect their hooves. The shoes are called horseshoes.”
4. Invite child to go on a Horseshoe Hunt with you.
5. Tell child to look for horseshoes with the letter Ee on them.
6. Once all the horseshoes are found, have child gallop to the next activity of choice.

## SENSORY

### Milking the Cow

**Caution:** Supervise children closely during this activity.

#### Materials:

newspaper, paint, paper, rubber gloves

#### Preparation:

Spread newspaper to cover the floor. Fill gloves with paint. Poke tiny holes in the fingertips of the gloves.

#### Instructions:

1. Encourage child to milk the cow.
2. Remind child the udder stores the milk on a cow.
3. Tell child to gently squeeze the glove. Encourage them to finger paint as well.
4. Encourage child to stay on the paper with the paint.
5. Ask about creations and praise efforts.

## THE TEMPORAL LOBE

### Supporting the Development of the Temporal Lobe

Two main functions of the temporal lobe are auditory processing and memory. This is the part of the brain that deals with hearing and distinguishing different sounds. From infancy, babies are tuned in to sounds in their environment, and since auditory processing is intertwined with language development, supporting the development of the temporal lobe is important. Can you hear me now?



## Auditory (Receptive Language)

### *Dropping Things*

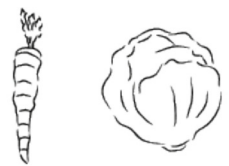
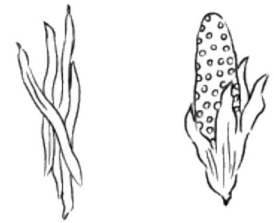
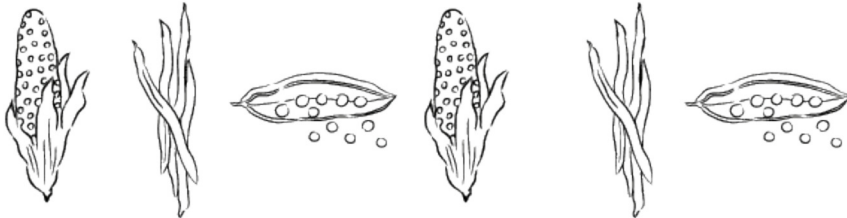
**Materials:** small box or paper bag, several small items that make a sound when dropped, such as pencil, coin, toy, etc.

### Instructions:

1. Tell child they will play a game called Dropping Things.
2. Show and help child identify the small items as they are placed in the box or bag.
3. Select another family member to be the listener with eyes closed.
4. The Dropper should announce "Dropping things" prior to dropping each item so person will know to be quiet and listen.
5. Instruct child to switch roles to be listener and guess the sounds. What does it sound like?
6. Encourage your child to be a good listener. Enjoy time with your child!



Farmers grow food to keep our bodies healthy and strong. All of these foods are grown by farmers. Circle what belongs next on each line.

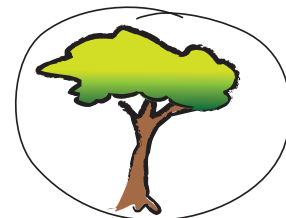




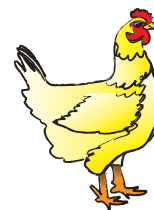
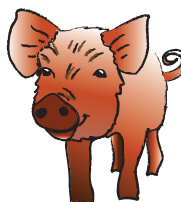
# Farm Travel Match

In each of these groups, one object is not like the others.  
Circle the thing that doesn't belong.

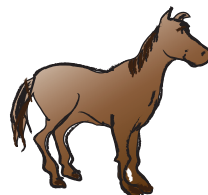
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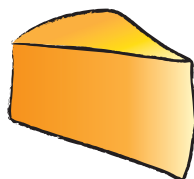
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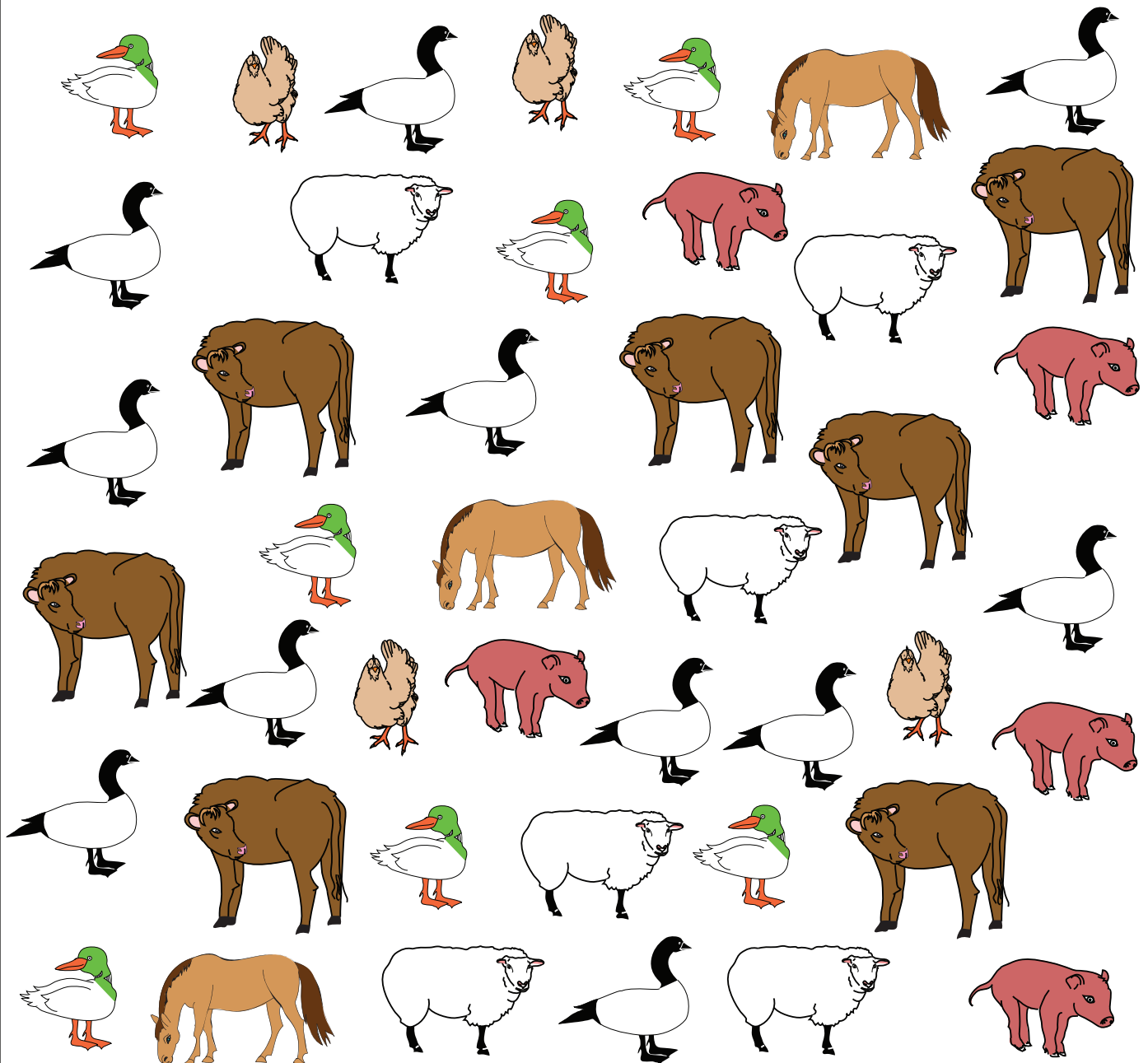


Now make your own challenge.





Draw a group of pictures where one item does not belong.




# Minnie's Farm Visit

Minnie visited her grandfather's farm and saw lots of different farm animals. Can you help her record what she found? Use the chart on the next page to organize your data. Record the farm animal totals using tally marks. The first farm animal has been done for you.



# Minnie's Farm Visit

	Sheep		1
	Cows		
	Ducks		
	Hens		

	Geese	
	Pigs	
	Horses	

Now it is time to count your tallies! Answer the questions below using a number.

1. How many cows?

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2. How many chickens?

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3. How many more pigs than horses?

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4. How many birds altogether?

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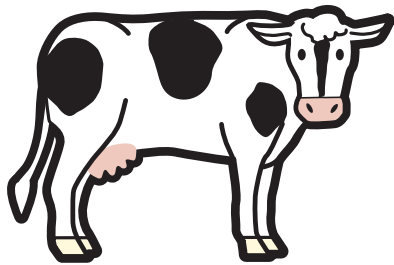
5. Which two farm animals have the same totals?


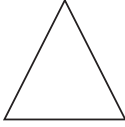
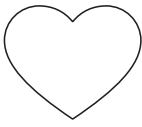


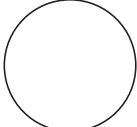

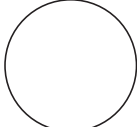


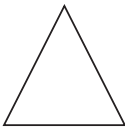

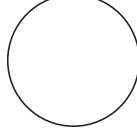









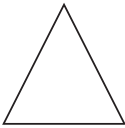
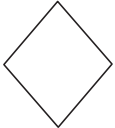

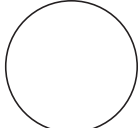

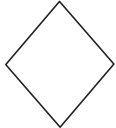
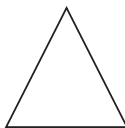
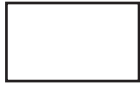



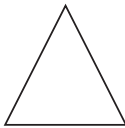
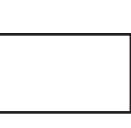
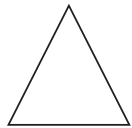
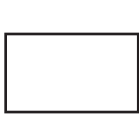
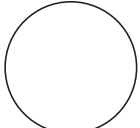


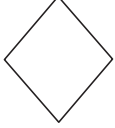
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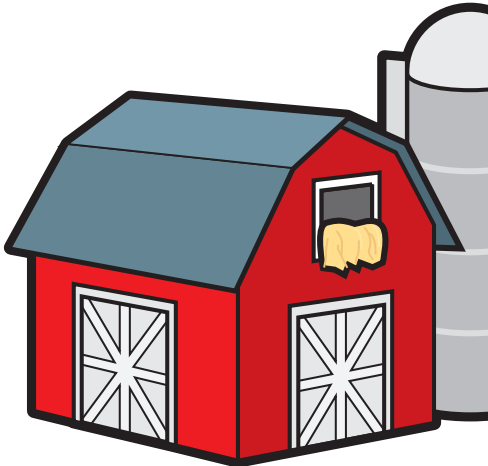
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The cow needs to find her way back to the barn! Draw a line along the path that shows triangles and rectangles to guide her home.





# Tracing Lines



Practice drawing horizontal lines.  
Trace the dotted line from left to right.

