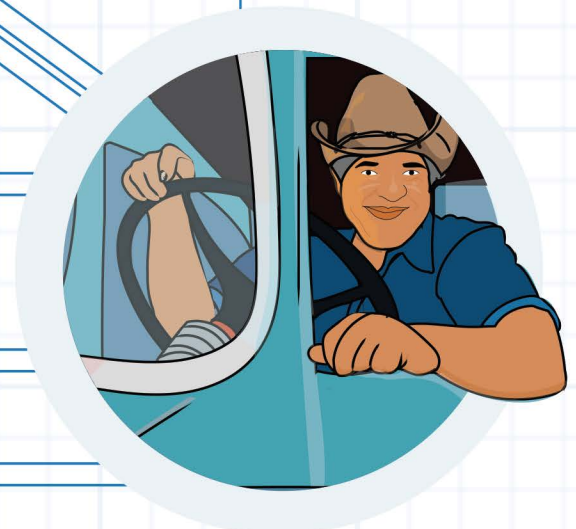
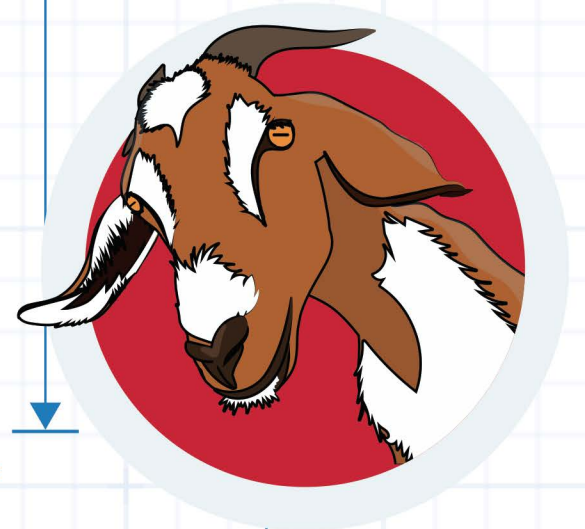
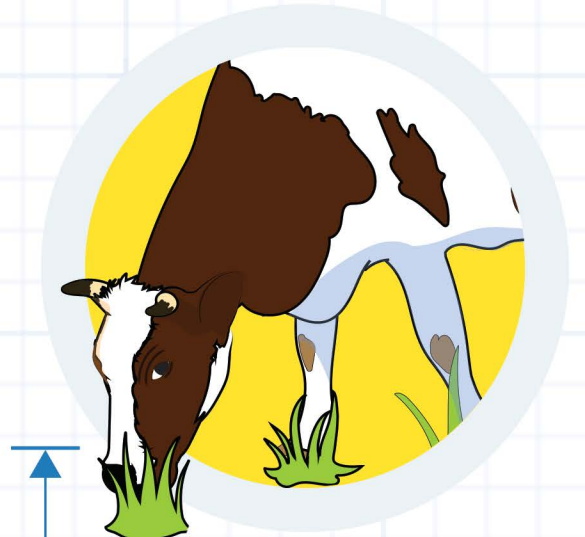
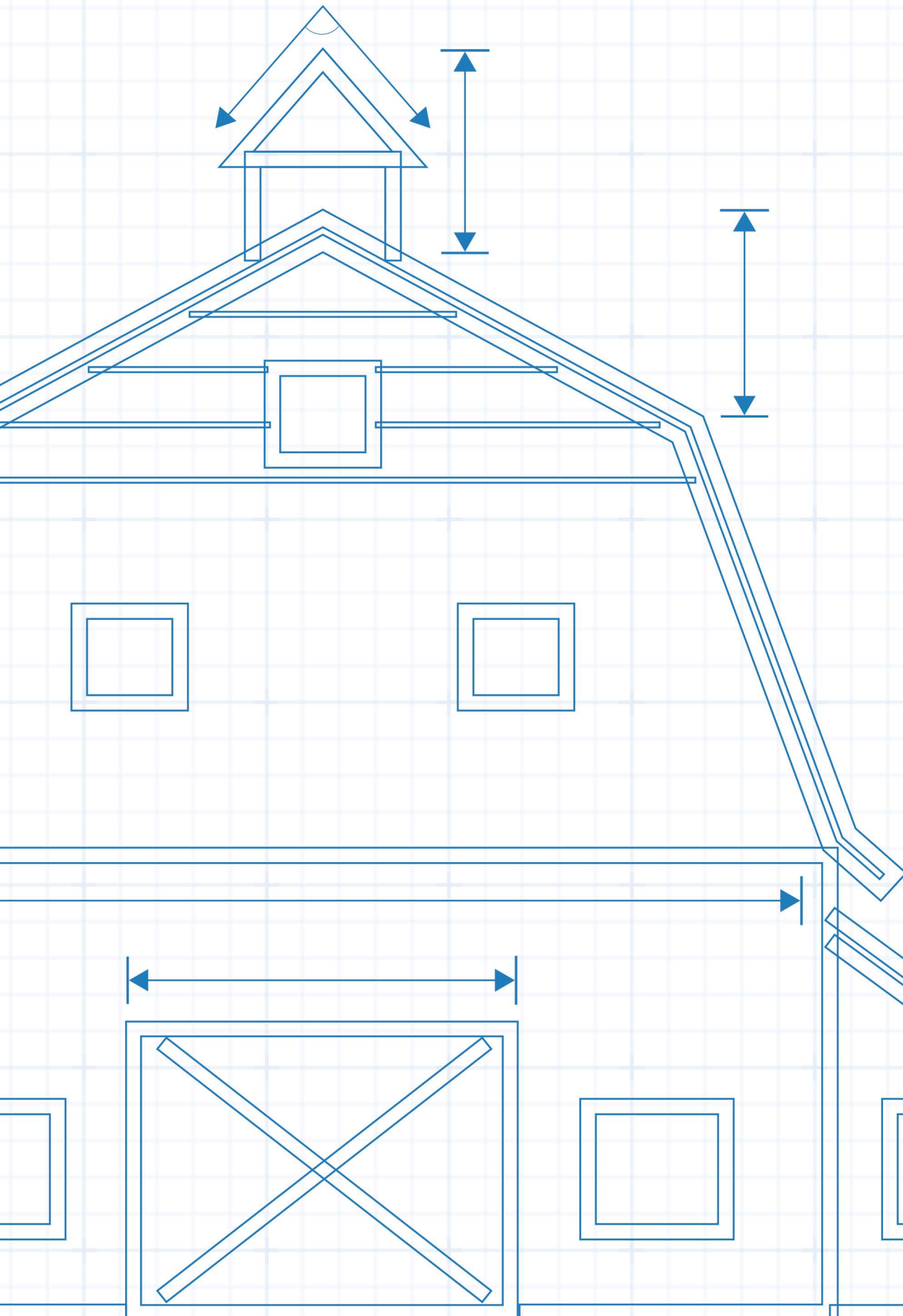
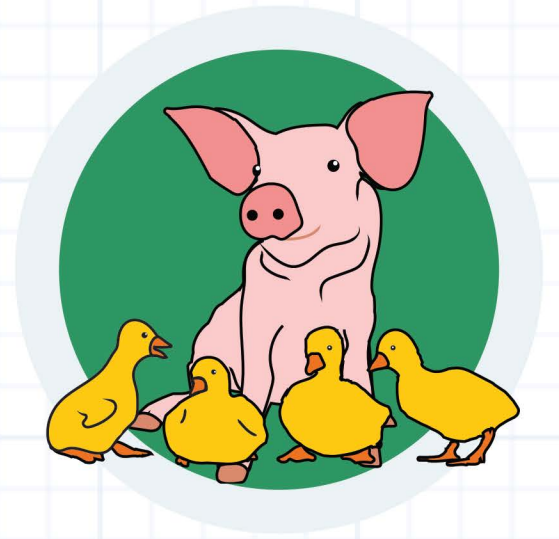


# BLUEPRINT

## Life on the Farm Teaching Guide 5





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# BLUEPRINT

For Early Learning

Michele Coulombe, Amy Fatall, Erin Zuccaro

**Children's Literacy Initiative – Philadelphia, PA**

# BLUEPRINT



# Life on the Farm

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## Digital Online Resources



<https://clibblueprint.org/resources-tx>

At the web address above you will find the following resources to help your instruction.

- ASL Sign (images & videos)
- Board Games & Pieces
- Family Resources
- Featured Class Books
- Letter and Numeral Formation Guide
- Letter Pronunciations (audio)
- Mindful Moments
- Power of 3 Images
- Science Journals
- Songs, Poems and Chants (audio & print)
- Teaching Point Checklist
- Unit 5 Images
- Weekly Materials List
- Yoga Poses

## Icon Legend



Keep it Going



Words We Are Learning



Remember...



Song Within the Lesson



Multilingual Learner Support



STEM



Family Engagement



Downloads Available



Tip

### Disclaimer

Children's Literacy Initiative (CLI) is not responsible for the contents of any non-CLI, off-site webpages. Links are suggested as a general information resource. While the information provided is believed to be accurate, it could include errors or inaccuracies. The links provided are maintained by their respective organizations and they are solely responsible for their content.

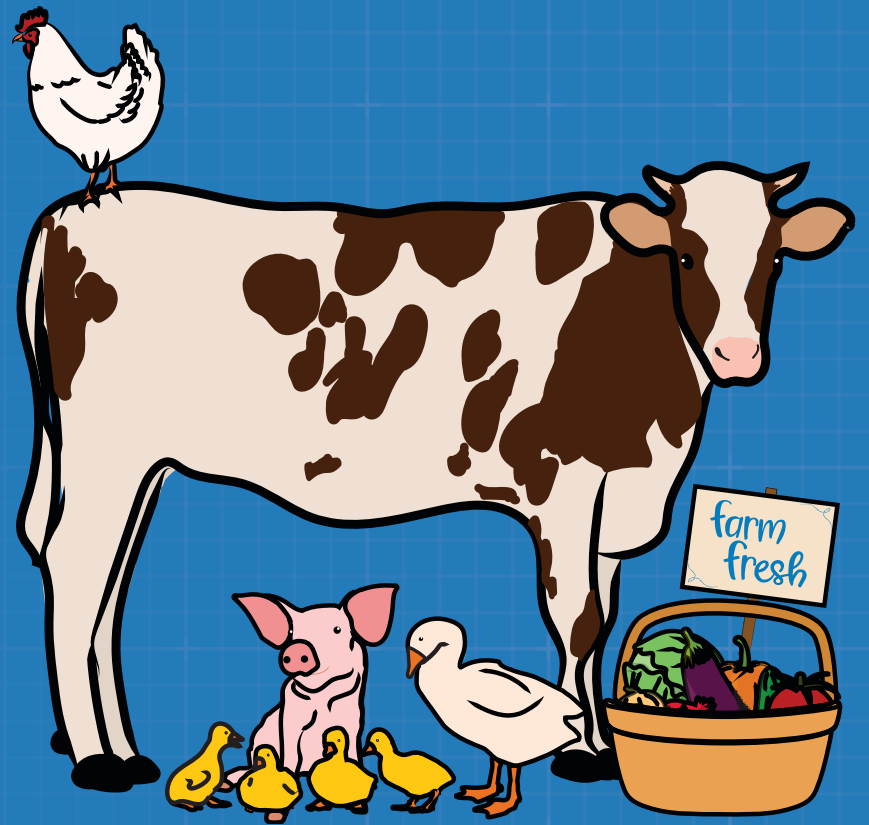
# Life on the Farm

## What happens on a farm?

### What Children Learn

Farm animals eat, work, and sleep. Farmers take care of them so they are happy, healthy, and grow.

This unit focuses on what life is like on the farm for both animals and farmers. It threads many thematic ideas touched upon previously. Children learn that farm animals eat, sleep, and move in different ways. These are things that healthy kids do as well, as children learned in Unit 2. They compare baby farm animals to grown farm animals and learn that one characteristic of living things is growth. Children look at how a farm is a home for many animals, and they explore different buildings found on a farm, echoing their study of homes and structures in Unit 4. Finally, they focus on one particular farm animal, the goat, to explore its needs and unique characteristics. The unit ends with a look at the work farmers do, affording children another opportunity to participate in a design challenge (creating a cow bell). This work echoes the design challenge that took place in Unit 4.



Week	Guiding Question	What Children Learn	Be Sure To...
1	What animals live on a farm?	Lots of animals live on a farm. There are baby animals and adult animals. They all have special names.	<ul style="list-style-type: none"> <li>Review the names of farm animals, including what baby animals are called.</li> <li>Have children identify, copy, and create patterns.</li> <li>Teach the <i>letter k</i>.</li> <li>Give children practice identifying and producing rhymes.</li> </ul>
2	What do farm animals do all day?	Farm animals have different jobs on the farm. They move, eat, and make different sounds. At night, they sleep in their own special beds.	<ul style="list-style-type: none"> <li>Review the names of different animal homes on a farm.</li> <li>Invite children to create their own version of the popular song “Old MacDonald Had a Farm.”</li> <li>Explore the form and function of different containers.</li> <li>Teach the <i>letters e</i> and <i>q</i>.</li> </ul>
3	What can we learn about goats?	We can learn how goats eat, move, grow, and are taken care of on farms.	<ul style="list-style-type: none"> <li>Focus on one particular farm animal and talk about its unique characteristics.</li> <li>Play a coding game that encourages children to follow directions.</li> <li>Teach the <i>letter g</i>.</li> </ul>
4	What do farmers do?	Farmers are very busy people. They take care of animals and the farm. They use lots of different tools and machines.	<ul style="list-style-type: none"> <li>Focus on the different tasks farmers do.</li> <li>Encourage children to plan, build, and test their own cow bell.</li> <li>Teach the <i>letter y</i>.</li> </ul>



## Unit at a Glance

### Week 1

#### What animals live on a farm?

Children learn that living things grow and that animals are living things, just like us. They explore animals on the farm through read alouds and the farm dramatic play center. They learn the names of different baby animals, explore the *letter k* as in kitten, and make a list of words that rhyme with “cow.” In math, they explore counting and one-to-one correspondence through a variety of games. Empathy, the social emotional focus of the unit, is introduced.

### Week 2

#### What do farm animals do all day?

Children learn that animals have their own jobs and responsibilities on farms and their own places to sleep. They take a closer look at characters in read alouds, recognizing their emotions and making predictions about the stories. In Small Group, children utilize grids for a counting game, and they work together to solve practical problems that might occur on a farm such as what container is best for carrying eggs. Farm animal yoga poses are also introduced.

### Week 3

#### What can we learn about goats?

Children learn more about one specific farm animal, the goat. They learn about what makes a goat unique—how they have their own unique sound, way of moving, climbing, and eating. Children look at the multiple meanings for the word “kid” and practice the two sounds the *letter g* makes. In Small Group, they follow directions in a coding game to work on directionality and sequencing.

### Week 4

#### What do farmers do?

Farmers are busy people! Children take pretend trips to different types of farms to learn about all the work farmers do. In read alouds, children learn how farmers take care of cows at dairy farms and how farmers make hay. They review positional words, initial consonants, and rhyming words. Using the design process, children create cow bells to help farmers keep track of their cows. They plan, build, and test their designs. Children listen to the class book and celebrate their learning from the unit.



## Connections to Other Units

### Growing

In this unit, children learn how farm animals change. In Unit 7: “Let’s Eat!” children explore how seeds and plants grow. In Unit 8: “Animal Architects” children look at how animal homes protect animals and their babies.

### Living Things

Children explored what they need to stay healthy in Unit 2: “Healthy Kids.” The needs of living things are explored again in this unit when children learn about farm animals. They explore what seeds and plants need in order to grow in Unit 7: “Let’s Eat!” Finally, in Unit 8: “Animal Architects” children focus on how shelters support the needs of living things.

### Design Process

In Unit 4: “We Are Architects!” children learned about the design process and built houses. In this unit, children use the design process to create a cow bell. The design process guides one more building project: birds nests in Unit 8: “Animal Architects.”

### Early Coding

Children practiced following “if/then” activities in Unit 4: “We Are Architects!” In this unit, children learn how to follow direction cards and move around an obstacle. Children will continue to work on early coding skills in Unit 9: “Look Up!” as they play more games that include coding symbol directions.



## Class Book *All About Farm Animals*

Create at least one class book during each unit to which children can contribute. These books give children a glimpse into the book-making process. They love to see themselves as authors! Everyone can participate in creating the class book, no matter their level of proficiency. For example, children can cut out pictures from magazines or draw their own. They can write their own ideas or dictate them to you. Use the suggested class book title or let children come up with their own. Invite them to help you create a cover. Bind the book together using folders or three-ring binders. Typically, we suggest you read their book to the class toward the end of the unit and invite families to listen as well. After, place this book in the library for children to read (over and over!).



In this unit, children contribute to a class book about farm animals. As they learn how animals grow, change, and live on farms, children write about an animal about which they feel they are experts. This book will be read aloud and presented to families during Week 4.



## Unit Project: Composing Song Variations

There are many traditional farm songs, such as “Old MacDonald Had a Farm,” “Farmer in the Dell,” and “B-I-N-G-O.” In this unit, we encourage children to contribute to their own version of one of these songs, “Old MacDonald Had a Farm.” This activity gives children ownership over the song as they create their own farmer’s name, decide on the animal, and use what they know about the animal’s life on the farm (e.g. what they eat; where they sleep) to compose the lyrics. They can incorporate words, content they are learning, and words from their home languages. Capture children’s work by charting it and record children performing these songs.







## Words We Are Learning

New vocabulary words are drawn from both conversation and read-aloud books. These words are often associated with the content of the unit and support children’s comprehension. Add these words to the Unit Chart: “Words We Are Learning” as they are introduced. Use the words frequently in the daily life of your classroom. As children hear these robust words in more contexts, they grow their own vocabulary in an authentic and meaningful way. Invite multilingual children in your class to share the words they use at home for these ideas if they are familiar with them (which they may or may not be). Making connections to words they already know and new English terms will support language acquisition. A translation app or website can assist with spelling.

Week	Word	Definition
1	squeal	to make a high-pitched noise
	duckling	a baby duck
	calf	a baby cow
	rig	a big truck
	foal	a baby horse
2	pause	a short stop
	advice	someone else’s ideas for what to do
	bellowed	said in a very loud voice
	stumbled	tripped while walking
3	hooves	goat’s feet
	nibble	eat in little bites
	herd	a group of animals that live together
	nestled	snuggled or cuddled
	adored	loved a whole lot
4	dairy	milk and foods made from milk
	mower	a machine that cuts grass
	bale	a bundle or pile of hay

When the unit ends, here are some suggestions for how to “retire” the chart:

- Take a picture and post the photograph in your room for reference, for example, at the writing center.
- Save the chart if you have a place where it can be stored and children can reference it.
- Attach it to poster board and make a big book out of it; keep it in your library center.
- Take a picture of the chart and send it home to families. Let them know that these words were introduced during the unit. Encourage them to use the words in conversation. Remind them that children are not expected to be able to read the words or explain their definitions; however, exposure through conversation will build their children’s oral vocabulary, a precursor to reading.



## Anchor Words for Multilingual Learners

New English language learners find themselves in a sea of language that can be tough to navigate. Anchor words are vocabulary words that activate their background knowledge from their home language and give them a context for learning a new language. Children who speak English at home will not need direct instruction to learn these terms, but, for children who are very new to the English language, these words will be absolutely essential. Because these children are just beginning to develop a bank of English vocabulary, it will be nearly impossible to explain their meaning using words. Gestures, pictures, and directly translating them into the children’s home language using an online translation tool will be the most effective way to help them acquire these invaluable foundations to the English language.

Week	Word
1	farm
	animal (review)
	grow
2	living
	day
3	night
4	goat
	farmer
	problem (review)



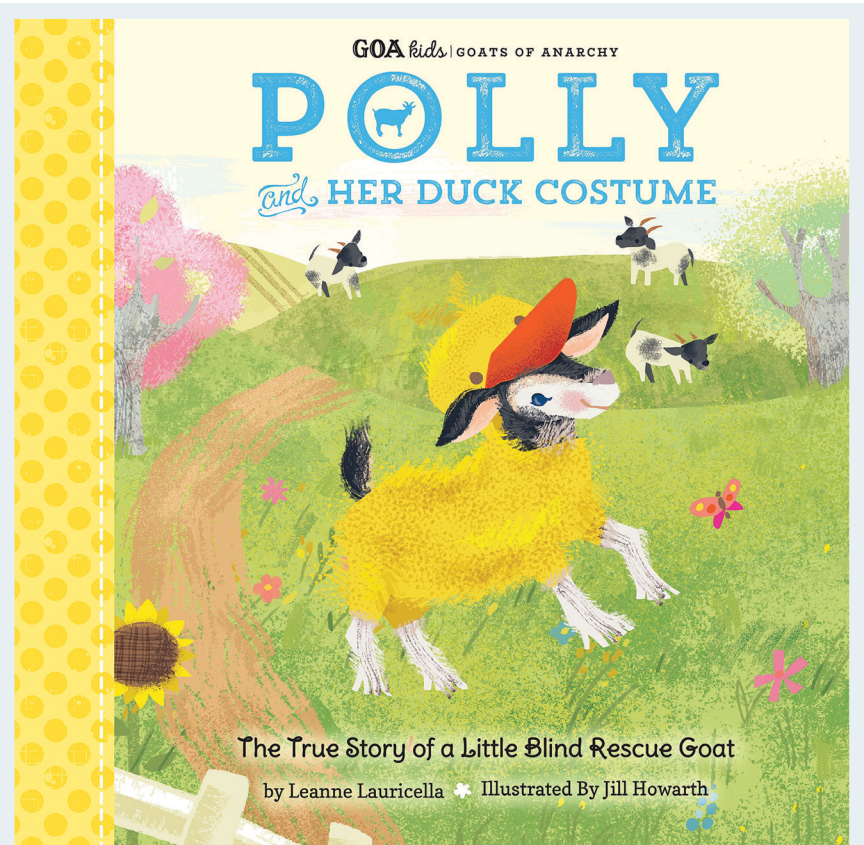
## Spotlight on Social Emotional Learning

Empathy is the ability to understand how someone else is feeling and to respond in a caring way. It is the ability to put yourself in someone else's position. Empathy is not a fixed trait. It can be cultivated in children in many ways, for example, through conversation, adult modeling, and children's literature.

Observation is a key feature of empathy. Children are beginning to read the gestures, facial expressions, and actions of others to figure out what they are feeling. It is important to acknowledge the vast range of feelings that both ourselves and others can experience. Engage children in conversations about the causes and effects of emotions.

One way you can foster empathy is by explicitly inviting children to take on another person's perspective. Asking children to imagine how they would feel in various scenarios helps them to understand that we all can experience the same feelings. This realization helps children make a stronger connection between themselves and others.

Our read-aloud books can be a great source of social emotional learning. Don't miss the opportunity to have children examine and discuss the feelings of the characters in a book. This can be done with books specifically written to address social emotional issues and ones that are not. For instance, while reading *Polly and her Duck Costume*, ask children, "How do you think Polly is feeling at the end of the book? Why?" Asking questions and holding discussions like this help children understand the range of emotions that others feel in various situations.





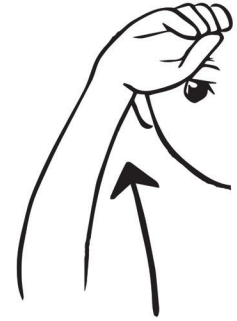
# American Sign Language

Children learn several ASL signs throughout the curriculum. Using sign language can help to address a variety of learning styles, such as visual and kinesthetic, and can help children show their thinking. It also strengthens communication among teachers and children who may speak different home languages. Below are step-by-step instructions for each sign. Videos demonstrating how to make each ASL sign are also located on the Blueprint website.

## Steps for Teaching the Sign

## For Display

I Learned



I See



I Predict



I Like



# CHARTS

## Feelings



happy  
feliz



sad  
triste



silly  
loquito,  
loquita



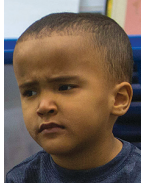
calm  
calmado,  
calmada



kind  
amable



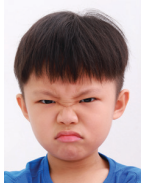
delighted  
encantado  
encantada



grumpy  
gruñón,  
gruñona



proud  
orgullosa,  
orgullosa



upset  
molesto,  
molesta



glad  
alegre



confident  
seguro  
segura



caring  
considerado  
considerada

## Cheers

Round of Applause



Kiss Your Brain



Hip Hip Hooray



Catch a Star



Stir It Up



Roller Coaster



The Robot



Happy Horse



## Readers Can Say

I like



I predict



I remember



I learned



I see



I wonder



We Can Describe

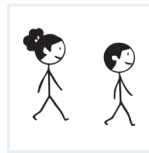
## Power of 3

Take Care of  
Ourselves

Take Care of  
Each Other

Take Care  
of Our  
Environment

Move safely.



Say, "I can  
do it!"



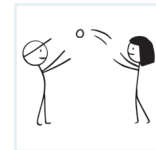
Calm down.



Keep on  
trying.



Play  
together.



Be helpful.



Act kindly.



Think about  
how others  
feel.



Put things  
away.



Handle books  
and toys  
carefully.



Throw  
away trash.



Treat living  
things  
carefully.



# Anchor Charts

Anchor charts are one of the most effective, engaging, and child-friendly ways to support instruction and reinforce key concepts, skills, and vocabulary that you want to focus on the entire year.

When these are created with children in your classroom, they can be used to capture their thinking and learning. Build anchor charts over time, so they reflect your current instruction.

Use pictures, drawings, children's names, quotations, or photos. Personalizing the anchor charts will lead to greater child investment. Incorporating multilingual children's home languages into instruction helps them learn more effectively. Add home languages to anchor charts, schedules, and displays. Online translation tools can help. Refer to your anchor charts during the natural course of your instruction. The more you model using them for reference, the more the children will use them for their own independent thinking and work.

	Power of 3	Feelings	Readers Can Say	Cheers	We Can Describe
	Words to be added to your charts				
Already Added	Move safely. Say, "I can do it!" Play together. Be helpful. Put things away. Handle books and toys carefully. Calm down. Act kindly. Throw away trash. Keep on trying.	happy sad proud silly grumpy upset calm glad kind confident delighted	I like I predict I remember I learned I see I wonder	Round of Applause Kiss Your Brain Hip Hip Hooray Catch a Star Stir It Up Roller Coaster The Robot	Capture descriptive vocabulary using a graphic organizer. Write "We Can Describe" as the title. Label columns with different categories of descriptive words, such as color words (red, blue), size words (large, enormous), texture words (spiky, bumpy), and action words (runs, crawls). This chart should be very responsive to the linguistic and cognitive needs of your children and will therefore vary among different classrooms.
In This Unit	Treat living things carefully. Think about how others feel.	caring		Happy Horse	

# Unit Charts

Unit charts will be created as well. These reflect each unit's specific content. They should be built and referenced the same way that anchor charts are. However, they will be referenced less frequently throughout the year. Plan your display accordingly.

### Unit Charts:

- "What Happens on a Farm?"
- "Words We Are Learning"



### Supporting Multilingual Learners

Incorporating multilingual children's home languages into instruction helps children learn more effectively. Add home languages to anchor charts, schedules, and displays. Online translation tools can help.

# CENTERS

An essential part of your day is Center Time. Center Time supports the development of children’s creative, social, cognitive, and language skills.

Each unit has its own suggested theme related activities and a timetable for introducing them. Offer other choices as well that reflect your children’s interests and needs. Centers are also a great place for children to continue practicing and extending their learning from small group and large group activities. Look for “Keep It Going” tips throughout the unit guide where we suggest ways to incorporate materials and ideas from your lessons into your centers. Remember, when interacting with children, use the strategy of “Layered Questioning.” This involves scaling the discussion to each child’s language ability, so they can respond anywhere from using gestures to one word responses to more open-ended ones. This will build their confidence and stretch their language skills.





► **Week 1 | Painting Pigs**  
Children paint pig (or other farm animal) pictures.

*Creative Arts: Visual Arts*

**Materials**

Examples of pig (or other farm animal) paintings, paints of different colors, paintbrushes in various sizes

**Directions**

Display the downloaded images from Day 4: Talk Time in the art center. Invite children to paint pigs or other farm animals.

**Use what you know about each child's language skills to start conversations:**

- Gesture: Show me the colors you want to use.
- Yes/No: Do you want to use [color]? Did you use [shape] to make your animal?
- Either/Or: Do you want to use [color] or [color]? Did you make [animal] or [animal]?
- Open-ended: What animal will you paint today? Why? Which image inspired you the most?

► **Week 2 | Egg Painting**  
Children use plastic eggs as an artistic tool.

*Creative Arts: Visual Arts*

**Materials**

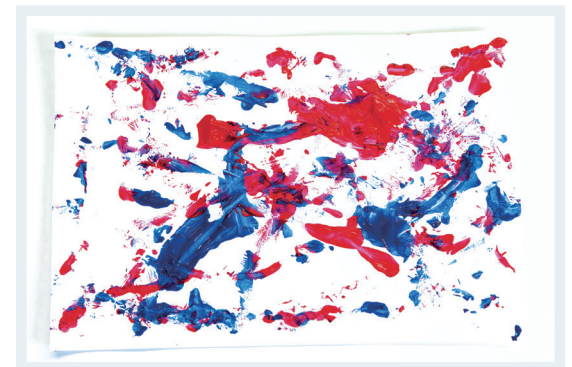
One to four plastic eggs, pebbles, or cubes, tape, tempera paint, plastic container with a lid, paper

**Directions**

Fill plastic eggs with some pebbles or cubes to give them weight. Tape the eggs closed. Then put paper in the bottom of a container and add a few dollops of the tempera paint. Put the plastic eggs in the container and the lid on. Shake and roll the box so the eggs move around and create a painting.

**Use what you know about each child's language skills to start conversations:**

- Gesture: Point to the eggs. Point to the tray. Show me how you will move the eggs in the container.
- Yes/No: Did the eggs make straight lines? Did the eggs make curvy lines?
- Either/Or: Did the eggs make straight or curvy lines? Is painting with eggs easier or more difficult than painting with other tools?
- Open-ended: How did you create your painting today? How would you describe your painting today? Is painting with eggs easier or more difficult than painting with other tools? Why do you think that is? How do the egg prints look the same or different from prints made by other tools?





► **Week 3 | Costume for Polly**  
Children create a costume for Polly.

*Creative Arts: Visual Arts*

### Materials

Make a drawing of Polly from *Polly and Her Duck Costume*, scraps of fabric, scissors, glue sticks, assorted decorative craft materials such as tissue paper, sequins, and pom-poms

### Directions

Put out the supplies. Talk about how Polly wore her duck costume to make her feel safe. Invite children to create a different costume she can wear.

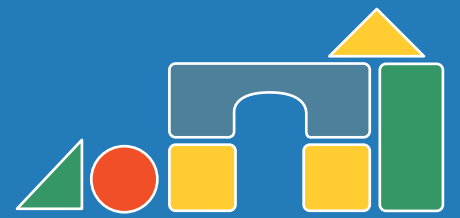
### Use what you know about each child's language skills to start conversations:

- Gesture: Show me the material you want to use for Polly's costume.
- Yes/No: Do you want to use [material] for Polly's costume? Would you wear this costume?
- Either/Or: Do you want to use [material] or [material] for Polly's costume? Will you use tape or glue to attach the material?
- Open-ended: Why did you chose [fabric, tissue paper, pom-poms, etc.] for Polly's costume? Would you wear this costume? Why or why not? How will you attach that material to Polly? What other materials could you use to create a costume for Polly?





# Blocks



- **Week 2 | Farm Animal Houses**  
Children use blocks to create structures found on farms.  
*Science: Life Sciences*



## Materials

Blocks, craft sticks, Wikki Stix®, toy farm animals, mesh, baskets, recycled boxes, images of farm animal houses (e.g. chicken coops, rabbit hutches)

## Directions

Download and print images of different farm animal houses from the *Blueprint* website. Discuss how animals live on the farm in their different “houses.” Encourage children to build these structures. Refer to images.

### Use what you know about each child’s language skills to start conversations:

- Gesture: Point to the picture of the animal home you want to make.
- Yes/No: Do you want to make a home for the [animal]? Will you use [material] to build the home?
- Either/Or: Do you want to make a home for the [animal] or the [animal]? Will you use the [material] or the [material] to build the home?
- Open-ended: What animal home will you build today? What materials will you use to build this structure? How did you build that animal home? What other classroom materials could we use to build an animal home? How would the [chicken coop, barn, etc.] be the same or different if you build it with different materials?



# Dramatic Play



## ► Week 1 | Farm

Children pretend they are on a farm.

*Creative Arts: Dramatic and Performance Art*

### Materials

Red and white bulletin board paper, boxes, egg cartons, stuffed/toy farm animals, toy fruit and vegetables, straw, tools a farmer might use such as watering cans, rakes, and shovels. Involve families by requesting examples of relevant props they may have available.

### Directions

Include children in design conversations. Encourage them to make signs and add props. Discuss what children might do at the farm. You might create a barn using red and white bulletin board paper. You can create the barn on the wall or cover a large box with the paper to look like a barn (the box's flaps can be the doors). You might create a chicken coop, using brown paper bags as nests, and plastic eggs. Or add a farm stand with fruits and vegetables.

### Use what you know about each child's language skills to start conversations:

- Gesture: Show me the [animal]. Show me where the [animal] sleeps. Point to the [fruit/vegetable]. Point to the [tool].
- Yes/No: Is this the [animal]? Does the [animal] sleep in the barn? Is this a [fruit/vegetable]? Is this the [tool].
- Either/Or: Is this the [animal] or [animal]? Does the [animal] sleep in the [barn, chicken coop, etc.] or the [field, stable, etc.]? Is this a [fruit/vegetable] or [fruit/vegetable]? Does an [animal] say [animal noise] or [animal noise]?
- Open-ended: How will you care for the animals on our farm? What tools do you need to [grow vegetables, care for chickens, etc.]? What other tools or materials do we need to add to our farm?

Tip

### Dramatic Play

Suggest new ways to approach dramatic play that calls for children to be resourceful and creative. For example, suggest they set up a farm stand to sell eggs that the hens have laid. "Farms often have special areas to sell items from their farm. (e.g. farm stand for eggs or fruit and vegetables). What do we need from around the classroom to create the area? (e.g. baskets from the block area, benches from the library).



# Library



## ► Week 1 | Read to a Farm Animal

Children read aloud to stuffed animals.

Literacy: *Literate Attitudes and Behaviors*

Materials	Directions
Stuffed animals that would be found on a farm, books	Put the stuffed animals in the library. Let children know they can cuddle up with the stuffed animals and read to them. The animals might want to comment on the book using the sounds they make in real life.

### Use what you know about each child's language skills to start conversations:

- Gesture: Point to the book you would like to read. Show your stuffed animal the front cover.
- Yes/No: Do you think this book is about a [chicken, cow, pig, etc.]? Does the character feel [happy, scared, sad, angry, etc.]? Do you think the character will [offer suggestion of what the character could do next]?
- Either/Or: Do you think the character feels \_\_\_\_\_ or \_\_\_\_\_? Do you think the character will [offer suggestions for what might happen next] or [offer another suggestion]?
- Open-ended: What farm animal do you want to read with? Why? What do you think the [chicken, cow, pig, etc.] might say about this book? What do you think this book is about when you look at the cover? What is your favorite part of this book? Who are the characters in the book? Where does the story take place? What happened first? Next? Last?

Tip

### Following Up

Check in on children's developing concepts of print. Who can identify the front cover of a book? The back cover? Who can point to the pictures? The words?



Materials	Directions
Books	Gather books related to this topic. Store them in a basket that is clearly labeled with words and pictures. Share the titles with children to build their excitement.

### Use what you know about each child's language skills to start conversations:

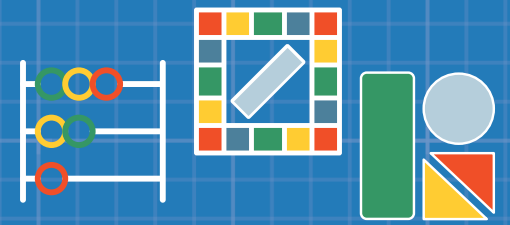
- Gesture: Point to the book you would like to read. Point to the book about [farms/farmers/farm animals].
- Yes/No: Do you want to read a book about [farms/farmers/farm animals]?
- Either/Or: Do you want to read a book about [farms/farmers/farm animals] or [farms/farmers/farm animals]?
- Open-ended: What do you notice is the same about these books? What is different? What types of [buildings, jobs, people, animals] do you see in this book?

## ► Week 3 | Farm Book Collection

Children read books about farms.

Literacy: *Literate Attitudes and Behaviors*

# Math and Table Toys



- **Week 1 | Egg Carton Math**  
Children roll dice and count out eggs.  
*Math: Numbers and Number Sense*

Materials	Directions
Plastic eggs, egg cartons, dice	Invite children to roll dice and place that number of eggs inside the egg cartons.

**Use what you know about each child's language skills to start conversations:**

- Gesture: Show me the number \_\_\_\_ on the dice. Show me [number] eggs.
- Yes/No: Is this the number \_\_\_\_? Do you have [number] eggs?
- Either/Or: Is this the number \_\_\_\_ or \_\_\_\_? Do you have [number] or [number] eggs?
- Open-ended: What number did you roll on the dice? How do you know? Show me how you counted out the eggs.



- **Week 2 | Geometry Barns**  
Children use geometric shapes to build barns.  
*Math: Geometry and Spatial Relations*

Materials	Directions
Construction paper cut into different geometric shapes (squares, circles, etc.), glue, art supplies	Download and print images of barns. Discuss the different shapes the illustrator used to create the barns. Invite children to create their own barns using geometric shapes. Model sliding, flipping and rotating the shapes to show that it remains the same.

**Use what you know about each child's language skills to start conversations:**

- Gesture: Point to the [shape]. Point to the roof. Point to the barn door.
- Yes/No: Is this a [shape]? Is this the [roof, doors, windows, etc.]?
- Either/Or: Is this a [shape] or [shape]? Did you use the [shape] to make the [roof, walls, etc.] or the [doors, windows, etc.]?
- Open-ended: What shapes did you use to make your barn? Why did you pick those shapes? What other shapes could you use for the [roof, doors, windows, etc.]? If I [slide, flip, rotate] this [triangle, square, circle] is it still a [triangle, square, circle]? How do you know?

# Science



## ► Week 3 | Exploring Wool

Children investigate the fabric wool.

*Science: Scientific Inquiry and Practices*

### Materials

Wool fabric, yarn, and other woolen items/ scraps, magnifying glasses, tweezers, scales, paper, writing tools

### Directions

Discuss with children what they know about sheep and what they might do on a farm. Explain that sheep are covered in wool, and this wool is removed to create fabric for people to use and wear. Invite children to investigate the wool using scientific tools. They can write about their observations.

### Use what you know about each child's language skills to start conversation:

- Gesture: Show me a rough piece of wool. Show me a soft piece of wool. Point to the tool you can use to look more closely at the wool.
- Yes/No: Have you ever seen a sheep without its wool? Should we use a scale to find out more about the wool? Should we use tweezers? Would you use this wool as a blanket? Would you use this wool as a pillow?
- Either/Or: Is this piece of wool soft or scratchy? Is it light or heavy? Do you think wool is better for warm or cold weather?
- Open-ended: Which wool piece do you want to look at? What do you see when you look at the wool with the magnifying glass? What do you notice when you use tweezers? What colors do you see?

## ► Week 4 | Rubber Band Music

Children listen to the sounds different rubber bands and containers make.

*Science: Physical Sciences*

### Materials

Recycled containers of various shapes and sizes, rubber bands of various sizes

### Directions

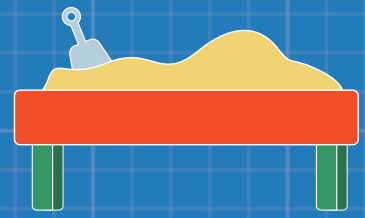
Invite children to help you stretch rubber bands around the containers. Let children explore the sounds made by different container and rubber band combinations. Encourage them to vote on the tones they like the best or write and play a song with the tones.

### Use what you know about each child's language skills to start conversations:

- Gesture: Show me a big container. Show me a small container.
- Yes/No: Do you think a big container will make a [loud, quiet, high, low] sound? Do you think a small container will make a [loud, quiet, high, low] sound? Should we add more rubber bands?
- Either/Or: Do you think a big container will make a high or low sound? Do you think a small container will make a low or high sound? Do you think the big or small container will make the loudest sound?
- Open-ended: What container do you want to use? Why did you pick that container? Do these two containers make the same sounds? How are they alike or different? Why do you think they are alike or different?



# Sensory Table



- ▶ **Week 2 | Carrying Water**  
Children explore which materials work best for transporting water.

*Science: Scientific Inquiry and Practices*



- ▶ **Week 4 | Farm Animal Bath**  
Children use cleaning tools to wash farm animals at the water table.

*Social Studies: Becoming a Community Member*

Materials	Directions
Sponges, eyedroppers, spoons, cotton balls, sandwich bags, and anything else that can be used to hold water	Invite children to investigate the materials and see which best transport water. Add ice cubes to see if frozen water changes their findings.

### Use what you know about each child's language skills to start conversations:

- Gesture: Show me the eyedropper. Show me the sponge.
- Yes/No: Do you think that water gets carried around a farm? Is the spoon a good tool to transport water? Is the sponge a good tool to transfer water? Have you used this material before?
- Either/Or: Does the [material] or [material] hold more water? Is it easier to get water in or out of the tools?
- Open-ended: Which material holds the most water? Which material holds the last water? Which materials leak when you carry them? What do you notice when the water is frozen?

Materials	Directions
Water, small plastic farm animals, sponges, brushes, and other cleaning instruments	Fill the water table and invite children to take care of the farm animals just like a farmer would by keeping them clean.

### Use what you know about each child's language skills to start conversations:

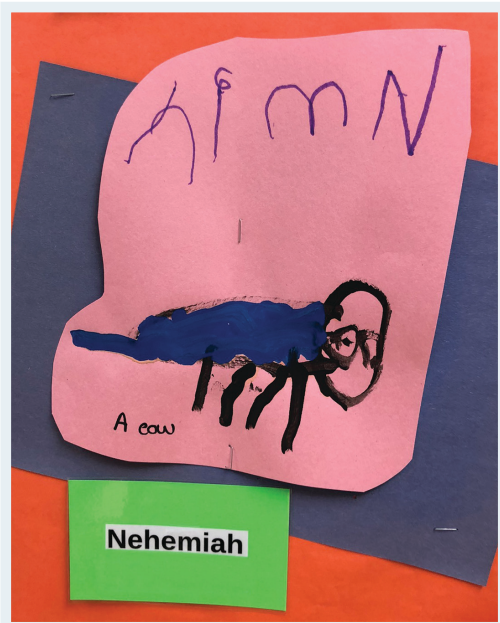
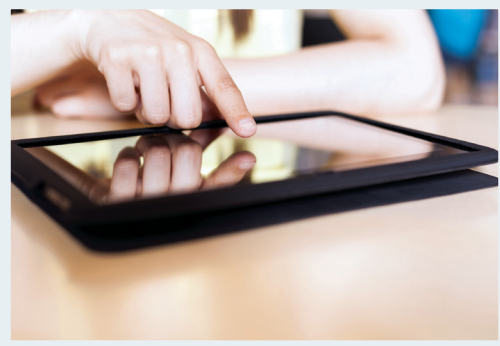
- Gesture: Show me the [farm animal]. Show me the sponge.
- Yes/No: Do you think the [animal] is the messiest one of the farm? Do you think the farmer gives all the animals a bath? Do you think the farmer gives any animals a shower? Do you take a bath? Do you take a shower?
- Either/Or: Do you think the [animal] or [animal] is messier? Do you think the farmer gives animals a bath or a shower? Do you take a bath or a shower?
- Open-ended: Which farm animal do you think would be the easiest to clean? Which would be the hardest? Why? Do you think the farmer cleans all the farm animals the same way? What other animals do you think need to be cleaned? Are there any animals you don't think get a bath?

# Technology



- **Week 1 | Animal Life Cycles**  
Children will find or draw images of animal life cycles on the farm.

Science: *Engineering and Technology*



## Materials

Tablet or computer

## Directions

Ask children to pick a farm animal to study. Show them how to save images from the internet and paste into a word document. Or remind children how to use the mouse/touch pad to draw their own images. Encourage children to add labels or sentences about each stage of the life cycle. Remind them how to open writing and drawing apps to create their own animal pages. Show them how to open and navigate the document or file to view their classmates' contributions. Extend the activity by printing out each child's work and creating a book for the library.

## Use what you know about each child's language skills to start conversations:

- **Gesture:** Point to the animal you want to write about [provide a few photos/examples]. Point to the app you want to use to make your life cycle page.
- **Yes/No:** Do you want to write about [animal]? Do you want to use [app] to make your life cycle page?
- **Either/Or:** Do you want to write about [animal] or [animal]? Do you want to use [app] or [app] to make your life cycle page?
- **Open-ended:** What animal do you want to research? Why? What do you think happens first in the life cycle? What do you think happens next? How would you like to create your life cycle page?

Tip

### Technology

Search online ahead of time to provide guidance on how to use a search engine and to preview the pages children might use.

# Writing



- ▶ **Week 1 | Farm Animal Alphabet**  
Children draw and write about farm animals and which letter of the alphabet their names begin with.

Literacy: Writing

Materials	Directions
Paper, markers, crayons, and other writing materials	Remind children that they created an alphabet during Unit 2 by writing and drawing about different fruits and vegetables. Discuss how <i>G is for Goat</i> is an alphabet book all about goats. Invite children to write and draw about a different farm animal and the letter of the alphabet that its name begins with.

### Use what you know about each child's language skills to start conversations:

- Gesture: Point to your picture. Show me the first letter of this animal's name.
- Yes/No: Do you like this farm animal? Where does this animal live at a farm? Does the letter \_\_\_\_\_ make the /\_\_\_/ sound?
- Either/Or: Are you writing about a baby animal or an adult animal? Does the first letter make a /\_\_\_/ sound or a /\_\_\_/ sound?
- Open-ended: What farm animal are you writing about? What letter does its name start with? How many syllables are in its name? Have you seen this animal in real life? What sound does this animal make?

- ▶ **Week 2 | Make Your Own Handbook**  
Children draw and write about what they do every day.

Literacy: Writing



Materials	Directions
Paper, markers, crayons, and other writing materials	Directions: Discuss with children how <i>Ragweed's Farm Dog Handbook</i> tells us what Ragweed does and doesn't do all day. Invite them to write and draw about their own daily routines and make their own handbook. Confer with children on their writing.

### Use what you know about each child's language skills to start conversations:

- Gesture: Point to your picture. Show me the beginning of your sentence.
- Yes/No: Are you writing about something you do at school? Is this something that you do every day? Do you like this part of your day? Is this the letter \_\_\_\_\_? Does the letter \_\_\_\_\_ make the /\_\_\_/ sound?
- Either/Or: Are you writing about something you do every day or something you don't do? Are you writing about something that you like or something that you do not like? Are you writing about school or home?
- Open-ended: What do you want to share about your routine? What advice would you give someone who has the same routine as you? What sound do you hear in that word you are trying to write? Is there anything else you want to add? Change? Is there anything you want to take out?

Tip

### Celebrate Children's Writing

Celebrate children's writing by giving them the opportunity to share their work with other members of the classroom community. Be sure to post their work where everyone can see it. Point out at least one thing they are doing well as emergent writers such as having their picture match their writing or writing letters.



# Writing



- ▶ **Week 3 | Letters to Polly**  
Children draw pictures and write letters to Polly.

Literacy: Writing



## Materials

Paper, markers, crayons, and other writing materials

## Directions

Remind children that Polly is a real rescue goat that lives on a farm, and let them know that they can write letters to her and/or the other goats on the farm.

### Use what you know about each child's language skills to start conversations:

- Gesture: Find the *letter p* for Polly. Point to your picture.
- Yes/No: Are you writing to Polly? Is this the *letter p*? Can you write the *letter p*? Does the *letter p* make the /\_\_\_/ sounds? [insert various letter sounds]
- Either/Or: Are you writing to Polly or someone else on the farm? Are you going to tell her about yourself or ask her a question? Is this [point to the *letter p*] or this [point to different letter] the *letter p*? Does the *letter p* make the /p/ or /\_\_\_/ sound?
- Open-ended: What do you want to ask Polly? What do you want Polly to know about you? What sound do you hear in that word you are trying to write?

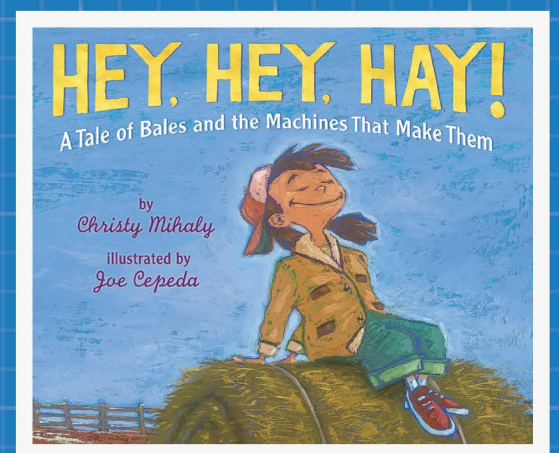
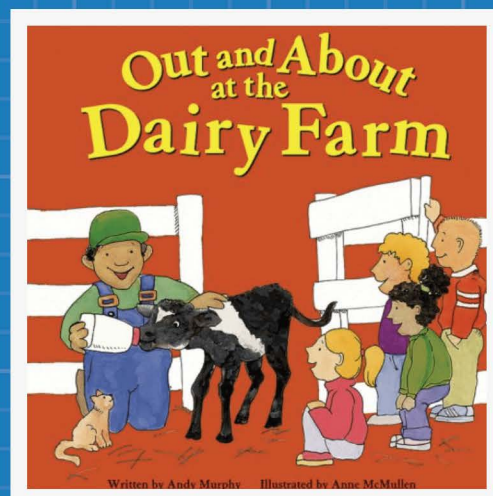
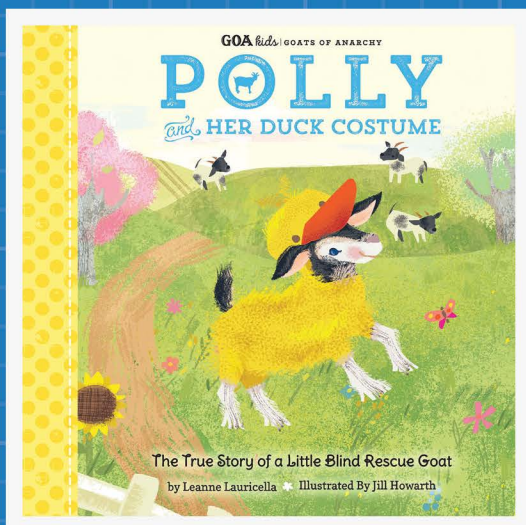
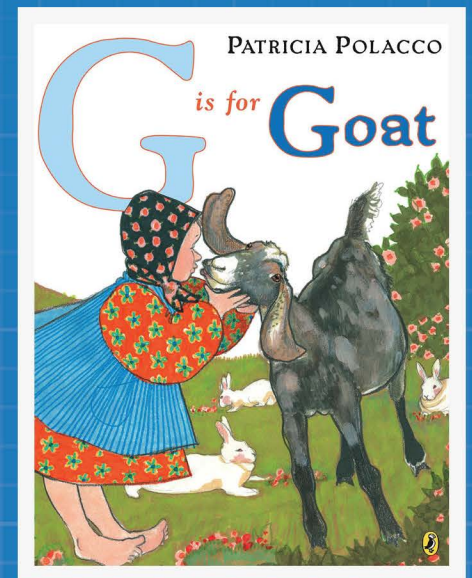
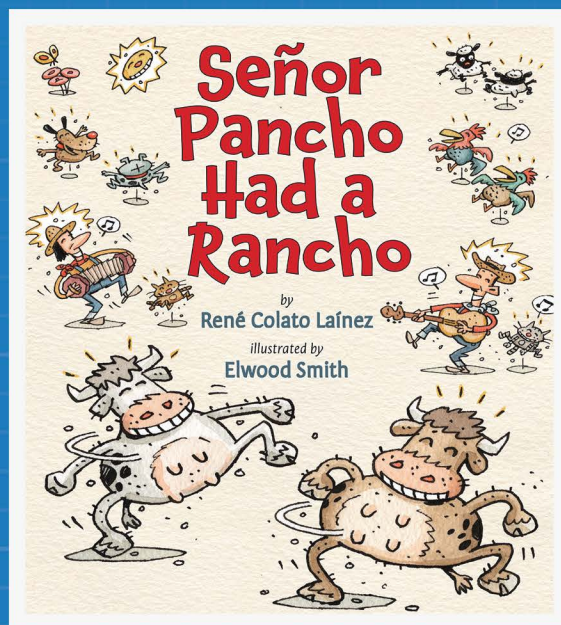
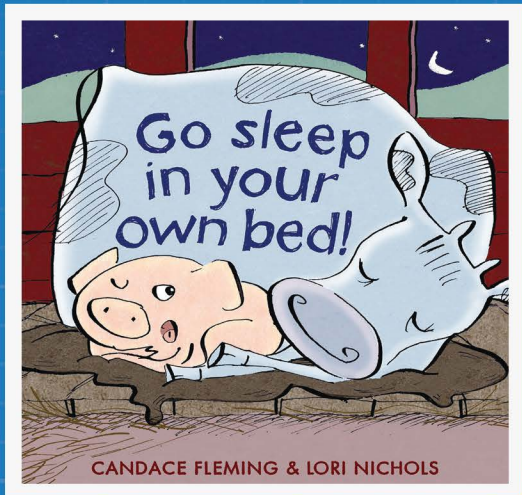
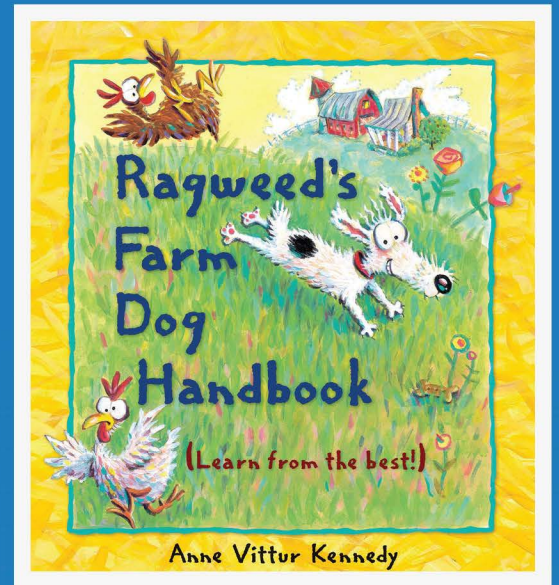
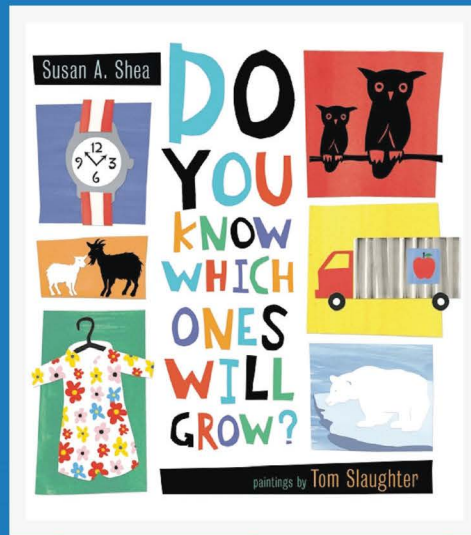
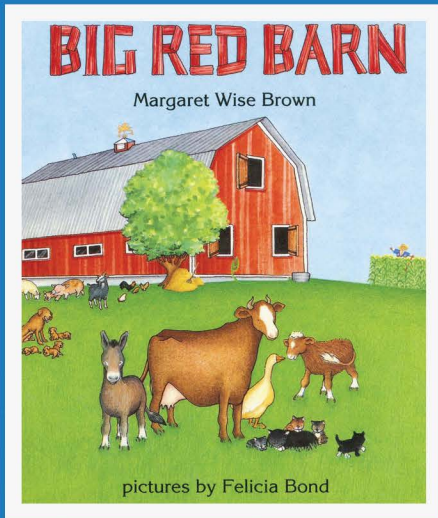
Tip

### Revisiting Centers

Take time to observe how children are working with each other and interacting with available materials during Center Time. Which materials are being used regularly? Which materials are ignored? Do children collaborate with each other as they use materials? A quick check-in during Center Time will give you some valuable information for how to keep children engaged and motivated during Center Time. For example, store materials children have become bored with or are frustrated by. Grab a well-loved material and encourage children to look at it with fresh eyes and come up with new uses for it. Also, you might find it's time to do a center procedure refresher! Now that children are Center Time experts, you might adjust or add to the Power of 3 to give growing children new roles or responsibilities in your classroom.



# BOOKS



The children's books suggested here are readily available through Children's Literacy Initiative, most school or public libraries, or your local school equipment supplier.

# Descriptions

## *Big Red Barn*

- Written by Margaret Wise Brown
- Illustrated by Felicia Bond
- HarperCollins, 1991

This rhyming book tells the story of a day at the farm for all the animals that live in the big red barn. As they sleep, play, and raise their young, children are introduced to many common farm animals and where they live. Both adult and baby animals fill the pages, guiding children toward a discussion on living things and how they grow.

### Vocabulary

- squeal: to make a high-pitched noise

## *Go Sleep in Your Own Bed!*

- Written by Candace Fleming
- Illustrated by Lori Nichols
- Schwartz & Wade, 2017

This tale of grumpy farm animals who all seem to find themselves in the wrong bed at night introduces children to the various structures and buildings in which different animals live on a farm. Animal sounds and illustrations give children clues as to what animal they will meet next, allowing them to practice making predictions.

### Vocabulary

- bellowed: said in a very loud voice
- stumbled: tripped while walking

## *Polly and Her Duck Costume*

- Written by Leanne Lauricella
- Illustrated by Jill Howarth
- Quarto Publishing Group, 2017

This book expands on the notion of farm life by introducing children to rescue farms. This tale tells the true story of Polly, a blind goat, who experiences anxiety and finds comfort in wearing a duck costume. Children explore their personal connections as Polly finds a friend and learns that she doesn't need the duck costume after all.

### Vocabulary

- nestled: snuggled or cuddled
- adored: loved a whole lot

## *Do You Know Which Ones Will Grow?*

- Written by Susan A. Shea
- Illustrated by Tom Slaughter
- Blue Apple Books, 2011

The interactive book encourages children to practice producing rhymes and making predictions as they respond to the repeating question, "Do you know which ones will grow?" Children are encouraged to draw connections between their own growth and that of other living things.

### Vocabulary

- rig: a big truck
- calf: a baby cow

## *Señor Pancho Had a Rancho*

- Written by René Colato Laínez
- Illustrated by Elwood Smith
- Holiday House, 2013

This bilingual version of the classic children's song "Old MacDonald Had a Farm" introduces children to the Spanish words for both farm animals and the sounds that they make. Children will enjoy singing along as they explore another language and sound words.

## *Out and About at the Dairy Farm*

- Written by Andy Murphy
- Illustrated by Anne McMullen
- Picture Window Books, 2003

Children go on a pretend field trip to a dairy farm! This informational text, including fact-filled captions, teaches children how cows are raised to produce milk. In addition, children discuss the farmers' integral role in taking good care of the cows that live on their farm.

### Vocabulary

- dairy: milk and foods made from milk

## *Ragweed's Farm Dog Handbook*

- Written and illustrated by Anne Vittur Kennedy
- Candlewick Press, 2015

Meet Ragweed, a farm dog who knows all the rules—he's just not very good at following them! As he meets other animals at the farm, always in search of a biscuit, children learn each farm animal's job. This funny glimpse into a farm's routine facilitates new conversations around responsibility and community.

### Vocabulary

- advice: someone else's ideas for what to do

## *G Is for Goat*

- Written and illustrated by Patricia Polacco
- Puffin Books, 2006

This alphabet book takes a close look at one farm animal, the mischievous, ever-hungry, milk-producing goat. In this rhyming book, readers learn a variety of facts about goats, such as how they climb, what they eat, and the names for male, female, and young goats. This is a great book for teaching letter sounds and showing daily life on a farm.

### Vocabulary

- nibble: eat in little bites

## *Hey, Hey, Hay!*

- Written by Christy Mihaly
- Illustrated by Joe Cepeda
- Holiday House, 2018

In this "tale of bales," children learn how farmers prepare hay for the animals that live on their farm. Through playful rhyming text, this book shows the sequential steps for making hay, and the vehicles and machines that help farmers do this work. Children relate to the characters by noticing how they take care of each other while taking care of their farm.

### Vocabulary

- mower: a machine that cuts grass
- bale: a bundle or pile of hay

# UNIT 5 WEEK

## Be Sure To...

- Review the names of farm animals, including what baby animals are called.
- Have children identify, copy, and create patterns.
- Teach the *letter k*.
- Give children practice identifying and producing rhymes.

## Books

- *The Three Little Pigs*
- *Big Red Barn*
- *Do You Know Which Ones Will Grow?*

## Charts

- Anchor Chart:
  - “We Can Describe”
  - “Power of 3”
  - “Readers Can Say”
  - “Cheers”
  - “Feelings”
- Unit Chart:
  - “Ways to Say Hello” (Unit 3)
  - “Words We Are Learning”
  - “What Happens on a Farm?”

## What animals live on a farm?

Lots of animals live on a farm. There are baby animals and adult animals. They all have special names.

Children learn that living things grow and that animals are living things, just like them. They explore animals on the farm through read alouds and the farm dramatic play center. They learn the names of different baby animals, explore the *letter k* as in kitten, and make a list of words that rhyme with “cow.” In math, they explore counting and one-to-one correspondence through a variety of games. Empathy, the social emotional focus of the unit, is introduced.

### Keep In Mind

- Children need a baby photo of themselves to compare to a current photo on Day 2. Ask families to send these in.
- Begin preparing your dramatic play center, “The Farm,” for Day 5: Talk Time.
- Remember to keep a copy of the “Letter and Numeral Formation Guide” near your Message Time Plus® board. It can be downloaded from the *Blueprint* website. As you pause to focus on letters and numerals to teach and/or review, consult this document for clarity and consistency. Repetition of these descriptions will support children as they learn letter names, sounds, and begin forming letters in their own writing. It will also support children as they learn numerals and form numerals in their own writing.



### Words We Are Learning

**squeal**  
to make a high-pitched noise

**duckling**  
a baby duck

**calf**  
a baby cow

**rig**  
a big truck

**foal**  
a baby horse



### Anchor Words for Multilingual Learners

- farm
- animal (review)
- living
- grow



### From the Songbook

**“Mary Had a Little Lamb”**  
Copy the lyrics and send home to families.

Familiarize yourself with the tune on the *Blueprint* website.

Explain that a lamb is a baby sheep and their fleece is like a cozy fur.

Encourage choral singing and have the children sing the song together.

Invite children to name other baby animals. Change the words of the song to match those baby animals.

Insert children’s names in the song instead of Mary.



### Trips & Visitors

Do you have local farms near you? If so, either plan a visit or try to invite a representative to visit your classroom.



### Working with Families

Let families know that children are learning that living things grow. Invite them to identify things in the home and community that are living. Encourage them to send in photographs and create a bulletin board.



**Remember** | <https://clibblueprint.org/resources-tx>

You can find downloads, videos and more on the Blueprint website.

	Day 1	Day 2	Day 3	Day 4	Day 5
Greeting Time	Children match farm animal cards. <i>Science: Life Sciences</i>	Children match farm animal cards based on what animals can do. <i>Science: Life Sciences</i>	Children match farm animal cards by the noises animals make. <i>Science: Life Sciences</i>	Children match farm animal cards by initial sound. <i>Literacy: Phonological Awareness</i>	Children match farm animal cards using rhyming words. <i>Literacy: Phonological Awareness</i>
Movement Time	Children play “Duck, Duck, Goose.” <i>Physical Development: Gross Motor Skills</i>	Children play “Duckling, Duckling, Duck.” <i>Physical Development: Gross Motor Skills</i>	Children play “Kitten, Kitten, Cat.” <i>Physical Development: Gross Motor Skills</i>	Children play “Piglet, Piglet, Pig.” <i>Physical Development: Gross Motor Skills</i>	Children play “Calf, Calf, Cow.” <i>Physical Development: Gross Motor Skills</i>
Talk Time	Children discuss what they know about what happens on a farm. <i>Science: Life Sciences</i>	Children compare their baby photos to their recent photos. <i>Science: Life Sciences</i>	Children discuss thinking about others’ feelings. <i>Social Emotional: Social Awareness and Relationships</i>	Children discuss paintings of pigs by different artists. <i>Creative Arts: Art Appreciation and Attitudes</i>	Children launch the farm dramatic play center. <i>Creative Arts: Dramatic and Performance Art</i>
Message Time Plus	Children learn about the letter <i>k</i> . <i>Literacy: Phonological Awareness</i>	Children learn the word “squeal.” <i>Literacy: Vocabulary</i>	Children generate words that rhyme with “cow.” <i>Literacy: Phonological Awareness</i>	Children identify how many syllables are in a word. <i>Literacy: Phonological Awareness</i>	Children sort pictures of things that grow or do not grow. <i>Math: Patterns and Attributes</i>
Intentional Read Aloud	Children identify animals that live on a farm. <i>Science: Life Sciences</i>	Children fill in rhyming words. <i>Literacy: Phonological Awareness</i>	Children tell which things grow and do not grow. <i>Science: Life Sciences</i>	Children sort animals by whether or not they live on a farm. <i>Science: Scientific Inquiry and Practices</i>	Children identify baby and adult animals. <i>Science: Life Sciences</i>
Small Group	Children identify a pattern when they see it. <i>Math: Patterns and Attributes</i>	Children copy patterns using animal cards. <i>Math: Patterns and Attributes</i>	Children create patterns using animal cards. <i>Math: Patterns and Attributes</i>	Children play the game “Horse on the Farm.” <i>Math: Numbers and Number Sense</i>	Children play the game “Horse on the Farm” in the reverse direction. <i>Math: Numbers and Number Sense</i>
Reflection Time	If you could be any farm animal, which one would you be? Why?	What surprised you about how you have grown?	When did you think about how someone else feels today?	What non-living thing would you like to be for a day?	What animals live on a farm?

## Centers to Launch

See Pages 14-25

**Art Center** | Painting Pigs

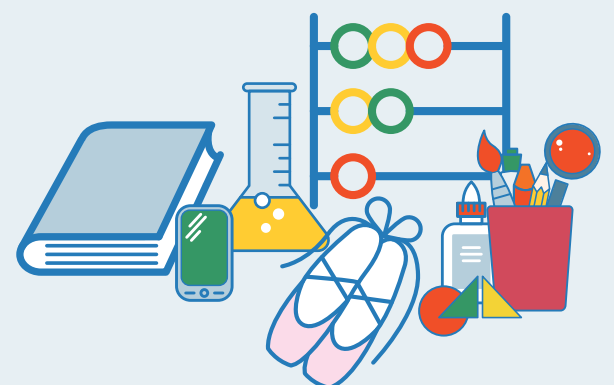
**Dramatic Play Center** | The Farm

**Library Center** | Read to a Farm Animal

**Math Center** | Egg Carton Math

**Technology Center** | Animal Life Cycles

**Writing Center** | Farm Animal Alphabet



## Greeting Time

Children match farm animal cards.

*Science: Life Sciences*

**SHOW** the *The Three Little Pigs*. **STATE** that real pigs often live on farms.

We read the folktale of *The Three Little Pigs* [show]. The pigs in this story live in houses. But in real life, where do pigs live? Yes, pigs often live on farms! Do you know any other farm animals?

**PREVIEW** the cards. **INVITE** children to call out the names of the animals. **NOTICE** any children who do not know.

What is the name of this animal?

**HOLD** onto the goose card. **DISTRIBUTE** the cards. **TEACH** the game “Farm Animal Matching.” **CALL** out an animal pictured on one of the cards. **INVITE** children to walk to the middle of the circle and greet others with the same card.

Let’s play “Farm Animal Matching” [show two cards that match]. I will name an animal that may live on a farm. If you have that animal on your card, walk to the middle of the circle. How can you greet each other?

**MODEL** the game with the animal on your card.

If you have a goose [show], walk to the middle of the circle. I have a goose [walk to the middle]. “Hola!” Now I’ll walk back and sit down.

**NAME** other farm animals until everyone has had a chance. **COLLECT** the cards.

## Make & Prepare

- Download and print a set of “Farm Animal” cards: goose, cow, goat, chicken, horse, duck, cat, and pig. Save the cards as they will be used frequently in this unit.

## Additional Materials

- The book *The Three Little Pigs*
- Unit 3 Chart: “Ways to Say Hello”

## Remember...

While the components of Gathering Time can be taught one right after the other, each part can also stand alone. You may use one as a transition activity, or repeat the song or movement at another time of day. Reflection Time, though, is intended for the end of the day to give children closure on their daily experiences.

## Movement Time

Children play “Duck, Duck, Goose.”

*Physical Development: Gross Motor Skills*

**INVITE** children to waddle like geese.

Who had a goose on their farm animal card? Do you know how geese move?

Yes, they waddle. Who can show us how to waddle like a goose? Let’s stand up and waddle like a goose.

Now let’s sit again and play the game “Duck, Duck, Goose.” Have you ever played that game?

**MODEL** and **EXPLAIN** how to play “Duck, Duck, Goose.”

We sit in a circle. When it is your turn, you stand up and waddle around the circle. Gently tap a few others on the shoulder like this [demonstrate]. As you tap them say, “Duck... duck...” The children who are “ducks” stay sitting. Then tap someone and say, “Goose!”

The “goose” stands up, and you both waddle around the circle like geese.

When you get back to the “goose’s” spot, sit there. Then they get a turn.

**GUIDE** children to play the game.

Who wants to go first? Walk around. Gently tap a few shoulders. Say, “Duck... duck...”

## “Duck, Duck, Goose”

Traditionally, in “Duck, Duck, Goose” children chase each other around the circle. In this version, we encourage children to move together like the animals we name. In this way, they learn new vocabulary (i.e. waddle), and they play cooperatively. Also, we suggest children tap each other on the shoulder instead of the head because in some cultures touching someone’s head may be considered disrespectful.

## Use the Calm Corner

Are children excited after playing “Duck, Duck, Goose?” Select an activity from the Calm Corner, such as a Mindful Moment, to help them focus and get ready for the next activity.

## Talk Time

Children discuss what they know about what happens on a farm.

*Science: Life Sciences*

**ACTIVATE** children’s knowledge about farms and farm animals. **DISCUSS** what children think happens on a farm using some of the questions below. **CHART** their ideas on a new Unit Chart: “What Happens on a Farm?”

Ducks and geese are two kinds of animals that may live on a farm. On our animal cards, we had other farm animals too.

I wonder what happens on a farm. Let’s chart our ideas...

- What do you know about farms?
- What do you know about farm animals?
- What do animals on a farm do all day?
- What do farmers do?

You have a lot to say about what happens on farms! As we learn more, we can add more to this chart.

## Make & Prepare

- Launch a Unit Chart: “What Happens on a Farm?”

## Remember to Save

- Unit Chart: “What Happens on a Farm?”

## Supporting Multilingual Learners

Explicitly teach the words “farm” and “animal” to new English learners. Use gestures, pictures, and/or directly translate it into children’s home language (use an online translation tool). This will support their comprehension of the thematic content.

## Before

**REVIEW** the letters on the letter ring in a different order. **ASK** children what the letter name is and what sound the letter makes. Then **TALK** about the names of baby animals. **SHOW** a picture of a kitten.

We have started to talk about farms. Baby farm animals often have their own names. Do you know what a baby cat is called [show photo and pause]?

Yes! A baby cat is a kitten. Can you say kitten? How would you describe this kitten?

Yes, kittens are soft and playful. I can imagine a kitten keeping busy, rolling and kicking a toy [use gestures to demonstrate].

**FOCUS** on words that begin with the /k/ sound.

Kittens, keeping, kicking. What sound do you hear at the beginning of these words [hold hand up to your ear]? Yes, /k/. Does anyone in our class have a name that begins with the /k/ sound?

**DESCRIBE** how to form the *letter k* as you write the letters in the corner of your board. **INVITE** children to skywrite the letters. **Optionally, teach the ASL sign.**

The *letter k* makes the /k/ sound. To write an uppercase *letter K*, I start at the top and drop down. Then I slide in, connect, and slide out. Now you write it with your finger in the air. This is the lowercase *letter k*. I drop down, slide in, connect, and slide out. Now you try it. While I write today, please look for the *letter k*. We are going to learn how to read it together.

## During

**DRAW** a picture of a kitten. **DESCRIBE** what you are doing and thinking. **INVITE** children to contribute.

I want to draw a kitten. What should I draw first? Should I add some whiskers? How many should I draw?

**Suggested message: “Kitten plays in the kitchen.”**

**PAUSE** to focus on phonological awareness (/k/ in the word “Kitten”).

I hear the /k/ sound in the beginning of the word “Kitten.” The *letter k* makes the /k/ sound. Watch me as I write the uppercase *letter K*. I start at the top and drop down. Then I slide in, connect, and slide out. Now you try it.

**REPEAT** with the lowercase *letter k* in the word “kitchen.” After, **INVITE** children to reread the message with you.

## After

**INVITE** children to find all the *letter k*'s in the message. **CIRCLE** them.

Let's find all the *letter k*'s. Put on your “I spy” goggles like this [demonstrate], and look for the *letter k*! Who wants to point to one in the message?

**PLAY “Sort for the Sound.”** **PLACE** two sorting mats on the floor. **ASK** children to sort objects into two groups: those that begin with the /k/ sound and those that do not.

Look at this collection of objects. Let's sort them into two groups [point to the two mats]. We can place objects that begin with the /k/ sound on this mat [point]. We can place objects that do not begin with the /k/ sound on this mat [point]. Here is a key, /k/. Does the word “key” begin with the *letter k*? Yes. This key belongs with the /k/ group. Who wants to select the next object for us to sort?

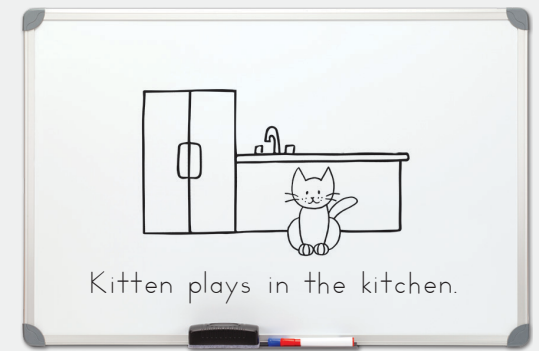
**CONTINUE** playing. **RESTATE** the names of all the objects in the *letter k* group. Then **RESTATE** the name and sound of the *letter k*.

Today we listened to the sound the *letter k* makes, talked about what it looks like, and found it in our message. We created a group of objects that begin with the /k/ sound.

**REREAD** the message one more time.

[Transition] **INVITE** children to say the sound /k/.

Kitten kicks around and plays in the kitchen! Say the sound, /k/, kitten as you leave the rug!



## Make & Prepare

- Review the standard pronunciation of this consonant on the *Blueprint* website.
- Familiarize yourself with the ASL sign for the *letter k* on the *Blueprint* website.
- Letter ring – write the uppercase *letter K* on one side of an index card and the lowercase *letter k* on the other side, add this to the letter ring after the lesson.
- Download and print a photo of a kitten.
- Collect familiar objects that begin with *letter k* (e.g., key, kite) and some that do not. Take care not to use objects that begin with the *letter c* to avoid confusion.

## Additional Materials

Two pieces of different color construction paper to be used as sorting mats

## Letter Formation

- Uppercase *letter K*-- drop down, slide in, connect, slide out
- Lowercase *letter k*-- drop down, slide in, connect, slide out

## Pronouncing the Sound

When you make the /k/ sound, you open your mouth and lift your tongue in the back. Let out a puff of air. This is a voiceless sound. Be sure not to say /kuh/ or /kah/.

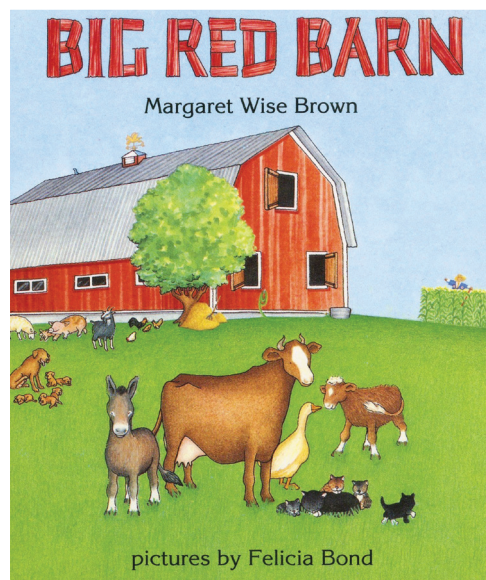
## Responding to Children

Children may confuse words that begin with the *letter k* and the hard sound of the *letter c* because these two letters make the same sound. Remember to focus on phonological awareness, not spelling. If children identify an object that begins with either letter, support their efforts at successfully hearing the /k/ sound. You may choose to expand your responses to include, “Yes, I hear that sound, too. In this word, that sound is spelled with the letter...”



## Keep It Going

- While children are in line, continue the game. Encourage them to listen closely to the beginning sound and signal if the word starts with /k/ or not. If the word starts with the /k/ sound, sign “yes.” If it does not, sign “no.”



### Make & Prepare

- Locate the big book version of *Big Red Barn* included with the curriculum.
- Review the ASL sign for “I see” on the *Blueprint* website.
- Start a unit chart titled “Words We Are Learning.”

### Additional Materials

- Anchor Chart: “Readers Can Say”
- Unit Chart: “What Happens on a Farm?”

### Words We Are Learning

squeal: to make a high-pitched noise

### Figurative Language

At the end of the book, the author uses the phrase “the moon sailed high” implying that the moon is like a boat. Dig into children’s thinking. “Did the moon really sail like a boat?” Why do you think the author used the word sail to describe how the moon moved? What words would you use to describe how the moon moves?” Exploring author’s stylistic choices extends children’s language skills.

### Accessing Prior Knowledge

Farm and ranch families comprise just 2% of the U.S. population. Accessing and building background knowledge around farm life is crucial in this unit. You may find that your children can be a valuable resource to your classroom community in this regard. Over 40% of U.S. immigrants come from agricultural societies. Find out if your children’s families have ever lived on or near a farm. Invite them to share about their experiences.

### Connections to Other Units

We talked about bedtime routines and the importance of sleep in Unit 2. This book allows us to cycle back to that idea.

### Before

**SHOW** the cover of *Big Red Barn*. **ASK** children what animals they see. **PROMPT** them to sign and use the sentence stem, “I see...”

We are going to read a book all about animals that live on a farm! The title is *Big Red Barn*. It is written by Margaret Wise Brown and illustrated by Felicia Bond.

Look at the illustration on the front cover. What farm animals do you see? If you would like to share, sign “I see” [demonstrate]. You can say, “I see...” and name the animals.

Let’s read to find out what other animals live on the farm!

### During

**PAUSE** after “Who was learning to squeal.” **DEFINE** “squeal.” **ADD** it to the Unit Chart: “Words We Are Learning.” **INVITE** children to share words they know that mean the same thing (in English or their home language).

I see a pig living on the farm! The pig is learning to squeal, or make a noise like this [demonstrate]. Have you ever heard a pig squeal? Let’s add “squeal” to the list of words we are learning. Do you know any other words that mean the same thing?

I wonder what other animals live on this farm? Let’s read to find out.

**PAUSE** after “A golden flying horse.” **DISCUSS** what a weather vane is.

Do you know what this is [point]? A weather vane is a tool that shows which way the wind is blowing. It usually sits on the roof of a building such as a barn.

**PAUSE** after “Only the animals are here today.” **ASK** children to name the farm animals they see. **PROMPT** them to use the sign and sentence stem, “I see.”

Readers are signing “I see” because they see some animals living on the farm. What animals do you see on this page? You can say, “I see...”

**PAUSE** after “And a field mouse was born...” **INVITE** children to name the farm animals they see. **REMIND** them to sign and say, “I see...” **ASK** them what else they see on the farm.

What farm animals do you see? If you would like to share, sign “I see.” Say, “I see...”

Besides the animals, what else do you see on this farm?

### After

**REVISIT** the Unit Chart: “What Happens on a Farm?” **INVITE** children to add more ideas.

There are many animals living on this farm. Think about what happens on a farm. Are there more ideas we can add to our chart?

**DISCUSS** how animals take care of their bodies by sleeping.

Just like us, animals sleep. Sleeping helps them take care of their bodies. Let’s all rest for a mindful moment. Sit comfortably and close your eyes. Take some deep breaths in and out...





## Build Interest

**SHOW** children the duck and goose picture cards. **INVITE** them to share what they notice. **REFER** to the Anchor Chart: “We Can Describe.”

At Movement Time, we played a game called “Duck, Duck, Goose.” Here are some pictures of ducks and geese.

What do you notice? You can use the chart “We Can Describe” [point] to help you as you describe what you see on the cards.

## Build Understanding

**ASK** children to share what they know about patterns.

I can use these pictures to make a pattern. Do you remember what a pattern is?

Yes, a pattern is something that has a special order that repeats over and over. Let me show you what I mean.

**MAKE** a set of animal cards that are in an AAB pattern (A=duck, B=goose). **USE** at least three repetitions.

Look at my animal cards. What is repeating? Yes, the pattern is duck, duck, goose. It repeats in that order over and over in my pattern.

**MAKE** a set of animal cards that is not in a pattern.

Here is another set of animal cards. Is it pattern? Why or why not?

No, it's not in a pattern. The animals are not repeating in a special order.

## Build Experience

**PLAY** the game “Is It a Pattern?” **ARRANGE** the animal cards in different patterns (for example, AB, BA, AAB, BBA, ABA) and non-patterns. **INVITE** children to determine whether or not the animal cards are in a pattern. **USE** what you know about each child's language skills to include and extend participation.

Let's keep playing this game “Is It a Pattern?” I will arrange a set of animal cards. Look carefully at the cards and think about if it is a pattern or not.

- Gesture: Thumbs up or down: is this a pattern? Point to the card that comes next.
- Yes/No: Is this a pattern? Does the [card] come next?
- Either/Or: Is this a pattern or is this not a pattern? Does the [card] come next or does the [card] come next?
- Open-ended: What do you notice about this set of cards? How do you know if it is a pattern or not?

**RESTATE** that a pattern is something that has an order that repeats.

Today we reviewed what a pattern is and looked at some examples. We also noticed when a set of cards was not in a pattern. We are learning that patterns have an order that repeats over and over.



## Make & Prepare

- Download and print at least 10 duck and goose cards.

## Additional Material

- Anchor Chart: “We Can Describe”



## Remember to Save

- Duck cards for Small Group Day 2

## Building Background Knowledge

Review working with patterns. Use linking cubes, focusing on the colors, which are typically easiest for children to identify, of the pattern that you create with cubes.

## Stretch Their Thinking

Invite children to try to “fix” the non-pattern examples you display. Ask them to explain their thinking as they work to arrange the cards into a pattern.

## Listen/Look For

- Do children use the word “pattern” during this activity? Have you heard them use the word “pattern” during other times of the school day?
- Do children identify if the animal cards are in a pattern or not in a pattern? How do they describe their thinking?

## Three Complete Repetitions

When creating patterns as a model for children, make sure to show at least three complete repetitions of the core unit (the part that repeats).



## Supporting Multilingual Learners

We use the strategy of “Layered Questioning” in the “Build Experience” section of the lesson. This strategy involves scaling the discussion to each child's language ability. Children who are still focusing on understanding English will be able to show what they know through actions and gestures. Others who are more proficient will be able to answer increasingly more complex questions, or just chime in with their ideas.



## Keep It Going

- The goose cards can be added to the math center. Animal cards from Days 2 and 3 can be added later on, so children can continue to practice patterning.

## Greeting Time

Children match farm animal cards based on what animals can do.

*Science: Life Sciences*

**HOLD** onto a duck card. **DISTRIBUTE** the other cards. **ASSESS** that all children know the farm animal on their card.

We are learning about who lives on a farm and what happens on a farm. Do you know what farm animal is on your card? Sign “yes” [demonstrate] if you do. Or show it to me or a neighbor for help.

Let’s play our game “Farm Animal Matching.” Who can remind us how to play? How would you like to greet each other when you get to the center of the circle? You can use the “Ways to Say Hello” chart to help you.

**NAME** and **demonstrate an action to form groups (e.g. fly, run fast, snort, lay eggs, etc.).**

Look closely at your card. I will name an action that some farm animals do. If your animal can do it, head to the middle of the circle.

Can your animal fly? My farm animal card is a duck. Ducks can fly. I’m going to flap my wings [demonstrate] and pretend to fly to the middle to the circle. Who is going to join me? Let’s greet each other!

Now fly back to your spot. If you have a...

**CONTINUE** to name and demonstrate other actions. **INVITE** children to choose actions, too. Then **COLLECT** the cards.

### Make & Prepare

- Review the ASL sign for “yes” on the *Blueprint* website.

### Additional Materials

- “Farm Animal” cards
- Unit 3 Chart: “Ways to Say Hello”

### Did You Know?

Both farm animals and pets are domesticated animals. That is, people provide them with clean water, a healthy diet, and a safe place to rest. Domestication of animals takes many years and many generations. You can’t domesticate individual animals by taking care of them, which is a common misconception.

## Movement Time

Children play “Duckling, Duckling, Duck.”

*Physical Development: Gross Motor Skills*

**SHOW** pictures of a duckling and grown duck. **ASK** children what they notice.

Who had a duck on their farm animal card? Here is a duck card, and here is another picture of a duck. What’s different about them?

Yes, one is small and one is bigger. Which one is the baby? How do you know?

**ADD “duckling” to the Unit Chart: “Words We Are Learning.” INVITE** children to share other words that mean the same thing (in English or their home language).

The smaller one is a baby. Do you know what a baby duck is called? Let’s add “duckling” to the list of words we are learning. Do you know any other words that mean the same thing?

This bigger one is the grown up duck. The duckling [point] grows up to be an adult duck like this one [point].

**CHANGE “Duck, Duck, Goose” to “Duckling, Duckling, Duck.” GUIDE** children to play the game.

Let’s play “Duck, Duck, Goose,” but make it “Duckling, Duckling, Duck!”

When it is your turn, say, “Duckling... duckling...” Children who are “ducklings” stay sitting. When you tap someone and say, “Duck” both of you pretend to fly like ducks [demonstrate] around the circle. Then you sit in the “duck’s” spot, and it’s their turn.

### Make & Prepare

- Download and print one duckling and one adult duck card.

### Additional Material

- Unit Chart: “Words We Are Learning”

### Words We Are Learning

duckling: a baby duck

## Talk Time

Children compare their baby photos to their recent photos.

*Science: Life Sciences*

**CONNECT** to the duckling and duck. **STATE** that children were babies and have grown and changed.

A duckling [show picture] grows up to be an adult duck [show picture]. Just like animals, people grow and change. Animals and people are living things. But how do we know that we are growing?

It is hard to believe that you were once a little baby! And now you are older and bigger.

**GUIDE** children to compare their baby photo and recent photo. **INVITE** them to share their observations.

Let’s look at our baby pictures of ourselves. We also have pictures of ourselves now. Look carefully at your own two photos. What do you notice?

- How did you look as a little baby?
- How do you look now?
- What is the same?
- What is different?

Just like you, farm animals grow too!

### Make & Prepare

- Make sure each child has a baby photo.
- Recent photo of each child

### Use Inclusive Language

Family structures are varied. There are traditional two-parent homes but children are also being raised in single-parent homes or they may live with guardians or grandparents. Use language that is inclusive when referring to the adults in children’s lives. Instead of saying “parents” use words such as “caregiver” or “your grown-up.”

## Before

**ACTIVATE** children’s knowledge around crying babies.

Have you ever heard a baby cry? What does it sound like? Why do they cry?

**CONNECT** to the book *Big Red Barn*. **FOCUS** on the word “squeal.” **POINT** to the word on the Unit Chart: “Words We Are Learning.” **READ** and show the marked page. **INVITE** children to make the “I hear” sign when they hear the word “squeal.”

Some baby animals make noises too. In the book *Big Red Barn*, the author uses the word “squeal” to describe the noise or cry that piglets make. Say that with me: squeal. Let’s count out the syllables or beats: squeal [touch head]. How many syllables or beats is that?

Look at the picture and listen as I read a page from *The Big Red Barn*. Make the “I hear” sign [demonstrate] when you hear the word “squeal.”

**PLAY** a clip of a pig “squeal.” **ASK** children to describe what they hear.

How would you describe the sound of the pig’s squeal?

Piglets cannot talk in the same way you and I can, so they make noises or squeal to communicate or share their feelings. Watch as I write using the word “squeal” today.

## During

**DRAW** a picture of a piglet. **DESCRIBE** what you are doing and thinking as you draw. **INVITE** children to contribute.

I want to draw a piglet. I’ll draw a round face and two eyes. What else should I add?

**Suggested message:** “A piglet can squeal.”

**PAUSE** to focus on vocabulary (the word “squeal”).

I want to write the word that describes a pig’s high pitched noise or cry. What word describes the sound pigs make [encourage children to recall the word “squeal”]? Yes, “squeal” is the word that describes a pig’s high-pitched noise.

**INVITE** children to reread the message with you.

## After

**INVITE** a volunteer to find the word “squeal” in the message. **DRAW** a box around it to emphasize the concept of a word. **ASK** children to define the word.

Who would like to come point to the word “squeal” in the message?

How did you know that is the word “squeal?” What does it mean?

**INVITE** children to share their “squeal.”

Even though we are not piglets, sometimes people make sounds that are also called squeals when we feel excited. What does it sound like when you are excited? What does your squeal sound like?

**INVITE** them to “squeal” if they are excited as you describe a scenario. **ADAPT** the scenarios to your children’s interests.

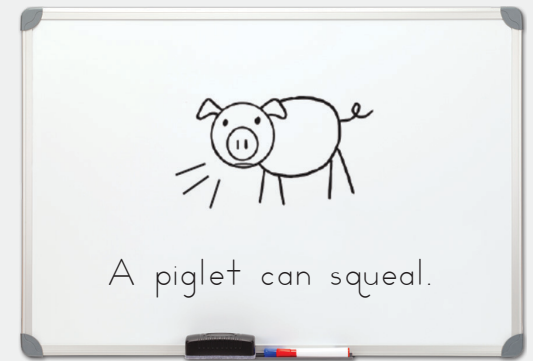
Let’s play a game. I’ll describe something. Let’s hear your squeal if you wish it would happen. We can squeal for excitement. You can wear your pajamas to school! We can ride unicorns at recess!

**RESTATE** that a “squeal” is a high-pitched cry or noise.

Today we learned a new word, the word “squeal.” We know that a squeal is a high-pitched cry or noise.

**[Transition]** **INVITE** children to think about how they would “teach” the vocabulary word to someone at home.

When you go home, why don’t you teach someone in your family what the word “squeal” means? Let’s rehearse what you might say and do. Tell your partner what a squeal is. Maybe you can even make a squeal with your voice.



## Make & Prepare

- Have the book *Big Red Barn* ready. Mark the page that begins “There was a pink pig…” with a sticky note.
- Using the *Blueprint* website, have the clip of a pig squeal ready to play.
- Review the ASL sign for “I hear” on the *Blueprint* website.

## Additional Material

- Unit Chart: “Words We Are Learning”

## Interacting with Children

When using robust vocabulary, embed the definition in your conversation (“I heard you squeal, or cry, with excitement on the playground.”). This reinforces children’s vocabulary development.

## Too Much Squealing?

Be prepared for children to energetically apply their new learning! Use your cues when you feel they have had enough practice showing you that they know the meaning of the word “squeal.” For example, you can say, “You can squeal five more times. Then we will save our squeals for outside.”

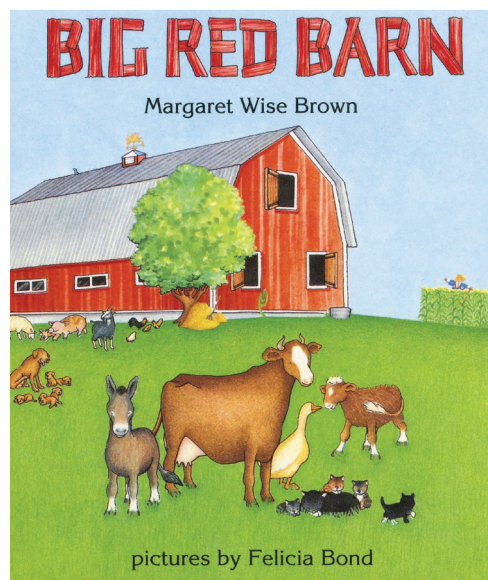
## Did You Know?

Many animals use sound to find their babies. For example, while all penguin chicks may sound the same to us, parent penguins can pick out their chick just from their sound.



## Keep It Going

- Point out times when children are excited and squeal by saying “I heard Kim squeal when she heard it was time to go outside to play.” Invite children to use and listen for the word “squeal.”
- Join children at the art center. Are they drawing pigs? Are the pigs squealing? How would they show the pigs’ excitement?



### Make & Prepare

- Review the ASL sign for “I hear” on the *Blueprint* website.

### Additional Material

- Anchor Chart: “Readers Can Say”

### Executive Function

Wordplay such as the way children listen for, fill in, and produce rhyming words in this lesson, encourages flexible thinking. The skill of being able to think flexibly promotes executive function.

### Interacting with Children

Practice with rhyming words can be playful. Provide words that obviously do not rhyme, for example, in the after section of the read aloud. “If you want to go to the farm [emphasize], lift up your [raise your arm]... head?” Let children correct your errors. It will be a learning experience for them, and they will find it quite humorous.

### Keep It Going

- In this book, we see pairs of animals (the baby and the adult). What else comes in pairs? Explore this concept with children and investigate other pairs of items (shoes, socks, mittens, eyes, ears, etc.).
- There are many videos available online that show farm animals. “See How They Grow: Farm Animals” focuses on baby farm animals. Cows are one animal that is featured <https://youtu.be/qKdlucC20jc>



### Before

**CONNECT** to looking closely at the pictures. **STATE** that now we will focus on the words.

We are having fun with farm animals! There are many animals living on the farm in this book *Big Red Barn*. We looked [point to your eyes] closely at the illustrations to see the different farm animals. Now we are going to listen [point to your ears] closely to the words in this book.

**INVITE** children to make the “I hear” sign when they hear a pair of rhyming words. **REVIEW** how rhyming words sound the same at the end.

Let’s warm up by playing a listening game. I’m going to say two words. Make the sign for “I hear” if you hear two words that rhyme, or that sound the same at the end. Ready?

**SAY** pairs of words, some that rhyme and some that do not (e.g. big/pig, horse/car).

How did you know those words rhyme? Yes, they sound the same at the end.

This book has many more rhyming words in it, too! Listen for words that rhyme in *Big Red Barn*.

### During

**EMPHASIZE** the first rhyming word in each phrase or sentence. **PAUSE** and **INVITE** children to fill in the second rhyming word. For example:

“But in this book the children are away [emphasize]. Only the animals are here [pause]... today.”

**CONTINUE** to have children fill in the rhyming words. **SAY** the initial sound to assist them as needed. For example:

“And they played all day [emphasize] in the grass and in the [pause]... /h/ /h/ hay.”

Let’s read some more rhymes together!

### After

**EXTEND** children’s learning with additional rhyming sentences. **ENCOURAGE** children to fill in a rhyming word at the end of each sentence. **SHOW** relevant pictures in the book, act out the missing word, or give other visual clues when possible and as needed.

It was so much fun to read and rhyme about these farm animals. I wonder if we can come up with some more rhymes together? Can you fill in the rhyming word at the end of the sentence?

- If you want to go to the farm [emphasize], lift up your [raise your arm]... ARM!
- Yes, yes, of course [emphasize], when you’re there you might see a brown [show picture of horses]... HORSE!
- During the day [emphasize], the horses eat [show picture of hay]... HAY!
- But at night when they sleep [emphasize], please don’t make a [place your finger over your lips]... PEEP!

**INVITE** children to make up their own rhyming sentences.

Who else wants to try making up a rhyming sentence now? Turn to a partner and see if they can finish your rhyming sentence. Or you and your partner can make up a rhyme together!

## Build Interest

**SHOW** children the duck and duckling picture cards. **INVITE** them to share what they notice. **REFER** to the Anchor Chart: “We Can Describe.”

At Movement Time, we played a game called “Duckling, Duckling, Duck.” Here are some pictures of ducklings and ducks.

What do you notice? You can use the chart “We Can Describe” [point] to help you as you describe what you see on the cards.

## Build Understanding

**ARRANGE** the animal cards in a pattern. **ARRANGE** another set of animal cards not in a pattern. **INVITE** children to find the pattern and explain their thinking.

Who’s ready to play “Is It a Pattern?”

One of these sets of animal cards is in a pattern and one is not. Can you find the pattern? How did you know that was the pattern?

Yes, patterns have an order that repeats.

**PUT ASIDE** the non-pattern. **FOCUS** on the set of cards in a pattern. **ASK** children how they would copy the pattern.

Let’s look closely at the animal card pattern. What animals do you see? What order are they in? Yes! Duckling, duckling, duck/ duckling, duckling, duck/ /duckling, duckling, duck/.

What if we wanted to make another set of animal cards that exactly matched this one? What should we do?

**GIVE** children time to share. Then **COLLABORATE** on building a copy of the original set of animal cards.

Yes, we can copy the same order! Let’s put one together as a group. What animal should we use first? What should come next? Then what?

**INVITE** children to compare the two sets of animal cards.

Do these two sets of animal cards exactly match? Are they the same? How do you know?

What if we wanted to continue the pattern? What should we add next?

## Build Experience

**CLEAR** away the cards. **ARRANGE** the animal cards in a new pattern. **GIVE** children time to copy it.

Here is a new set of cards! Take a look. Is it a pattern? How do you know? Work together to copy this pattern.

What did you do? Is this an exact copy of the pattern? How do you know?

Can you add animal cards to continue the pattern?

**RESTATE** that when you copy a pattern, you build the same pattern.

We are discovering a lot about patterns. We discovered that patterns have an order that repeats. We also found out we can copy patterns.



## Make & Prepare

- Download and print at least 10 duckling cards.

## Additional Materials

- Duck animal cards from Small Group Day 1
- Anchor Chart: “We Can Describe”

## Building Background Knowledge

Spend more time showing pattern examples and non-pattern examples. Keep these patterns simple.

## Stretch Their Thinking

Introduce other patterns such as ABC for children who are ready.

## Responding to Children

If you notice children are unable to copy a pattern or they make a mistake while copying the pattern, go back to the original pattern. Try “reading” the patterns (saying it out loud) and encourage the child to join you. Children will benefit from talking about the part that repeats and “reading” the pattern back to hear the repetition.

## Listen/Look For

- Do the children copy the pattern in the same sequence?
- Do children “read” the pattern (in other words, name the pattern)?
- Can children continue the pattern?



## Keep It Going

- Add these animal cards to the math center.

**Greeting Time**

Children match farm animal cards by the noises animals make.

*Science: Life Sciences*

**HOLD** onto a cat card. **DISTRIBUTE** the other cards. **ASSESS** that all children know the animal on their card.

We are learning who lives on a farm and what happens on a farm. Do you know what farm animal is on your card? Sign “yes” [demonstrate] if you do. Or, show it to me or a neighbor for help.

**ENCOURAGE** children to think about what noises their animal makes. **BRAINSTORM** farm animal noises that children know in their home languages. **NAME** and **demonstrate a sound to form groups.**

Think about what noise your animal makes. Who wants to share?

Let’s use some of these noises in our game “Farm Animal Matching.” I will say a noise that some animals make. If your animal makes that noise, head to the middle of the circle and greet your partners.

Does your animal say “meow, meow?” My farm animal is a cat [show card]. Cats say “meow, meow.” I can head to the middle of the circle saying “meow, meow.” What other cats are going to join me? Let’s greet each other.

Let’s “meow, meow” back to your spot...

**CONTINUE** to say other animal noises until everyone has a turn. **INVITE** children to name noises, too. Then **COLLECT** the cards.

**Make & Prepare**

- Review the ASL signs for “yes” on the *Blueprint* website.

**Additional Materials**

- “Farm Animal” cards

**Movement Time**

Children play “Kitten, Kitten, Cat.”

*Physical Development: Gross Motor Skills*

**SHOW** the marked page in *Big Red Barn*. **ASK** children what they notice. **POINT** out kittens and adult cats.

In *Big Red Barn* we saw these cats [show and point]. What do you notice about them?

Yes, these smaller ones are baby cats. Do you know what baby cats are called? Yes, they are kittens. They will grow up to be adult cats like these bigger ones [point].

**CHANGE** “Duck, Duck, Goose” to “Kitten, Kitten, Cat.” **MODEL** and **INVITE** a child to model tiptoeing. **GUIDE** children to play the game.

Let’s play “Duck, Duck, Goose,” but make it “Kitten, Kitten, Cat!” Who can remind us how to play?

Yes, when it is your turn, say, “Kitten... kitten...” The children who are “kittens” stay sitting. Then you tap someone and say, “Cat!” Both of you go [demonstrate] around the circle. How can we move like cats?

One way cats move is with quick, quiet tiptoes. Who can show us how they tiptoe like a cat?

After you sit in the “cat’s” spot, it’s their turn.

**Make & Prepare**

- Have the book *Big Red Barn* ready. Mark the page that begins “There was an old black cat...” with a sticky note.

**Power of 3**

Continue to recognize and celebrate when you see children putting these responsibilities into action. Remember to take photographs of children “caught” in the act of being responsible and add them to the “Power of 3.” Refresh these photographs regularly.

**Talk Time**

Children discuss thinking about others’ feelings.

*Social Emotional: Social Awareness and Relationships*

**CONNECT** to how living things grow and change.

Just like a cat was once a kitten, you were once a baby. As we grow, we get bigger and change in many ways. But no matter how big we get, we always have feelings. One way we can take care of each other is by thinking about how others feel.

**USE** puppets to share how they are feeling.

Let’s listen to Sayeh and Elijah tell us how they are feeling right now.

Sayeh, Elijah, how are you feeling right now? Why?

**INVITE** children to recall what the puppets said and to imagine feeling the same way.

What did Sayeh say? How is she feeling? Have you ever felt that way? Can you imagine feeling that way?

What did Elijah say? How is he feeling? Have you ever felt that way? Can you imagine feeling that way?

All of us have different feelings! It is important to think about other people’s feelings, so we can try to take care of them.

**ADD** “Think about how others feel.”

Let’s add that to our Power of 3 [sign]. Please read it with me: Think about how others feel.

**Make & Prepare**

- On a sentence strip, write “Think about how others feel.”
- Download, print, and attach the corresponding image to the sentence strip.
- Review the ASL sign for “Power of 3” on the *Blueprint* website.

**Additional Materials**

- Anchor Chart: “Power of 3”
- Anchor Chart: “Feelings”
- Sayeh and Elijah, the social emotional puppets

## Before

**ASK** children where the cow is on the cover of the book *Big Red Barn*.

Let's find the cow in our read aloud *Big Red Barn* [show]. Take a look at the cover. Where is the cow? Who wants to come up and point to it?

**SHOW** the marked page. **ASK** children where the cow is now.

Yes! The cow is on the grass by the barn.

Look at this page. Where is the cow now? Who wants to come up and point to it?

Yes! The cow is now in the barn.

**FOCUS** on the rhyming words “cow” and “now.” **REMIND** children that rhyming words sound the same at the end.

Learners, listen to these words, “cow,” “now.” What do you notice about these words?

Yes! “Cow” and “now” sound the same at the end. They are rhyming words. Watch as I write a message about where the cow is now. Listen for the rhyming words.

## During

**DRAW** a picture of a cow. **DESCRIBE** what you are doing and thinking. **INVITE** children to contribute.

First, I'll draw a cow. How will I make it look like a cow? The cow is standing in the barn. Here is the roof. Here are the walls. I will use straight lines for the walls of the barn.

**Suggested message:** “The cow is now in the barn.”

**PAUSE** to focus on phonological awareness (naming a word that rhymes with “cow”).

I want to write a word that rhymes with “cow.” It begins with the /n/ sound. /n/-ow. What word is that? Yes, the word “now.”

**FINISH** writing the message. Then **INVITE** children to reread the message with you.

## After

**INVITE** children to generate words that rhyme with “cow.”

There are more words that rhyme with “cow” and “now.” Lean in and tell your partner other words that you know that rhyme with “cow” and “now.” Make sure they sound the same at the end. They need to end with the -ow sound.

What words did you say that rhyme with “cow?” Let's share!

**RESTATE** that rhyming words sound the same at the end.

We thought of so many rhyming words today! Remember, rhyming words are words that sound the same at the end.

**REREAD** the message one more time.

[Transition] **INVITE** children to do a rhyme cheer with you.

Let's do a cheer together. When I [point to yourself] say “cow,” you [point] say “now.” Cow, now. Cow, now. When I say “cow,” you say “how.” Cow, how, cow, how.



## Make & Prepare

- Have the book *Big Red Barn* ready. Mark the page that begins “There was a bantam rooster and a little bantam hen...” with a sticky note.

## Supporting Multilingual Learners

Differentiate for new English learners by providing options to choose from. Allow children to identify the rhyming words rather than generate them, which requires children to produce vocabulary they may not have acquired yet.

## About the “Pause to focus on...”

Message Time Plus gives you an opportunity to focus on a variety of literacy skills during an authentic reading and writing experience. The “Pause to focus on...” generally focuses on four areas of literacy: phonological awareness, concepts of print, vocabulary, and writing structure. These are important foundational areas for emerging readers and writers to be exposed to on a regular basis. We offer a suggested topic for the “Pause to focus on...” for each lesson. Adapt this to meet the needs of your individual learners.

## Drawing in MTP

Often we suggest you ask children to make suggestions for how to compose the illustration. Remember to entertain a variety of responses. Children will come up with lots of ideas that we would never think of. It's not about a right or wrong answer. They may just envision the illustration differently.

## Keep It Going

- Encourage children to think about other farm animals they've learned about so far. Can they think of words that rhyme with those animals? Assist them by giving them names of animals that have easy rhymes they can generate like pig (wig), kitten (mitten), goat (boat), etc.



### Make & Prepare

- Review the ASL signs for “yes” and “no” on the *Blueprint* website.

### Supporting Multilingual Learners

Explicitly teach the words “grow” and “living” to new English learners. Use gestures, pictures, and/or directly translate it into children’s home language (use an online translation tool). This will support their comprehension of the thematic content.

### Heredity

Just like a child does not look exactly like their biological parents, baby goats or baby pigs will not look exactly like their parents. Focus on how baby animals and grown animals of the same species are very much alike, but not exactly the same. The young, for example, may be smaller and have somewhat different features or markings. This is an idea that is critical in the field of life science, in particular heredity.

### Supporting Individual Children

Children who are adopted may use this opportunity to share and talk about how they do or do not look like their parents. Be ready to support them and to respond to any general questions.

### Living or Non-living?

Classifying items by whether or not they are living helps children understand their world and the characteristics of each of these groups. It’s important to talk with children about their reasoning. Why do they think a particular item is living or non-living? Adults may know that living things, for example, move on their own, reproduce, and need to take in nutrients. Children may talk about how living things grow, move, or breathe. Having the “right” answer is less important than the reasoning and discussion involved around these concepts.



### Before

**CONNECT** to how baby animals become adult animals.

Ducklings and ducks. Kittens and cats. Just like us, animals start off as little babies, and they get bigger. They grow [use hand gestures to show increasing size]! We are going to read a book that shows how baby animals become adult animals.

**POINT OUT** that the title ends with a question mark. **EXPLAIN** that the format of the book is “question and answer.”

The title is *Do You Know Which Ones Will Grow?* It is written by Susan A. Shea, and the pictures are paintings by Tom Slaughter. Readers, have a closer look at the title: *Do You Know Which Ones Will Grow?* What do you notice at the end of the title [point to the question mark]?

This is a question mark. The title is asking us a question because this book is set up like a question game!

**ENCOURAGE** children to think after each question. **REVIEW** the signs for “yes” and “no.”

Each time the book asks a question, let’s think, and then answer “yes” or “no.” You can sign “yes” like this [demonstrate]. You try. Or, sign “no” like this [demonstrate]. You try.

### During

**POINT** to the baby and adult animal as you read about them on each page.

**PAUSE** after “a truck?” **PROMPT** children to sign “no.” **INVITE** them to share their thinking.

Can a car grow into a truck? Let me think... No! I notice other readers signing “no” too. Why can’t a car become a truck? Are vehicles living things? No, they are not. They do not grow. So why do ducklings grow into adult ducks? Yes, because animals are living things like us!

**CONTINUE** to give children time after each question to sign “yes” or “no.”

**PAUSE** after “NO to coats.” **DISCUSS** how the things are sorted. **AFFIRM** that all the animals are living things that grow.

Look closely at the things in this picture. How are they sorted?

Can you name what’s at the top of the page? What is the same about all of these? Yes, they all are animals who start as babies and grow up! They are living things.

What about all the things at the bottom of the page? What is the same about all of these? Yes, they are not living, and they do not grow.

**PAUSE** after “NO to clocks.” **DISCUSS** how the things are sorted. **AFFIRM** that all the animals are living things that grow.

How are these things sorted? What is the same about all of the things at the top of the page? What is the same about all of the things at the bottom of the page?

### After

**INVITE** children to reflect on what they learned. **REVIEW** that living things grow.

Think about what you learned from reading this book. Let’s share.

- What are some things that grow? What is the same about them?
- What are some things that do not grow? What is the same about them?

Animals are living things! They start as little babies and grow up, just like you!



## Build Interest

**SHOW** the new animal cards (kitten and cat). **DISCUSS** what children see.

We have been talking about animals that live on farms. Here are some more animal cards.

- Do you know the names of these animals?
- Which one is the baby? How do you know?
- Which one is the grown up? How do you know?

**ARRANGE** the animal cards in a pattern. **ARRANGE** another set of animal cards not in a pattern. **INVITE** children to find the pattern and explain their thinking.

Who's ready to play "Is It a Pattern?"

One of these sets of animal cards is in a pattern and one is not. Can you find the pattern? How did you know that was the pattern?

Yes, patterns have an order that repeats.

## Build Understanding

**INVITE** children to use the animal cards to create their own patterns.

Let's use these animal cards to create a pattern together.

- Which animal should we start with?
- What animal should go next? And after that?
- Which part repeats?
- How will we know if we have created a pattern?

## Build Experience

**GIVE** children time to create patterns in partnerships. **USE** what you know about each child's language skills to include and extend participation.

Now it is your turn to create patterns. Here are some animal cards for you and your partner.

- Gesture: Point to the [animal] card that you want to start with. Point to the [animal] card that comes next. Thumbs up/down: is this a pattern?
- Yes/No: Do you want to start with the [animal] card? Does the [animal] card come next? Is this a pattern?
- Either/Or: Do you want to start with the [animal] card or the [animal] card? Does the [animal] card come next, or does the [animal] card come next? Is this a pattern, or is this not a pattern?
- Open-ended: Describe your pattern. How will you check to see that it is a true pattern?

**RESTATE** that when you create a pattern, you have a repeating part.

We are discovering a lot about patterns. We discovered that patterns have an order that repeats. We also found out we can create patterns. We made patterns with animal cards.



## Make & Prepare

- Download and print at least 10 kitten and cat cards (per partnership).

## Building Background Knowledge

Build simple patterns with linking cubes. Give children time to copy them.

## Stretch Their Thinking

Invite children to use all the animal cards (ducks, geese, and ducklings).

## Listen/Look For

- Can children create patterns?
- Can children describe their patterns to you?

## Multilingual Learner

We use this term as an umbrella for any child who speaks, reads, writes, and thinks (or is learning to speak, read, write, and think) in more than one language. We use this term rather than "bilingual" because we recognize that many children live their lives in more than two languages (e.g. a child of Guatemalan descent who reads bedtime stories in Spanish with their parents, speaks Ki'che' with their grandparents, and is learning in English at school). We use the term "new English learners" to refer to multilingual children who are new to learning English. They might speak, read, write and/or think in more than one language at home. But in school, they are beginning to learn English.



## Growing STEM Skills

When working on STEM activities, mistakes are a natural part of the process. Model for children that mistakes offer learning opportunities, and in fact, they can sometimes lead to innovation. For example, did you know chocolate chip cookies were a product of a mistake? Ruth Wakefield ran out of baker's chocolate. To rectify this mistake she added sweetened chocolate to her mixture. And that's how chocolate chip cookies were invented!



## Keep It Going

- Add these animal cards to the math center.

**Greeting Time**

Children match farm animal cards by initial sound.

**Literacy: Phonological Awareness**

**HOLD** onto a pig card. **DISTRIBUTE** the other cards. **ASSESS** that all children know the animal on their card.

We are learning about who lives on a farm and what happens on a farm. Do you know what farm animal is on your card? Sign “yes” [demonstrate] if you do. Or show it to me or a neighbor for help.

**ENCOURAGE** children to say the name of their animal and think about the beginning sound they hear.

Whisper the name of your farm animal into your hand like this [demonstrate]. What sound you hear in the beginning of the word?

Let’s use some of these beginning sounds in our game “Farm Animal Matching.” I will say the beginning sound in an animal’s name. If your animal’s name begins with that sound, head to the middle of the circle and greet your partners.

Does your animal’s name begin with the sound /p/? My farm animal is a pig. /p/ pig. “Pig” begins with the /p/ sound. So I’m going to the middle of the circle. What other pigs are going to join me? Let’s greet each other. “Hi, /p/, /p/, /p/ pig friends!”

**CONTINUE** naming other initial sounds until everyone has had a turn. **INVITE** children to name sounds, too. Then **COLLECT** the cards.

**Make & Prepare**

- Review the ASL signs for “yes” on the *Blueprint* website.

**Additional Materials**

- “Farm Animal” cards

**Movement Time**

Children play “Piglet, Piglet, Pig.”

**Physical Development: Gross Motor Skills**

**SHOW** the marked page in *Do You Know Which Ones Will Grow?* **ASK** children how they know which is the baby and adult.

Who had a /p/ pig on their card? In our book *Do You Know Which Ones Will Grow*, we saw a piglet [point] and a pig [point]. Which one is the baby? Which one is the adult? How do you know?

Yes, the piglet is smaller, and the pig is bigger. The piglet will grow up to be an adult pig.

**CHANGE** “Duck, Duck, Goose” to “Piglet, Piglet, Pig.” **MODEL** and **INVITE** a child to model toddling. **GUIDE** children to play the game.

Let’s play “Duck, Duck, Goose,” but make it “Piglet, Piglet, Pig!” Who can remind us how to play?

Yes, when it is your turn, say, “Piglet... piglet...” The children who are “piglets” stay sitting. Then you tap someone and say, “Pig!” Both of you go around the circle. How can we move like pigs today?

One way pigs move is by toddling [demonstrate]. Who can show us how they toddle like a pig?

After you both toddle around, you sit in the “pig’s” spot, and it’s their turn.

**Make & Prepare**

- Have the book *Do You Know Which Ones Will Grow?* ready. Mark the page that shows the pigs with a sticky note.

**Preview Vocabulary**

We will read *Go Sleep in Your Own Bed!* in Week 2. The author uses robust verbs to describe how farm animals move (e.g. the cow tromps, the horse shambles, the pig toddles). We incorporate the word “toddle” today. Previewing robust vocabulary from a book before reading it gives children additional language exposure. Try using other verbs from the book as well.

**Talk Time**

Children discuss paintings of pigs by different artists.

**Creative Arts: Visual Arts**

**CONNECT** to learning about farms. **SHOW** examples of pigs from the read-aloud books. **ASK** children what they observe.

We learned that baby pigs are called piglets! We have seen pictures of pigs in our books [show the marked pages]. Take a moment to observe them with your eyes. What do you notice?

**SHOW** images of pig paintings. **INVITE** children to discuss what they see. **Select a few of the guiding questions below.**

Now look at these other paintings of pigs created by different artists. What do you notice?

- Do the paintings look just like real pigs?
- How are they the same? How are they different?
- How are the paintings different from one another?
- What shapes do you see? What colors do you see?

There are so many ways to make paintings of pigs! Let’s add these pictures to the art center. What kind of animal art would you like to create?

**Make & Prepare**

- Download and print images of pig paintings from the *Blueprint* website.
- Mark examples of pigs in the books *Big Red Barn* and *Do You Know Which Ones Will Grow?*



## Before

**CONNECT** to the book *Big Red Barn*. **INVITE** children to say the word “barn” and count out the beats or syllables. **ASK** children to show the number of beats or syllables in the word by holding up the same number of fingers.

Learning about farms and the animals who live on them is fun! We read this book, *Big Red Barn* [show]. Let’s all say the word “barn.” Hmm... I wonder how many beats or syllables are in the word “barn.”

Let’s all stand up and tap out the beats or syllables. “Barn.” What did you tap? Yes, just your head! How many beats or syllables is that? Show it with your fingers. Yes, you can hold up one finger to show the one syllable in the word “barn.”

Watch as I use the word “barn” in the message today.

## During

**DRAW** a picture of a barn. **DESCRIBE** what you are doing and thinking. **INVITE** children to contribute.

I want to draw a big barn. What color should it be? What else should I add? Doors? Windows? How many?

**Suggested message:** “The barn was red.”

**PAUSE** to focus on phonological awareness (beats or syllables in the word “barn”).

How many beats or syllables are in the word “barn”? What did we do to find out? Yes, we said the word and tapped our head. Let’s count it again.

**INVITE** children to reread the message with you.

## After

**INVITE** children to segment the beats or syllables in some words, matching your movements (head, shoulders, knees, toes).

Let’s practice! I will show you a picture. We will name what we see in the picture. Then we will practice finding the beats or syllables. We put our hands on our heads for the first beat [demonstrate]. Then we put our hands on our shoulders for the second beat [demonstrate]. If there is a third beat, we can touch our knees [demonstrate].

- Sheep
- Scarecrow
- Donkey
- Rooster
- Pigeon
- Horse

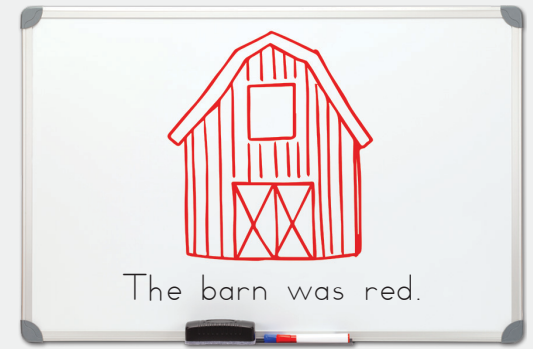
**RESTATE** that syllables are the number of beats in a word.

We’ve been practicing counting the beats or syllables in words. You can count them by tapping different parts of your body as you say the word slowly.

**REREAD** the message one more time.

[Transition] **INVITE** children to think of another thing that might be found on a farm and count the beats.

What else can be found on a farm? Lean in and tell your partner. Count the beats in that word.



### Make & Prepare

- Download and print the “Farm Syllable” cards from the *Blueprint* website.

### Additional Material

- The book *Big Red Barn*



### Remember to Save

- The “Farm Syllable” cards will be used on MTP Day 5.

### Phonological Awareness

Frequent phonological awareness practice helps build the foundation for reading. Continue to engage in syllable activities during times of transition, meals, snacks, and centers. For example, invite children to practice blending syllables. Say “scare-crow” (touch your head and shoulders). Then have children say the whole word “scarecrow” while brushing their hands down from their heads towards their waist. Attaching this physical movement to the verbal act of blending will support instruction.



### Keep It Going

- In a small group, encourage children to sort the “Farm Syllable” cards by the number of syllables. Together discuss the pictures and beats. Can they count the beats? Can they place them in the correct column?



### Make & Prepare

- Write “Happy Horse” on a sentence strip.
- Download and print the corresponding image for the cheer, and attach it to the sentence strip.
- Familiarize yourself with the cheer on the *Blueprint* website.

### Additional Materials

- The book *Big Red Barn*
- Unit Chart: “Words We Are Learning”
- Anchor Chart: “Cheers”

### Words We Are Learning

- calf: a baby cow
- rig: a big truck

### Connections to Other Units

We will return to this concept of how living things grow in Unit 7 when we explore seeds and plants.

### Keep It Going

- Some children may wonder how farm animals, wild animals, and pets are similar or different. Encourage children to ask questions and seek out answers. Invite them to think about what animals need and who provides it for them. For example, do they find their own water and food, or do people provide it for them? If people are responsible for animals, what should they make sure the animals have to keep them healthy?

### Before

**SHOW** the book. **ASK** children to share what they are learning.

We read *Do You Know Which Ones Will Grow?* What are we learning from this book?

Yes, we are learning that living things grow and change.

**STATE** that some of the animals in the book often live on farms. **POINT** to the pictures on the cover and identify examples. **INVITE** children to name these animals in their home languages.

This book shows us animals, which are living things that grow. Some animals in this book often live on farms, like the farm animals we read about in *Big Red Barn* [show book]. Other animals in this book would not live on a farm.

What animals do you see on this cover? Which ones would you expect to see living on a farm? Why?

**SET THE FOCUS:** To identify animals that live on farms.

As we read, try to find the animals that we would see living on a farm.

### During

**PAUSE** after “**NO** to coats.” **ASK** children which animals would be living on a farm. **INVITE** children to share their thinking.

Let’s think about some of the animals that we read about so far. Which ones would live on a farm? Why do you think that?

**PAUSE** after “If a calf grows and becomes a cow.” **ADD** “calf” to the Unit Chart: “Words We Are Learning.” **INVITE** children to share words they know that mean the same thing (in English or their home language).

Readers, what is the name of a baby cow? Let’s add “calf” to the list of words we are learning. Do you know any other words that mean the same thing?

**PAUSE** after “a rig?” **ASK** children to identify the rhyming words: pig, rig. **DEFINE** “rig.” **ADD** it to the Unit Chart: “Words We Are Learning.” **INVITE** children to share words they know that mean the same thing (in English or their home language).

Did you hear any rhyming words in this book? Yes, “pig” and “rig” sound the same at the end. We know that a baby piglet grows into an adult pig like this one. But what is a rig? A rig is a big truck. “Big” also rhymes with “pig” and “rig”! Let’s add “rig” to the list of words we are learning. Do you know any other words that mean the same thing?

**PAUSE** after “**NO** to clocks.” **ASK** children which animals would be living on a farm. **INVITE** children to share their thinking.

Which of these animals would we see living on a farm? Why do you think that?

### After

**TEACH** children the cheer “Happy Horse.” **ADD** it to the Anchor Chart: “Cheers.”

We are having fun with farm animals! Let’s celebrate our learning with a new farm animal cheer. It’s called “Happy Horse.”

Please stand up and freeze like you’re about to gallop. Now gallop in place and say, “Neigh!” I can think of a happy word that rhymes with “neigh.” Yay! Let’s gallop in place again and cheer, “Yay!”

## Build Interest

**DISTRIBUTE dice. INVITE children to roll them. ASK questions about the numbers rolled.**

Today we are going to play a game with dice. Let’s take some time to practice rolling dice and reading the number.

What number did you roll? Who rolled the highest number? Who rolled the lowest number? Who rolled the same numbers?

## Build Understanding

**PLACE the game board on the table. INVITE children to share what they see.**

Rolling dice is fun! Let’s use the dice to play the game “Horse on the Farm.” Here is the game board [point]. What do you notice?

Yes! Here is a field [point], and here are some hay bales [point].

**EXPLAIN how to play the game. TELL children that the horse needs to travel from the field (the start) to the hay (the finish).**

We will need our dice and a chip to play this game. Let’s pretend this chip is a horse. This horse is standing in the field on the starting circle. Rumble, rumble. This horse is hungry. Do you know what horses eat?

Yes, they eat hay. Let’s get the horse to the hay bales, so it can eat. Here is the finish [point to the circle beside the hay bale]. To get the horse from the start [point] to the finish [point], we will roll the dice and move the horse one space for each number on the dice.

**PLAY one round of the game together. INVITE children to take turns rolling the dice and moving the chip.**

Let’s play one game together.

Is the horse in the starting circle? Who wants to roll the dice? What did you roll? How many spots will you move on the game board?

**DECIDE what to do if the number rolled takes you past the finish.**

It looks like we are getting close to the hay bale. How many more spaces is it until we get the horse to the finish? Let’s try to roll that exact number. What if we roll a number that’s higher? Should we just try again?

## Build Experience

**DISTRIBUTE game boards, dice, and a counting chip to each child. GIVE children time to play the game.**

Ready to play on your own? Here is your game board, dice, and a chip. Will you please help get your hungry horse to the hay bales?

Remember, the horse starts in the field. Roll the dice and move the horse, which is your chip, that many spaces. When you are getting close to the hay bales, roll until you get the exact number of spaces!

**USE what you know about each child’s language skills to include and extend their participation.**

- Gesture: What number did you roll? Show me with your fingers. What space will you move to? Let’s count.
- Yes/No: Did you roll a [number]? Or did you roll a [number]? Will you move your horse here?
- Either/Or: Did you roll a [number] or did you roll a [number]? Will you move your horse here or here [point]?
- Open-ended: What number did you roll? How many spaces will you move?

**RESTATE that games using dice are one way to practice naming and counting numbers.**

Great job getting your horse to the hay bales, so it could eat. Today we rolled dice to help us count and move spaces on our game board. Our hungry horse is now full. It says “neigh” which means thank you.



## Make & Prepare

- Download and print the game board for the game “Horse on the Farm” (one per child).

## Additional Materials

- Game pieces (e.g. counting chips) — one for every child in your group
- Dice (numeral or dots) and a container to roll the dice in (to keep from rolling off the table)



## Remember to Save

- Game boards for Day 5: Small Group

## Building Background Knowledge

Ask children about other board games they have played. Spend time previewing the game board with children.



## Stretch Their Thinking

Children can use two dice and add the number to see how many spaces to move.

## Listen/Look For

- Do children read dice accurately?
- Do children move the correct number of spaces?
- Do children understand the concept behind highest and lowest?



## Playing Games with Children

You play several board games with children during this unit. These games give children practice with counting, following directions, and early coding skills. Adjust these activities to match your children’s experiences. If children are ready, encourage them to play with a partner. If they would rather play alone, that is fine, too! These games can go into the math center for continued practice.

## Supporting Individual Children

For children who are still developing one-to-one correspondence, invite them to put chips down in each space as they move.

## Responding to Children

Are children able to use their fingers or draw dots to represent numbers accurately? If so, encourage them to represent the number a different way (by using two hands or by drawing boxes). If not, check children’s understand of smaller numbers (e.g., find two of something in the room). Model using multiple representations, such as saying the number two while showing two fingers and having two children stand up.

Children match farm animal cards using rhyming words.

**Literacy: Phonological Awareness**

**HOLD** onto a cow card. **DISTRIBUTE** the other cards. **ASSESS** that all children know the animal on their card.

We are learning about farms and what animals live on them. Do you know what farm animal is on your card? Sign “yes” [demonstrate] if you do. Or show it to me or a neighbor for help.

**REVIEW** what rhyming words are. **ENCOURAGE** children to think of words that rhyme with the name of their animal.

What does it mean when two words rhyme? Yes, they sound the same at the end.

Whisper the name of your farm animal into your hand [demonstrate]. Can you think of another word that rhymes with it?

Let’s use rhymes in our game “Farm Animal Matching.” I will say a word. If the name of your animal rhymes with that word, head to the middle of the circle and greet your partners.

Does your animal’s name rhyme with the word “now”? My farm animal is a cow. Now, cow. Those words rhyme. So, I’m going to the middle of the circle. What other cows are going to join me? Let’s greet each other! “Hi, now, cow friends!”

**CONTINUE** until everyone has a turn. **INVITE** children to name rhyming words, too. Then **COLLECT** the cards.

### Make & Prepare

- Review the ASL signs for “yes” on the *Blueprint* website.

### Additional Materials

- “Farm Animal” cards

### Movement Time

Children play “Calf, Calf, Cow.”

**Physical Development: Gross Motor Skills**

**SHOW** the marked page in *Do You Know Which Ones Will Grow?* **POINT** out the calf and adult cow.

Who are these animals in *Do You Know Which Ones Will Grow?*

Yes, the smaller one is a baby cow, or a “calf.” Who can point to the word “calf” on our chart “Words We Are Learning?” The calf will grow up to be an adult cow like this one.

**CHANGE** “Duck, Duck, Goose” to “Calf, Calf, Cow.” **MODEL** and **INVITE** a child to model tromping. **GUIDE** children to play the game.

Let’s play “Duck, Duck, Goose,” but make it “Calf, Calf, Cow!” Who can remind us how to play?

Yes, when it is your turn, say, “Calf... calf...” The children who are “calves,” stay sitting. Then tap someone and say, “Cow!” Both of you go around the circle. How can we move like cows today?

One way cows move is by tromping [demonstrate]. Who can show us how they tromp like a cow?

After you sit in the “cow’s” spot, the next person gets a turn.

### Make & Prepare

- Have the book *Do You Know Which Ones Will Grow?* ready. Mark the page that shows the cows with a sticky note.

### Additional Material

- Unit Chart: “Words We Are Learning”

### Talk Time

Children launch the farm dramatic play center.

**Creative Arts: Dramatic and Performance Art**

**SHOW** the book *Big Red Barn*. **INVITE** children to brainstorm what they might need to set up a farm in the dramatic play center. **LIST** their ideas.

Calves and cows live on farms, like the one in *Big Red Barn*. How would you like to live on a farm? Let’s create a farm at our dramatic play center!

- What are some items we might need? How could we get them?
- What signs will we need? Who will create them?
- Who is going to manage the supplies?
- How should we divide up the work?

**SHARE** some of the items you have. **DISCUSS** what children might do at the new dramatic play center.

- How can you use these items?
- How might you work with each other?
- What job might you pretend to have?

It’s exciting to have our own classroom farm!

### Make & Prepare

- Make space for the new farm dramatic play center. Collect some items to launch it but leave room for children to co-design it. See Centers: “Dramatic Play” (page 16) for suggestions.

### Additional Material

- The book *Big Red Barn*

### Narrate the Play

Do you see imaginative play happening? Go over and boost the level of play by jumping into the role of narrator—simply describing out loud what you see children doing. Make educated guesses based on what you see and invite them to correct you. Rephrase what children say when repeating back to them what you heard them say.



## Before

**BROWSE** several pages of the book *Do You Know Which Ones Will Grow?* **IDENTIFY** living and non-living objects.

Learners, we have been reading this book *Do You Know Which Ones Will Grow* [show]? It is teaching us that living things grow. Other things do not grow.

Look around the room. What living things do you see? How do you know? What things do not grow in our classroom?

Today we are going to make a chart and sort things by whether or not they grow. Watch as I prepare the chart.

## During

[Draw and write on chart paper.]

**DRAW** a chart with two columns on chart paper. **DESCRIBE** what you are doing and thinking as you draw. **INVITE** children to contribute.

Here is the chart we will use to sort the pictures. If it does grow, we can put it on this side [point]. What should we draw to show that this is the side that shows things that grow? A cat? Ok! And on this side? A chair? Ok. Now, let's give this chart a title.

**Suggested message: "Will It Grow?"**

**PAUSE** to focus on concepts of print (spaces between words).

I just finished writing the word, "Will." Before I write the next word, I want to leave a finger space. We don't want to squish our words together! The space shows your reader where one word ends and the next word begins. Now I can begin writing the word "It." [point to the space between words]

**FINISH** writing the message. **INVITE** children to reread the message with you.

## After

**SHOW** a "Farm Syllable" card. **INVITE** children to think about whether or not the object in the picture grows. **SUGGEST** they sign "yes" or "no" to show their thinking. **INVITE** a volunteer to add the picture to the correct column on the chart.

Let's continue to think about which items grow and which do not.

I'll show you a card. Think about what you see. If it grows, sign "yes" like this [demonstrate]. If it does not grow, sign "no" like this [demonstrate]. Then we can place the picture under the correct heading. Let's practice together. Here is a picture of a donkey.

- Does a donkey grow?
- Where should we put this picture?

**PAUSE** for participation.

Yes, we can place this picture under the happy face. Donkeys do grow. They start out as babies and grow into adult donkeys.

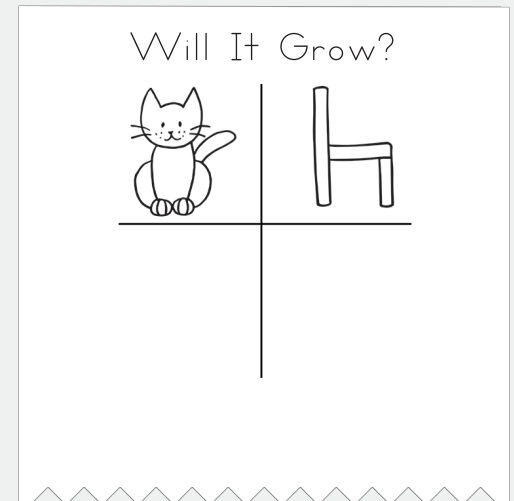
**CONTINUE** to play. Then **RESTATE** that we can classify and group things by whether they grow or not.

We are learning that living things grow. Today, we grouped objects by whether or not they grow.

**REREAD** the message one more time.

[Transition] **ASK** children to name another item that they could add to one of the columns.

Can you think of something else we can add to the chart? What else do you know that grows? What else does not grow?



**Note:** The message should be written on chart paper, so you can keep it as a reference tool.

### Make & Prepare

- Review the ASL signs for "yes" and "no" on the *Blueprint* website.

### Additional Materials

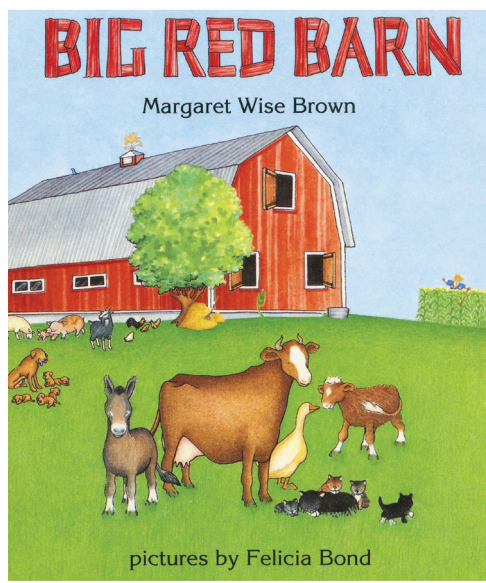
- Chart paper, markers, and tape
- The book *Do You Know Which Ones Will Grow?*
- "Farm Syllable" cards from Day 4: MTP

### Remember to Save

- Save this chart. It will be revisited in Unit 7 when children learn about seeds.

### Keep It Going

- While on the playground, encourage children to look around outside. What things do they see that grow? What does not grow?
- Join children at the writing center. Discuss what they think the next pages of the book *Do You Know Which Ones Will Grow?* would be if it continued. Invite them to draw and illustrate a page that could be added to the book.



### Materials

- The book *Do You Know Which Ones Will Grow?*
- Unit Chart: “Words We Are Learning”
- Unit Chart: “What Happens on a Farm?”

### Words We Are Learning

foal: a baby horse

### Using Big Books

Continue using this big book to deepen children’s understanding of various concepts of print. For instance, you can help to build children’s sense of directionality in printed language. Use a pointer or your finger to show how to follow the words: from left to right, from top to bottom, and from page to page. Invite children to use the pointer or their finger to trace the directionality of the words as well.

### Growing Mathematicians

Looking for and making use of structure is one of the key practices in learning and doing math. When a person or animal grows, how does it change? The animal might get taller, for example. Support children in making connections between measurement and growth.

### Keep It Going

Babies of different species need different amounts of care. When they are born, some baby animals are helpless. They need their families to feed them and keep them safe. Most farm animals such as pigs, chickens, and cows take care of their babies in this way. Other baby animals, such as snakes and lizards, are able to care for themselves as soon as they are born or hatched. Invite children to explore the range of ways different animal parents care for their babies.



### Before

**SHOW** examples of baby and adult animals in *Do You Know Which Ones Will Grow?*

In *Do You Know Which Ones Will Grow* [show book] we saw both baby animals and adult animals.

**ASK** children if they see any baby and adult animals on the cover of *Big Red Barn*. **ASK** how the animals are alike and different. **SET THE FOCUS:** To look for more baby and adult animals on the farm.

Some of these animals can live on a farm. We saw many of them in this book *Big Red Barn*. Look closely at the front cover. Do you see any baby and adult animals? How do you know?

What is the same about them? What is different about them?

Yes, some animals change as they grow. They may get bigger or heavier. As we reread *Big Red Barn*, look for more baby and adult animals living on the farm.

### During

**PAUSE** after: “And a very little horse.” **ASK** children how they know it is a pair of baby and grown animals.

Do you see a baby and adult animal on the farm? How do you know which is the baby? How do you know which is the adult?

**STATE** that a baby horse is called a foal. **ADD** “foal” to the Unit Chart: “Words We Are Learning.” **INVITE** children to share words they know that mean the same thing (in English or their home language).

Often baby animals have special names. Do you know what a baby horse [point] is called? A baby horse is called a “foal.” Let’s add “foal” to the list of words we are learning. Do you know any other words that mean the same thing?

**PAUSE** after: “And a little brown cow.” **ASK** children if they see baby and adult animals.

Do you see baby and adult animals on this page? How do you know?

**PAUSE** after: “All round and warm.” **INVITE** children to come up and point to the baby and adult animals. **COUNT** the baby animals.

Who can come up and point to an adult animal? What animal is that?

And where are the babies of that animal? How do you know? How many are there? How can we find out?

### After

**OPEN** to the page that begins: “When the sun went down.” **DISCUSS** with children whether or not they think that the piglet is the baby of the adult cow and why or why not.

There are a lot of baby and adult animals on this farm. What baby and adult animals do you see on this page?

Do you think this piglet is the baby of this adult cow? Why or why not?

**RETURN** to the Unit Chart: “What Happens on a Farm?” **INVITE** children to add what they are learning and other questions they have.



## Build Interest

**DISTRIBUTE** dice. **INVITE** children to roll and check to see who gets a specific number first. **REFER** to the number line.

Let’s play a quick warm up game. Each of you has a dice. I wonder, can you roll a two? Ready, set, roll! Who rolled a two?

Who can point to the number two on our class number line?

**PLAY** a few rounds where children roll their dice and identify who rolled a given number.

## Build Understanding

**CONNECT** to playing the game “Horse on the Farm.” **HAVE** the game board, a chip, and dice ready. **EXPLAIN** that the goal is to get the horse back to the field.

Let’s keep using our dice as we play the game “Horse on the Farm” again.

When we played this game the first time, the horse was hungry and needed to go from the field [point] to the hay [point]. Now that the horse has eaten, it wants to go back to the field to run and play.

So let’s play this game again. But this time, our horse [show chip] will start beside the hay [point] and move toward the field.

**PLAY** one round of the game together. **INVITE** children to take turns rolling the dice and moving the chip.

We will take turns rolling, counting, and moving the horse from the hay to the field on this game board. Who wants to start? What will you do first?

**GUIDE** children through one round of the game. **REVIEW** what to do if the number rolled takes you past the finish.

## Build Experience

**DISTRIBUTE** one game board, dice, and game piece to each child. **GIVE** children time to roll, count, and move the horse from the hay to the field.

Here is your game board, dice, and chip. Now that your horse is fed, your job is to move it back to the field.

- What number did you roll?
- How did you know?
- Is your horse close to the field? How many spaces away from the field is the horse?

**RESTATE** that games using dice are one way to practice naming and counting numbers.

Hooray! Now our horses can run and play in the field. Today we rolled dice again to help us count and move spaces on our game board. You are learning so much about numbers!

## Materials

- “Horse on the Farm” game boards (one per child)
- Chips (one per child)
- Dice (numeral or dots)

## Building Background Knowledge

Practice rolling and saying the number or number of dots on the dice.

## Stretch Their Thinking

Add one or two pictures to dice that give directions other than rolling. For instance, a picture of dice might mean roll again, or a circle with a line through it might mean skip a turn.

## Listen/Look For

- Do children recall how to play the game?
- Can children figure out how many spaces they need to complete the game when they are close?

## Responding to Children

Guide and support children as they count the spaces on their board. If they count too many spaces or skip spaces as they count, encourage them to touch or tap each space with their counter and count out loud.

## Family Engagement

Print copies of the game board and a set of directions for the game “Horse on the Farm” from the *Blueprint* website to send home with children, so they can play the game with their family members.

## Responding to Children

Are children able to identify small quantities of up to three to five items, without counting? If so, increase the number of items or vary the arrangement of items. If not, reduce the number of items and practice their verbal number sequence.

## Keep It Going

- Add the game to the math center.

# UNIT 5 WEEK

# 2

## Be Sure To...

- Review the names of different animal homes on a farm.
- Invite children to create their own version of the popular song “Old MacDonald Had a Farm.”
- Explore the form and function of different containers.
- Teach the *letters e and q*.

## Materials

- Clean, empty, sanitized egg cartons
- Resources such as magazines or brochures that feature farm animals or other animals

## Books

- *Big Red Barn*
- *Ragweed’s Farm Dog Handbook*
- *Go Sleep in Your Own Bed!*
- *Señor Pancho Had a Rancho*
- *Blueprint Songbook*
- *Blueprint Yoga*

## Charts

- Anchor Chart:
  - “Power of 3”
  - “Feelings”
  - “Readers Can Say”
  - “We Can Describe”
- Unit Chart:
  - “Words We Are Learning”
  - “What Happens on a Farm”

## What do farm animals do all day?

Farm animals have different jobs on the farm. They move, eat, and make different sounds. At night, they sleep in their own special beds.

Children learn that animals have their own jobs and responsibilities on farms and their own places to sleep. They take a closer look at characters in read alouds, recognizing their emotions and making predictions about the stories. In Small Group, children utilize grids for a counting game, and they work together to solve practical problems that might occur on a farm, such as what container is best to carry eggs in. Farm animal yoga poses are also introduced.

### Keep In Mind

You will be adding the word “caring” to the “Feelings” chart during Day 8: Gathering Time. Take a photograph of a child modeling this facial expression to add to the chart. If you have multilingual children, ask their families to help you create this label in their home language. A translation app or website can also help you make the “Feelings” chart multilingual.



### Words We Are Learning

**pause**  
a short stop

**advice**  
someone else’s ideas for what to do

**bellowed**  
said in a very loud voice

**stumbled**  
tripped while walking

### Anchor Words for Multilingual Learners

- day
- night



### From the Songbook

**“Old Macdonald Had a Farm”**  
This song will be used in Greeting Time. Copy the lyrics and send home to families. Familiarize yourself with the tune on the *Blueprint* website.



### Working with Families

Share a tip with families about how to support children’s knowledge of positional words at home. They can play games, such as putting a ball under the table, on the table, and next to table, in each case asking, “Where is the ball?” Conversely, they can ask questions that require children to use position words such as “Where are your shoes?” “Where is your pillow?” and “Where is the light?”



### Trips & Visitors

Invite family or community members who work with animals to share their experiences.



**Remember** | <https://clibblueprint.org/resources-tx>

You can find downloads, videos and more on the Blueprint website.

	Day 6	Day 7	Day 8	Day 9	Day 10
Greeting Time	Children sing “Old MacDonald Had a Farm.” <i>Creative Arts: Music</i>	Children create a new version of “Old MacDonald Had a Farm.” <i>Creative Arts: Music</i>	Children add on to their revised version of “Old MacDonald Had a Farm.” <i>Creative Arts: Music</i>	Children add another verse to their farm song. <i>Creative Arts: Music</i>	Children sing “Señor Pancho Had a Rancho.” <i>Social Studies: Self and Society</i>
Movement Time	Children practice cow pose. <i>Creative Arts: Creative Movement and Dance</i>	Children practice horse pose. <i>Creative Arts: Creative Movement and Dance</i>	Children practice hen pose. <i>Creative Arts: Creative Movement and Dance</i>	Children practice rooster pose. <i>Creative Arts: Creative Movement and Dance</i>	Children play “Farm Animal Charades.” <i>Creative Arts: Creative Movement and Dance</i>
Talk Time	Children add on to a list of animals they might see on a farm. <i>Approaches to Learning: Persistence and Attentiveness</i>	Children practice “Find the Pause.” <i>Social Emotional: Self-Regulation and Responsible Behavior</i>	Children discuss feeling caring. <i>Social Emotional: Social Awareness and Relationships</i>	Children discuss treating living things carefully. <i>Science: Life Sciences</i>	Children discuss farm animals with Señor Pancho. <i>Science: Life Sciences</i>
Message Time Plus	Children brainstorm ways to use a bucket at the farm dramatic play center. <i>Approaches to Learning: Initiative and Curiosity</i>	Children learn about the letter e. <i>Literacy: Phonological Awareness</i>	Children begin work on a class book. <i>Literacy: Writing</i>	Children learn the word “stumbled.” <i>Literacy: Vocabulary</i>	Children learn about the letter q. <i>Literacy: Phonological Awareness</i>
Intentional Read Aloud	Children learn what a farm dog does. <i>Literacy: Comprehension</i>	Children offer the character advice. <i>Social Emotional: Self-Regulation and Responsible Behavior</i>	Children predict which animal is in each bed. <i>Literacy: Comprehension</i>	Children discuss why the characters feel grumpy. <i>Literacy: Comprehension</i>	Children join in singing this version of the song. <i>Literacy: Fluency</i>
Small Group	Children play the game “Chicken on the Farm.” <i>Math: Geometry and Spatial Relations</i>	Children play a variation of the game “Chicken on the Farm.” <i>Math: Geometry and Spatial Relations</i>	Children explore items used to take care of animals on a farm. <i>Science: Engineering and Technology</i>	Children discuss which container works best to transport eggs. <i>Science: Scientific Inquiry and Practices</i>	Children discuss which container works best to transport water. <i>Science: Scientific Inquiry and Practices</i>
Reflection Time	What job would you like to do if you lived on a farm?	What is your favorite animal sound and why?	When did you feel caring today?	If your friend was feeling grumpy, what would you say to them?	What do farm animals do all day?

## Centers to Launch

See Pages 14-25

**Art Center** | Egg Painting

**Block Center** | Farm Animal Houses

**Math Center** | Geometry Barns

**Math Center** | Carrying Water

**Writing Center** | Make Your Own Handbook



### Greeting Time

Children sing “Old MacDonald Had a Farm.”

*Creative Arts: Music*

**SHOW** the book *Big Red Barn*. **ASK** children to name some farm animals.

If we went to a farm and looked inside the big red barn, what animals might we see?

**MODEL** and **INVITE** children to sing “Old MacDonald Had a Farm.” **ASK** children to choose a farm animal to sing about. **INVITE** children to share animal sounds in their home languages.

Let’s sing a song about a farm: “Old MacDonald Had a Farm.” Do you know that song? How does it go?

What farm animal should we sing about today? Okay, cows! What sound do cows make?

Please sing along.

Old MacDonald had a farm...

**CHANGE** the lyrics to reinforce the names of baby animals. **REFER** to the Unit Chart: “Words We Are Learning.”

On some farms there are adult and baby animals. What if Old MacDonald’s cow had a calf?

Old MacDonald had a cow, E-I-E-I-O!

And that cow had a calf, E-I-E-I-O...

### Make & Prepare

- Familiarize yourself with the tune of “Old MacDonald Had a Farm” on the *Blueprint* website.

### Additional Materials

- Blueprint Songbook*
- The book *Big Red Barn*
- Unit Chart: “Words We Are Learning”

### Did You Know?

Animal sounds are different in different languages. For example, in English, horses say, “Neigh.” In Polish, they say “I-haaa.” Invite children to share the animal sounds in their home languages. On Day 10, we will sing along to “Señor Pancho Had a Rancho,” a Spanish version of “Old MacDonald Had a Farm.”



### Movement Time

Children practice cow pose.

*Creative Arts: Creative Movement and Dance*

**SHOW** cow pose in the book *Blueprint Yoga*. **ASK** children what they notice.

Did you know that there is a cow yoga pose? Here is a picture of a cow and the cow pose. What do you notice?

**MODEL** cow pose. **GUIDE** children to practice the pose.

For cow pose, I start on my hands and knees. Next, I arch my back with my belly reaching toward the ground. Then I look up toward the sky. Moo! Do I look like a cow?

Now it’s your turn to practice cow pose. Start on your hands and knees. Arch your back with your belly toward the ground. Look up to the sky and say, “Moo!” Does this yoga pose make you feel like a cow?

**SHOW** cat pose in *Blueprint Yoga*. **MODEL** and **GUIDE** children to go back and forth between cat pose and cow pose.

Cats also often live on farms. Let’s do cat pose too! Come back onto your hands and knees. Round your back like a cat and say, “Meow!” Now arch your back like a cow and say, “Moo!” Keep going back and forth!



### Make & Prepare

- Familiarize yourself with how to do cow pose on the *Blueprint* website. Be ready to model it, or prepare another adult or child to do so. Review and prepare for cat pose as well.

### Additional Material

- Blueprint Yoga*

### Yoga Pose Cards

Remember, in addition to the book *Blueprint Yoga*, you can download and print cards of these poses from the *Blueprint* website. Add them to a basket or ring, and make them accessible throughout the day. Use them to take yoga breaks and invite children to do the same.

### Talk Time

Children add to a list of animals they might see on a farm.

*Approaches to Learning: Persistence and Attentiveness*

**INVITE** children to go on a pretend trip to the farm. **SHOW** the animals on the cover of *Big Red Barn*.

Cows and cats are two kinds of animals that can live on a farm. How would you like to visit with farm animals? Let’s take a pretend trip to the farm in our book *Big Red Barn*! Think about what animals you will see...

**EXPLAIN** that each person will try to list what everyone has said before them. **MODEL** with an adult (or child).

We will go around our circle and name what animals we will see at the farm. Listen carefully to what animals your classmates say. When it is your turn, try to list all the animals they said, and then add one more. Listen as [adult] and I start us off. Let’s go to the farm and see some...

**GUIDE** children around the circle until everyone has had a turn. If a child cannot recall the previous animals listed (or the list gets too long), simply start a new round of the game.

### Material

- The book *Big Red Barn*

### Executive Function

Recall games such as today’s Talk Time activity help develop children’s working memory, which is a key component of executive function.

## Before

**ENGAGE** children in a discussion about the farm dramatic play area.

Our dramatic play area has turned into a farm! What items do we have in our farm so far? Have you been to the “farm” yet? What have you done there?

**SHOW** a bucket that you are going to add to the farm dramatic play. **ASK** children how they could use it on the “farm.”

I was thinking about how we like to get creative with materials when we play. I noticed this bucket in the storage closet and thought we could come up with some good ways to use it in dramatic play.

What can this bucket be?

How could we use it on the farm?

Today we are going to make a list of all the ways we can think of to use the bucket at the farm dramatic play center. Watch as I begin our list. Then you'll get to share all your creative ideas!

## During

(Draw and write on chart paper.)

**DRAW** a picture of the bucket. **DESCRIBE** what you are doing and thinking as you draw. **INVITE** children to contribute.

Should I draw the handle? Here is our bucket. Soon this bucket will turn into all your great ideas!

**Suggested title:** “A Bucket Can Be...”

**PAUSE** to focus on the writing structure (creating a list).

Today we are going to write a list of your ideas. Our list needs a title! At the top of the paper, I'm going to write the words “A Bucket Can Be...” Then you can share all the wonderful ideas you have about the bucket, and I will write them underneath.

**INVITE** children to reread the title with you.

## After

**PASS** around the bucket. **INVITE** children to share what they can do with the bucket in the farm dramatic play.

Let's pass the bucket around. How could we use it in our farm dramatic play center? What could we imagine this bucket becoming? How?

**CHART** children's responses.

I'm going to write down all your ideas here [gesture to the list].

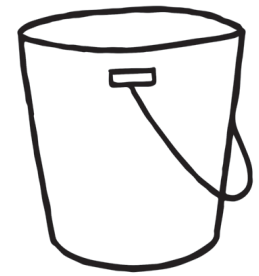
**RESTATE** that we can use our imaginations to think of creative ways to make a bucket useful.

Today we made a list of the ways we can use this bucket in the farm dramatic play. Look at all the creative ideas we shared. An empty bucket can become anything you imagine!

**REREAD** the message one more time.

[Transition] **TELL** children that the chart of ideas will be in dramatic play.

Encourage children to refer to the chart created today when they are in dramatic play.



A Bucket Can Be...

**Note:** The message should be written on chart paper, so you can keep it as a reference tool.

### Materials

- An empty bucket or pail to be added to the dramatic play center
- Chart paper or large construction paper
- Markers

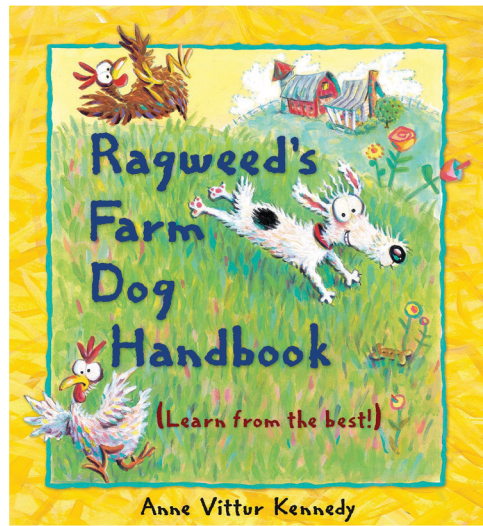
### Re-imagining Dramatic Play

Suggest new ways to approach dramatic play that calls for children to be resourceful and creative. For example, suggest they set up a farm stand to sell eggs that the hens have laid. “Farms often have special areas to sell items from their farm (e.g. farm stand for eggs or fruit and vegetables). What do we need from around the classroom to create the area (e.g. baskets from the block area, benches from the library)?”



### Keep It Going

- Join children at the dramatic play center, the farm. Remind them that you made a list today of the things they could do with the bucket. Encourage children to try out one of the ideas they came up with. Invite them to show you how they are using the bucket. Did they use one of the ideas that was listed, or did they come up with another idea?
- Encourage children to think about other jobs that also use buckets. When we learned about construction workers, did they use buckets? How might painters use buckets? What about cleaners? Zoo keepers?



### Material

- Unit Chart: “What Happens on a Farm?”

### Responding to Children

When talking about farm animals and farm animal products, be aware that children who do not eat certain meats, are vegetarian or vegan, may share. Be prepared to facilitate a discussion around diverse food choices.

### Connections to Other Units

Many of the farm books in this unit, including this one, show chickens laying eggs in nests. We return to the concept of birds building nests to protect their eggs in more depth in Unit 8.

### Did You Know?

Ragweed is also a type of flowering plant. Some people are actually allergic to ragweed pollen.

### Keep It Going

- Children may know or be interested in learning about other jobs dogs can have, such as seeing eye dogs, police dogs, and rescue dogs. Read books or do other forms of research on this topic to learn more.



### Before

**INTRODUCE Ragweed. EXPLAIN** what a handbook is. **ASK** children what they think the dog’s job is.

Today we are going to read a book about a dog that lives on a farm. His name is Ragweed [point]. The title is *Ragweed’s Farm Dog Handbook* by Anne Vittur Kennedy.

A handbook is a type of book that teaches us how to do something. In this handbook, Ragweed wants to teach us how to be a farm dog. What do you think a farm dog does?

Let’s read to find out what Ragweed thinks!

### During

**PAUSE** after “You will really, really want to wake the farmer. But don’t wake the farmer.” **ASK** children what the rooster’s job is.

What is the rooster’s job?

Yes, the rooster wakes the farmer. Is that Ragweed’s job? No!

**PAUSE** after “But don’t lie in the mud.” **ASK** children what the pigs’ job is.

What is the pigs’ job?

Yes, the pigs lie in the mud and get bigger. Is that Ragweed’s job? No!

**PAUSE** after “But don’t sit on their nests.” **ASK** children what the chickens’ job is.

What is the chickens’ job?

Yes, chickens sit on their nests and lay eggs. Is that Ragweed’s job? No!

**CONTINUE** pausing after Ragweed describes the sheep and the cows’ jobs.

**PAUSE** after “And what’s the farm dog’s job?” **INVITE** children to share their thoughts.

Ragweed taught us about all these other farm animals’ jobs. But it is not his job to wake the farmer, get bigger and bigger, lay eggs, grow curly hair, or make milk. So, what do you think the farm dog’s job is? Why?

### After

**SUMMARIZE** Ragweed’s job on the farm: he is the farmer’s pet.

Readers, what is Ragweed’s job?

Yes, his job is to be the farmer’s pet! He lives on the farm with the farmer and the other animals. He is a member of the farm community.

Remember, this was Ragweed’s handbook. A handbook is a type of book that teaches us how to do something. He wanted to teach us how to be a farm dog. Think about what you learned about being a farm dog.

If you would like to share what you learned about the farm dog’s job, sign “I learned” like this [demonstrate]. You can say, “I learned...”

**RETURN** to the Unit Chart: “What Happens on a Farm?” **INVITE** children to add what they are learning and other questions they have.

We are learning so much about what happens on a farm! Is there anything we can add to our chart?

## Build Interest

**SHOW** the cards. **EXPLAIN** that green means forward and yellow means backward. **PLAY** a game where children take one step forward when they see a green card and one step backward when they see a yellow card.

We play lots of games with cards. Today we are going to be using these cards [hold up one of each]. What do you notice?

Yes, they have green and yellow dots on them [point]. In the game we are going to play today, the colors tell you to move in a certain direction. Green means move forward [demonstrate]. Yellow means move backward [demonstrate].

Let’s all stand up and try it out. If I hold up a green card, please take one step forward. If I hold up a yellow card, please take one step backward. Ready?!

**PLAY** a few rounds of this game, inviting children to practice reading the cards and moving in the correct direction. **ASSESS** if children understand forward and backward.

## Build Understanding

**PLACE** the game board on the table. **INVITE** children to share what they see.

Let’s use these cards to play the game “Chicken on the Farm.” Here is the game board [point]. What do you notice? Yes! Here is a field [point], and here is the chicken coop [point].

**EXPLAIN** how to play the game. **TELL** children that the chicken needs to travel from the field [the start] to the coop [the finish].

We will need our cards and a chip to play this game. Let’s pretend this chip is a chicken. This chicken is standing in the field on the starting circle. Yawn! This chicken is tired. Do you know where chickens sleep on a farm?

Yes, they sleep in a chicken coop. Let’s get the chicken to the chicken coop, so it can sleep. Here is the finish [point to the circle at the end]. To get the chicken from the start [point] to the end [point], we will turn over a card and move the chicken forward or backward depending on the color of the card we pick.

**PLAY** one round of the game together. **INVITE** children to take turns turning over a card and moving the chip.

Let’s play one game together. Is the chicken in the start circle? Who wants to turn over a card? What direction are you going to move the chip?

## Build Experience

**DISTRIBUTE** a game board and a set of direction cards to each partnership. **GIVE** children time to play the game.

Now it is your turn to play the game “Chicken on the Farm.” Choose a card and think about which direction the card is telling you to move. Then move forward or backward. Work together to get your chicken to the coop!

**USE** what you know about each child’s language skills to include and extend their participation.

- Gesture: What card did you choose? Point to where you will move.
- Yes/No: Did you choose a [card]? Did you choose a [card]? Will you move your chicken here? Do you have [number] spaces to go until you get to the coop?
- Either/Or: Did you choose a [card], or did you choose a [card]? Will you move your chicken here or here? Do you have [number] spaces to go until you get to the coop or [number] spaces?
- Open-ended: What card did you choose? How should you move? Forward or backward? How many more spaces do you have to go before your chicken is in the coop?

**SUMMARIZE** using direction cards.

Today we played the game “Chicken on the Farm.” We used cards to tell us how to move on the board. A green card meant “move forward,” and a yellow card meant “move backward.”



## Make & Prepare

- Download and print the “Chicken on the Farm” board game (one per partnership).
- Create direction cards by adding a green or yellow circle to the center of an index card (each partnership should have a set of at least 10 cards).

## Additional Materials

- Counting chips



## Remember to Save

- “Chicken on the Farm” game boards for Day 7: Small Group
- Green and yellow direction cards

## Building Background Knowledge

Invite children to share other times a color stands for an instruction (e.g. traffic lights, STOP sign).

## Stretch Their Thinking

Invite children to make their own games and game boards. They can create their own color coding system as well (e.g. blue means go forward two times).

## Listen/Look For

- Do children understand and follow the directions?
- Do they understand directionality?
- Do children count correctly?
- Can they tell you how many more spots until they get to the coop?
- Do they cooperate as they play?



## Robust STEM Activities

Coding is a process of creating a set of directions to program computers. Learning how to read and use the color-coded symbol cards from this lesson helps children develop early coding skills.

## Greeting Time

Children create a new version of “Old MacDonald Had a Farm.”

**Creative Arts: Music**

**COLLABORATE** with children to create a new version of “Old MacDonald Had a Farm.” **CHOOSE** a new name for the farmer and a new animal to sing about. **INVITE** children to share what they know about the animal to inform the lyrics of the song. **REFER** to read-aloud books as needed. An example is provided below.

We are having fun talking about what happens on a farm! Let’s write our own version the song “Old MacDonald Had a Farm.”

What should our farmer’s name be?

What farm animal should we sing about today? Okay, horses!

What are baby horses called?

What do horses eat?

What is life like for horses on a farm?

[name] had a farm...  
E-I-E-I-O...

And on this farm he had a horse...  
E-I-E-I-O...

And that horse had a foal,  
E-I-E-I-O...

And that horse nibbled on hay...  
E-I-E-I-O...

And that horse lived in a barn...  
E-I-E-I-O...

## Materials

- *Blueprint Songbook*
- Chart paper and markers
- The books *Big Red Barn* and *Ragweed’s Farm Dog Handbook*



## Unit Project

Launch the Unit Project: Composing Song Variations. Invite children to create their own version of the song “Old MacDonald Had a Farm.” They can incorporate words and content they are learning and words from their home languages. Capture children’s work by charting it. Save the charts. Record children performing these songs. Continue to revisit this idea over the course of the unit.

## Movement Time

Children practice horse pose.

**Creative Arts: Creative Movement and Dance**

**SHOW** a picture of a horse pose in the book *Blueprint Yoga*. **ASK** children what they notice.

We just sang about horses. How can we move our bodies to look and feel more like horses? Yes, we can practice a horse yoga pose! Here is a picture of horse pose. What do you notice?

**REVIEW** dog pose first. Then **MODEL** how to hop to make it a horse pose.

To do horse pose, we actually start by posing like another animal that can live on a farm. What kind of animal is our friend Ragweed [show book]? Do you remember how to do dog pose?

First, I come onto my hands and knees. Next, I tuck my toes under and lift up my knees. Then I pretend to have a tail and lift it way up into the sky. This is dog pose: Woof! Now to make this a horse pose I quickly lift one foot at a time. I do little hops in place. Do I look like a horse galloping on the farm? Neigh!

**GUIDE** children to start in dog pose and then try horse pose.

Now it’s your turn to practice horse pose. Start in dog pose. Woof! Press down into your hands and feet and lift your tail high to the sky. Gently kick up your legs one at a time like you’re a galloping horse, and say, “Neigh!”

## Make & Prepare

- Familiarize yourself with how to do horse pose on the *Blueprint* website. Be ready to model it, or prepare another adult or child to do so. Review and prepare for dog pose as well.

## Additional Material

- *Blueprint Yoga*
- The book *Ragweed’s Farm Dog Handbook*

## Talk Time

Children practice “Find the Pause.”

**Social Emotional: Self-Regulation and Responsible Behavior**

**REVIEW** Ragweed’s problem. **ADD** “pause” to the Unit Chart: “Words We Are Learning.” **INVITE** children to share words they know that mean the same thing (in English or their home language).

Horse pose begins in dog pose. That reminds me of the farm dog Ragweed! In *Ragweed’s Farm Dog Handbook* [show book], what was the problem? Yes, Ragweed keeps rushing to do the other animals’ jobs.

I wonder what would happen if he paused for a moment? What does it mean to pause? A pause is a little time to stop or wait. Let’s add “pause” to our list of words we are learning. Do you know any words that mean the same thing?

**GUIDE** children to do “Find the Pause.”

Let’s practice a Mindful Moment called “Find the Pause” [show card]. Get comfortable and close your eyes. Take a deep breath in... and let a long breath out. Notice the pause before you breathe in again. Relax your shoulders. Now breathe in again... and slowly breathe out. Find the pause. Breathe in... breathe out. Notice the pause, and relax more.

We noticed the pause between our breaths. You can find a pause to stop and think before you do something.

**ADD** the card to your Mindful Moment basket.

## Make & Prepare

- Download and print “Find the Pause” card.

## Materials

- The book *Ragweed’s Farm Dog Handbook*
- Unit Chart: “Words We Are Learning”

## Words We Are Learning

pause: a short stop

## Mindful Moment

“Find the Pause” encourages children to focus on the present moment and consciously wait. As children develop a sense of patience, they can apply it to other situations. Just as they find a pause between breaths, children can begin to find a pause between thinking and doing. Taking a moment to stop and think before acting strengthens children’s impulse control.





## Before

**REVIEW** the letters on the letter ring in a different order. **ASK** children what the letter name is and what sound the letter makes. Then **CONNECT** to the read aloud *Ragweed's Farm Dog Handbook*. **SHOW** the marked page.

We've been learning about Ragweed's job on the farm. Take a look at this page from our book. Ragweed has entered the chicken coop. The job of the chickens is to lay eggs! That is not Ragweed's job. What exactly is he doing in there? Is he collecting eggs to fill egg cartons? No, that's the farmer's job. That busy Ragweed; he's always entertaining us!

**FOCUS** on words that begin with the /e/ sound.

Enter, eggs, exactly, entertaining. What sound do you hear at the beginning of these words [hold hand up to your ear]? Yes, /e/. Does anyone in our class have a name that begins with the /e/ sound?

**DESCRIBE** how to form the *letter e* as you write the letters in the corner of your board. **INVITE** children to skywrite the letters. Optionally, teach the ASL sign.

The *letter e* makes the /e/ sound. To write an uppercase *letter E*, I start at the top and drop down. Then I make a bridge, make a bridge, and make a bridge. Now you write it with your finger in the air. This is the lowercase *letter e*. I make a bridge and curve around. Now you try it. While I write today, please look for the *letter e*. We are going to learn how to read it together.

## During

**DRAW** a picture of an egg carton. **DESCRIBE** what you are thinking and drawing. **INVITE** children to contribute.

I want to draw a picture of an egg carton, one tool farmers use to collect eggs. This is what an egg carton looks like [show]. What shape does it remind you of? What shape should I draw?

**Suggested message:** "Eggs go in an egg carton."

**PAUSE** to focus on phonological awareness (/e/ in the word "eggs").

I hear the /e/ sound in the beginning of the word "eggs." The *letter e* makes the /e/ sound. Watch me as I write the uppercase *letter E*. I start at the top and drop down. Then I make a bridge, make a bridge, and make a bridge. Now you try it.

**REPEAT** with the lowercase *letter e* in the word "egg." After, **INVITE** children to reread the message with you.

## After

**INVITE** children to find all the *letter e*'s in the message. **CIRCLE** them.

Let's find all the *letter e*'s. Put on your "I spy" goggles like this [demonstrate], and look for the *letter e*! Who wants to point to one in the message?

**PLAY** "Sign for the Sound." **ASK** children to sign "yes" if a word you say begins with the /e/ sound or "no" if it does not.

We are becoming experts in the *letter e*. Let's practice listening for words that begin with the /e/ sound. I'll say a word. If the word starts with the sound /e/, sign "yes" [demonstrate]. If the word does not begin with /e/, sign "no" [demonstrate]. Let's try one together: the word is "elephant." What should we do? Yes, the word "elephant" does begin with /e/, so we should all sign "yes."

**CONTINUE** playing. Then **RESTATE** the name and sound of the *letter e*.

Today we listened to the sound the *letter e* makes, talked about what it looks like, and found it in our message. We learned that "egg" begins with the /e/ sound.

**REREAD** the message one more time.

[Transition] **INVITE** children to name ways they like to eat eggs.

Many people enjoy eating /e/, /e/, /e/ eggs. Do you eat eggs? How do you like them prepared?



## Make & Prepare

- Review the standard pronunciation of the short e vowel sound on the *Blueprint* website.
- Familiarize yourself with the ASL sign for the *letter e* on the *Blueprint* website.
- Review ASL sign for "yes" and "no" on the *Blueprint* website.
- Letter ring – write the uppercase *letter E* on one side of an index card and the lowercase *letter e* on the other side, add this to the letter ring after the lesson.
- Have the book *Ragweed's Farm Dog Handbook* ready. Mark the page that begins "Now about the chickens..." with a sticky note.
- A clean, sanitized, empty egg carton

## Letter Formation

- Uppercase *letter E* – drop down, make a bridge, make a bridge, make a bridge
- Lowercase *letter e* – make a bridge, curve around

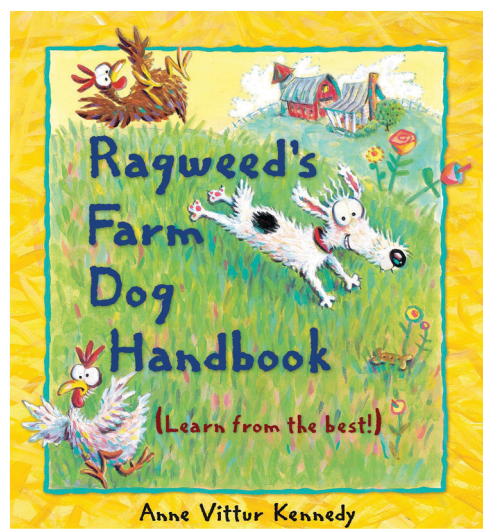
## Supporting Individual Learners

Some children may have trouble differentiating between short vowel sounds. When they do, help them connect the sound to the shape of their mouth. For example, the mouth is more closed when you say /e/ than when you say /a/. Mirrors are a useful tool for helping them see this.



## Keep It Going

- Gather children in a small group. Provide them with objects or pictures of words that begin with the sound /e/ and some that do not. Together name all of the objects and sort them by beginning sound.



### Material

- Unit Chart: "Words We Are Learning"

### Words We Are Learning

advice: someone else's ideas for what to do

### Executive Function

"What else could you do?" is a great question for helping children develop cognitive flexibility.

### Scaffolding Children

In this lesson we activate children's prior knowledge and experience with waiting. This scaffolds their learning because it provides a preview for relating to the character in the book.

### Supporting Individual Learners

This read aloud, which focuses on resisting doing things, may open up the door for children to talk about things that happen at home (e.g. behaviors they are reprimanded for). Be prepared to facilitate what might be a sensitive discussion.

### Supporting Multilingual Learners

If possible, allow multilingual learners to share advice in their home language. Pair children with the same language background and ideally with mixed language ability level. This way, children can support each other and share what their partner said with the group.



### Before

**PROMPT** children to relate to the feeling of wanting to do something they should not do. **OFFER** an example from a shared experience in the classroom or of your own (e.g. not eating candy you wanted).

We read *Ragweed's Farm Dog Handbook*. Ragweed taught us about some of the jobs that farm animals do. Ragweed tells us how he really wants to do the other animals' jobs.

Let's think about how Ragweed feels. Have you ever felt like you really wanted to do something, but you weren't supposed to do it? How did that make you feel?

**CONNECT** to pausing to think before acting. **PRACTICE** "Find the Pause."

It can be hard to resist doing something that we want to do, but shouldn't do. One way we can take care of ourselves is by pausing for a moment. What does it mean to pause [point to "pause" on the Unit Chart: "Words We Are Learning"]? Yes, we can stop for a moment and think before doing something.

We practiced "Finding the Pause" in Talk Time. We paused between breaths. Let's practice that again...

**ASK** children to think about advice for Ragweed. **ADD** "advice" to the Unit Chart: "Words We Are Learning." **INVITE** children to share words they know that mean the same thing (in English or their home language).

As we read today, maybe we can give Ragweed some advice. Can you say that word "advice?" When you give someone advice, you tell them what you think they might do. Let's add "advice" to the list of words we are learning. Do you know any other words that mean the same thing?

Let's see what advice we can give Ragweed.

### During

**PAUSE** after "But don't wake the farmer." **THINK ALOUD** to empathize with the character.

Ragweed really wants to wake the farmer. But he knows it is the rooster's job and not his. I understand how he feels, do you? It can be hard to pause when you want to do something.

**PAUSE** after "But don't lie in the mud." **ASK** how Ragweed feels and what he could do.

How does Ragweed feel? He really wishes he could lie in the mud like the pigs. But he knows he is not supposed to. It is hard for him to resist doing it. What could he do to take care of himself?

**PAUSE** after "You will get lots of feathers but no biscuit." **ASK** what Ragweed could have done instead.

Ragweed really wanted to sit on the chickens' nests. But look what happened! What could he have done instead?

**PAUSE** after "It's just worth it." **ASK** what Ragweed could have done instead.

Ragweed chased the sheep. He could have used some advice. What could he have done instead?

**PAUSE** after "But don't eat grass." **ASK** what Ragweed might do.

Ragweed knows he should not eat grass like the cows. It is hard for him to resist doing it, even though he knows he shouldn't.

### After

**INVITE** children to turn and talk and share advice they would give to Ragweed.

We understand how Ragweed feels. It can be hard to resist doing something you want to do, even though you shouldn't do it. Let's think of some advice for this character. Remember, when you give someone advice, you tell them what you think they might do.

If Ragweed came to our classroom, what advice would you give him? Why? How could you help Ragweed to be more responsible? What can he do to take care of himself?

Let's turn and talk about our ideas. Then we'll share.

## Build Interest

**RECALL** using the green and yellow cards from Day 6: Small Group.

Remember our green and yellow cards? Which direction should you move if you see green? Yellow?

**INTRODUCE** cards with numbers one through three. **PLAY** a game using both cards. **TELL** children that they will need to read the cards and then move forward or backward one to three steps.

Yes! Go forward for green and backward for yellow. Today I am going to add a twist! After you see the color card, I'll hold up a number. Then step forward or backward that many times.

**PLAY** a few rounds of this game, inviting children to practice reading the cards and moving in the correct direction.

## Build Understanding

**CONNECT** to the game “Chicken on the Farm.” **EXPLAIN** that the goal is to get the chicken out of the coop.

That was fun! You had to read the directions on two cards to find out how many times to step forward or backward. Let's use these direction cards with the game “Chicken on the Farm.”

Now that the chicken has had a good night's sleep, it is time to move her [show chip] out of the coop [point] and bring her back to the field [point]. We will choose one card from each pile. The first card tells us which direction to move. The second card tells us how many times to move. Let's play together!

**PLAY** the game together on one game board. **INVITE** children to take turns choosing one card from each pile and then moving the game piece the correct number of times in the correct direction. **DISCUSS** what is happening as you play.

We will take turns choosing a card from each pile and moving the chicken out of the coop on this game board. I'll put the chip inside the coop. That is where our chicken is starting the game.

- Who wants to go first?
- Which does your cards tell you to do?

## Build Experience

**DISTRIBUTE** one game board, one chip, one set of direction cards, and one set of number cards to each partnership. **GIVE** children time to play the board game by choosing cards and moving according to the color and number.

Now it is your turn to play with a partner! Choose a card from each pile and think about how the cards are telling you to move. Then move forward or backward that many times.

**ASK** questions as children play:

- What are your cards telling you to do?
- How will you move the chip on the game board?

**RESTATE** that playing games helps us practice directions.

Today we played the game “Chicken on the Farm.” We used number cards to tell us how many spaces to move forward or backward. Playing games like this helps us practice directions.

## Make & Prepare

- Create playing cards: index cards with numbers one, two, and three; use a mix of numerals and dots based on your children's background knowledge (each partnership will need about 10 cards).

## Additional Materials

- “Chicken on the Farm” game board from Small Group Day 6
- Green/yellow cards (enough for each partnership to have about 10) from Small Group Day 6
- Counting chips



## Building Background Knowledge

Invite children to hold up the number of fingers that match their number cards.

## Stretch Their Thinking

Ask children to think of other cards that they can create to move the game piece on the board.

## Listen/Look For

- Do children understand how to combine the direction and number cards?
- What do children do when they get close to the end of the game?



## Growing Mathematicians

Looking for and expressing regularity in repeated reasoning is one of the key practices in learning and doing math. This activity contributes to that learning. As children draw cards and learn to do the appropriate actions in response, they are experiencing a predictable cause and effect.



## Keep It Going

- Add game boards, cards, and chips to your math center.

### Greeting Time

Children add on to their revised version of “Old MacDonald Had a Farm.”

#### Creative Arts: Music

**COLLABORATE** with children to add on to their new version of “Old MacDonald Had a Farm.” **CHOOSE** a new animal to sing about. **INVITE** children to share what they know about the animal to inform the lyrics of the song. **REFER** to read-aloud books as needed. An example is provided below.

We wrote our own song called “[name] Had a Farm.” Let’s sing it again! Then let’s add on to it.

What farm animal should we sing about today? Okay, hens!

What is life like for hens on a farm?

[name] had a farm...  
E-I-E-I-O...

And on this farm he had a hen...  
E-I-E-I-O...

And that hen just laid an egg,  
E-I-E-I-O...

And that hen lived in a chicken coop...  
E-I-E-I-O...

### Materials

- Unit Project: Composing Song Variations—“[Name] Had a Farm”
- *Blueprint Songbook*
- Chart paper and markers
- The books *Big Red Barn* and *Ragweed’s Farm Dog Handbook*



### Movement Time

Children practice hen pose.

#### Creative Arts: Creative Movement and Dance

**SHOW** a picture of a hen yoga pose in the book *Blueprint Yoga*. **ASK** children what they notice.

How can we move our bodies to look and feel more like hens on a farm? We can practice a hen yoga pose!

**REVIEW** how to squat in frog pose first. **Then MODEL** how to do hen pose.

Watch as I show you how to do hen pose. We actually start by posing like a frog. Do you remember how to do frog pose? Yes, we squat, or crouch down, like this.

For hen pose I am going to touch my hands to my shoulders to make wings. As I quickly flap my wings up and down I say, “Cluck, cluck!” Do I look like a hen laying eggs in the barn on a farm?

**GUIDE** children to do hen pose.

Now it’s your turn to practice hen pose. Start in a squat. Now bring your hands to your shoulders to make your wings. Flap your wings and cluck! Do you feel like a hen?

### Make & Prepare

- Familiarize yourself with how to do hen pose on the *Blueprint* website. Be ready to model it, or prepare another adult or child to do so. Review and prepare for frog pose as well.

#### Additional Material

- *Blueprint Yoga*

### Talk Time

Children discuss feeling caring.

#### Social Emotional: Social Awareness and Relationships

**SHOW** the chicken page in *Ragweed’s Farm Dog Handbook*. **INVITE** children to consider how the hens feel.

The hen pose reminds me of the chickens in *Ragweed’s Farm Dog Handbook*. Do you remember this part [show page]? We thought about how Ragweed was feeling. But how about the chickens? How do you think they feel? Why?

**REFER** to the Power of 3. **USE** Sayeh and Elijah, the social emotional puppets, to explain what it means to be caring.

It is important to think about how others feel. That is one way we take care of each other. When you think about someone else’s feelings, you are being caring. Can you say “caring”? What does it mean to be caring?

When you feel caring, you can look at someone and think about how they feel. Caring means you show someone that you are thinking about their feelings. If someone feels sad or upset, show them that you care!

What can you say or do to show someone that you care about how they feel?

**ADD “caring” to the Anchor Chart: “Feelings.”**

Let’s add “caring” to our “Feelings” chart. We can show that we care about how others feel, too.

### Make & Prepare

- Write “caring” on a sentence strip. Attach a photo you took of a child modeling that feeling.

#### Additional Materials

- The book *Ragweed’s Farm Dog Handbook*
- Anchor Chart: “Power of 3”
- Anchor Chart: “Feelings”
- Sayeh and Elijah, the social emotional puppets

### Empathy

Observation is a key feature of empathy. Children are beginning to read the gestures, facial expressions, and actions of others to figure out what they are feeling.

## Before

**CONNECT** to learning about farm animals. **REFER** to the read aloud *Big Red Barn*. **SHOW** the marked page.

We have been learning about farm animals. Some animals spend their day out in the fields, like here in *Big Red Barn* [show].

See the animals living and playing together in the grass and mud. I think my favorite animal is a horse. Look how strong they look! I like horses, and I know a lot about them. I know they have long manes [point], and baby horses are called foals [refer to the word on the Unit Chart: "Words We Are Learning"].

What animal do you know a lot about?

**TELL** children that they are going to make a class book.

Writers, we are going to create a class book about the farm animals we know about. Everyone will get a page to show what they know. Watch me show you how I would make my page in our class book.

## During

**PLAN ALOUD** and then **DRAW** a picture of a baby horse. **DESCRIBE** what you are doing and thinking. **INVITE** children to contribute.

Here is a picture of a baby horse, a foal. Horses have manes. What other details can I add to my picture?

**Suggested message:** "Baby horses are foals."

**PAUSE** to focus on phonological awareness (/f/ in the word "foals").

Foals. Say that with me: foals. What sound do you hear at the beginning of the word "foals?" /f/. What letter makes the /f/ sound? Yes, the *letter f* makes the /f/ sound. When I write the lowercase *letter f*, curve around, drop down, and make a bridge. Now you try writing it with your finger in the air.

**INVITE** children to reread the message with you.

## After

**GIVE** children time to brainstorm and plan. **INVITE** children who speak the same home language to share with each other in their home language as a support. **REFER** to images from the read alouds if children need ideas. **SHARE** other resources.

Writers, it is your turn to begin your page of our class book. Remember how I got started. First, I thought about what animals I know about. What animal do you know about?

Then I planned what I was going to draw. What will you draw?

Last, I wrote about my drawing. What will you write?

**DISTRIBUTE** clipboards with paper and crayons. **INVITE** children to work on their page. **CIRCULATE** and **ASSIST** as necessary. If children need more time, let them know that they can finish their page at the writing center.

**RESTATE** that our class book will be full of important information about farm animals.

By making this class book, we will learn so much about different farm animals. I can't wait to find out what animal you know about!

**REREAD** the message one more time.

**[Transition]** **INVITE** children to continue writing on the topic at the writing center.

You can continue to write about animals at the writing center.



### Make & Prepare

- Download and print images of farm animals and other animals.
- Have the book *Big Red Barn* ready. Mark the page that begins "And they all lived together in the big red barn" with a sticky note.

### Additional Materials

- The book *Ragweed's Farm Dog Handbook*
- Unit Chart: "Words We Are Learning"
- Clipboards (one per child)
- Blank paper for writing
- Writing tools
- Magnetic letters for reference
- Resources, such as magazines or brochures, that feature farm and other animals children can cut out

### How Does Your Story Start?

One powerful way to launch children's writing work is by asking "How does your story start?" You can offer to get them started by writing some words for them. Some children will need more dictation than others. Give them the choice by asking, "Will you write or should I?"

### Class Book All About Farm Animals

Children can continue to add pages to this book as the unit progresses and they explore this topic. Plan on inviting families to hear the class book on Day 20.



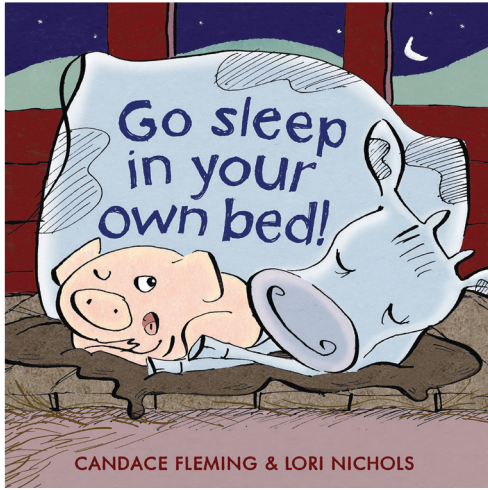
### Family Engagement

Download and print "Featured Class Book." Send home for children to share and brainstorm with their family members. For multilingual learners, talking in their home language about ideas from the English classroom will help solidify and extend their learning. Children can bring this information to the classroom to share with their classmates and use it as they create one or more pages for the class book.



### Keep It Going

- Create an animal book bin (including books about farm animals) at the writing center. Invite children to use the books as they write about other animals throughout the unit.



### Make & Prepare

- Review the ASL sign for “I predict” on the *Blueprint* website.

### Additional Materials

- The books *Ragweed's Farm Dog Handbook* and *Big Red Barn*
- Anchor Chart: “Readers Can Say”
- Unit Chart: “Words We Are Learning”

### Words We Are Learning

stumbled: tripped while walking

### Walking Mindfully

After the read aloud, we invite children to walk quietly and slowly off the rug. This can be varied and repeated as a mindfulness exercise. When children slow down their movement and reduce noise distractions, they can pay closer attention to the actual task of walking. As they notice detailed sensations in their body, they can focus on what they are doing in the present moment.



### Before

**CONNECT** to the jobs in *Ragweed's Farm Dog Handbook*, and the animals sleeping in *Big Red Barn*.

*Ragweed's Farm Dog Handbook* [show] taught us about some jobs that farm animals do during the day. At night, what do you think the animals do?

Yes, they go to sleep, as we saw in *Big Red Barn* [show]. Why do you think they sleep? Yes, they take care of their bodies like we do. Living things need to rest.

**SHOW** the cover of *Go Sleep in Your Own Bed!* **ASK** children what they notice. **EXPLAIN** that in this book the animals are sleeping in the wrong beds.

Look at the cover of *Go Sleep in Your Own Bed!* by Candace Fleming and Lori Nichols. What do you notice?

This book is about nighttime on the farm. We see the moon and stars in the dark sky [point]. The animals are going to sleep. But do you think the pigs and cows really sleep in the same bed? Why or why not?

Each animal has their own special kind of bed on the farm. We can listen for the names of the different beds that different animals use. But there is a little bit of a problem: All animals are sleeping in the wrong beds tonight!

**SET THE PURPOSE:** to find out who is sleeping in whose bed.

Let's read to find out who is sleeping in whose bed on this mixed up farm!

### During

**PAUSE** for children to predict which animal is sleeping in each bed based on the sound they make. **POINT** to each animal's bed as you name it. For example:

**PAUSE** after “Moooo! Who do you think he found?”

The pig is going to sleep in his sty [point]. Which animal says, “Moo?” So who is in the pig's sty?

**PAUSE** after “Bwaaaak! Who do you think she found?”

The cow is going to sleep in her stall. Which animal is in the cow's stall? How do you know? Let's see!

**CONTINUE** pausing for children to predict and name each animal and to point to each animal's bed.

**PAUSE** after “Trippety-slump.” **DEFINE** “stumbled.” **ADD** it to the Unit Chart: “Words We Are Learning.” **INVITE** children to share words they know that mean the same thing (in English or their home language).

The sheep stumbled to her pen [point]? Can you say “stumbled?” Let's find the syllables or beats in that word: stum-bled. What does it mean to stumble? When you stumble, you trip while walking. You almost fall down. Let's add “stumbled” to the list of words we are learning. Do you know any words that mean the same thing?

**PAUSE** after “Here, kitty, kitty! Who do you think she found?” **ASK** children to predict what will happen next. **PROMPT** them to use the sign and sentence stem, “I predict.”

The cat is going to sleep in her favorite spot. But what does she hear? Who do you think is in her spot?

What do you think will happen next? If you would like to share your prediction, sign “I predict” like this [demonstrate]. You can say, “I predict...”

### After

**INVITE** children to imagine that they are on the farm. **ASK** them to think about how they can move around the farm without waking the sleeping animals.

Now that everyone is in their own bed, the farm animals can finally get to sleep! As we leave the rug, imagine that you are walking on this farm. How can we walk so we don't wake the animals?

Yes, we can walk quietly and slowly. Or we can tiptoe. Try not to make any sounds, so that the animals can rest.

## Build Interest

**CONNECT** to learning about farm animals. **ASK** children who takes care of the animals.

We've been learning about farm animals. Someone very important helps to take care of them. Who is that?

Yes! The farmer takes care of the animals. What do you think the farmer does to help take care of the animals?

Yes! A farmer feeds and bathes the animals. The farmer uses all types of tools and objects as they take care of the animals.

**INVITE** children to browse through read alouds to look for objects that are used to take care of animals on a farm.

Let's browse through our read alouds and look for things on the farm that a farmer might use.

Look! On this page of *Go Sleep in your Own Bed!* I see a tool a farmer uses [point to the pitch fork]. Do you know what that is? How is it used on a farm? What else do you see?

## Build Understanding

**SUMMARIZE** the discussion.

You were really on the lookout for objects on the farm. You noticed...

**PLACE** the objects you have collected for the exploration on the table. **TELL** children that they are going to take a closer look and think about how these objects might help farmers on the farm.

Here are some tools that farmers might use. I wonder how they help the farmer take care of the animals on the farm.

**CHOOSE** one tool or object to explore together. **USE** what you know about each child's language skills to include and extend their participation. **REFER** and add to the Anchor Chart: "We Can Describe."

Let's look at one together. Which should we choose first? You can use the "We Can Describe" chart [point] to help you describe it.

- Gesture: Point to the [object].
- Yes/No: Is this a [object]? Is it made of [material]? Is it for [use]?
- Either/Or: Is this a [object] or a [object]? Is it made of [material], or is it made of [material]? Is it for [use] or for [use]?
- Open-ended: Which object should we look at first? What do you notice about this tool? What is it made of? What do you think it is used for? Can it do more than one thing? What other ways might the farmer use this tool? How does it help to take care of the animals?

## Build Experience

**GIVE** children time to explore all the tools. **INVITE** them to share what they are thinking and discovering about the tools.

Have you seen this object before? What is it? What is it used for? Do you think it would be used differently on a farm? How does this object help to care for the animals?

**RESTATE** that farmers use different tools to help care for animals on the farm.

Farmers help to care for animals on the farm. To do this, they use different tools. Today we looked at some tools the farmer uses. We thought about how they help the farmer take care of the animals.

**DISTRIBUTE** science journals. **INVITE** children to record their thinking and/or respond to the lesson.



## Make & Prepare

- Download, print, and add a copy of "Investigating Farmers' Tools" to children's science journals (one per child).

## Additional Materials

- Empty and sanitized egg carton
- Bucket
- Tray
- Paper bag
- The books *Big Red Barn*, *Ragweed's Farm Dog Handbook*, and *Go Sleep in your Own Bed!*
- Anchor Chart: "We Can Describe"
- Writing tools
- Science journals



## Save Materials

Keep the egg carton, bucket, tray, and paper bag for Small Group on Days 9 and 10.

## Building Background Knowledge

Connect to learning about what farm animals do. Recall any relevant details from farm life discussions.

## Stretch Their Thinking

Invite children to verbalize a scenario in which the farmer might use the tool. Encourage them to play the role of the farmer and talk about what job needs to get done to care for the animals.

## Listen/Look For

- What do children find as they browse through the read alouds? What farm tools do they notice? What tools could they name? What tools were they not able to name?
- What do children say and do as they explore the objects?



## Supporting Multilingual Learners

Incorporating multilingual children's home languages into instruction helps children learn more effectively. If two or more of your children speak the same home language, plan to group them together when it is time for Small Group or partner work, so they can discuss the content in their home language if they wish.

### Greeting Time

Children add another verse to their farm song.

*Creative Arts: Music*

**COLLABORATE** with children to add on to their new version of “Old MacDonald Had a Farm.” **CHOOSE** a new animal to sing about. **INVITE** children to share what they know about the animal to inform the lyrics of the song. **REFER** to read-aloud books as needed. **An example is provided below.**

We wrote our own song called “[name] Had a Farm.” Let’s sing it again! Then let’s add on to it.

What farm animal should we sing about today? Okay, roosters!

What is life like for roosters on a farm?

[name] had a farm...  
E-I-E-I-O...

And on this farm she had a rooster...  
E-I-E-I-O...

And that rooster woke the farmer...  
E-I-E-I-O...

And that rooster had a chick...  
E-I-E-I-O...

### Movement Time

Children practice rooster pose.

*Creative Arts: Creative Movement and Dance*

**SHOW** the picture of a rooster and the pose in the book *Blueprint Yoga*. **ASK** children what they notice. **POINT** out the rooster’s comb.

Let’s move our bodies to look and feel even more like roosters. We can practice a rooster yoga pose! Look at this picture of a rooster. What do you notice? How do you know it is a rooster? How does it look different than a hen? We are going to make a special comb on our heads when we do rooster pose!

**MODEL** rooster pose. **GUIDE** children to do the pose and strut across the rug.

I connect the palms of my hands and spread my fingers wide. Then I place them on my head like a rooster’s comb. Now I’m ready to move like a rooster. I lift one leg behind me with a bent knee. Next, I swing this leg forward and step it down. Then I lift up my back leg, swing it forward, and step it down. Do I look like a rooster strutting on the farm?

Now it’s your turn to practice rooster pose. Stand up. Connect your hands and spread your fingers. Place your rooster’s comb on your head! It’s time to strut. Lift one leg behind you with a bent knee. Swing it forward, and step it down. Keep strutting, roosters! Cock-a-doodle-doo!

### Talk Time

Children discuss treating living things carefully.

*Science: Life Sciences*

**SHOW** the last page in the book *Ragweed’s Farm Dog Handbook*. **DISCUSS** how the farmer is taking care of Ragweed using some of the questions below.

Wasn’t there a rooster living on Ragweed’s farm? Who takes care of the animals on a farm? Yes, a farmer! Look at the last page in our book *Ragweed’s Farm Dog Handbook* [show]. What do you notice?

- How do you think the farmer feels about Ragweed? Why?
- What is the farmer doing to show that he cares for Ragweed?
- How is he being gentle?
- How do you think this makes Ragweed feel?

Yes, the farmer is being caring and acting kindly toward Ragweed. The farmer thinks that it is important to treat his dog and other living things carefully. Do you agree? Why?

**ADD to the Power of 3: “Treat living things carefully.”**

When we treat living things carefully, we are taking care of our environment. Let’s add this to our chart “Power of 3.”

### Materials

- Unit Project: Composing Song Variations—“[Name] Had a Farm”
- *Blueprint Songbook*
- Chart paper and markers
- The books *Big Red Barn*, *Ragweed’s Farm Dog Handbook*, and *Go Sleep in Your Own Bed!*



### Make & Prepare

- Familiarize yourself with how to do rooster pose on the *Blueprint* website. Be ready to model it, or prepare another adult or child to do so.

### Additional Material

- *Blueprint Yoga*

### Family Engagement

Invite children to do yoga at home with their families. Send copies of the yoga poses that you practiced home. Directions are located in the back of this unit guide.



### Make & Prepare

- On a sentence strip, write “Treat living things carefully.”
- Download, print, and attach the corresponding image to the sentence strip.

### Additional Materials

- Anchor Chart: “Power of 3”
- The book *Ragweed’s Farm Dog Handbook*





## Before

### CONNECT to the read aloud *Go Sleep in Your Own Bed!*

We are learning about farm animals and what happens on a farm. In the book *Go Sleep in Your Own Bed!* [show] we learned about the different places on a farm where the animals sleep. I noticed that the author used really interesting action words to describe how the animals moved as they walked. She uses the word “stumbled” [point to the word on the Unit Chart: “Words We Are Learning”] to explain how the sheep almost tripped!

### INVITE children to make the “I hear” sign when they hear the word “stumbled.” FOCUS on the word “stumbled.”

Look at the picture and listen as I read this page to you. Make the “I hear” sign [demonstrate] when you hear the word “stumbled.”

### ASK children to describe what the word means. COUNT the beats in the word.

What does the word “stumbled” mean?

Yes, “stumbled” means to almost fall as you walk. You lose your balance as if you might fall, like this [demonstrate]. But you catch yourself, and your feet keep walking! The sheep stumbled or tripped a bit as she walked to the pen.

Let’s stand up and count the beats or syllables: stumbled [touch head and shoulders]. The word “stumbled” has two beats. Look for the word “stumbled” in the message today.

## During

### DRAW a picture of a sheep. DESCRIBE what you are doing and thinking. INVITE children to contribute.

Here is a picture of the sleepy sheep. How can I show she is tired? Oh no! She is stumbling to her pen. She almost falls over!

### Suggested message: “The sheep stumbled.”

### PAUSE to focus on vocabulary (the word “stumbled”).

I want to use a word that describes how the sheep walked. She almost fell! What word do I want to use? [encourage children to recall the word “stumbled”] Yes, “stumbled” means to walk and almost fall!

### INVITE children to reread the message with you.

## After

### INVITE a volunteer to find the word “stumbled” in the message. DRAW a box around it to emphasize the concept of a word. ASK children to define the word.

Who would like to come point to the word “stumbled” in the message? How do you know that is the word “stumbled?” What does it mean?

### INVITE children to practice “stumbling,” or walking but almost losing their balance.

Let’s stand up and show we know what this word means by acting it out. Let’s all move to one side of the rug. Freeze as if you are about to walk. Now pretend to gently stumble as you walk across the rug, just like the sheep stumbled to her pen. We almost keep tripping. We can say “trippety-slump” as we stumble our feet.

Ok, freeze as you catch yourself from falling. Whew, you are safe! Let’s sit back down.

### RESTATE the meaning of the word “stumbled.”

Yes, stumble means trip and almost fall down. The sheep stumbled to the pen after it was awoken.

### REREAD the message one more time.

### [Transition] INVITE them to think about how they would “teach” the vocabulary word to someone at home.

You can share what you are learning in school with your family and friends. What if you wanted to teach them what the word “stumbled” means? Let’s rehearse what we are going to say. Tell your partner what it means when someone stumbles. How will you show your family what it means to stumble?



## Make & Prepare

- Have the book *Go Sleep in Your Own Bed!* ready. Mark the page that begins with “Oh, baaah-ther!” with a sticky note.
- Review the ASL sign for “I hear” on the *Blueprint* website.

## Additional Material

- Unit Chart: “Words We Are Learning”

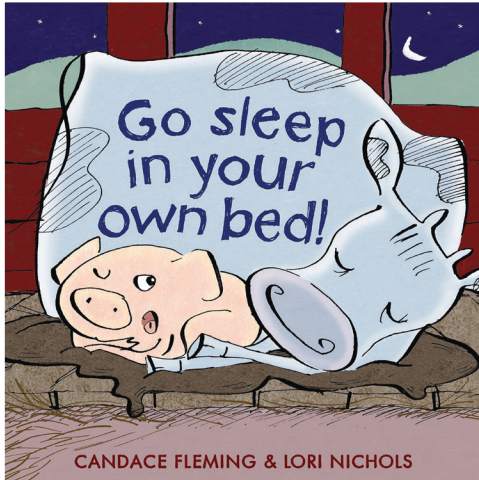
## Interacting with the Message

In this lesson, children were asked to find the word “stumbled” in the message. Are there any other words children can find in the message? Invite them up to point out the word. Then draw a box around it. Remember to draw the box yourself (children’s writing won’t be as precise as yours) to visually reinforce that boxes indicate words. What do children know about the word they found? Can they show you what it means? Do they know any other words that mean the same thing?



## Keep It Going

- When outside, invite children to move around like farm animals. Have them tromp through the playground, stumble like sheep, etc.
- Join children at the writing center. Can children think of a time they stumbled, or tripped? What happened to them? Did they get hurt? Encourage them to draw and write about it. If they would like to write the word “stumble,” encourage them to use find the word on the MTP message. Invite them to share their writing with you.



### Make & Prepare

- Write this repeating phrase from the book on a sentence strip: “Get up! Go sleep in your own bed!”

### Additional Materials

- Anchor Chart: “Feelings”
- Unit Chart: “Words We Are Learning”
- Unit Chart: “What Happens on a Farm?”

### Words We Are Learning

bellowed: said in a very loud voice

### Empathy

Empathy is the ability to understand how someone else is feeling and respond in a caring way. Empathy is not a fixed trait. It can be cultivated in children through conversation, adult modeling, and children’s literature.

### Extending the Learning

The author of this book uses a rich variety of words for the word “said.” The predictable pattern used in the book helps to bring attention to the way these words are used. Extend the learning by highlight these words. Have children call out each animal after you signal by using the vocabulary word and then show the picture. Say: “Go sleep in your own bed squealed the...” and have children complete the sentence, “pig!” A similar extension can be done by acting out the way the animals moved (huddled, shambled, etc.).

### Supporting Multilingual Learners

Explicitly teach the words “day” and “night” to new English learners. Use gestures, pictures, and/or directly translate it into children’s home language (use an online translation tool). This will support their comprehension of the thematic content.



### Before

**REVIEW** the problem in the book.

In *Go Sleep in Your Own Bed!*, the farm animals have a problem. What is it?

After a long day on the farm, it is finally nighttime. The animals are tired and need to rest. But they are sleeping in each other’s beds. Each animal has to wake up another animal and send them to their own bed.

**REFER** to “grumpy” on the Anchor Chart: “Feelings.” **PROMPT** children to make grumpy faces.

When we need to sleep, we feel tired or sleepy. If our bodies don’t get the rest they need, we can feel cranky or grumpy. Who can find “grumpy” on our “Feelings” chart? Can you show your grumpy face?

**MODEL** and **INVITE** children to practice saying the refrain—“Get up! Go sleep in your own bed!”—using a grumpy face and voice.

Each time a tired, grumpy animal arrives at their bed, they say, “Get up! Go sleep in your own bed!” Let’s say that part together, as we read today. Practice saying it in a grumpy voice and with a grumpy expression. “Get up! Go sleep in your own bed!”

### During

**PAUSE** before reading “Get up!” squealed Pig. “Go sleep in your own bed!” **POINT OUT** the pig’s facial expression. **ASK** children how the character feels and why.

I wonder why the pig is squealing [point to “squeal” on the “Words We Are Learning” chart]. Look at the expression on his face. What do you notice? Yes, his eyebrows are down, and his mouth is frowning. How do you think he feels? Why?

Yes, he feels grumpy because it is nighttime, and he is tired. But he can’t go to sleep because the cow is in his sty. Let’s make a grumpy face like him and use a grumpy voice to say, “Get up! Go sleep in your own bed!”

**PAUSE** after “Get up!” bellowed cow.” **DEFINE** “bellowed.” **ADD** it to the Unit Chart: “Words We Are Learning.” **INVITE** children to share words that mean the same thing (in English or their home language).

The cow bellowed. That means she used a louder voice. Why do you think she bellowed? She used a louder voice because she feels cranky. Can you use a louder voice to bellow the words: “Go sleep in your own bed?” Let’s add “bellowed” to the list of words we are learning. Do you know any other words that mean the same thing?

**CONTINUE** inviting children to join in the refrain, using a grumpy face and voice.

**PAUSE** after “trippety-slump.” **TALK** about why the sheep stumbled.

Why do you think the sheep stumbled [point to “stumbled” on “Words We Are Learning” chart] to her pen? Yes, maybe she was so sleepy that it was hard to walk. These grumpy animals really need to get to bed!

### After

**RECAP** the problem and solution. **DISCUSS** how the animals felt.

The problem in this book is that the animals are in each other’s beds. How did they solve this problem?

They sent everyone to their own beds. But they used grumpy faces and voices when they bellowed, “Get up! Go sleep in your own bed!” How do you think that made the other animals feel? Why?

If someone woke you up by shouting, how would you feel? You might feel grumpier! It could hurt your feelings.

**CONNECT** to Power of 3. **INVITE** children to share a more caring solution.

Let’s think about how others feel. What is a more caring way to wake someone and send them to their own bed?

**RETURN** to the Unit Chart: “What Happens on a Farm?” **INVITE** children to add what they are learning and other questions they have.

## Build Interest

**PLACE** the tray, paper bag, egg carton, and bucket on the table. **INVITE** children to share what they discovered about these materials.

We explored some tools a farmer might use to care for animals on the farm. Here are a few we looked at. What do you know about these objects?

- How might the farmer use them?
- How do they help to take care of animals?

## Build Understanding

**SUMMARIZE** the discussion.

I heard you say....

**TELL** children that the farmer notices a problem as she is caring for the chickens. **EXPLAIN** that they need to choose one of the containers to solve the problem.

Today, you are going to help the farmer solve a problem. She needs to move some eggs from the chicken coop where the chickens live to her truck. The farmer wants to take care of the chicken's eggs so that they don't break! Can you pretend this is one of her fragile, easily breakable eggs [pass around one of the eggs]?

**SHOW** all the materials. **ASK** children to think about which tool would work best. **CHOOSE** one container to investigate eggs with.

The farmer has these four tools. They are all containers: a bucket, a tray, a paper bag, and a carton [show]. I wonder how can we find out which is the best tool she could use to move the eggs?

Let's try it out!

**PLACE** the egg in the selected container.

What is happening?

Is this a good container to carry the eggs? Why or why not?

## Build Experience

**GIVE** children time to investigate with the other containers. Then **INVITE** children to share which tool works best. **USE** what you know about each child's language skills to include and extend their participation.

Let's try out each container to find out which works best.

- Gesture: Point to the [container]. Let's see what happens to the egg. Oh look! Was this a good container for the job? Show me a thumbs up or a thumbs down.
- Yes/No: Is this a [container]? Let's see what happens to the egg. Oh look! Did you see...? Is this a good container for the job?
- Either/Or: Is this a [container] or a [container]? Let's see what happens to the egg. Oh, look! Did the egg... or did it...? So is this a good container for the eggs, or should we try something else?
- Open-ended: Let's try another container. What do you notice? What happens to the eggs? Is this a good container for the job? Why or why not? Which tool would work best? Why?

**RESTATE** that farmers use tools on the farm to help care for animals.

We know that farmers use tools on the farm to help care for the animals. Today, we investigated to find out which tool would work best and solve the farmer's problem. We tried each tool and explained why we thought it would work or not.

**DISTRIBUTE** science journals. **INVITE** children to record their thinking and/or respond to the lesson.



## Make & Prepare

- Download, print, and add a copy of "Transporting Eggs" to children's science journals (one per child).

## Additional Materials

- Clean empty egg carton
- Bucket
- Tray
- Paper bag
- Plastic eggs
- Writing tools
- Science journals

## Building Background Knowledge

Connect to what farm animals do. Focus on the life of chickens. Invite children to search the read alouds for pictures (*Go Sleep in Your Own Bed!* And *Ragweed's Farm Dog Handbook*) that show a chicken coop and chickens.



## Stretch Their Thinking

Invite children to think about how they could make one of the tools work better for the job. (For example, fill the bucket with cloth or cotton to cushion the eggs.)



## Supporting Multilingual Learners

Assess whether New English learners recorded any observations in their journals. Offer to help describe their drawings and recordings.

## Listen/Look For

- What do children know about the objects?
- Which tool do children think is best for the job? Why?

## Children's Responses

Here are some examples of how children might answer the questions you pose during the lesson.

- What do you think would happen to the eggs if she uses the bucket? (They might break.)
- How about the tray? (They might fall.)
- What about the paper bag? (They might get crushed.)
- What about the crate? (Each egg has its own space, where it won't break or fall.)

### Greeting Time

Children sing “Señor Pancho Had a Rancho.”

*Social Studies: Self and Society*

**INTRODUCE** the Señor Pancho puppet. **TRANSLATE** the Spanish word “rancho.” **ENCOURAGE** children to greet Señor Pancho in Spanish.

Meet Old MacDonald’s friend, Señor Pancho. It’s his job to take care of the animals who live on his rancho. “Rancho” is the Spanish word for farm or ranch. How can we say “hello” in Spanish? You can check our “Ways to Say Hello” chart. Let’s all say “hola” to Señor Pancho. Hola, Señor Pancho!

**CHANGE** the song “Old MacDonald Had a Farm” to “Señor Pancho Had a Rancho.” **ASK** children to choose an animal to sing about. **INVITE** them to share the animal’s sounds in their home language.

Let’s sing about the animals on Señor Pancho’s farm today. Instead of “Old MacDonald had a farm, E-I-E-I-O” we will sing, “Señor Pancho had a rancho, cha-cha-cha-cha-cha!” Can you sing that?

What farm animal should we sing about?  
What sound does that animal make?

Señor Pancho had a rancho,  
cha-cha-cha-cha-cha...

### Make & Prepare

- Draw your own Señor Pancho. Laminate and attach it to a craft stick to make a puppet.

### Additional Materials

- *Blueprint Songbook*
- Unit 3 Chart: “Ways to Say Hello”

### Remember to Save

- Save the Señor Pancho puppet. It will be used in many upcoming lessons.

### Movement Time

Children play “Farm Animal Charades”.

*Creative Arts: Creative Movement and Dance*

**REFER** to the farm animal poses in the book *Blueprint Yoga*.

We have pretended to be many animals that can live on a farm. Which farm animal poses do you know? We know poses for cat, dog, cow, horse, hen, and rooster.

**EXPLAIN** how to play “Farm Animal Charades.” **MODEL** doing a farm animal yoga pose. **INVITE** children to tell which animal it is. **ENCOURAGE** them to do the pose and make the animal’s sound.

Let’s play a game of “Farm Animal Charades!” I’ll choose a farm animal and do their yoga pose. Your job is to figure out which animal I am pretending to be. When you have an idea, whisper it into your hand like this [demonstrate]. Say it quietly, so everyone has a chance to think before we share our ideas.

- Which farm animal am I? How do you know?
- Can you do this pose too? What sound should we make?

**INVITE** a few children, one at a time, to choose a pose for the class to guess and then practice. **ENCOURAGE** children to make up their own poses for other farm animals, too.

### Make & Prepare

- Review the farm animal yoga poses: cat, dog, cow, horse, hen, and rooster. Be ready to model one, or prepare another adult or child to do so.

### Material

- *Blueprint Yoga*

### When Children Play Charades...

They may talk during the game. Children aren’t like adults who keep silent as they play. Be aware and okay with it.

### Talk Time

Children discuss farm animals with Señor Pancho.

*Science: Life Sciences*

**USE** the Señor Pancho puppet to talk with children about farm animals. **REFER** to the Unit Chart: “What Happens on a Farm?” **ASK** guiding questions such as the suggestions below.

Señor Pancho loved watching us play “Farm Animal Charades!” He told me that he wants to talk more with you about farm animals and what happens on a farm. We can use some of the ideas on our chart.

“Hola, amigos! My job is to take care of the animals that live on my rancho.

- How do you know that farm animals are living things?
- What farm animals do you know? What do they do on the farm? What else makes each farm animal special?
- What does the farmer do?

Gracias, amigos! I enjoyed talking about farms with you. I will see all of you later. Hasta luego!”

### Materials

- Señor Pancho puppet
- Unit Chart: “What Happens on a Farm?”

### Keep It Going

- Señor Pancho comes to talk with children in this lesson (and many others to follow)! Using puppets based on characters from read alouds is one way to help children connect to books. How else can Señor Pancho become a member of your classroom community? Can he talk with children during snack time? Can he be someone’s reading buddy? Can children make their own Señor Pancho puppet (keeping in mind that Señor Pancho can be represented in whatever gender or race children see fit to make)?

## Before

**REVIEW** the letters on the letter ring in a different order. **ASK** children what the letter name is and what sound the letter makes. Then **SHOW** the illustration of the quilt in the book *Go Sleep in Your Own Bed!*

“Snuggled in. Snuggled down. Bedtime on the farm.” Look at how peaceful and quiet it is in the girl’s room. Do you see the blanket covering the little girl and her cat? That’s a special type of blanket called a quilt. They are special because they are usually made of patches. Can you see the patches in the quilt on the little girl’s bed [trace them with your finger]?

Let’s all pretend we are snuggled up under a quilt...ooh! So quiet!

**FOCUS** on words that begin with the /kw/ sound.

Quilt, quiet. What sound do you hear at the beginning of these words [hold hand up to your ear]? Yes, /kw/. Does anyone in our class have a name that begins with the /kw/ sound?

**DESCRIBE** how to form the *letter q* as you write the letters in the corner of your board. **INVITE** children to skywrite the letters. **Optionally, teach the ASL sign.**

The *letter q* makes the /kw/ sound. To write an uppercase *letter Q*, I curve all the way around and slide down. Now you write it with your finger in the air. This is the lowercase *letter q*. I curve around and make a tail. Now you try it. While I write today, please look for the *letter q*. We are going to learn how to read it together.

## During

**DRAW** a picture of a quilt. **DESCRIBE** what you are doing and thinking. **INVITE** children to contribute.

I’m going to draw a picture of a quilt. This quilt will have patches on it, too. How many patches should I draw?

**Suggested message:** “Quilts are quite cozy.”

**PAUSE** to focus on phonological awareness (/kw/ in the word “quilts”).

I hear the /kw/ sound in the beginning of the word “quilts.” The *letter q* makes the /kw/ sound. Watch me as I write the uppercase *letter Q*. I curve all the way around and slide down. Now you try it.

**REPEAT** with the lowercase *letter q* in the word “quiet.” **After, INVITE** children to reread the message with you.

## After

**INVITE** children to find all the *letter q*’s in the message. **CIRCLE** them.

Let’s find all the *letter q*’s. Put on your “I spy” goggles like this [demonstrate], and look for the *letter q*! Who wants to point to one in the message?

**PLAY** “Sign for the Sound.” **ASK** children to sign “yes” if a word you say begins with the /kw/ sound or “no” if it does not.

We are becoming experts in the *letter q*. Let’s practice listening for words that begin with the /kw/ sound. I’ll say a word. If the word starts with the sound /kw/, sign “yes” [demonstrate]. If the word does not begin with /kw/, sign “no” [demonstrate]. Let’s try one together: the word is “queen.” What should we do? Yes, the word “queen” does begin with /kw/ so we should all sign “yes.”

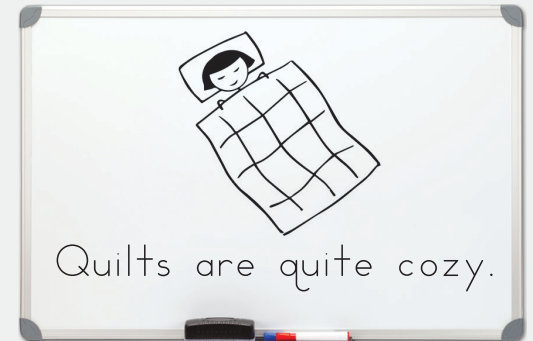
**CONTINUE** playing. Then **RESTATE** the name and sound of the *letter q*.

Today, we listened to the sound the *letter q* makes, talked about what it looks like, and found it in our message. We learned that “quilt” has the /kw/ sound at the beginning.

**REREAD** the message one more time.

**[Transition]** **INVITE** children to imagine wrapping themselves in a quilt.

As you leave the rug, imagine you are wrapping yourself up in a quilt. Say the sound, /kw/, quilt!



## Make & Prepare

- Review the standard pronunciation of this consonant on the *Blueprint* website.
- Familiarize yourself with the ASL sign for the *letter q* on the *Blueprint* website.
- Review the ASL signs for “yes” and “no” on the *Blueprint* website.
- Letter ring – write the uppercase *letter Q* on one side of an index card and the lowercase *letter q* on the other side. Add this to the letter ring after the lesson
- Have the book *Go Sleep in Your Own Bed!* ready. Mark the page that begins “Ahhhh! Snuggled in. Snuggled down. Bedtime on the farm” with a sticky note.

## Letter Formation

- Uppercase *letter Q* – curve all the way around, slide down
- Lowercase *letter q* – curve around, make a tail

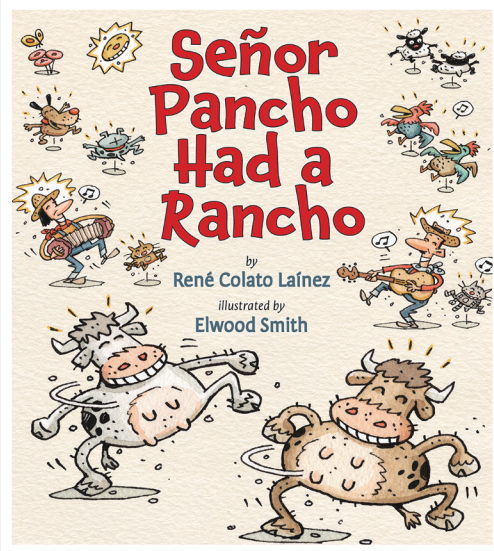
## Pronouncing the Sound

When you make the /kw/ sound, you combine the sounds /k/ and /w/. First, open your mouth and lift your tongue in the back. Then round your lips like you are going to blow out a candle. Turn on your voice and push the sound through your lips. Make sure not to say /kwuh/ or /kwah/.



## Keep It Going

- While children are waiting in line, invite them to play the game from the MTP lesson. Encourage them to listen closely to the words. If the two words both start with the /kw/ sound, sign “yes.” If the two words do not both start with the /kw/ sound, sign “no.”
- Join children at the art center. Encourage them to think of words that begin with the *letter q*. Invite them to draw a picture that begins with the *letter q* and write the word underneath. Once you have several *letter q* drawings, tape them together to make a class quilt.



### Make & Prepare

- Familiarize yourself with the pronunciation of the Spanish words and sounds using the pronunciation guide in the beginning of the book or the audio recording of the read aloud on the *Blueprint* website.

### Additional Materials

- Señor Pancho puppet
- *Blueprint Songbook*



### Before

**CONNECT** to the song “Old MacDonald Had a Farm.”

We have been learning about what farm animals do all day. Today we are going to read a song book about some of our favorite farm animals! We already sang part of it in Greeting Time. It is another version of “Old MacDonald Had a Farm!”

**HOLD UP** the Señor Pancho puppet. **STATE** that we will sing the animal names and sounds in Spanish. **INVITE** children to share the names and sounds of farm animals they know in Spanish.

The title is *Señor Pancho Had a Rancho* by Rene Colato Lainez and illustrated by Elwood Smith. What is “rancho” the Spanish word for again? Yes, ranch or farm.

Can you say hello in Spanish to our farmer friend Señor Pancho? “Hola, Señor Pancho!” On Señor Pancho’s rancho, we are going to sing about farm animals and their sounds in Spanish!

Do you know the Spanish names of any farm animals? How about the Spanish words for the sounds they make?

**SING** and **INVITE** children to practice singing the refrain for this version of the song. **ENCOURAGE** children to listen to the Spanish words in the book and to sing along.

Remember, the part of the song “Old MacDonald Had a Farm” when we sing E-I-E-I-O is a little different in this version. When we sing about Señor Pancho, we sing, “cha-cha-cha-cha-cha!” Listen to how it goes: “Señor Pancho had a rancho, cha-cha-cha-cha-cha!” Can you practice singing that with me?

Amigos, as we read, listen to the Spanish words and sing along!

### During

**SING** the words of the book at a pace that allows children to hear the words and join in singing. **ENCOURAGE** children to sing along to both “Old MacDonald Had a Farm” and “Señor Pancho.” **EMPHASIZE** the Spanish words for the animals’ names and sounds.

**PAUSE BEFORE** reading the last two pages. **ASK** children what animals they see. **NAME** them in English and Spanish. **PROMPT** children to listen to and sing the animals’ sounds in both English and Spanish.

All of the animals on Old MacDonald’s farm and Señor Pancho’s rancho are singing and dancing together! What animals do you see?

We see: the cow and vaca, the rooster and gallo, dog and perro, sheep and oveja, horse and caballo, and chick and polito. Get ready to sing about the animal sounds in both English and Spanish!

### After

**INVITE** children to stand up and dance while singing “Old MacDonald Had a Farm” and “Señor Pancho.” **ENCOURAGE** them to make their favorite animal sounds in English or Spanish.

Old MacDonald and Señor Pancho invited us to dance! So, let’s stand up and dance as we sing with our farmer friends again!

“Old MacDonald had a farm, E-I-E-I-O! Señor Pancho had a rancho, cha-cha-cha-cha-cha!”

Amigos, think of your favorite animal sound. It can be in English or Spanish. Let’s hear some farm animals!

Living on a farm, or rancho, sure can be fun! Goodbye, Old MacDonald! Adios, Señor Pancho!

## Build Interest

**CONNECT** to exploring tools that farmers use.

We looked at several tools that farmers use on the farm. Then we used one of the tools to help the farmer solve a problem.

- What problem did the farmer have?
- What did we suggest the farmer use?

**BEGIN** a discussion about the importance of water on the farm. **INVITE** children to share how water helps animals.

The farmer needs your help to solve another problem. She needs to move or transport water around the farm. Why do you think water is important on the farm? How does it help animals?

## Build Understanding

**SUMMARIZE** the discussion.

I heard you say....

**EXPLAIN** that the farmer needs to get water to the pigs. **SHOW** the page you marked from the book *Go Sleep in Your Own Bed!* **EXPLAIN** what a trough is.

Water is really important on a farm. Animals need to drink water to keep their bodies healthy [use gestures to mimic drinking water].

The farmer needs to take care of the pigs on the farm and make sure they have plenty of water to drink. Take a look at the picture from our book, *Go Sleep in Your Own Bed!* This is a trough [point to the image]. Do you know what it's for?

A trough is a long, narrow container that animals can eat or drink out of. Pigs drink water out of a trough. The farmer needs a tool to help her carry water [use gestures to mimic carrying water] to the pigs' trough.

**SHOW** all the materials. **ASK** children to think about which tool would work best. **CHOOSE** one tool to investigate.

The farmer has these four tools. They are containers: a bucket, a tray, a paper bag, and an egg carton. I wonder how can we find out which is the best tool she could use to move the water?

Let's try it out!

**PLACE** some water in the selected container. **ASK** children to describe what is happening.

What is happening? Is this a good container to carry water? Why or why not?

## Build Experience

**GIVE** children time to investigate with the other containers. Then **INVITE** children to share which tool works best.

Let's try another container.

- What do you notice?
- What happens to the water?
- Is this a good container for the job? Why or why not?
- Which container would work best? Why?

**RESTATE** that farmers use tools on the farm to help care for animals.

We know that farmers use tools on the farm to help care for the animals. Today, the farmer had another problem that we helped to solve. We tried each tool and explained why we thought it would work or not.

**DISTRIBUTE** science journals. **INVITE** children to record their thinking and/or respond to the lesson.



## Make & Prepare

- Download, print, and add a copy of "Transporting Water" to children's science journals (one per child).

## Additional Materials

- Egg carton
- Bucket
- Tray
- Paper bag
- Water
- A large tub to contain spills
- Towels (Lay a bath towel on the table to help keep splashes from reaching the floor; use a new towel for each group.)
- Writing tools
- Science journals

## Building Background Knowledge

Ask children to think about and describe containers they drink water out of.



## Stretch Their Thinking

Invite children to think if one of the other objects would work if there was no bucket available. Could they do something to the object to help it become a good tool for carrying water?

## Listen/Look For

- Why do children think water is important on a farm?
- Which tool do children think is best for the job? Why?

## Children's Responses

Here are some examples of how children might answer the questions you pose during the lesson.

- Why would the tray not help the farmer carry the water? (It is flat and won't hold much water.)
- How about the paper bag? (It would get wet, and the water would leak.)
- What about the egg crate? (It wouldn't hold enough water, and it would spill.)
- What makes the bucket the best tool for carrying water? (It is big and strong. It holds the most water and won't leak or spill.)

## A Little Bit Messy

Be prepared for children to investigate with water and the containers today. Rather than just having a discussion, give children the hands-on experience to connect them to the function of different containers. Keep the mess at bay with a big plastic tub, or move over to the sensory table for this Small Group. But don't forget: a mess can mean explorations are happening, which is a good thing! Cleaning up can be a learning opportunity too!

## UNIT 5

# WEEK

# 3

## Be Sure To...

- Focus on one particular farm animal and talk about its unique characteristics.
- Play a coding game that encourages children to follow directions.
- Teach the letter *g*.

## Books

- *G is for Goat*
- *Do You Know Which Ones Will Grow?*
- *Big Red Barn*
- *Señor Pancho Had a Rancho*
- *Polly and her Duck Costume*
- *Blueprint Songbook*

## Charts

- Anchor Chart:
  - “Readers Can Say”
  - “Power of 3”
  - “Feelings”
- Unit Chart:
  - Food Alphabet (Unit 1)
  - “5 Senses” (Unit 2)
  - “Words We Are Learning”
  - “What Happens on a Farm?”

## What can we learn about goats?

Children learn about one specific farm animal, the goat. They learn about what makes a goat a goat – how they have their own unique sound, way of moving, and climbing and eating.

They look at the multiple meanings for the word “kid” and practice the two sounds the letter *g* makes. In Small Group, they follow directions in a coding game to work on directionality and sequencing.

### Keep in Mind

- You will be creating a floor grid game for Small Group using masking tape; you can tape directly onto the floor or onto something more portable such as a plastic shower curtain liner.
- Looking to add a reading prop? Create “goat” headbands for children to wear while listening to the read alouds. Use a sentence strip band and two ears that are cut out and stapled on (see *Blueprint* website for the pattern).
- In Week 4, you have two opportunities to invite families into the classroom to celebrate children’s learning. They can come listen to the class book and celebrate the learning across the unit. Send out invitations so families can prepare accordingly. Create your own, or download and print samples from the *Blueprint* website.



### Words We Are Learning

**hooves**  
goat’s feet

**nibble**  
eat in little bites

**nestled**  
snuggled or cuddled

**herd**  
a group of animals that live together

**adored**  
loved a whole lot



### Anchor Words for Multilingual Learners

- goat



### From the Songbook

**“The Goats Come Marching”**  
This song is used during Greeting Time. Copy the lyrics and send home to families.



### Working with Families

Remind families of the importance of exposing children to the letters of the alphabet, keeping letter learning low-key and fun. Start with the letters in the child’s name. Do fun things like writing letters on fogged-up mirrors after a bath or in the mud with a stick. Letter hunts using food labels are always a fun!



### Trips & Visitors

Goats of Anarchy, a sanctuary for special needs baby goats, has a website with information about the goats they have rescued, like Polly the one featured in *Polly & Her Duck Costume*, one of the read alouds.

Many rescue centers will happily share simple pictures about how they take care of animals. Reach out to one in your local area. They may also be interested in visiting your classroom to share the work that they do.



**Remember** | <https://cliblueprint.org/resources-tx>

You can find downloads, videos and more on the Blueprint website.



	Day 11	Day 12	Day 13	Day 14	Day 15
Greeting Time	Children learn a new song, "The Goats Go Marching."  <i>Creative Arts: Creative Movement and Dance</i>	Children sing and act out "The Goats Go Marching."  <i>Creative Arts: Creative Movement and Dance</i>	Children jump and sing "The Goats Go Jumping."  <i>Creative Arts: Creative Movement and Dance</i>	Children choose a new movement to sing about and act out.  <i>Creative Arts: Creative Movement and Dance</i>	Children sing a new verse of "The Goats Go Marching."  <i>Creative Arts: Creative Movement and Dance</i>
Movement Time	Children pretend to climb like goats.  <i>Physical Development: Gross Motor Skills</i>	Children pretend to climb different ways.  <i>Physical Development: Gross Motor Skills</i>	Children count jumps.  <i>Math: Numbers and Number Sense</i>	Children jump together like a herd.  <i>Physical Development: Gross Motor Skills</i>	Children wag and shake their hips like goats.  <i>Physical Development: Gross Motor Skills</i>
Talk Time	Children discuss what they know and wonder about goats.  <i>Approaches to Learning: Initiative and Curiosity</i>	Children put the numbers one through 10 in order.  <i>Math: Numbers and Number Sense</i>	Children put numbers in order and figure out which one is missing.  <i>Math: Numbers and Number Sense</i>	Children use their sense of touch to identify an object.  <i>Science: Scientific Inquiry and Practices</i>	Children think about others' feelings using puppets.  <i>Social Emotional: Social Awareness and Relationships</i>
Message Time Plus	Children learn about the <i>letter g</i> and its hard sound.  <i>Literacy: Phonological Awareness</i>	Children learn about the <i>letter g</i> and its soft sound.  <i>Literacy: Phonological Awareness</i>	Children learn multiple meanings for the word "kid."  <i>Literacy: Vocabulary</i>	Children learn about the <i>letter z</i> .  <i>Literacy: Phonological Awareness</i>	Children learn the word "nestle."  <i>Literacy: Vocabulary</i>
Intentional Read Aloud	Children act out what goats are doing.  <i>Literacy: Vocabulary</i>	Children identify the first letter in words about goats.  <i>Literacy: Phonological Awareness</i>	Children share what they are learning about goats.  <i>Literacy: Comprehension</i>	Children learn about Polly's life story.  <i>Literacy: Comprehension</i>	Children think about how Polly is feeling.  <i>Literacy: Comprehension</i>
Small Group	Children play the coding game "Start to Finish."  <i>Science: Engineering and Technology</i>	Children play the coding game "Get the Goat to the Flower Mound."  <i>Science: Engineering and Technology</i>	Children play a board game version of "Get the Goat to the Flower Mound."  <i>Science: Engineering and Technology</i>	Children add an obstacle to the game "Get the Goat to the Flower Mound."  <i>Science: Engineering and Technology</i>	Children create an obstacle for the board game version of "Get the Goat to the Flower Mound."  <i>Science: Engineering and Technology</i>
Reflection Time	If you were a goat, what would you like to climb?	Would you like to have a pet goat? Why or why not?	If someone wanted to learn about goats, what would you teach them?	What was a gift you received that you loved?	What's the most important thing you learned about goats?

## Centers to Launch

See Pages 14-25

**Art Center** | Costume for Polly

**Library Center** | Farm Book Collection

**Science Center** | Exploring Wool

**Writing Center** | Letters to Polly



## Greeting Time

Children learn a new song, “The Goats Go Marching.”

**Creative Arts: Creative Movement and Dance**

**SHOW** a picture of a goat. **MODEL** and **INVITE** children to sing and act out “The Goats Go Marching.” **USE** echo singing to help children learn the lyrics and tune.

Do you know what farm animal this is [show photo]? Yes, it is a goat. How do you know?

We are going to sing and act out a song called “The Goats Go Marching.” Please stand up. Let’s start by marching in place [demonstrate]. Listen as I sing the song. Then we will all sing it together.

The goats go marching one by one.  
[Hold up one finger each time you say the number.]

Hurrah! Hurrah!

[Lift your arms like a cheer.]

The goats go marching one by one.

Hurrah! Hurrah!

The goats go marching one by one.

The little one stopped...

[Stop moving.]

To have some fun!

Then they all go marching,

Down to the farm to get out of the rain!

[Squat down as you march.]

Boom, boom, boom, boom!

## Make &amp; Prepare

- Download and print a photo of a goat.
- Familiarize yourself with the tune of “The Goats Go Marching” [Sung to the tune of “When Johnny Comes Marching Home”] on the *Blueprint* website.

## Additional Material

- *Blueprint Songbook*

## Remember...

While the components of Gathering Time can be taught one right after the other, each part can also stand alone. You may use one as a transition activity, or repeat the song or movement at another time of day. Reflection Time, though, is intended for the end of the day to give children closure on their daily experiences.

## Movement Time

Children pretend to climb like goats.

**Physical Development: Gross Motor Skills**

**EXPLAIN** that goats have hooves. **ADD** “hooves” to the Unit Chart: “Words We Are Learning.” **INVITE** children to share words they know that mean the same thing (in English or their home language).

Here is a picture of a goat [show]. How many legs does a goat have? Who wants to count them?

Yes, they have four legs. Now look closely at their feet [point]. Do you know what goats’ feet are called? They are called hooves. How many hooves do goats have? Let’s add “hooves” to the list of words we are learning. Do you know any other words that mean the same thing?

**MODEL** and **INVITE** children to use all four limbs to pretend to climb. **USE** the Señor Pancho puppet.

Are you ready to pretend to be a goat? Pretend your arms are your two front hooves and your legs are your two back hooves. Let’s climb! Stay in place but move all four goat legs like this [step with your feet and move your hands as if climbing a ladder]. Do you feel like a goat climbing?

Here comes Señor Pancho! Let’s greet him in Spanish by saying “hola” to him: Hola, Señor Pancho!

“Hola, amigos! Do you see that big hill near my rancho? We need to climb all the way to the top of that hill! Get ready to use all four of your legs and hooves to climb. Ready? We made it!

## Materials

- Photo of a goat
- Señor Pancho puppet
- Unit Chart: “Words We Are Learning”

## Words We Are Learning

hooves: goat’s feet

## Supporting Multilingual Learners

Explicitly teach the word “goat” to new English learners. Use gestures, pictures, and/or directly translate it into children’s home language (use an online translation tool). This will support their comprehension of the thematic content.

## Talk Time

Children discuss what they know and wonder about goats.

**Approaches to Learning: Initiative and Curiosity**

**SHOW** the marked pages in the read-aloud books.

We have seen goats in some of our farm books. Look at these pages about goats.

**USE** the Señor Pancho puppet to talk. **INTRODUCE** the Spanish word for goat: “cabra.”

Do you know the Spanish word for goat? It’s “cabra.” Can you say “cabra” with me?

**INVITE** children to share what they know, and what they want to find out about goats. **ADD** their ideas to the Unit Chart: “What Happens on a Farm?”

- What do you know about goats?
- What do you want to find out about goats?
- What questions do you have? What do you wonder?

We are going to learn more about goats. Let’s clap our front hooves together [demonstrate]!

## Make &amp; Prepare

- Familiarize yourself with the pronunciation of the Spanish word for goat: “cabra” on the *Blueprint* website.
- Mark the page in *Do You Know Which Ones Will Grow?* that says, “If a kid grows and becomes a goat...”
- Mark the page in *Big Red Barn* that says, “The sheep and the donkey, the geese and the goats...”

## Additional Materials

- Unit Chart: “What Happens on a Farm?”
- Señor Pancho puppet

## Before

**REVIEW** the letters on the letter ring in a different order. **ASK** children what the letter name is and what sound the letter makes. Then **CONNECT** to Movement Time and the goat climbing activity.

In Movement Time we pretended to climb like goats. Goats are good climbers. They can go up really steep hills and mountains.

**FOCUS** on words that begin with the /g/ sound.

Goats, good, go. What sound do you hear in the beginning of these words [hold hand up to your ear]? Yes, /g/. Does anyone in our class have a name that begins with the /g/ sound?

**DESCRIBE** how to form the *letter g* as you write the letters in the corner of your board. **INVITE** children to skywrite the letters. Optionally, teach the ASL sign.

The *letter g* makes the /g/ sound. To write an uppercase *letter G*, I curve around, jump up, and make a bridge. Now you write it with your finger in the air. This is the lowercase *letter g*. I curve around, make a tail, and then swing up. Now you try it. While I write today, please look for the *letter g*. We are going to learn how to read it together.

## During

**DRAW** a picture of a goat climbing a hill. **DESCRIBE** what you are doing and thinking. **INVITE** children to contribute.

I want to show that goats are good climbers. What should I draw? A goat climbing a hill? Ok!

**Suggested message:** “Goats are good climbers.”

**PAUSE** to focus on phonological awareness (/g/ in the word “goats”).

I hear the /g/ sound in the beginning of the word “goats.” The *letter g* makes the /g/ sound. Watch me as I write the uppercase *letter G*. I curve around, jump up, and make a bridge. Now you try it.

**REPEAT** with the lowercase *letter g* in the word “good.” After, **INVITE** children to reread the message with you.

## After

**INVITE** children to find all the *letter g*'s in the message. **CIRCLE** them.

Let's find all the *letter g*'s. Put on your “I spy” goggles like this [demonstrate], and look for the *letter g*! Who wants to point to one in the message?

**PLAY “I Spy.”** Describe objects in the classroom that begin with the /g/ sound.

So many things in our classroom start with the /g/ sound. Let's put our “I spy” goggles back on. I'm going to describe something in the classroom that starts with the /g/ sound. See if you know what it is! I spy with my little eye...

- The container we put our trash in. [garbage can]
- An instrument we listen to during music. It has strings to strum. [guitar]
- Something we play together. We have them in the math center. We might use a board, mat, or cards. [game]

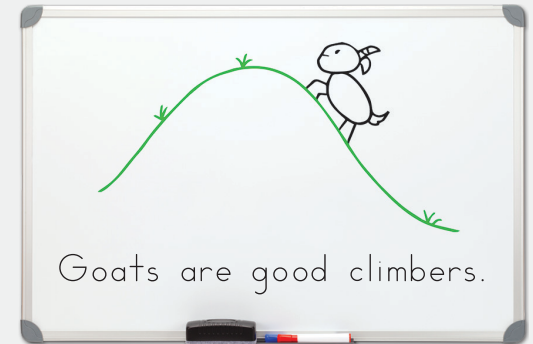
**RESTATE** the name and sound of the *letter g*.

Today we listened to the sound the *letter g* makes, talked about what it looks like, and found it in our message. We learned that “goat” begins with the /g/ sound.

**REREAD** the message one more time.

**[Transition]** **INVITE** children to practice the sound /g/.

Let's practice the sound the *letter g* makes. Help the goat climb the hill. Encourage them to /g/, /g/, /g/ go!



## Make & Prepare

- Review the standard pronunciation of this consonant on the *Blueprint* website.
- Familiarize yourself with the ASL sign for the *letter g* on the *Blueprint* website.
- Letter ring – write the uppercase *letter G* on one side of an index card and the lowercase *letter g* on the other side; add this to the letter ring after the lesson.

## Letter Formation

- Uppercase *letter G* — curve around, jump up, make a bridge
- Lowercase *letter g* — curve around, make a tail, swing up

## Pronouncing the Sound

When you make the /g/ sound, you open your mouth and lift your tongue in the back. This is a voiced sound. Be sure not to say /guh/ or /gah/.

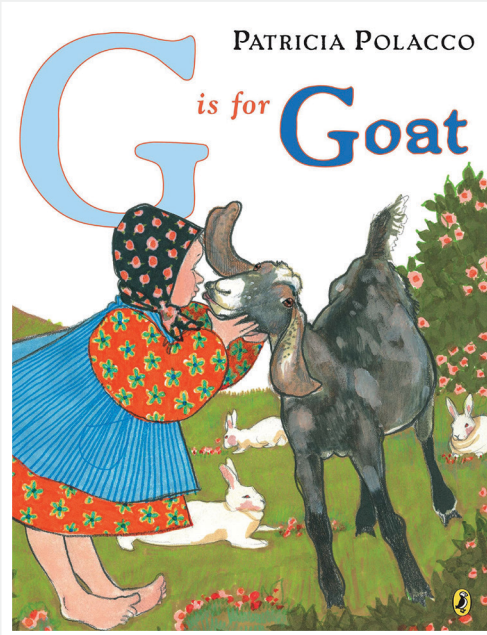
## The Two Sounds of the Letter G

The *letter g* has two sounds. The hard sound, when the *letter g* sounds like /g/ occurs when it is followed by the *letters A, O or U*, as in the words “game,” “goat,” or “gum.” The soft sound makes the /j/ sound. We will focus on that sound on MTP Day 12.



## Keep it Going

- While reading with children at the library center, invite the children to “hunt” for the *letter g* or pictures of words that begin with the *letter g*. If it is a picture, can they say the word? Does it sound the same as “goat,” or does it have a different sound? If it has a different sound, invite them to share the sound they hear.



### Materials

- Unit Chart: “What Happens on a Farm?”
- Unit Chart: “Words We Are Learning”

### Words We Are Learning

nibble: eat in little bites

### Supporting Multilingual Learners

To support learners who are starting to learn English, it is important to model searching for clues that help us understand the meaning of new words. Some words are concrete and can be pointed out in pictures (i.e. spots, cart, horns). Other words may need modeling or further scaffolding with questioning, definitions, and examples (i.e. itches, quit, munch).

### Did You Know?

Sometimes goats and sheep can be confusing to tell apart. One difference is that sheep tails hang down, while goat tails point up (except if they are sick or nervous)! Another difference is that sheep have woolly coats that fluff out and need to be sheared annually, like a haircut. Goats have hair that doesn't require any sort of trimming.



### Before

**CONNECT** to the discussion about goats at Talk Time. **REFER** to the Unit Chart: “What Happens on a Farm?” **STATE** that one way to learn more about goats is to read an informational book about them.

At Talk Time we talked about what we know about goats, and what we would like to find out about them.

How can we find out more about goats?

One way we can learn more about goats is by reading informational books about them.

**FOCUS** on the front cover. **ASK** children what they notice the goat doing, and what else goats do.

Today we will read this informational book about goats. The title is *G is for Goat*, and it is both written and illustrated by Patricia Polacco. What is the goat doing on the front cover of this book?

Yes, the goat is kissing the girl. What else do goats do?

**PROMPT** children to look and listen to what goats do in the book. **SAY** that we will act out what they do.

As we read *G is for Goat*, look closely at the pictures and listen carefully to the words. Notice what the goats in this book are doing. We are going to act out more of what goats do!

### During

**PAUSE** after “D is for Dog, which we try to pass.” **ASK** what the goat is doing. **MODEL** and **INVITE** children to act out pulling a cart.

What is this goat doing? He is hauling this cart. Goats must be strong! Let's pretend that we are pulling a heavy cart too, just like this [demonstrate]. Try to pass by the dog!

**PAUSE** after “G is for Goats...” **DEFINE** “nibble.” **TURN** back to the page “F is for Flowers...” **MODEL** and **GUIDE** children to act out nibbling on flowers. **ADD** “nibble” to the Unit Chart: “Words We Are Learning.” **INVITE** children to share words they know that mean the same thing (in English or their home language).

What are these goats doing? When you nibble, you take little bites like this [demonstrate]. Why don't we nibble on some flowers like the goat on this other page? Take little bites. Let's add “nibble” to the list of words we are learning. Do you know any other words that mean the same thing?

**PAUSE** after “I is for Itches...” **ASK** what the goats are doing. **MODEL** and **INVITE** children to pretend to scratch their backs with their hooves.

What are the goats doing? Can you make your hands into fists? Pretend they are your goat hooves [point to “hooves” on the Unit Chart: “Words We Are Learning”]. Rub them on your back to scratch an itch!

**PAUSE** after “T is for Tails...” **MODEL** and **INVITE** children to stand up and wag and shake their tails.

What are the goats doing here [point to their tails]? Let's stand up and slowly wag our goat tails from side to side. And now shake your hips a little faster! Okay, let's all sit down again.

### After

**FOCUS** on the last page. **DISCUSS** how the baby goats will change as they grow up.

- What farm animals do you see on this last page?
- This adult goat had three babies. Who can come up and point to the babies? How did you know those were the babies?
- How do you think they will change as they grow?

If you like reading about goats, clap your front hooves [demonstrate]!

## Build Interest

**FOCUS** on the 4x4 floor grid that has been prepared with start and finish cards. **INVITE** children to share what they notice about the grid.

Playing games is fun! We have played them on the table where we roll dice and count spaces. Today I have some new materials for a game. Take a look at this large floor grid [point]. We are going to use it to play a game on the ground. What do you notice about this grid?

**RESTATE** what children say about the 4x4 grid.

You noticed... (e.g., squares, boxes, connected lines, start and finish cards, red and green).

## Build Understanding

**EXPLAIN** the game “Start to Finish.”

We are going to use the grid to play the game “Start to Finish.” To play this game, we are going to use these direction cards [hold up cards and show an example of each one].

Each card has an arrow on it. The arrow points in the direction we will move inside the grid. We need to go from the start [point] to the finish [point].

We will turn over direction cards and then leave the cards in their boxes to create a path, as we move from start to finish inside the grid. Let’s try it!

**INVITE** one child to move in the grid, as other children take turns selecting a direction card and placing it in the squares on the grid. **PROMPT** them to use direction words (e.g. I just moved forward).

Who would like to be our first volunteer to move inside the grid? Please stand on “start.”

Now we need a direction card. Who wants to start by turning over a card? Please place the direction card in a box on the grid next to the “start.”

What does the arrow show? Let’s have our volunteer move in that direction and stand on the card.

What should we do if the direction card takes us off the grid? Ok, we can say “Oops!” That direction won’t work! Let’s choose another card.

**INVITE** children to explain or read the directions on the path after they get to the finish.

Look at the path we created with the direction cards. Can you explain it or read it [for example, forward, forward, down, forward...]?

**HAVE** other children walk in the same path indicated by the cards.

## Build Experience

**COLLECT** the materials from the grid. **INVITE** a different child to be the volunteer in the grid. **PLAY** the game “Start to Finish” again. **READ** or explain the code at the end.

Now that everyone has walked the path of the direction cards inside the grid, let’s play the game “Start to Finish” again! We can put our direction cards back into a pile. We will have a new volunteer move inside the grid as we turn over direction cards. Then we can observe and walk our new path.

**SUMMARIZE** that the path is a set of directions. **FOCUS** on the word “code.” **EXPLAIN** that it is the path or set of directions created.

Today we create a path, or a code, with direction cards. A code is a set of directions. The code helped us to get from the start to the finish line.

## Make & Prepare

- Make a 4x4 grid on the floor with painter’s tape, or make a portable grid using a plastic shower curtain liner or tablecloth.
- Create a set of large direction cards — use large index cards or sheets of paper to create five cards for each direction: up (arrow up), down (arrow down), backward (arrow left), forward (arrow right). Add a line underneath each arrow so children know the accurate way to orient the card.
- Create a “start” card — write the word “start” in green on a large index card or piece of paper. Place this in one of the beginning squares of the grid.
- Create a “finish” card — write the word “finish” in red on a large index card or piece of paper. Place this in an opposite place on the grid.



## Remember to Save

- Floor grid (you will use this for coding activities during Small Group Days 12 through 15 then again in Unit 9)
- Direction cards from Small Group Day 2

## Building Background Knowledge

Review positional words such as backward/forward, up/down, and side-to-side.

## Stretch Their Thinking

Invite children to draw one of the paths that was created.

## Listen/Look For

- What are children’s understandings of the directions on the card?
- How do children work during this activity?



## Coding

During Small Group Days 11 through 15, children will create paths using direction cards to get from a starting point to an ending point on a grid. These kinds of activities allow children to use what they know about ordinal numbers, one-to-one correspondence, and positional words. They are also “precoding” activities; activities that serve to introduce children to the concept of coding, which is the language computer programmers use to provide instructions to a computer so it performs a specific task. You will notice that the terms path and code are used interchangeably throughout these lessons to describe the instructions created with directional cards.

**Greeting Time**

Children sing and act out “The Goats Go Marching.”

*Creative Arts: Creative Movement and Dance*

**MODEL** and **INVITE** children to sing and act out “The Goats Go Marching.” **GUIDE** children to march around in a circle.

Farmers, are you ready to sing and act out our song “The Goats Go Marching?”

Please stand up. Let’s start by marching in place like this [demonstrate].

Now let’s march this way around our circle [point in the direction] as we sing together...

The goats go marching one by one.

Hurrah! Hurrah!

The goats go marching one by one.

Hurrah! Hurrah!

The goats go marching one by one.

The little one stopped...to have some fun!

Then they all go marching,

Down to the farm to get out of the rain...

Boom, boom, boom, boom!

**REPEAT**, marching in the opposite direction.

**Material**

- *Blueprint Songbook*

**Keep It Going**

- Sing and march together outside! Lead children on a march in and around the playground area while singing “The Goats Go Marching.” Invite children to lead as well.

**Movement Time**

Children pretend to climb different ways.

*Physical Development: Gross Motor Skills*

**REVIEW** how to pretend to climb like a goat using all four limbs.

Can you show how you can pretend to climb like a goat?

Look, here comes Señor Pancho!

**USE** the Señor Pancho puppet to talk.

**PRESENT** a problem: His hat is lost.

“Hola, cabras! I lost my straw hat near the hill. It’s hot and sunny outside, and I need the hat to protect my face while I work on the rancho. Can you please help me find it?”

**MODEL** and **GUIDE** children to act out these climbing actions: up, down, fast, and slow.

Let’s help Señor Pancho solve this problem. Start climbing up, up, up the hill [climb hands up and stand on tiptoes]. Do you see the hat?

No, let’s climb down, down, down [climb hands down and return to flat feet].

The sun is getting so hot! Can you climb faster? Here is the hat! Let’s take our time to climb back slowly... and sit down to rest.

“Thank you for helping to solve the problem! Gracias, cabras!”

**Material**

- Señor Pancho puppet

**Keep It Going**

- Climbing allows children to develop core strength, balance, and coordination. It can help build confidence as well. Are there places for children to safely practice climbing outside?

**Talk Time**

Children put the numerals 1 through 10 in order.

*Math: Numbers and Number Sense*

**PRESENT** another problem and ask children how to solve it.

Señor Pancho had a problem and now so do I!

I made these plates [show] with the numerals 1 to 10 and had them in order. But I dropped them and mixed them all up! I wonder...how can we solve this problem and put them back in order?

**DISCUSS** children’s suggestions. **USE** one of their ideas. Here is an example: **HAND OUT** the paper plates and invite children to line up and put the numerals in order. **WELCOME** suggestions from children without plates.

Let’s try out one of your ideas! I’ll hand out the plates. If you have a plate, please stand up. Look at the numerals. Let’s try to put the numerals 1 through 10 back in the right order... Which numeral comes first?

**INVITE** all children to chorally count one through 10. **STAND** behind the line of children and point to each child as you say their numeral.

How can we make sure we have placed the numerals in the right order? Let’s count!

Optionally, **HAND OUT** plates to different children. **INVITE** them to reassemble the numerals.

**Make & Prepare**

- Paper plates labeled with the numerals 1 through 10 and the corresponding number of dots.

**Remember to Save**

- Save the numbered paper plates for Day 13: Talk Time.

**Adapting the Lesson**

Strategically distribute the paper plates. Give children numerals they know or are working on. If children are not ready for one through 10, start with one through five. Or use a different set of numerals (such as five through 15) depending on your children’s background knowledge.



## Before

**REVIEW** the letters on the letter ring in a different order. **ASK** children what the letter name is and what sound the letter makes. **CONNECT** to learning about goats. **ASK** children if they think giraffes would be cuddly like goats.

We are learning that goats are very gentle and cuddly animals. I was wondering about giant animals, like giraffes. Would you want to cuddle a giraffe?

**FOCUS** on words that begin with the /j/ sound spelled with the *letter g*.

Gentle, giant, giraffe. What is the first sound in these words [hold hand up to your ear]? Yes, /j/. I keep hearing the /j/ sound. Does anyone in our class have a name that begins with the /j/ sound?

**COMPARE** the soft and hard sounds made by the *letter g*.

We learned that the *letter g* makes the /g/ sound, as in the word “goat” and “girl” [put your right hand out]. But did you know that the *letter g* is special because it can make another sound, too? It can also make a soft sound /j/, as in “giant,” /j/, “giraffe,” /j/ [put your left hand out].

**REVIEW** how to form the *letter g*, as you write the letters in the corner of your board. **INVITE** children to skywrite the letters. **Optionally, teach the ASL sign.**

Let’s review the shape of the uppercase and lowercase *letter g*. The *letter g* makes the /j/ sound. To write an uppercase *letter G*, I curve around, jump up, and make a bridge. Now you write it with your finger in the air. This is the lowercase *letter g*. I curve around, make a tail, and then swing up. Now you try it. While I write today, please look for the *letter g*. We are going to learn how to read it together.

## During

**DRAW** a picture of a giraffe. **DESCRIBE** what you are doing and thinking. **INVITE** children to contribute.

I want to draw a giraffe. How should I begin? I can use long vertical lines to draw its giant neck.

**Suggested message: “Giraffes are giant animals.”**

**PAUSE** to focus on phonological awareness (/j/ in the word “giraffes”).

I hear the /j/ sound in the beginning of the word “giraffes.” The *letter g* also makes the /j/ sound. Watch me as I write the uppercase *letter G*. I curve around, jump up, and make a bridge. Now you try it.

**REPEAT** with the lowercase *letter g* in the word “giant.” **After, INVITE** children to reread the message with you.

## After

**INVITE** children to find all the *letter g*’s in the message. **CIRCLE** them.

Let’s find all the *letter g*’s. Put on your “I spy” goggles like this [demonstrate], and look for the *letter g*! Who wants to point to one in the message?

**PLAY “Sign for the Sound.” ASK** children to sign “yes” if a word you say begins with the /j/ sound or “no” if it does not.

We are becoming experts in the *letter g*. Let’s practice listening for words that begin with the /j/ sound, the soft sound of g. I’ll say a word. If the word starts with the sound /j/, sign “yes” [demonstrate]. If the word does not begin with /j/, sign “no” [demonstrate]. Let’s try one together: the word is “gym.” What should we do? Yes, the word “gym” does begin with /j/, so we should all sign “yes.”

**CONTINUE** playing. Then **RESTATE** the name and sound of the *letter g*.

Today we listened to the other sound the *letter g* makes, the soft sound /j/. We learned that “giraffe” begins with the /j/ sound.

**REREAD** the message one more time.

**[Transition]** **INVITE** children to practice the sound /j/.

The giant giraffe moves with a /j/, /j/, /j/. Say, /j/, /j/, /j/ as you leave the rug today.



## Make & Prepare

- Review the standard pronunciation of this consonant on the *Blueprint* website.
- Review the ASL sign for the *letter g* on the *Blueprint* website.
- Review the ASL signs for “yes” and “no” on the *Blueprint* website.

## Additional Material

- Letter Ring

## Letter Formation

- Uppercase *letter G* — curve around, jump up, make a bridge
- Lowercase *letter g* — curve around, make a tail, swing up

## Pronouncing the Sound

The soft g makes the sound /j/. When you make the /j/ sound, you place the tip of your tongue on the bump behind your teeth and slide your tongue forward as you say /j/. This is a voiced sound. Be sure not to say /juh/.

## Responding to Children

Children may confuse words that begin with the *letter j* and the soft sound of the *letter g* because these two letters make the same sound. Remember to focus on phonological awareness, not spelling. If children identify an object that begins with either letter, support their efforts at successfully hearing the /j/ sound. You may choose to expand your responses to include, “Yes, I hear that sound, too. In this word, that sound is spelled with the letter...”

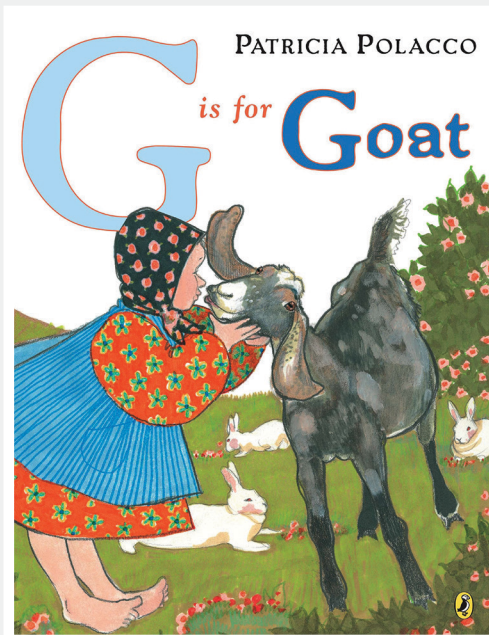
## Did You Know?

The *letter g* sounds like /j/ when it is followed by the *letters e, i* or *y*, as in “gem,” “giraffe,” or “gym.”



## Keep It Going

- Gather children in a small group. Provide them with pictures of objects that begin with the hard *g* and soft *g*. Together read the pictures. Encourage children to listen closely to the beginning sound. Invite them to sort the pictures by the initial hard or soft *g* sound.



### Materials

- Unit 2 Food Alphabet Chart
- Magnetic letters (uppercase *P* and *G*, or two other letters to review)
- Board (or paper) and marker

### Invite Explanations

Asking “How do you know?” or “Why do you think that?” are two ways to get children to talk through or explain their reasoning.

### Supporting Multilingual Learners

Be careful to explicitly differentiate between the names of letters and the sounds they make when searching for picture clues. For new English learners, letter names, letter-sound correspondence, and new vocabulary can be a lot to process at once.

### “I’m Thinking of a Letter”

After today’s read aloud, we play “I’m Thinking of a Letter.” This game helps children identify letters based on their shapes. As they begin to focus on the small differences between forms, they can better distinguish between similar-looking letters.



### Before

**POINT** out the *letter G* in the title. **REVIEW** how alphabet books feature a word for each letter.

We read this book about goats: *G is for Goat*. What is the name of this letter [point to the G]?

This book is an alphabet book. It teaches us a word or words about goats that start with each letter of the alphabet.

**REVISIT** the food alphabet chart from Unit 2. **GUIDE** children to say each letter name and the pictured food that starts with that letter.

Many pages are about eating because goats love to eat! I bet goats would like our alphabet chart because it shows a food that begins with each letter. Let’s read it together. As we go across, say the name of each letter, and the food in the picture that begins with that letter...

**INVITE** children to join in reading the name of each letter as you read. **ENCOURAGE** them to join in saying the corresponding word or words about goats.

As we read *G is for Goat*, I’ll point to each letter of the alphabet. Please join me in reading the name of each letter. If you know the word or words about goats that start with that letter, say that too! Let’s practice with the title. Rereading this alphabet book will help us find out even more about goats.

### During

**POINT** to the big letter on each page. **PROMPT** children to say the name of the letter.

**INVITE** children also to say the corresponding word or phrase about goats. **PAUSE** two to three times to ask how children knew the word on that page. **HIGHLIGHT** the picture clues.

For example: [point to the *a*] What letter is this?

Yes, *a*. The *letter a* often makes the /a/ sound. *A* is for...? “Apple, the best treat of all.” Yes, the *letter a* is for apple. You read the letter name with me. But how did you know the *a* word was “apple”? Yes, we do see apples in the picture! Maybe what we see in the picture can help us read the next word. What’s the next letter?

### After

**INTRODUCE** the game, “I’m Thinking of a Letter.” **SHOW** two magnetic uppercase letters (e.g. *P* and *G*).

*G is for Goat* is an alphabet book because it uses each letter of the alphabet to teach us about goats. Let’s play a game called “I’m Thinking of a Letter.” Here are two uppercase letters. What are they?

I will start writing one of these uppercase letters. Look closely, and think about which one I am writing.

**DRAW** a long vertical line. **INVITE** children to guess which letter it could be. **AFFIRM** their thinking.

Which uppercase letter could I be writing? How do you know?

**DRAW** the next part of the letter. **INVITE** children to guess the letter and share their thinking.

The next part of this letter starts at the top of the line and curves back to the middle of it. What letter am I writing? How do you know?

Yes, this is an uppercase *letter P* because it has a line going down and a bump at the top.

What was the *letter P* for in this alphabet book? Let’s find the *letter P* page... *P* is for...? Push. Can you write an uppercase *letter P* in the air? Start at the top, make a line going down and then make a bump at the top.

We are learning more about letters, and learning more about goats, too!



## Build Interest

**CONNECT** to playing a game with the floor grid. **SHOW** children the goat card game piece. **TELL** children that goat is hungry. **ASK** children what goats like to eat.

Today we are going to use our floor grid to play a new game. Instead of having a kid child move around the grid, we will have this kid goat [show the goat card] follow the directions to find some food. She is very hungry! We are learning about goats and what they like to eat. What do you think this goat might eat?

Yes, goats eat food like apples, hay, oats and flowers.

## Build Understanding

**EXPLAIN** the coding game “Get the Goat to the Flower Mound.” **SHOW** the materials. **TELL** children they are going to use direction cards to make a path or code to get the goat from the barn to the flower mound. **INVITE** them to help set up the board.

Let’s help this goat get some tasty flowers to eat. Today’s game is called “Get the Goat to the Flower Mound.” Our floor grid is here, ready for us to create a path or code, as we turn over direction cards.

We will work together to help this goat [show goat]. She starts off in the barn [show card]. The barn is the “start” card. Where should we put it? We know she is very hungry. She wants to get to the flower mound [show card] to eat. The flower mound is the “finish.” Where should we put it?

Now we are ready to make a path on the game board. We will turn over direction cards and then leave the cards in their boxes to show our path. We will move goat [hold up goat card] along the path, as we work to get her to the flower mound!

**INVITE** children to turn over direction cards and place them in the squares on the grid. (Children can choose to pass on a card and choose the next one, if the path takes them off the grid.)

- Who would like to turn over a card?
- What direction does it show?
- Who would like to move the goat?
- Did we get the goat to the flower mound yet?

**INVITE** children to explain or read the directions on the path after they get to the finish.

Look at the path we created with the direction cards. Can you explain it or read it [for example, forward, forward, down, forward...]?

## Build Experience

**COLLECT** the materials from the grid. **PLAY** the game again. **READ** or explain the code at the end.

Who wants to play the game again? Let’s collect the game pieces and set it in a different way. Where should we put the barn [start card] now? Where should we put the flower mound [the finish card]?

**SUMMARIZE** creating a code to get goat to the flower mound.

Today we created a path or code on the grid. Remember, a code is a set of directions. The code helped us to get the goat from one place on the grid to the flower mound! Maaaaah! The goat thanks you for helping her find some food.



## Make & Prepare

- Download and print the large “Goat” card you can use to move around the grid.
- Download and print the large “Barn” card that signals the start.
- Download and print the large “Flower Mound” card that signals the finish line.

## Additional Materials

- 4x4 floor grid or portable grid
- Large direction cards



## Remember to Save

- Save the “Goat” card, “Barn” card, and “Flower Mound” card for Small Group Day 14.

## Building Background Knowledge

Invite children to practice positional words with their body. Ask them to take a step backward, forward, and to the sides.

## Stretch Their Thinking

Invite children to create their own grid games.

## Listen/Look For

- What do children say about the paths they are creating?
- What do children do if their path goes near the edge of the grid?

## Troubleshooting

Remember, if a direction takes children off the grid, ask children how to solve the problem. One option is to simply say, “Oops! That direction won’t work! Let’s choose another card.”

## Greeting Time

Children jump and sing “The Goats Go Jumping.”

*Creative Arts: Creative Movement and Dance*

**SING** and act out the “The Goats Go Marching.”

Let’s sing and act out our song “The Goats Go Marching.”

*The goats go marching one by one...*

**CHANGE** the song from “The Goats Go Marching” to “The Goats Go Jumping.”

How about we change the action that the goats are doing? Instead of marching one by one, what if they are jumping one by one?

Let’s jump up and down too, and sing along!

**MODEL** and **INVITE** children to sing and act it out.

*The goats go jumping one by one.*

*Hurrah! Hurrah!*

*The goats go jumping one by one.*

*Hurrah! Hurrah...*

### Material

- *Blueprint Songbook*



### Did You Know?

Mountain goats are considered excellent jumpers because of their specialized hooves. They have split hooves that spread out or contract for stability, helpful in the rocky terrain of their natural habitats. However, while called mountain goats, these animals are actually not classified in the same species as domestic goats. Rather, they are grouped together with antelopes.

## Movement Time

Children count jumps.

*Math: Numbers and Number Sense*

**USE** the Señor Pancho puppet to talk. **PRESENT** a problem: His guitar got stuck in a tree.

Isn’t it fun to jump like goats? What if we were goats on Señor Pancho’s rancho?

“Cabras, I have another problem on the rancho! My guitar [show picture from book] got stuck in the tree. Now I can’t play music with my amigo, Old MacDonald. Will you please help me get my guitar?”

How can we help Señor Pancho solve this problem?

Yes, we can try to jump up high to get his guitar back!

**MODEL** and **INVITE** children to jump. **GUIDE** them to count 10 jumps. **COUNT** each time you land.

Let’s count our jumps. Each time we land, we will count. Ready? [jump] That’s one... [jump] Two...

“Cabras, you got my guitar! Gracias for helping to solve my problem!”

### Materials

- Señor Pancho puppet
- The book *Señor Pancho Had a Rancho*

### Responding to Children

Are children able to accurately count to 10? If so, have them practice on counting to 15. If not, give them more practice with number songs up to 10.

## Talk Time

Children put numbers in order and figure out which one is missing.

*Math: Numbers and Number Sense*

**PRESENT** a problem and ask children how they could solve it.

You are such helpful problem solvers! Can you help me solve another problem?

Remember these numbered plates? One of them is missing! I wonder how can we figure out which numbered plate is missing?

**DISCUSS** children’s suggestions. **USE** one of their ideas. Here is an example: **HAND OUT** all but one of the plates, and invite children to put the numbers in order, leaving a blank space for the missing number. **WELCOME** suggestions from children without plates.

If you have a plate with a number, stand up here. Let’s try to put the numbers back in order. Which number is missing? Leave a blank space for that number.

**GUIDE** children to count. **PAUSE** to highlight the blank space. **PUT** the missing number in place and count again.

How can we make sure we have placed these numbers in the right order? Let’s count them... What number is missing? How do you know?

Let’s make another plate with that number on it and count again... Another problem solved!

### Materials

- Reuse numbered paper plates from Day 12 (remove one plate).
- An extra paper plate and marker

### Adapting Talk Time

If children need more practice, do not remove one of the numbers; just repeat the Day 12 lesson on putting numbered plates in order. If children are ready for more challenge, remove more than one number.

### Keep It Going

- Add these materials to the math center where children can play again.



## Before

### FOCUS on the word “kid.”

Think about the word “kid” for a moment. If you are a kid, please stand up. Yes, you are all kids. Kid is another word for child. Let’s sit back down, kids.

**TELL** children that the word “kid” has two meanings. **CONNECT** to the read aloud *G is for Goat*. **READ** the marked page. **INVITE** children to make the “I hear” sign when they hear the word “kid.”

Guess what? Young goats are also called kids. Listen to this page from the book *G is for Goat*. Kid can also mean a young goat. Make the sign “I hear” [demonstrate] when you hear the word “kid.”

Wow! We can use the word “kid” in two different ways. A kid can be a young child like you. Or a kid can be a young goat.

Watch how I use both “kids” in the message today.

## During

**DRAW** a picture of a young goat on one side of the board and a child on the other side. **DESCRIBE** what you are doing and thinking. **INVITE** children to contribute.

Here is a young goat. What should I add so people know it’s a goat? Here is a child.

**LABEL** each side with the word “kid.”

**PAUSE** to focus on writing structure (labeling your drawings with the word “kid”).

Now that I drew both pictures of “kids,” I am going to label the pictures. Remember, a label is a word or a few words that describe your picture. In both pictures, the word “kid” names what the picture is.

**INVITE** children to reread the labels with you.

## After

**INVITE** children to play the game “Which Kid Is It?” Show children a picture. Ask them to decide if the picture describes a young goat or a young child. **SELECT** a volunteer to stand by the picture that matches their answer.

In the message, I used both meanings of the word “kid.” Let’s play the game “Which Kid Is It?” I am going to show you a picture. Let’s think about what’s happening in the picture and which meaning of the word “kid” the picture is about.

Here is a picture [for example, a bed with a lamp next to it]. What is happening in this picture? Do you think this picture relates to this kid [point to the goat] or this kid [point to the child]. Who wants to stand next to the board besides the drawing that matches your thinking?

Can you share your thinking?

Yes, children like you usually sleep in a bed at night. This probably relates to the word “kid” meaning a young person. Let’s play some more.

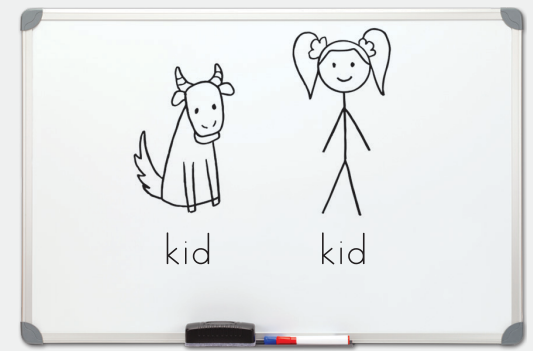
**CONTINUE** playing. **ADD** the pictures to the relevant side of the board. **RESTATE** that some words have more than one meaning.

Learners, some words have more than one meaning. Today we learned two meanings of the word “kid.” It can mean a young goat or a young child like you!

**REREAD** the message one more time.

**[Transition]** **ASK** the “kids” to tell something they do.

Alright kids! As you leave the carpet today, name one way you are different from a kid goat.



### Make & Prepare

- Have the book *G is for Goat* ready. Mark the page that begins “Kids are goat children...” with a sticky note.
- Download and print the images for the game “Which Kid Is It?” (e.g. a bed with a lamp beside it, a nest of hay in a barn, a hoof, a shoe).
- Review the ASL sign for “I hear” on the *Blueprint* website.

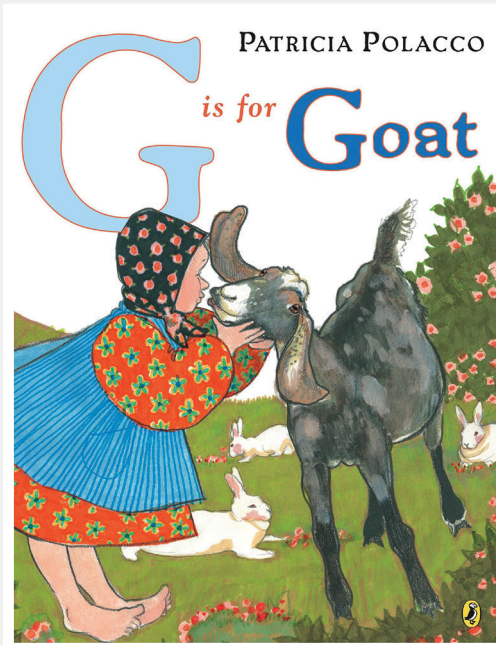
### Responding to Children

Keep an open mind when children respond and ask them to explain their thinking. Their reasons for selecting one definition over another may make perfect sense to them.



### Keep It Going

- Gather children in a small group. Create a T-chart or Venn Diagram with the headers being Kid (picture of baby goat) and Kid (picture of a child). Encourage children to think about how the two are alike and how they are different. Where do they live? Eat? Sleep? What do they play with? Who wears clothes? Do they like to play? Are they both gentle and like to snuggle? Invite them to share their ideas with you while you write them down.



### Make & Prepare

- Review the ASL sign for “I learned” on the *Blueprint* website.

### Additional Materials

- Unit Chart: “What Happens on a Farm?”
- Anchor Chart: “Readers Can Say”

### Name the Objective

In this lesson, we tell children that the purpose of this lesson is to learn about goats. Focusing children’s attention on the purpose and objective of lesson helps facilitate their learning.

### When Children Turn and Talk

Children may turn and talk about ideas that seem off-topic to you. Delve into their conversation to find out what prompted their thinking. You can also gently redirect the conversation. You might repeat the question or prompt. Begin thinking aloud about the topic at hand, and then invite children to continue building on the idea.

### Supporting Multilingual Learners

All multilingual learners, whether they are new English language learners or completely fluent in English, benefit from talking with a partner who speaks the same home language. Thinking and sharing in both of their languages solidifies their learning.

### Did You Know?

Goats have rectangular pupils. Scientists also believe goats can see very well at night.

### Keep It Going

- Go online and take virtual tours of farm sanctuaries, such as <https://www.animalsoffarmsanctuary.com/>



### Before

**REFER** to the Unit Chart: “What Happens on a Farm?”

Let’s look back at the chart “What Happens on a Farm?” What do we already know about goats? What information did we want to find out, or learn more about goats?

**REVIEW** how to sign “I learned.” **PROMPT** children to make the sign when they learn information about goats from the book.

As we read *G is for Goat*, notice what other information you have learned about goats from this book. When we read about something you learned about goats, you can sign “I learned.” Who can remind us how to sign “I learned”? Let’s all practice the sign now.

### During

**PAUSE** after “G is for Goats, they nibble my nose, billies and bucks, nannies and does.”

**MODEL** signing “I learned” and sharing new information about goats.

Readers, I am pausing here to sign “I learned” because this book taught me new information about goats. This page tells us the names of kids and adult goats. I learned that a boy kid is called a Billy. When a Billy grows up he is called a Buck. I also learned that a girl kid is called a Doe. When a doe grows up, she is called a Nanny. I never knew that kids and adult goats had different names!

**PAUSE** after “O is for Oats she sneaks for a treat.” **ACKNOWLEDGE** children signing “I learned.” **INVITE** them to share. **ENCOURAGE** them to use the sentence stem, “I learned...” **Also, suggest children come up and turn to the page that shows what they learned about goats.**

I am noticing readers showing that they are learning more about goats. We are learning information from reading this book. If you would like to share what you have learned, keep signing, “I learned.” You can start by saying, “I learned...” You also can come up to show us the page where you learned something new about goats.

### After

**REVIEW** some categories of information from this book. **GIVE TIME** for children to reflect on what they learned about goats.

*G is for Goat* sure taught us a lot about goats. We learned how kids become adult goats and what they are called. We learned what goats like to do with their bodies to do work and stay active. And we learned what goats like to eat and how they may eat.

Think about the information you learned about goats from reading this book...

**INVITE** children to turn and talk. **ENCOURAGE** them to use the sentence stem, “I learned...”

In a moment, we will turn and talk about what we learned about goats. When it is your turn to talk, start by saying, “I learned...”

**REVISIT** the Unit Chart: “What Happens on a Farm?” **ASK** children what they could answer or add.

Let’s look back at our chart. Did we learn the answers to any of our questions about goats? Is there new information we should add to our chart about goats?

## Build Interest

**INVITE** children to share their experiences using the direction cards to get the goat to the flower mound. **FOCUS** on positional words.

We helped the goat get to the flower mound.

- What did you do?
- How did these direction cards help her get there?
- What was fun about the game? What was tricky?

**SUMMARIZE** children’s discussion.

I heard you say...

## Build Understanding

**SHOW** the 4x4 grid and direction cards. **TELL** children they are going to play a smaller version of the game “Get the Goat to the Flower Mound.”

We used these direction cards [point] to get goat to the flower mound. The direction cards told us how to move on the grid.

Today we are going to play “Get the Goat to the Flower Mound” again. But we have a new, smaller board, so we can play with partners at our table.

**PLAY** one game together. **INVITE** children to help set up the game.

We are going to help goat [show goat]. She starts off in the barn [show card]. The barn is the “start” card. Where should we put it?

She is very hungry. She wants to get to the flower mound [show card] to eat. The flower mound is the “finish.” Where should we put it?

Let’s see if we can get the goat to the flower mound. We need to make a path or code [trace with finger]. We will turn over direction cards to make a path and then leave the cards in their boxes to show our path [point and trace with finger to show a path]. Let’s try it!

**CREATE** a path or code with the direction cards on the grid with the children.

Let’s play!

- What should we do first?
- What does our first card tell us? Where do we place it?

**GUIDE** children as they discuss how to turn over cards and place them in the grid to create a path for the goat. Then **REVIEW** the path. **INVITE** children to read the code.

## Build Experience

**DISTRIBUTE** grids and game card baggies (with start/barn card, finish/flower mound card, goat card and direction cards) to each partnership. **INVITE** children to set up boards. Then **GIVE** children time to turn over cards and create a path or code for goat to get to the flower mound.

Let’s work with partners today. You will share a grid. First, decide where to put your start card and your finish card. Then take turns flipping over your direction cards and making a path or code for goat to follow. Remember, we want to get the goat to the flower mound.

**DISCUSS** the game with the partnerships. **INVITE** them to read the code they made on their board.

Look at the path or code you created to get goat to the flower mound. Can you read the code?

**SUMMARIZE** creating a path or code on smaller boards with a partner.

Today you worked with a partner to create a code on a smaller board. You turned over direction cards and made a path for the goat. Now the goat can snack on some flowers.



## Make & Prepare

- Download and print the 4x4 “Get the Goat to the Flower Mound” grid (one per partnership).
- Create a “Get the Goat to the Flower Mound” game baggy for each partnership. Add:
  - One set of small direction cards (download and print)
  - One goat card (download and print)
  - One flower mound/finish card (download and print)
  - One barn/start card (download and print)



## Remember to Save

- “Get the Goat to the Flower Mound” grids and baggies.

## Building Background Knowledge

Compare the large game board and the smaller, individual game boards. Invite children to think about how they are the same and different.

## Stretch Their Thinking

Create different sets of direction cards (for example, two arrows in one direction).

## Listen/Look For

- What do children say or do as they work with a smaller grid board?
- Do children look ahead or count to see how many more spaces until the end?

### Greeting Time

Children choose a new movement to sing about and act out.

*Creative Arts: Creative Movement and Dance*

**INVITE** children to choose a new action for them to sing about in the song “The Goats Go Marching.”

Let’s sing and act out the song “The Goats Go Marching.” But instead of marching or jumping, what should the goats do today? What other actions or movements are goats good at doing?

**REFER** to the book *G is for Goat* to support children’s ideas (e.g. climbing, nibbling, pulling).

We can check our book *G is for Goat* to get some ideas...

**MODEL** and **GUIDE** children to sing and act out a new version of the song.

Can you move like this [demonstrate the chosen action] and sing along with our new action?

*The goats go (climbing, nibbling, pulling, etc.)*

### Materials

- *Blueprint Songbook*
- The book *G is for Goat*



### Classroom Culture

Promoting positive classroom culture happens in many ways. One way is by giving children choice. Choice allows children to explore their growing independence. They have the opportunity to take responsibility and feel confident.

### Movement Time

Children jump together like a herd.

*Physical Development: Gross Motor Skills*

**DEFINE** “herd.” **ADD** it to the Unit Chart: “Words We Are Learning.” **INVITE** children to share words they know that mean the same thing (in English or their home language).

We sang about a group of goats moving together. Do you know what a group of goats is called? Can you say “herd”? A herd is a group of goats who take care of each other. Let’s add “herd” to the list of words we are learning. Do you know any other words that mean the same thing?

If we were goats, our classroom community would be a herd. So let’s play a game together! Please stand facing this way. Let’s move together like a herd.

**MODEL** and **GUIDE** children to jump different ways (left, right, etc.).

- On the count of three, jump one time. Count with me: one, two, three [jump]!
- On the count of three, jump one time to the left [point left]. One, two, three [jump].
- On the count of three, jump one time to the right [point right]. One, two, three [jump].
- On the count of three, jump one time forward [point forward]. One, two, three [jump].
- On the count of three, jump backward [point backward]. One, two, three [jump].

We moved all together like a herd of goats!

### Material

- Unit Chart: “Words We Are Learning”

### Words We Are Learning

herd: a group of animals that live together



### Talk Time

Children use their sense of touch to identify an object.

*Science: Scientific Inquiry and Practices*

**FOCUS** on the five senses.

We have been having fun moving like goats. People and goats have other things in common too. People observe the world in different ways and so do goats. People and goats can use their five senses to learn about the world [refer to Unit 2 Chart: “5 Senses”].

**MODEL** using your sense of touch to figure out what is inside a mystery bag.

Let’s play a game with this mystery bag. We can use our sense of touch [rub your fingers together] to figure out what is inside this bag.

Hmm, this material feels like plastic, and it has one, two, three long pieces at one end. I think it’s a fork. Now I’ll take it out of the bag to see.

**HAND OUT** bags to small groups of children. **PROMPT** them to use their sense of touch to figure out what is in their bags. Then **INVITE** them to discuss their experience.

Now it’s your turn to use your sense of touch to figure out what is in your bag. Work together!

- How did you know what was in your bag?
- What did it feel like? What was the shape and texture?
- How did it feel to only use your sense of touch?
- What else did you notice?

### Make & Prepare

- Gather enough mystery or paper bags so children can work in small groups of two to four.
- Each mystery or paper bag should have a familiar item inside it (e.g. plastic spoon, toy car, crayon).
- A mystery or paper bag with a plastic fork inside to use when you model your thinking.

### Material

- Unit 2 Chart: “5 Senses”

## Before

**REVIEW** the letters on the letter ring in a different order. **ASK** children what the letter name is and what sound the letter makes. Then **CONNECT** to the read aloud *G is for Goat*. **SING** “The ABC Song.” **TALK** about the last letter of the alphabet, z.

We’ve been reading the book *G is for Goat!* [hold up book] It is an alphabet book! Let’s sing “The ABC song.” Ready?! [sing the alphabet with children] What was the last letter we sang in our song? Yes, the *letter z*. Many of us wear something that begins with the *letter z* on our clothes... a zipper! Zippers are fun to zip. Does anyone have a zipper on their clothing?

**FOCUS** on words that begin with the /z/ sound.

Zipper, zip. What sound do you hear at the beginning of these words [hold hand up to your ear]? Yes, /z/. Does anyone in our class have a name that begins with the /z/ sound?

**DESCRIBE** how to form the *letter z* as you write the letters in the corner of your board. **INVITE** children to skywrite the letters. Optionally, teach the ASL sign.

The *letter z* makes the /z/ sound. To write an uppercase *letter Z*, I make a bridge, slide down, and make another bridge. Now you write it with your finger in the air. This is the lowercase *letter z*. I make a bridge, slide down, and make another bridge. Now you try it. While I write today, please look for the *letter z*. We are going to learn how to read it together.

## During

**DRAW** a picture of a zipper. **DESCRIBE** what you are doing and thinking. **INVITE** children to contribute.

I want to draw a zipper. Which way should I draw it? Horizontally [point] or vertically [point]?

**Suggested message:** “Zippers can be zipped.”

**PAUSE** to focus on phonological awareness (/z/ in the word “zippers”).

I hear the /z/ sound in the beginning of the word “zippers.” The *letter z* makes the /z/ sound. Watch me as I write the uppercase *letter Z*. I make a bridge, slide down, and make another bridge. Now you try it.

**REPEAT** with the lowercase *letter z* in the word “zipped.” After, **INVITE** children to reread the message with you.

## After

**INVITE** children to find all the *letter z*’s in the message. **CIRCLE** them.

Let’s find all the *letter z*’s. Put on your “I spy” goggles like this [demonstrate], and look for the *letter z*! Who wants to point to one in the message?

**PLAY** “Sign for the Sound.” **ASK** children to sign “yes” if a word you say begins with the /z/ sound or “no” if it does not.

We are becoming experts in the *letter z*. Let’s practice listening for words that begin with the /z/ sound. I’ll say a word. If the word starts with the sound /z/, sign “yes” [demonstrate]. If the word does not begin with /z/, sign “no” [demonstrate]. Let’s try one together: the word is “zebra.” What should we do? Yes, the word “zebra” does begin with /z/ so we should all sign “yes.”

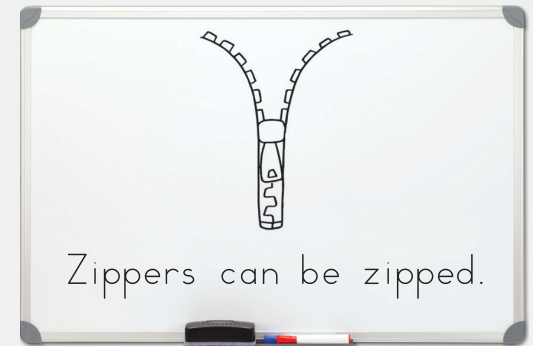
**CONTINUE** playing. Then **RESTATE** the name and sound of the *letter z*.

Today, we listened to the sound the *letter z* makes, talked about what it looks like, and found it in our message. We learned that “zipper” begins with the /z/ sound.

**REREAD** the message one more time.

[Transition] **INVITE** children to make the /z/ sound as they pretend to zip their coat.

Let’s imagine we are putting on a coat that has a zipper. Hold on to the bottom of the zipper and /z/, /z/, /z/, zip it all the way up!



## Make & Prepare

- Review the standard pronunciation of this consonant on the *Blueprint* website.
- Familiarize yourself with the ASL sign for the *letter z* on the *Blueprint* website.
- Review the ASL signs for “yes” and “no” on the *Blueprint* website.
- Letter Ring – write the uppercase *letter Z* on one side of an index card and the lowercase *letter z* on the other side; add this to the letter ring after the lesson.
- Coats or sweaters children have that have zippers on them to practice zipping (bring in extra zippered items as well).

## Additional Material

- The book *G is for Goat*

## Letter Formation

- Uppercase *letter Z* — make a bridge, slide down, make a bridge
- Lowercase *letter z* — make a bridge, slide down, make a bridge

## Coat Zippering

Coat zippering requires significant fine motor skills and coordination, including: pincer grasp and strength, bilateral coordination, and eye-hand coordination. Hand-under-hand or hand-over-hand demonstrations are helpful (but be respectful of children who are reluctant to be touched by others or to touch others). Also, adding a larger ring to the zipper tab helps children pull up and down on it. Put out some zippered items at centers so children can practice.

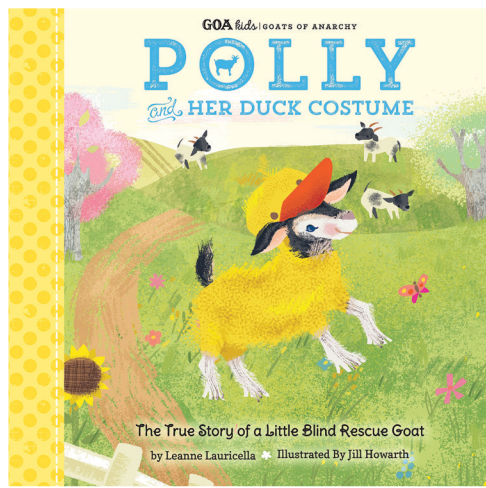
## Pronouncing the Sound

When you make the /z/ sound, smile with your teeth closed. Place your tongue behind your teeth and make a zipping sound. This is a voiced sound. Be sure not to say /zuh/ or /zah/.



## Keep It Going

- Gather children in a small group. Provide them with index cards with *letters z* and *q* written on them and multiple uppercase and lowercase *z*’s and *q*’s. Invite them to match the letter with the index card. Can they name the letter? The sound? A word that begins with that sound?



### Make & Prepare

- Preview the pages at the back of the book before the lesson. You do not need to read the accompanying text at the end of the read aloud. However, be familiar with the content so you can highlight the photos for children and enhance conversation.

### Additional Materials

- Unit 2 Chart: "5 Senses"
- Unit Chart: "Words We Are Learning"

### Words We Are Learning

nestled: snuggled or cuddled

### Responding to Children

Be aware that children may share stories about family or community members who are blind or differently-abled. If there are differently-abled children in your class, empower them to see themselves reflected in the books you read. You may also use this as an opportunity to affirm all types of diversity and inclusion in your classroom community, your local community, and beyond. Be prepared to facilitate a discussion around these topics.

### Extending the Lesson

At the end of the book, ask children what is the same about the goats' names. Focus on the *letter p* and the */p/* sound. For example, say, "These goats are named: /p/ Polly, /p/ Pippa, /p/ Pepper, and /p/ Pocket. What's the same about all of their names? Yes, they all start with the same sound /p/. What letter makes the sound /p/?"



### Before

**INTRODUCE Polly. TALK** about what it means to be blind. **REFER** to the Unit 2 Chart: "5 Senses."

We are learning about goats. Today we are going to read a true story about a goat named Polly. Polly is blind. What does it mean to be blind?

Yes, Polly cannot use her eyes to see. Think about our "5 Senses" [refer to chart]. What other senses can Polly use to observe the world?

**EXPLAIN** what a rescue farm is.

Polly lives on a special kind of farm called a rescue farm. Do you know what a rescue farm is?

A rescue farm is where people take care of animals that are hurt or have no home.

**SHOW** the cover. **ASK** children what they notice. **SET THE PURPOSE:** to find out more about her.

This book is written by Leanne Lauricella and illustrated by Jill Howarth. The title is *Polly and Her Duck Costume*. Look at the picture of Polly on the front cover. What do you notice? What is Polly wearing?

I wonder why the goat is dressed up in a duck costume. Let's read the true story of her life to find out!

### During

**PAUSE** after "Polly only felt warm and safe when she nestled deep in the hay." **DEFINE** "nestled." **ADD** it to the Unit Chart: "Words We Are Learning." **INVITE** children to share words they know that mean the same thing (in English or their home language).

Polly nestled in the hay. Can you say "nestled"? Let's find the syllables or beats in that word: nest-led. What do you think "nestled" means? When you nestle, you snuggle or cuddle. Let's add "nestle" to the list of words we are learning. Do you know any words that mean the same thing?

**ASK** children how Polly feels. **INVITE** children to hug themselves.

When Polly nestles in the hay, how does she feel? Yes, she feels warm and safe. Can you pretend to nestle in the hay? Give yourself a snuggly hug [demonstrate]? Do you feel safe and cozy like Polly?

**PAUSE** after "But Polly's favorite thing to do was snuggle on the couch, wrapped tightly in a blanket." **ASK** children why snuggling on the couch was her favorite thing. **PROMPT** them to give themselves a hug.

What was Polly's favorite thing to do? Why?

Yes, when she nestles in a blanket on the couch, she feels warm and safe. Give yourself another snuggly hug!

**PAUSE** after "Polly's mom knew she needed something different." **DISCUSS** the problem with the blanket.

Polly feels safe and comfortable when she's wrapped up. But what is the problem with the blanket?

Yes, it keeps falling off. How would you solve this problem?

Let's read to find out how Polly's mom solves this problem.

**PAUSE** after "Her name was Pippa, and she was a rescue goat too..." **DISCUSS** children's prediction.

Now there is another goat on the farm. Her name is Pippa. What do you predict is going to happen with Pippa and Polly? Why?

### After

**After "The End," SHOW** photos of the author and the real Polly. **INVITE** children to share what they notice.

Remember, this is a true story. It really happened. Polly and Pippa's mom is the author of this book. She wrote it to share the story of their lives with us. Her name is Leanne. In the back of the book, there are real photographs of Leanne and the goats! Let's take a look... What do you notice?



## Build Interest

**GATHER** children behind the chair before they sit at the table. **ASK** them to walk, one at a time, toward the table. Then **DISCUSS** what they had to do to get around the obstacle (the chair).

Will everyone please join me behind this chair? Now let's walk, one at a time, to the table.

- What was in the way?
- What did you do?
- Do you know what an obstacle is?

Yes, an obstacle is something that blocks your way [use an open hand angled against the other hand to gesture blocking]. The chair was our obstacle. We had to [repeat children's thinking] to get around the obstacle.

## Build Understanding

**TELL** children they are going to play the coding game “Get the Goat to the Flower Mound” again, but with a twist. **INTRODUCE** the stone obstacle. **DISCUSS** what children want to do if the direction cards take the goat to the obstacle.

Let's use our big floor grid today and play “Get the Goat to the Flower Mound” again. And let's make it a little trickier! Let's add an obstacle.

Here is a rock. This rock is going to block part of the grid. If the code takes the goat near the rock, what do you think we should do?

Yes! We don't want the goat to get stuck at the obstacle. We can choose another card and check to see if that will take the goat around the rock.

**INVITE** children to add the barn, flower mound, and rock to the floor grid.

Where should we put the barn? The goat wants to get to the flower mound; where should we put it? Here's the tricky part— the obstacle. Where do you want to place the obstacle? Remember, if goat's path goes near it, we need to help create a path around it.

**INVITE** children to move the “goat” card along the path. **TURN** over direction cards and place them in the squares on the grid.

- Who wants to start by turning over a card? What does the arrow show?
- Where is the goat now? Is the goat near the obstacle?
- Which direction card do we need to get to the finish?

**AFTER** a path is created to get the goat to the finish, have the other children walk in the same path, indicated by the cards. **INVITE** them to read the code.

## Build Experience

**COLLECT** the materials from the grid. **PLAY** the game again. **READ** or explain the code at the end.

Who wants to play the game again? Let's collect the game pieces and set it up in a different way. Where should we put the barn [start card] now? Where should we put the flower mound [the finish card]? Where should we put the obstacle [the rock]?

**SUMMARIZE** adding an obstacle to the board.

Today we followed a code, a set of directions, to get goat to the flower mound again. But we had to be careful of the rock, the obstacle! To get goat around the obstacle, we...

## Make & Prepare

- Place a chair in a spot that blocks the path to the table.

## Additional Materials

- Rock or other object that can act as an obstacle
- 4x4 floor grid or portable grid
- Large direction cards
- “Goat” card, “Barn” card, and “Flower Mound” card

## Building Background Knowledge

Count the squares in the grid! Encourage children to touch each square once as they count.

## Stretch Their Thinking

Invite children to choose another obstacle to add to the grid. Discuss the experience of making a path to get around the obstacle. Focus on why different direction cards will or will not work to get around the obstacle.

## Listen/Look For

- Do children plan ahead about what to do with the obstacle?
- How do they get around the obstacle?

**Greeting Time**

Children sing a new verse of “The Goats Go Marching.”

*Arts: Creative Movement and Dance*

**SING** and act out the “The Goats Go Marching.”

Let’s sing and act out our song “The Goats Go Marching.”

*The goats go marching one by one...*

**CHANGE** the number in the song “The Goats Go Marching” to “two by two.”

What if the goats marched two by two? How many fingers would we show? Let’s practice that part now.

**REVIEW** how we know that words rhyme. **ASK** children what they think the new rhyme should be.

When the goats march one by one, the little one stops to have some fun. One, fun. What do you notice about those two words? They rhyme! How do you know when words rhyme? They sound the same at the end.

So, if the goats go marching two by two, we need to change what the little one does so it rhymes. What could we say that rhymes with “two?” The goats go marching two by two, the little one stopped to... (e.g. tie his shoe, eat something blue, hear a cow go moo)...

**MODEL** and **GUIDE** children to sing and act out the new verse of the song.

*The goats go marching two by two...*

**Material**

- *Blueprint Songbook*

**Supporting Multilingual Learners**

There are songs and rhymes in every language. Encourage your children to share songs and rhymes from their home cultures and languages. Invite families to share songs and rhymes as well. They can record themselves singing or visit the class and teach the songs to the class.

**Movement Time**

Children wag and shake their hips like goats.

*Physical Development: Gross Motor Skills*

**SHOW** the page in *G Is for Goat* where they wag and shake their tails.

We just sang about goats marching. Another way goats love moving is to wag and shake their tails.

**MODEL** and **INVITE** children to slowly wag their tails from side to side.

Let’s pretend that we have goat tails. Wag your tail from side to side, slowly and smoothly like this [demonstrate]. Keep slowly wagging your tail and bleat “Maah!”

**GUIDE** children to wag faster until they are quickly shaking their hips.

Wag your tail faster, faster, faster, until you are shaking your tail quickly. Keep quickly shaking and now bleat again, “Maah!” Wow, when you shake your body quickly, it makes your voice shake too.

**Material**

- The book *G Is for Goat*

**Keep It Going**

- Invite children to move like goats on the playground. Can they walk like a goat? Climb like a goat?

**Use the Calm Corner**

Are children excited after moving like goats? Select an activity from the Calm Corner, such as a Mindful Moment, to help them focus and get ready for the next activity.

**Talk Time**

Children think about others’ feelings using puppets.

*Social Emotional: Social Awareness and Relationships*

**USE** Sayeh and Elijah, the social emotional puppets, to reenact a scenario from the dramatic play center.

We are having fun with goats and other farm animals. Sayeh and Elijah are playing at the farm dramatic play center.

Elijah: “Oh no! I can’t find the baby goat! I wanted to play a game with the whole goat family.”

**CONNECT** to the Power of 3. **ASK** children how Elijah is feeling and why. **INVITE** them to imagine how they would feel in his situation. **ENCOURAGE** them to show and name the feelings.

One way we take care of each other is to think about how others feel. How do you think Elijah is feeling? Why? If you couldn’t find the toy that you really wanted to play with, how would you feel? Lean and tell a partner...

**INVITE** children to suggest how Sayeh can be caring toward Elijah. **ROLE-PLAY** some of their ideas.

When we think about others’ feelings, we are being caring. Sayeh cares about her friend Elijah. How can she show him that she cares about how he feels? What can she say or do to be caring?

**Materials**

- Anchor Chart: “Power of 3”
- Anchor Chart: “Feelings”
- Elijah and Sayeh, the social emotional puppets

**Empathy**

One way we can foster empathy is by inviting children to take on another person’s perspective, as we do in this puppet role-play. Asking children to imagine how they would feel in another person’s position helps them understand that we all can experience the same feelings. This realization helps children make a stronger connection between themselves and others.

## Before

**CONNECT** to the book *Polly and Her Duck Costume*. **FOCUS** on the word “nestle.” **INVITE** children to make the “I hear” sign when they hear the word “nestle.”

In the beginning of the book *Polly and Her Duck Costume*, we learn when Polly feels warm and safe [show]. The author uses the word “nestle” to describe how she snuggles and makes herself feel cozy [point to the word on the Unit Chart: “Words We Are Learning”].

Let’s stand up and count the syllables, or beats: nestle [touch head and shoulders]. The word “nestle” has two beats. Let’s sit back down.

Look at the picture and listen as I read this page to you. Make the “I hear” sign [demonstrate] when you hear the word “nestle.”

**ASK** children to describe what the word means. **ACT** out the word.

What does the word “nestle” mean?

Yes, “nestle” means to snuggle or cuddle with something or against someone [demonstrate]. See how Polly is snuggled under the hay [point to the image in the book]. She looks really cozy and happy. Let’s pretend we are nestled in the hay, just like Polly [wrap your arms around yourself, showing you are snuggling]. How do you feel?

Look for the word “nestle” in the message today.

## During

**DRAW** a picture of your blanket. **DESCRIBE** what you are doing and thinking. **INVITE** children to contribute.

I’m going to draw a picture of my soft, red blanket. What shape am I drawing?

**Suggested message:** “I nestle with my blanket.”

**PAUSE** to focus on vocabulary (the word “nestle”).

I want to write the word that means to snuggle or cuddle with something. What word do I want to use? [encourage children to recall the word “nestle”] Yes, “nestle” is another word for snuggle!

**INVITE** children to reread the message with you.

## After

**INVITE** a volunteer to find the word “nestle” in the message. **DRAW** a box around it to emphasize the concept of a word. **ASK** children to define the word.

Who would like to come point to the word “nestle” in the message?

How do you know that is the word “nestle?” What does it mean?

**INVITE** a volunteer to come up and select one of the objects from your collection and demonstrate how to nestle.

Let’s show that we understand what the word “nestle” means by nestling with some soft toys from our classroom. Who can pick one of these toys and show us what it means to nestle?

**DISTRIBUTE** some baby dolls or stuffed animals. **INVITE** children to nestle with these objects.

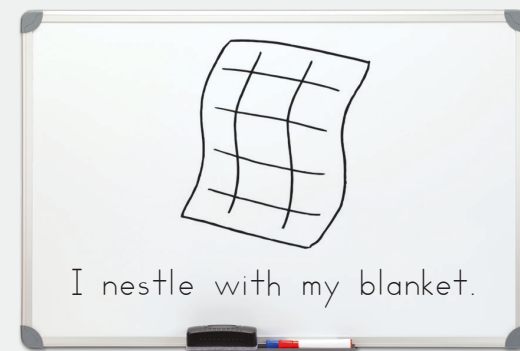
Then **RESTATE** the meaning of the word “nestle.”

“Nestle” means to snuggle or cuddle with something. Polly nestled deep in the hay [show the page from the book again]. You like to nestle with [show some of the objects they used].

**REREAD** the message one more time.

[Transition] **INVITE** children to think about how they would “teach” the vocabulary word to someone at home.

When you go home to your family later, why don’t you teach them what the word “nestle” means? Let’s rehearse what we are going to say. Tell your partner what it means to nestle. Maybe you can show them with your arms and body. Turn and talk to your partner.



## Make & Prepare

- Objects from the classroom that children might want to nestle with, such as baby dolls, teddy bears, pillows, blankets.
- Have the book *Polly and Her Duck Costume* ready. Mark the page that begins “Polly only felt safe when she nestled deep into the hay” with a sticky note.
- Review the ASL sign for “I hear” on the *Blueprint* website.

## Additional Material

- Unit Chart: “Words We Are Learning”

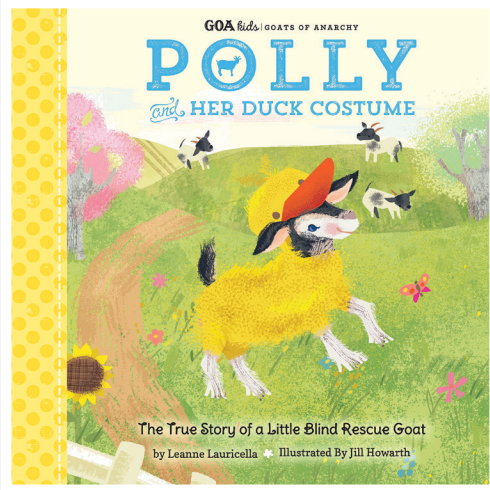
## Listening for Vocabulary

The word “nestled” was in the read aloud *Go Sleep in Your Own Bed!* (When the Hen goes to her coop, on the page that begins “But when she nestled down...”) Revisit this book and reread the page with the word “nestled.” Invite children to describe how the chicken is nesting. Remember, multiple exposures to vocabulary is key for learning. Another way to expose children is to it focus on it in everyday use. During rest time or nap time, use the word “nestle” or “cuddle” or “snuggle” to describe the children’s actions.



## Keep It Going

- Join children at the library center. While reading with them, encourage them to nestle one of the stuffed animals located at the center. Assist by showing them how to nestle the stuffed animal. Invite them to use the word nestle as they snuggle.
- Gather children in a small group. Create a word web on chart paper by making a circle with the word “nestle” written in it and lines coming off of the circle. Invite children to think of another word that means the same (a synonym) as nestle. Can they think of words like snuggle, cuddle, curl up, burrow, huddle?



### Materials

- Anchor Chart: “Power of 3”
- Anchor Chart: “Feelings”
- Unit Chart: “Words We Are Learning”
- Unit Chart: “What Happens on a Farm?”

### Words We Are Learning

adored: loved a whole lot

### Executive Function

Putting themselves in another person’s (or animal’s) position helps children to develop empathy. Asking children how they think they would feel in a certain situation contributes toward the development of executive function.

### Use the Anchor Chart: “Feelings”

Highlight and validate the range of emotions children experience by working with them to match their feelings to those posted on the Anchor Chart: “Feelings.”

### Pencil Grip

Help children along in developing their pencil grip. Give them lots of opportunities to get both hands working together in a coordinated way (known as bilateral coordination). Have them hold paper while cutting it, tie shoelaces, button their doll’s coats, and zip their own coats.



### Before

**ASK** children how Polly is feeling in the picture on the cover.

We read the true story of *Polly and Her Duck Costume*. Look at Polly on the front cover. How do you think she is feeling in this picture? Why?

Yes, she feels happy. She is playing and smiling. Her duck costume makes her feel safe and comfortable.

**REFER** to the Anchor Chart: “Feelings.” **CONNECT** to the Power of 3.

There are many different feelings, like the ones on our “Feelings” chart. When we think about how others feel, we are taking care of each other. That’s part of our Power of 3.

**SET THE PURPOSE:** To think about how Polly is feeling.

As we reread *Polly and Her Duck Costume*, think about how Polly is feeling. Imagine how you would feel if you were Polly. Let’s read to find out how Polly’s feelings change throughout the book.

### During

**PAUSE** after “She sometimes went hungry and was very lonely.” **THINK ALOUD** about how Polly feels. **REFER** to the Anchor Chart: “Feelings.”

Little Polly is just a baby kid. She is all by herself, and no one is taking care of her. The author Leanne says that Polly feels lonely. If I were Polly, I would also feel sad [point to “sad” on the chart].

**PAUSE** after “She hid in a corner, too scared to move.” **GUIDE** children to empathize with Polly.

Imagine you were Polly right now. How would you feel if you couldn’t find your mom? How might your face look? How might your body look and feel? Yes, you might feel upset and frightened. Poor Polly!

**PAUSE** after “Polly adored her fuzzy coat.” **DEFINE** “adored.” **ADD** it to the Unit Chart: “Words We Are Learning.” **INVITE** children to share words that mean the same thing (in English or their home language).

Polly feels so much better in her duck costume. She loves it so much; she adores it. Say that word “adored.” Can you find the beats or syllables in that word? Let’s add “adored” to the list of words we are learning. Do you know any other words that mean the same thing?

**PAUSE** after “She had her mom, and Pippa, and a warm, happy place to call home.” **DISCUSS** how Polly feels.

Remember how Polly felt at the beginning of the book? Think about how her feelings have changed here at the end. How do you think Polly feels now? Why?

Yes, she feels so happy. She must be delighted! She lives with her caring mom and her best friend in a loving home. Oh, I feel so happy for Polly! Don’t you?

### After

**INVITE** children to share what they would say or do to be caring.

Just like we do, Polly has lots of feelings. We think about how others feel. What if Polly was here in our classroom? How would you be kind and caring toward her? What would you say? What would you do?

**RETURN** to the Unit Chart: “What Happens on a Farm?” **INVITE** children to add what they are learning and other questions they have.

## Build Interest

**CONNECT** to adding an obstacle to the grid game. **INVITE** children to share what they know about obstacles.

We played a grid game with an obstacle. What is an obstacle? Yes, an obstacle is something that blocks your path.

**CONNECT** to goats on a farm. **SHOW** the marked page from *G is for Goat*. **INVITE** children to think about what obstacles goats might encounter.

I wonder what obstacles might a goat come across on the farm? Take a look at the title page of our book *G is for Goat*. What is blocking the goats’ path? Yes, the gate. What else might get in the goat’s way and be an obstacle?

**GIVE** partnerships time to create their own obstacle card.

Here is a game piece for our grid game. With your partner, draw an obstacle that a goat might come across on the farm. You and your partner will use your obstacle card to play the game today.

**INVITE** children to share their obstacle card.

Who would like to share their obstacle card? Let’s help the goats get around the obstacles!

## Build Understanding

**RECALL** the game “Get the Goat to the Flower Mound.” **SHOW** the grid, the “Barn” card, the “Flower Mound” card, and the “Goat” card. **SET UP** one game grid with children.

Now that we have our obstacle cards created, let’s play the game “Get the Goat to the Flower Mound.” Who can remind us how to play?

Yes, we need to get the goat from the barn [point to the start] to the flower mound [point to the finish]. Who wants to place those cards on the grid?

**INVITE** one of the partnerships to add their obstacle card to the game grid.

Now let’s add an obstacle card to the game. Will someone share their obstacle card? What is it? Where should it go?

The obstacle card blocks the goat’s path. If the code we make takes us near the obstacle [demonstrate], what do you think we should do?

Yes! We can choose another card and check to see if it will take us around the obstacle.

**PLACE** the direction cards on the table. **PLAY** one game together with the group. **INVITE** children to review and read the code on the board.

## Build Experience

**DISTRIBUTE** grids and game card baggies (with start/barn card, finish/flower mound card, goat card, and direction cards) to each partnership. **INVITE** children to set up their boards and add their obstacle card. **GIVE** children time to turn over cards and create a code for goat to get to the flower mound.

Set up your game boards. Don’t forget the obstacle card you created. Now you are ready to begin! Remember, turn over direction cards and make a code for goat. You want to get her to the flower mound again. Maybe your path will take you near the obstacle you created. Don’t let it get in the goat’s way; go around it!

**DISCUSS** the game with the partnerships. **INVITE** them to read the code they made on their board.

Look at the code you created to get the goat to the flower mound. Can you read the code?

**RESTATE** that a code is a set of directions. **INVITE** children to share their experiences with coding activities.

We have been learning that a code is a path. We’ve been using the floor grid and our own smaller grids to make our own codes. Let’s reflect.

What was it like creating paths or codes? What would you tell someone about the games we played?



## Make & Prepare

- Download and print a blank obstacle card (one for each partnership).
- Have the book *G is for Goat* ready. Mark the title page with a sticky note.

## Additional Materials

- “Get the Goat to the Flower Mound” grid
- Game baggies (with start and finish cards, goat chips, and small direction cards)

## Building Background Knowledge

Invite children to draw direction arrows on their own. Ask them to name the direction.



## Stretch Their Thinking

Introduce the terms “programmer” and “gamer.” The programmer can give or read the direction or code. The gamer follows the direction.

## Listen/Look For

- What has developed as children participate in these coding activities throughout the week?
- What areas or concepts need extra support?

## Interacting with Children

Use the words “I wonder” when you observe, work, or play with children. Share your genuine questions. Model your own curiosity to encourage children’s curiosity.

# UNIT 5 WEEK

# 4

## Be Sure To...

- Focus on the different tasks a farmer performs.
- Encourage children to plan, build, and test a cow bell.
- Teach the *letter y*.

## Materials

- Real bells
- Empty, clean dairy containers or the labels from those foods (cheese, yogurt, etc.)
- Real hay

## Books

- *Big Red Barn*
- *Do You Know Which Ones Will Grow?*
- *Ragweed's Farm Dog Handbook*
- *Go Sleep in Your Own Bed!*
- *Señor Pancho Had a Rancho*
- *G is for Goat*
- *Polly and Her Duck Costume*
- *Out and About at the Dairy Farm*
- *Hey, Hey, Hay!*
- Unit 5 Class Book
- *Blueprint Yoga*

## Charts

- Anchor Chart:
  - “Cheers”
  - “We Can Describe”
  - “Readers Can Say”
  - “Feelings”
  - “Power of 3”
- Unit Chart:
  - “How to Design” (Unit 4)
  - “Words We Are Learning”
  - “What Happens on a Farm?”

## What do farmers do?

Farmers are very busy people. They take care of animals and the farm. They use lots of different tools and machines.

Farmers are busy people! Children take pretend trips to different types of farms to learn about all the work farmers do. In read alouds, children learn about how farmers take care of cows at dairy farms and how farmers make hay. They review positional words, initial consonants, and rhyming words. Using the design process, children create cow bells to help farmers keep track of their cows. They plan, build, and test out their designs. Children listen to the class book and celebrate their learning from the unit.

### Keep in Mind

- To prepare for the children’s cow bell project this week, create a sound collection box. Add a variety of natural and artificial objects that vary in material (paper cups, applesauce containers, paper clips, twigs, etc.). On Day 17, you will add joining materials (ribbons, twist ties, glue, etc.) to create the Cow Bell Design Box. It will need to be replenished over the course of the project.
- Clear a space in your room where children can store (and later display) their cow bells.
- Remember to have the class book completed, laminated, and bound by Day 17.
- When you wrap up this unit, be sure to revisit the artifacts you created with children (e.g. charts, books). Discuss what children learned, what their favorite things were, and what new ideas they want to keep. Share with others in your community (e.g. other classrooms, families).



### Words We Are Learning

#### dairy

milk and foods made from milk

#### mower

a machine that cuts grass

#### bale

a bundle or pile of hay



### Anchor Words for Multilingual Learners

- farmer



### From the Songbook

#### “The Farming Song”

- Copy the lyrics and send home to families.
- Familiarize yourself with the tune on the *Blueprint* website.
- Encourage choral singing and have the children sing the song together.
- Invite children to share other activities/chores that a farmer may have. Replace the actions in the song with their ideas.



### Trips & Visitors

Invite local farmers to visit your classroom to talk with children about their work. Alternately, set up a virtual visit using an online platform.



### Working with Families

Invite families to participate as you celebrate this unit’s learning. During Gathering Time on Days 17 and 20, if families are present, have them join in Greeting and Movement Time! Then they can listen as you read the class book (Day 17) and/or reflect on children’s learning (Day 20).



**Remember** | <https://cliblueprint.org/resources-tx>

You can find downloads, videos and more on the Blueprint website.

	Day 16	Day 17	Day 18	Day 19	Day 20
Greeting Time	Children use wooden blocks to make soft and loud noises. <i>Creative Arts: Music</i>	Children use wooden blocks in a wave motion. <i>Creative Arts: Music</i>	Children use wooden blocks to signal words that begin with the /f/ sound. <i>Literacy: Phonological Awareness</i>	Children use wooden blocks to signal words that begin with the /h/ sound. <i>Literacy: Phonological Awareness</i>	Children use wooden blocks to signal words that rhyme. <i>Literacy: Phonological Awareness</i>
Movement Time	Children walk across a pretend bridge. <i>Physical Development: Gross Motor Skills</i>	Children balance a beanbag on their heads while walking across a pretend bridge. <i>Physical Development: Gross Motor Skills</i>	Children walk sideways across a pretend bridge. <i>Physical Development: Gross Motor Skills</i>	Children walk backward across a pretend bridge. <i>Physical Development: Gross Motor Skills</i>	Children practice bridge pose. <i>Creative Arts: Creative Movement and Dance</i>
Talk Time	Children discuss what farmers do. <i>Social Studies: Being a Community Member</i>	Children listen to the class book: <i>All About Farm Animals</i> . <i>Literacy: Listening and Speaking</i>	Children discuss the results of a survey. <i>Math: Measurement and Data</i>	Children think about how a tired farmer feels. <i>Social Emotional: Social Awareness and Relationships</i>	Children discuss what they have learned about what happens on a farm. <i>Literacy: Listening and Speaking</i>
Message Time Plus	Children use their fingers to represent different numbers. <i>Math: Numbers and Number Sense</i>	Children learn about dairy foods. <i>Physical Development: Concepts of Health</i>	Children compare their body parts to the body parts of a cow. <i>Science: Life Sciences</i>	Children play the game "Where Is the Bucket?" <i>Math: Geometry and Spatial Relations</i>	Children learn about the letter y. <i>Literacy: Phonological Awareness</i>
Intentional Read Aloud	Children learn about a dairy farm. <i>Social Studies: Marketplace</i>	Children discuss how the farmers take care of the cows. <i>Science: Life Sciences</i>	Children learn how farmers prepare hay. <i>Social Studies: Being a Community Member</i>	Children discuss how the farmers take care of each other. <i>Social Emotional: Social Awareness and Relationships</i>	Children vote for their favorite book from the unit. <i>Literacy: Literate Attitudes and Behaviors</i>
Small Group	Children investigate making sound with classroom objects. <i>Science: Physical Sciences</i>	Children draw a design for their cow bells. <i>Science: Scientific Inquiry and Practices</i>	Children make their cow bells. <i>Science: Engineering and Technology</i>	Children test their cow bells. <i>Science: Engineering and Technology</i>	Children redesign their cow bells. <i>Science: Engineering and Technology</i>
Reflection Time	What happens at a dairy farm?	If you were a farmer, what would be the best part of your job?	What do farmers do with hay?	What do farmers do?	What happens on a farm?

## Centers to Launch

See Pages 14-25

Science Center | Rubber Band Music

Sensory Table | Farm Animal Bath



**Greeting Time**

Children use wooden blocks to make soft and loud noises.

**Creative Arts: Music**

**REVIEW** that goats have hooves. **ASK** what other farm animals have hooves.

We have been talking a lot about goats. Do you remember what goats' feet are called [show photo]?

Yes, they are called hooves.

Do you know any other farm animals that have hooves?

**TALK** about how hooves might sound walking in the classroom.

Many farm animals have hooves, like horses, sheep, and cows. If a farm animal was walking in our classroom, what sound do you think its hooves would make? Why?

Yes, it might make a noise like “trip trap.” Say that with me: trip trap!

**DISTRIBUTE** wooden blocks (or other material). **MODEL** and **INVITE** children to clap the blocks together, alternating between soft and louder sounds.

We can make that “trip, trap” sound when we clap these wooden blocks together. First, let's do it softly. You can whisper “trip trap” each time you clap them. How quietly can you clap the blocks?

Can you clap them more loudly? Even more loudly? Let's try it more softly again.

We just sounded like a herd of farm animals walking with our hooves!

**Make & Prepare**

- Gather two wooden blocks for you and two wooden blocks for each child (or rhythm sticks or other noisemakers).

**Additional Material**

- Photo of a goat (from Week 3)

**Movement Time**

Children walk across a pretend bridge.

**Physical Development: Gross Motor Skills**

**STATE** that we will pretend to cross bridges to get to a farm.

We just made the sounds of farm animals walking in our classroom. What if we could walk to visit them at a farm? Let's imagine that we are taking a field trip to a farm!

We need to walk across these bridges. Pretend the floor is water and we don't want to fall in! So, as we walk across, we need to balance.

**MODEL** keeping your balance and walking across the bridge.

Watch as I walk across the bridge... What did you notice? How did I keep my balance? Yes, I opened my arms wide to the sides, and stepped one foot in front of the other, so I could focus on my balance.

**GUIDE** children to form a line behind each of the three bridges. **ENCOURAGE** them to keep their balance as they walk across, one by one. **OFFER** guidance to children waiting for a turn.

Let's form a line behind each of the three bridges. When it is your turn to walk across, open your arms out to the sides, and carefully step one foot in front of the other. Focus on your balance.

While you are waiting for your turn, you can clap your hands and say, “Trip, trap.” Once your classmate crosses to the other side, then it is your turn to balance on the bridge.

**Make & Prepare**

- Create three “bridges” on the floor. Set up long planks of wood; line up large wooden blocks; or use a long strip of masking tape.

**Keep It Going**

- Have children practice their balance skills outside. Draw lines of all different shapes for children to walk across. They can walk forward, backward, sideways, hop on one foot, etc.

**Talk Time**

Children discuss what farmers do.

**Social Studies: Being a Community Member**

**ASK** children what they might observe on a farm. **FOCUS** on farmers. **SHOW** farmers from previous read-aloud books. **ADD** children's ideas to the Unit Chart: “What Happens on a Farm?”

If we were taking a real field trip to a farm, what might we observe when we get there?

Yes, we may see animals and farmers. We saw farmers in some of our farm books. Do you recall any of the farmers?

Ragweed was the farmer's pet [show book]. Señor Pancho [show puppet] celebrated life on the farm with Old MacDonald. And we learned about a real farmer, Leanne [show her picture] who rescued Polly and other animals to live on her farm.

- What do farmers do?
- How do they take care of their animals?
- What questions do you have about farmers?

We are going to be thinking more about farmers and what they do to take care of their farms!

**Materials**

- The book *Ragweed's Farm Dog Handbook*
- Señor Pancho puppet
- The book *Polly and Her Duck Costume*
- Unit Chart: “What Happens on a Farm?”

**Supporting Multilingual Learners**

Explicitly teach the word “farmer” for new English learners. Use gestures, pictures, and/or directly translate it into the children's home language (using an online translation tool). This will support their comprehension of the thematic content.





## Before

**SHOW** the cover of *Out and About at the Dairy Farm*. **POINT** to and **COUNT** the cow's legs on the cover. **REFER** to the number line. **INVITE** children to share how else they could show four.

We have been learning about farm animals, and we are going to read a book about a farm where cows live [show].

Let's take a look at the cover. Who can come up and point to the cow? Who can come up and count how many legs the cow has?

Yes! A cow has four legs. Who can point to the number four on the number line?

**EXPLAIN** that we can use our fingers to show the number four. **SHOW** four fingers and invite children to copy. Then **ASK** children to show different configurations of four.

Can you show the number four using the fingers on one hand? Using two hands?

Yes, we can combine our fingers in different ways to show the number four.

Watch as I write about showing the number four using both hands.

## During

**DRAW** two hands, holding up a total of four fingers. **DESCRIBE** what you are doing and thinking. **INVITE** children to contribute.

Let's pick one of the ways that we just showed with our fingers. Which should I draw? Ok, I'll draw one hand holding up one finger. How many fingers should the other hand hold up? Yes, three fingers.

**Suggested message:** "I am holding up 4 fingers."

**PAUSE** to focus on concepts of print (forming the numeral "4").

Now, I want to write the numeral 4. To write the numeral 4, I start at the top and drop down. I make a bridge. Then I drop down again. This is the numeral four. Now you try writing it with your finger in the air.

**INVITE** children to reread the message with you.

## After

**ENGAGE** children in a game "Show Me the Number." **SAY** a number. **INVITE** children to show the number with their fingers. **POINT** out the different ways that children show the number.

Four is not the only number we can show with our fingers! Let's play a game called "Show Me the Number." To start, please put your fingers in your lap like this [demonstrate]. I'll name a number, and you can show the number with your fingers. Remember, just like with the number four, there might be more than one way to show the number with your fingers. I'll say "fingers up!" and you can show us the number with your fingers, just like you did with the number four.

Put your hands in your lap and listen to the number I call. Show me the number six. [pause] Fingers up!

How did you show six? I see you are holding three fingers from each hand. Can you show the number six in a different way?

**CONTINUE** to play the game. Then **SUMMARIZE** how fingers make a great counting tool.

We have a counting tool that goes with us wherever we are. What is it? Yes! Our fingers! We can use our fingers to help us count and to show how many.

**[Transition]** **INVITE** children to show a number with their fingers. Have the rest of the group identify the number.

Now it's your turn. Show us a number with your fingers, and we will say the number.



## Materials

- The book *Out and About at the Dairy Farm*
- Letter and Numeral Formation Guide



## Number Composition

Representing numbers on their fingers is something children have done often. Repeated experience is valuable so continue to practice. Showing the same number in different ways is related to number composition and is a more complex skill. Vary this lesson to meet the needs of the children in your class.



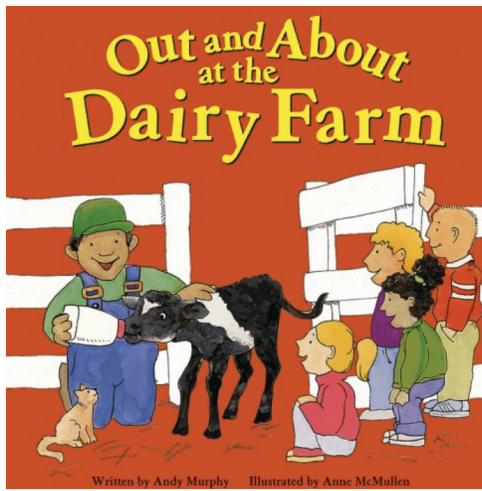
## Growing Mathematicians

Using your fingers to count? Researchers say yes! Evidence from neuroscience studies shows that fingers are probably one of children's most powerful math tools. They help children perceive and visualize quantities (think "seeing" the number five with your fingers in your head). This skill is important in building number sense and counting. Children begin to make abstract math more understandable by using concrete objects. Fingers are a built-in counting tool! This relates to the math practice of using appropriate tools strategically, one of the key practices in learning and doing math.



## Keep It Going

- During snack time, invite children to show you a number with their fingers and then with their snack. For example, "Show me four with your fingers. Now show me four using your snack" (children would line up four crackers). Continue with several different numbers.
- On the playground, draw a starting line and a finish line. With children standing on the starting line, use your fingers to show them a number. Invite them to take that many jumps toward the finish line. Continue playing until they cross the finish line. Invite another child to be the "leader."
- During transitions, model a few incorrect number representations; for example, say you want to show the number eight then hold up six fingers. Can children identify the mismatch? Can they correct it?



**Make & Prepare**

- Review the ASL sign for “I learned” on the *Blueprint* website.

**Additional Materials**

- Anchor Chart: “Readers Can Say”
- The book *Polly and Her Duck Costume*
- Unit Chart: “Words We Are Learning”

**Words We Are Learning**

dairy: milk and foods made from milk



**Preparing for the Read Aloud**

When you preread the book before the lesson, read the main text and the fine print. For the read aloud lesson, only read the main text to the children. However, use the information in the fine print to help answer children’s questions and enrich conversations about the dairy farm.

**Interacting with Children**

Before reading the book, we connect the content to previous classroom experiences of reading about another kind of farm. This is a good strategy for helping children connect familiar content with new content. Look for ways to do this when interacting with children in small groups or one-on-one. “This reminds me of...” is one good way to start a connection.

**Before**

**CONNECT** to the rescue farm in *Polly and Her Duck Costume*. **STATE** that we will read about a dairy farm.

We have been learning about farm animals and farms. We read *Polly and Her Duck Costume* [show book]. Farmer Leanne and Polly the goat live on a kind of farm called a rescue farm. Do you recall what a rescue farm is?

Yes, farmers take care of animals that are hurt or do not have homes on rescue farms. But there are many different kinds of farms. Today we are going to read about a dairy farm.

**DEFINE “dairy.”** **ADD** it to the Unit Chart: “Words We Are Learning.” **INVITE** children to share words they know that mean the same thing (in English or their home language).

Have you ever heard that word “dairy?” Do you know what it means?

Dairy includes milk and foods that are made from milk. Do you know any foods made from milk?

Yes, cheese, yogurt, and ice cream are examples of dairy foods. Let’s add “dairy” to the list of words we are learning. Do you know any other words that mean the same thing?

**SHOW** the cover. **ACTIVATE** children’s thinking by asking a series of questions, such as the examples below.

Milk and other dairy foods can come from a dairy farm like the one in this book. The title is *Out and About at the Dairy Farm*. It is written by Andy Murphy and illustrated by Anne McMullen.

Hmm, I wonder how the farmer gets the milk? Where does the milk come from? What do the farm animals do?

**SET THE PURPOSE:** To learn about a dairy farm. **PROMPT** children to sign “I learned.”

We can find out more by reading *Out and About at the Dairy Farm*. As we read about new information, you can sign “I learned” [demonstrate]. Practice signing that now. Get ready to learn about the dairy farm!

**During**

**PAUSE** after page three. **POINT OUT** the questions. **INVITE** children to ask additional questions.

The children in this book are going on a field trip to a dairy farm. Just like us, they are asking questions about what they want to learn. Is there any other information you hope to learn from reading this book?

**PAUSE** after page 12. **INVITE** children to share. **PROMPT** them to use the sign and sentence stem “I learned.”

Wow, there is so much information in this book. What are you learning about life on this dairy farm? If you would like to share what you have learned so far, sign “I learned.” You can say, “I learned...”

Let’s keep reading and learning even more about this dairy farm!

**PAUSE** after page 16. **MODEL** and **GUIDE** children to act out milking a cow by hand.

Readers, let’s sign “I learned” because we just read about how dairy farmers milk cows. Why don’t we act it out? First, farmers use their hands to squeeze a little bit of milk out of the cow’s udder. Let’s pretend to squeeze the udder too. Next, the farmer washes and dries the udder. Can you pretend to wipe the cow’s udder clean?

**READ** the fine print about the milking machine. Then **ASK** children why they think farmers use it.

Just like that, farmers can milk cows by hand. Now let’s read more about this milking machine...

Why do you think the farmer would use the machine? How does it help?

**After**

**INVITE** children to turn and talk. **ENCOURAGE** them to use the sentence stem, “I learned.”

This book taught us a lot about life on a dairy farm! Let’s turn and talk about what we learned. When it is your turn to talk, you can say, “I learned...”

## Build Interest

**CONNECT** to using blocks to make the sound of hooves in Greeting Time.

In Greeting Time, we used blocks to make the sound of animals' hooves. We made soft sounds and loud sounds with our wooden blocks.

**INVITE** children to listen as you play the audio of a cow bell. **ASK** them what they think the sound was and to describe it.

Listen as I play another sound you might hear on the farm. What was that sound? How would you describe the sound? How was it made?

Yes, the sound was a cow bell. Farmers put bells, like this cow bell [show pictures of cow wearing cow bell], on animals so that they can hear them. You noticed that it sounded...

**EXPLAIN** that farmers use a cow bell to keep track of their animals. **TELL** children that a bell is made of two objects working together to make a sound.

Why do you think farmers put cow bells on cows?

Yes, a farmer's job is to take care of their animals. Using a bell helps farmers hear where an animal, like a cow, might be if they wander off on the farm. A bell might be made of metal or wood. There is something inside of the bell to bang or tap against it to make noise. So, for a bell to make a noise, two objects are tapped together.

## Build Understanding

**SHOW** the collection box. **INVITE** children to browse the items and think about which might make sounds together.

Here is a collection of items. I wonder which items would make sound if you tap them together. What do you think? Would it be a loud or soft sound?

**INVITE** children to choose two items from the collection. **WORK TOGETHER** to determine whether or not the items make a sound when tapped together.

We can test the items in the collection box to see what kind of sounds they make together. What should we try first? Let's test the plastic cup and paper clip to see if they make a sound when tapped together.

Who thinks these two items will make a sound if we tap them together? Do you think it will be loud or soft? Who would like to try tapping the items together first? Let's all listen carefully. What do you hear? Why?

## Build Experience

**GIVE** children time to test the other items to determine which make sound together. **INVITE** children to choose two items from the collection box, make a prediction, test, and observe. **PROMPT** them to use descriptive vocabulary, such as loud, soft, sharp, quiet, low, etc. **REFER** and **ADD** to the words on the Anchor Chart: "We Can Describe."

Let's continue to explore the items in the collection box. We want to find out which ones make sound when tapped together. Choose two items. Make a prediction. Do you think they will make a sound together? Why or why not? Then test your idea by tapping them together. What do you hear?

**SUMMARIZE** the experience of exploring and testing objects to see how they sound.

We just tested to see if any of these items make a sound when tapped together. We are learning that some items make soft, quiet sounds together, and some make louder sounds.

**DISTRIBUTE** science journals. **INVITE** children to record their thinking and/or respond to the lesson.



## Make & Prepare

- Cue up the audio clip of a cow bell from the *Blueprint* website.
- A real bell. If possible, one that is open so children can view how the two objects tap against each other.
- Mark any page in the book *Out and About at the Dairy Farm* where a cow is wearing a bell.
- Download and print images of cows wearing cow bells
- Download, print, and add a copy of "Does it Make a Sound?" to children's science journals (one per child).
- Create a sound collection box with a variety of natural and artificial objects that vary in material (metal, plastic, paper). Examples include paper cups, clean and empty applesauce containers, paper clips, pipe cleaners, twigs, foil, string, large metal washers and beads.

## Additional Materials

- Science journals
- Writing tools
- Anchor Chart: "We Can Describe"



## Remember to Save

- Sound collection box
- Images of cows wearing cow bells

## Building Background Knowledge

Focus on the sounds you hear at the farm. Review descriptive sound words you have added to the "We Can Describe" chart.

## Stretch Their Thinking

Invite children to think about other objects that make sound together.

## Listen/Look For

- What sound words do children use?
- What do children notice as they test materials?



## Design Challenges

Children will engage in another design challenge as they design and build a cow bell. Encourage them to make predictions, brainstorm, and experiment with their ideas. Encourage them to try again and learn from their work. Persistence is practiced during design challenges! Remember, the process is more important than the product.

**Greeting Time**

Children use wooden blocks in a wave motion.

**Creative Arts: Music**

**DISTRIBUTE** wooden blocks.

We are pretending that these wooden blocks are hooves. Goats have hooves and so do cows. Trip trap, farmers! Can you make sounds with your “hooves”?

**CUE** children to use their wooden blocks for three seconds and then freeze.

**INTRODUCE** the “Make a Wave” game.

The game we are going to play is “Make a Wave.” I’ll do something with my hooves, and then one right after another, you will do it too, so we make a sound wave. Let’s practice it together.

**TAP** the wooden blocks over your head twice. **GUIDE** children to make a sound wave.

I’ll tap my hooves two times over my head. Now you do it, then you, then you...

When the wave reaches me again, I’ll do something different with my hooves. And we will send the sounds wave all the way around the circle again. Are you ready to make a wave? Please stand up.

When the wave returns to you, shake or clap the wooden blocks in a different way (down low, against the floor, etc.).

**GUIDE** children to make another sound wave around the circle. Then **COLLECT** the wooden blocks.

**Make & Prepare**

- Gather two wooden blocks for you and two wooden blocks for each child (or rhythm sticks or other noisemakers).

**Movement Time**

Children balance a beanbag on their heads while walking across a pretend bridge.

**Physical Development: Gross Motor Skills**

**REVIEW** how to walk across the pretend bridge.

Listening to all those hooves makes me want to take another pretend field trip to a farm! Let’s head to the dairy farm! We need to walk across our bridges again. Today we are going to try to balance a beanbag on top of our heads as we walk!

**MODEL** how to balance a beanbag on your head. **SHOW** children how to try again if it falls down.

Watch how I walk slowly and keep my head still, looking straight ahead. Oops, I dropped the beanbag. What can I do?

Ok, I can simply pick it up, place it back on top of my head, and try again. Balancing can be challenging, so I can take care of myself by doing my best!

**GUIDE** children to form a line behind each bridge so they can take a turn walking across. **GUIDE** children waiting for a turn.

Let’s form a line behind each bridge. When it’s your turn, open your arms and step one foot in front of the other. Keep your head still, and look straight ahead! If your beanbag falls, pick it up and try again!

While you wait, you can clap your hands and say, “Trip, trap!” Once your classmate crosses to the other side, then it is your turn to balance on the bridge with the beanbag on your head.

**Make & Prepare**

- Use (or recreate) three “bridges” on the floor with wood planks, blocks, or masking tape.

**Additional Materials**

- At least three beanbags to pass to the next child in each line

**Keep It Going**

- Give children outdoor chalk and invite them to draw bridges outside. What is under the bridge? Next to the bridge? Over the bridge?

**Talk Time**

Children listen to the class book *All About Farm Animals*.

**Literacy: Listening and Speaking**

**READ** the class book *All About Farm Animals*. We made it across the bridges to the farm! Imagine that the farmers are greeting us. They are excited to show us around their farm. Should we share what we know about farm animals?

Each of you wrote about an animal that you were interested in and that you knew something about. Let’s read our class book *All About Farm Animals*...

**PAUSE** one to three times to **ASK** children what they are learning. **ENCOURAGE** them to use the sentence stem, “I learned.”

Are you learning something new as we read and talk about our class book? If you would like to share, keep signing. You can start by making the sign for “I learned” like this [demonstrate].

Just like farmers on a farm, we have animal experts in our class.

**CLOSE** with a cheer.

Let’s celebrate with a cheer! Who would like to choose one from our cheer chart?

**Make & Prepare**

- Bring the completed Unit 5 class book *All About Farm Animals*.
- Review the ASL sign for “I learned” on the *Blueprint* website.

**Additional Materials**

- Anchor Chart: “Cheers”
- Anchor Chart: “Readers Can Say”

## Before

**CONNECT** to learning about dairy farms. **REVIEW** that food made from cow's milk is called dairy food.

We took a trip to a dairy farm [show book]! We learned that food that comes from cow's milk is called dairy [refer to the word "dairy" on the Unit Chart: "Words We Are Learning"].

There are lots of different dairy foods that is food made from cow's milk. Do you know any?

**NAME** dairy foods. **SHOW** containers/labels.

Yes, cheese is a dairy food [show example]. What kind of cheese do you like to eat?

Yogurt is a dairy food. Here is the label. See the word "yogurt?" What kind of yogurt do you like to eat?

Sour cream and whipped cream are also dairy foods [point out the words on the label]. Wow! So many different foods are made from milk.

**TELL** children that you are going to draw some of the dairy foods you know and write their names on the labels.

I'm going to draw some of the dairy foods we have been discussing. Remember dairy foods are food made from cow's milk. When I draw a dairy food, I am going to label it.

## During

**DRAW** a picture of a container of milk. **DESCRIBE** what you are doing and thinking. **INVITE** children to contribute.

I'm going to draw a picture of some milk. Should I draw a carton of milk or a cup of milk?

**Suggested label:** "milk"

**PAUSE** to focus on writing structure (writing labels).

Remember, a label is a word or a few words that name something. I'm going to write the name of the type of dairy food I drew: milk.

**INVITE** children to reread the label with you.

## After

**INVITE** children to stand up when they hear a dairy food that they like to eat. **USE** visuals (actual containers or images of the items) to support comprehension.

Today I drew and wrote about milk, one type of dairy food. There are lots of other dairy foods! I'm going to name some dairy foods and show you an example of it. If you like to eat the food that I name, stand up and say "Moo!"

- Butter
- Sour cream
- Whipped cream
- Pudding
- Ice cream

**RESTATE** that dairy foods are foods that are made from cow's milk. **REREAD** the message one more time.

There are so many different kinds of foods that are made from cow's milk. Some of those foods are yogurt, cheese, and whipped cream. These are all called dairy foods.

**[Transition]** **INVITE** children to name their favorite dairy food.

As you leave the rug today, tell us your favorite dairy food!



## Make & Prepare

- Bring in empty, clean dairy containers and/or labels from these foods to hold up as you describe different types of dairy food. Examples include various cheeses, yogurt, sour cream, whipped cream, ice cream, etc.

## Additional Materials

- The book *Out and About at the Dairy Farm*
- Unit Chart: "Words We Are Learning"

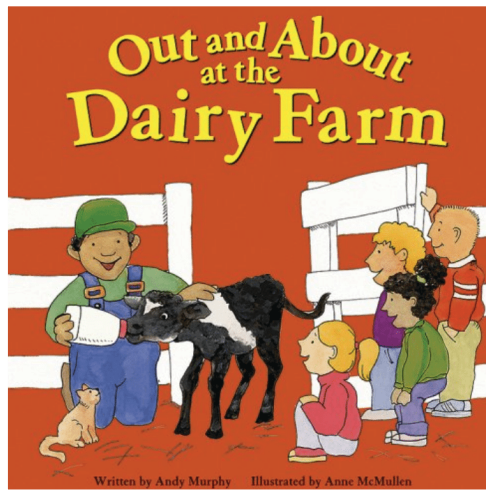
## Allergies

Children with dairy allergies may be sensitive during this activity. Invite those children to share the kind of milk (soy, almond, etc.) that they drink, if they drink milk, or other products that are like cow's milk but come from other sources of food.



## Keep It Going

- During snack time, talk to children about their food and drinks. Are they eating any dairy products?



**Make & Prepare**

Review the ASL sign for “Power of 3” on the *Blueprint* website.

**Material**

- Anchor Chart: “Power of 3”
- Unit Chart: “What Happens on a Farm?”

**Interacting with Children**

Open-ended questions invite children to think more deeply about a topic than questions that have one correct answer. Be sure to use open-ended questions (“Why do you think...” “What if...”) when talking and playing with children to build children’s cognitive skills.

**Choral Reading**

In this lesson, we ask children to read along with the repeating parts. This is called choral reading. Choral reading provides the children with the practice needed to build fluency and self-confidence. Choral reading helps the children improve sight vocabulary and pronounce words. By leading the choral reading, you will provide a model for pace and expression.

**Repeated Reading**

This is an important practice to utilize often in your classroom. You can read books again to children, encourage children to look at books more than once, and carry out discussions about books that have been read and discussed previously. Children love to hear familiar stories over and over again, AND repeated reading will help them to develop concepts about words, print and books. They will begin to exhibit behaviors, like narrating stories as you read, focusing on elements of print, and asking names of letters and words. In addition, they will begin to use vocabulary and syntax in their play and “pretend reading.” All of these things set the children up for success with independent reading.

**Before**

**ASK** children what they learned from the book. **INVITE** them to act out milking a cow.

We read this informational book *Out and About at the Dairy Farm*. What did you learn about what happens on this farm?

Cows live on a dairy farm. They produce, or make, milk. That is an important job on a dairy farm. But how do farmers get the milk? Can you pretend to milk a cow like a dairy farmer? Gently squeeze the udder like this [demonstrate].

**CONNECT** to the Power of 3. **SET THE FOCUS:** To notice what the farmers do to take care of the cows.

Dairy farmers milk cows as part of their job. Farmers need to take good care of the cows that live on their dairy farm. Farmers treat living things carefully. That’s part of our Power of 3 [sign]. As we reread *Out and About at the Dairy Farm* today, let’s notice how the farmers take care of the cows.

**During**

**PAUSE** after page eight. **DISCUSS** how the dairy farmers are taking care of the cows.

Readers, look closely at what these dairy farmers are doing. How are they taking care of the cows?

Yes, the farmers are giving the cows a nice place to be outside. The cows are eating grass and drinking water.

This farmer [point] is taking care of the cow by gently petting her. Can you pretend to pet the cow, too?

This farmer [point] is fixing the fence. How does that take care of the cows? Yes, it helps to keep the cows safe.

**PAUSE** after page 14. **DISCUSS** how the farmers are taking care of the cows.

These baby cows were just born on the dairy farm! How are the farmers taking care of the calves?

Yes, the farmers feed the baby cows bottles of their mothers’ milk. This helps them grow healthy and strong. The farmers also keep the calves warm and safe inside the barn.

**PAUSE** after page 16. **DISCUSS** how the farmers are taking care of the cows.

Why is the farmer wearing booties over his shoes? How does this take care of the cows? Yes, he wears booties so he doesn’t carry dirt and germs into the milking parlor. This helps to keep the cows healthy and clean.

And how does the farmer take care of the cows when using the milking machine? Yes, he is gentle and careful, making sure that it doesn’t hurt the cows.

**PAUSE** after page 18. **DISCUSS** how the farmers are taking care of the cows.

How are the farmers taking care of the cows? Yes, they are washing their udders with a special medicine to protect them from getting sick. And they are giving them a foot bath to wash their hooves. Look how the farmers are keeping the cows safe, clean, and healthy.

**After**

**SUMMARIZE** how farmers treat living things carefully.

Dairy farmers do a lot to take care of the cows that live on their dairy farm. Farmers treat living things carefully. That’s the Power of 3 [sign]!

**RETURN** to the Unit Chart: “What Happens on a Farm?” **INVITE** children to add what they are learning and other questions they have.

## Build Interest

**REVIEW** that farmers put bells on some animals to help locate them. **SHOW** a real bell. **PASS** the bell around so children can try it and view how it works.

We learned that some farmers use bells, like the cow bell, to help locate their animals on the farm. When the animal walks, the bell jingles and makes noise. Just like this bell [show]. Watch as I ring the bell. Look how the material on the inside taps the outside material to make a sound. You try it! [pass the bell around and let children take a turn]

**SHOW** the cover of *Out and About at the Dairy Farm*. **FOCUS** on the calf.

Look at the picture on the cover of *Out and About at the Dairy Farm* [show]. Does the calf have a cow bell?

No, the calf does not have anything around his neck. I wonder, do you think it would be helpful for the farmer if the calf had a cow bell? Why or why not?

Yes, if the calf had a cow bell, then it would make noise when the calf walked. The farmer would always know where the calf was, especially for when it is time to feed her!

## Build Understanding

**INTRODUCE** the design challenge.

I have a challenge for you! Let's design cow bells. Can you design a bell or noise maker that you can wear and that will make a noise when you walk?

**SHOW** the Cow Bell Design Box.

Here is our sound collection box. I added some more items to it so let's now call it the Cow Bell Design Box. We can use the items in it to design a cow bell. We investigated with these materials to see how they worked together to make sound. Now, we will choose materials and create a bell or noise maker with them.

**REVIEW** the Unit 4 Chart: "How to Design."

Let's read the steps on our "How to Design" chart. We will follow these steps for our cow bell challenge. Plan. Build. Try it out!

**FOCUS** on planning.

We know that the first step is planning. We need to think [point to temple] about what we want our cow bell to look like. Today we will plan. We will draw what our cow bell will look like.

## Build Experience

**DISTRIBUTE** science journals. **GIVE** children time to design their cow bell. **HAVE** the images of cows wearing bells and the real bell available for reference.

It is time to draw your cow bell. Think about what materials you want to use and what you want your bell to look like. Remember, you need to be able to wear it, and it needs to make a noise when you walk. Draw your cow bell in your science journal. If you need some ideas, take a look at the pictures of the cow bell or try ringing the real bell again to see how it works.

**RESTATE** the first step in the design process.

The first step in the design process is to plan. Today you drew your design for your cow bell and thought about what materials you will use. Who is excited to make their cow bell?

**DISTRIBUTE** science journals. **INVITE** children to record their thinking and/or respond to the lesson.



## Make & Prepare

- Add joining/connecting material, such as ribbons, string, glue, tape, twist ties, pipe cleaners, etc., to the sound collection box.
- Download, print, and add a copy of "Trying Out My Cow Bell" to children's science journals (one per child).

## Additional Materials

- The book *Out and About at the Dairy Farm*
- Images of cows wearing cow bells
- A real bell
- Science journals
- Writing tools
- Unit 4 Chart: "How to Design"



## Remember to Save

- Cow Bell Design Box for Small Group Days 18 through 20

## Build Background Knowledge

Invite children to work in partners to plan and draw their design or work together in a group.

## Stretch Their Thinking

Invite children to label the materials they are using in their design.

## Listen/Look For

- Do children design a bell?
- What do they include to make it wearable?

## Executive Function

Including a planning stage in the design process helps children practice impulse control.



## Returning to the Design Process

Children will think like engineers again as they revisit the design process. In Unit 4 children worked to find a solution to the three little pigs' problem: to build a house that was strong and sturdy. As you work with children, refer back to the steps of the design process and experiences from Unit 4.



## Family Engagement

The design challenge is a very hands-on project. Would an extra pair of hands be helpful? Send home an email asking for volunteers to come in and support children as they plan, make, test, and retest their cow bell.

## Greeting Time

Children use wooden blocks to signal words that begin with the /f/ sound.

**Literacy: Phonological Awareness**

**DISTRIBUTE** wooden blocks. **CUE** children to use them for three seconds and then freeze.

Use your “hooves” to make musical sounds... and freeze!

**REVIEW** the initial sound in the word “farm.”

We just made sounds. Letters make sounds, too. What sound does the word “farm” begin with? Yes, /f/.

**EXPLAIN** and **PRACTICE** how to use the musical instruments to signal whether or not the word you state begins with the sound /f/.

I’m going to say some words. If the word begins with the /f/ sound as in “farm,” tap your wooden blocks together one time like this [demonstrate]. If the word does not begin with /f/, then don’t tap them together. Let’s practice the game together.

Fun – Yes, you tapped your wooden blocks together one time. What sound does “fun” begin with? Yes, /f/.

Dairy – No, let’s not tap now. What sound does “dairy” begin with? Yes, /d/. That’s not the same beginning sound as /f/ for “farm.”

**CONTINUE** stating words that begin and do not begin with the targeted sound. **INVITE** children to suggest words as well. Then **COLLECT** the wooden blocks.

## Make & Prepare

- Gather two wooden blocks for you and two wooden blocks for each child (or rhythm sticks or other noisemakers).
- Review the standard pronunciation of this consonant on the *Blueprint* website.
- Familiarize yourself with the ASL sign for the letter *f* on the *Blueprint* website.

## Pronouncing the Sound

The correct pronunciation of the /f/ sound is voiceless. When you make the /f/ sound, you gently bite your bottom lip with your top teeth. You push air through your lip and teeth to say /f/ like a fan blowing. You should not feel your voicebox vibrate. If it does, you might be adding a vowel to the sound (e.g., /fuh/ or /fah/).

## Movement Time

Children walk sideways across a pretend bridge.

**Physical Development: Gross Motor Skills**

**CONNECT** to the field trip in *Out and About at the Dairy Farm*.

We don’t have hooves. We have feet. Let’s use those feet to take a trip to the dairy farm just like the children in this book *Out and About at the Dairy Farm* [show book].

**ASK** children how else we could walk across the pretend bridges.

To get there we need to cross these pretend bridges. Today, instead of walking forward, how else could we walk across?

**MODEL** walking sideways across a pretend bridge. **FOCUS** on stepping one foot next to the other.

Why don’t we try walking sideways? Watch as I walk sideways across the bridge...

What do you notice? How did I keep my balance?

**GUIDE** children to form a line behind each bridge. **ENCOURAGE** them to keep their balance as they walk across, one by one, sideways. **OFFER** guidance to children waiting for a turn.

## Make & Prepare

- Reuse or recreate three “bridges” on the floor using wood planks, large blocks, or masking tape.

## Additional Material

- The book *Out and About at the Dairy Farm*

## Talk Time

Children discuss the results of a survey.

**Math: Measurement and Data**

**CONNECT** to *Out and About at the Dairy Farm*. **REFER** to the survey. **DISCUSS** the results.

Just like the children in *Out and About at the Dairy Farm*, we took a pretend field trip to the farm.

Earlier we voted on whether or not we would like to be a dairy farmer and work on a dairy farm. You put a sticky note to show “yes” or “no.” Here are the results.

- How many children would like to work on a dairy farm? How can we find out?
- How many children do not want to work on a dairy farm? How can we find out?
- Did more children want to work on a dairy farm or not? How do you know?

**INVITE** children to explain their reasoning.

Who wants to share why they wanted to work on a dairy farm?

Who wants to share why they don’t want to be a dairy farmer?

## Make & Prepare

- Create a chart where children can use sticky notes to vote on whether or not they would like to work on a dairy farm. Make sure children vote before Talk Time.

## Additional Material

- The book *Out and About at the Dairy Farm*

## Supporting Individual Learners

Clearly explain what each section is in a graph (e.g., these are the VOTES; this is the group of children who WANT to work on a dairy farm, DO NOT want to work on a dairy farm).



## Before

### FOCUS on cows.

Scientists, we have been talking about the dairy farm. Let's look more closely at the cow.

**SHOW** the pages you marked in the book. **ASK** children what they notice about different parts of a cow's body in the book *Out and About at the Dairy Farm*.

Look at the cow's body. What body parts do you notice?

### GIVE children time to share.

Yes, some cows have spots. Every cow has their own special spots.

Yes, they have a tail. How many tails do they have?

### TELL children you are going to draw and label a cow's body parts.

We are learning so much about the different body parts of a cow. Today I am going to draw a picture of a cow and label its body parts.

## During

**DRAW** a picture of a cow. **DESCRIBE** what you are doing and thinking as you draw. **INVITE** children to contribute.

I will draw some of the body parts that we just talked about and then label them, like scientists do. Scientists use one or two word labels and then draw a line to what they are labeling. How many spots should I draw?

**Suggested labels:** "spots," "tail."

### PAUSE to focus on writing structure (writing labels).

Remember, a label is a word or a few words that tell what something is. I'm going to write the body parts of the cow. I'll draw a line from the word to the body part.

**FINISH** labeling the drawing. **INVITE** children to reread the labels with you.

## After

**ENGAGE** the group in a discussion. **COMPARE** each part of the cow's body to the children's bodies. **IDENTIFY** body parts and discuss what these parts do.

Let's think about the cow's body and compare it to our body. There are parts of the cow that are similar to ours and parts that are different. Look at my picture! The cow has a tail. Who would like to volunteer to come to the board and point to the cow's tail?

- Do you have a tail? Sign "yes" [demonstrate] or "no" [demonstrate].
- What are the other body parts in our drawing? Who wants to volunteer and point to one in the message?
- Do you have this body part?
- What other body parts should I label? Do you have that body part? What is it used for?

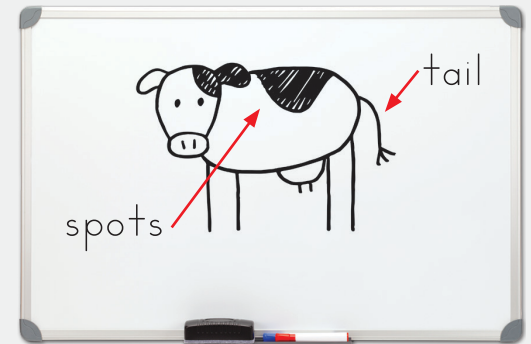
**RESTATE** that cows have body parts that are the same as and different than ours.

Today we learned that some of our body parts are the same as a cow and some are different!

**REREAD** the message one more time.

**[Transition]** **INVITE** children to do cow pose. **REFER** to Blueprint Yoga book.

We learned how to do cow pose. Who would like to lead in stretching our bodies?



## Make & Prepare

- Have the book *Out and About at the Dairy Farm* ready. Mark the page that begins "Here's a Holstein cow..." with a sticky note.
- Review the ASL signs for "yes" and "no" on the *Blueprint* website.

## Additional Material

- The book *Blueprint Yoga*

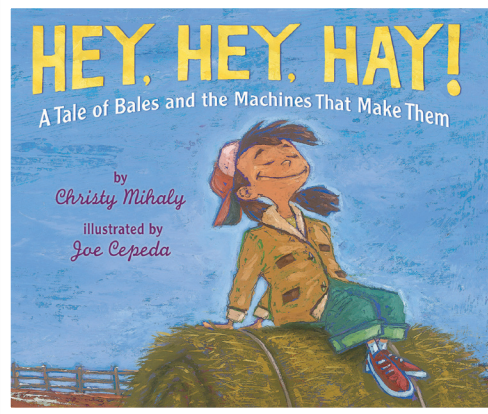
## Scaffolding in MTP

We often encourage you to invite children to the board to find a letter or a word in the message. You can extend this opportunity to engage with the message by asking children to find something they know. Keep it open-ended! They can come up to the board and point out what they know and how they know it. If they find a letter, draw a circle around it. Follow up by asking what sound the letter makes or what words begin with that sound. If they find a word, draw a box around it. Ask them to show you what the word means or if they know other words that mean the same thing. Use what you know about the child to help move them from what they know to new learning. Of course, if they do not know the answer to a question you ask, offer them the support they need.



## Keep It Going

- Use additional images of other farm animals. Invite children to name and assist as you label the body parts. Together with children, compare the different farm animal's body parts. Sort and create groups of animals that have the same number or type of body part.



### Make & Prepare

- Bring in a sample of real hay.
- Review the ASL sign for “I learned” on the *Blueprint* website.
- Have the book *Polly and Her Duck Costume* ready. Mark the page that begins “Polly only felt warm and safe...” with a sticky note.
- Have the book *Big Red Barn* ready. Mark the page that begins “And they all lived together...” with a sticky note.

### Additional Materials

- The book *Out and About at the Dairy Farm*
- Anchor Chart: “Readers Can Say”
- Unit Chart: “Words We Are Learning”

### Words We Are Learning

mower: a machine that cuts grass

bale: a bundle or pile of hay



### Before

**CONNECT** to farmers taking care of animals. **SHOW** a sample of real hay. **ASK** children to describe it.

In *Out and About at the Dairy Farm* [show book] we learned how dairy farmers take care of their cows. They keep them healthy, clean, and safe. One way farmers take care of their animals is by providing hay for them.

What is hay? Yes, hay is grass that has been cut and dried out. Let’s pass around this real hay... What do you notice? How would you describe the hay?

**ASK** children what animals do with hay. **SHOW** the marked pages in previous read-aloud books. **AFFIRM** that many farm animals eat and sleep in hay.

What do farm animals do with hay? Take a look at how these farm animals are using hay...

Yes, many animals eat hay for food to help them grow strong and stay healthy. Farm animals also nestle in hay to keep their bodies safe and warm while they rest and sleep.

**SET THE PURPOSE:** To learn how farmers prepare hay.

But I wonder how farmers get hay for the animals? Where does hay come from? Let’s find out by reading this informational book. The title is *Hey, Hey, Hay!* It is written by Christy Mihaly and illustrated by Joe Cepeda.

### During

**PAUSE** after “The scents of new-mown plants abound.” **DISCUSS** what the farmer is doing. **DEFINE** “mower.” **ADD** the word to the Unit Chart: “Words We Are Learning.” **INVITE** children to share words they know that mean the same thing (in English or their home language).

What is the farmer doing? Yes, she is driving this tractor through the fields of grass. The tractor is pulling this mower. What does the mower help the farmer do? Yes, a mower is a machine that cuts grass. Let’s add “mower” to the list of words we are learning. Do you know any other words that mean the same thing?

Now that the farmer used the mower to cut the grass, what will they do next? Let’s read to find out.

**PAUSE** after “Up and down the window trails, that baler rolls hay into bales.” **DEFINE** “bales.” **ADD** “bale” to the Unit Chart: “Words We Are Learning.” **INVITE** children to share words they know that mean the same thing (in English or their home language).

Now that the hot sun has dried out the cut grass, what is the farmer doing?

Yes, she is driving the tractor through the fields again. But this time the vehicle is pulling a different machine: a baler. The farmer uses this machine to roll the hay into bales. What do you think bales are?

Yes, a bale is a bundle or pile of hay. It can be shaped like a cube or more round. Let’s add “bale” to the list of words we are learning. Do you know any other words that mean the same thing?

What do you think the farmers will do with the bales of hay?

**PAUSE** after “This year’s crop is stashed away and ready for a winter’s day.” **INVITE** children to share what they learned. **PROMPT** them to use the sign and sentence stem, “I learned.”

Readers, think about how these farmers prepare hay for their animals. If you would like to share what this book is teaching you, sign “I learned” [demonstrate]. You can say, “I learned...”

### After

**INVITE** children to turn and talk about what they learned. **PROMPT** them to use the sentence stem, “I learned.”

This book taught us how farmers prepare hay for the animals that live on their farm. Think about what you learned. Let’s turn and talk about it. When it is your turn to talk, you can say, “I learned...”

## Build Interest

**DISTRIBUTE** children’s science journals. **GIVE** them time to review their designs.

We are using the design process in our cow bell challenge. We are trying to make a cow bell for the farmer’s calf in *Out and About at the Dairy Farm* [show cover]. The cow bell you make needs to be worn and make noise when you walk. Take some time to review the design you drew.

**REVIEW** the chart **Unit 4 Chart: “How to Design.”**

Let’s read the steps on our “How to Design” chart. Plan. Build. Try it out!

We already planned [point to children’s design drawings]. Now it’s time to build or make!

We are going to use those designs and begin making our cow bell. Can you make a cow bell that will make noise when you walk?

## Build Understanding

**HAVE** the Cow Bell Design Box available. **GIVE** children time to gather supplies and use their drawings to make their cow bell.

Now it is your turn to use your drawing to make your cow bell. Which materials do you need from the Cow Bell Design Box? Gather your supplies and then start creating!

## Build Experience

**SUPPORT** children as they work. **Questions you can ask include:**

- Do you think the materials you chose will make a noise together?
- How will you connect the materials you are using?
- Remember how the real bell works. Think about your design. Will the materials tap each other when you move?

**SUMMARIZE** the activity after children are finished creating. **INVITE** them to share their cow bell and discuss their experience.

We are working on a design challenge to help the farmer. First we drew our cow bell. Then we made it. Who would like to share?

- Tell us about your cow bell.
- What was it like using the materials and making your cow bell?
- What was easy? What was challenging?

## Materials

- The book *Out and About at the Dairy Farm*
- Images of cows wearing cow bells, for reference
- A real bell
- Cow Bell Design Box
- Science journals
- Writing tools
- Unit 4 Chart: “How to Design”



## Remember to Save

- Children’s cow bells for Small Group Day 19

## Build Background Knowledge

Invite children to think about other times they have sketched out a drawing or design. Ask children to reflect on how planning ahead can help you?



## Stretch Their Thinking

Invite children to refer to images of real cow bells as they create their model. Discuss and compare shape, size, and material.

## Listen/Look For

- Do children connect the planning to the making in this project?
- What do you notice about how children work as they make their cow bell?



## Design Challenges

Make sure to be flexible with pacing throughout this project. Some children may be ready to work quickly through the planning, creating, testing, redesigning, and retesting faster than others. Adjust as necessary to ensure each child works at a pace that allows them to engage with the activity. Be flexible with grouping. You may find children want to work with others or independently.

**Greeting Time**

Children use wooden blocks to signal words that begin with the /h/ sound.

*Literacy: Phonological Awareness*

**DISTRIBUTE** wooden blocks. **CUE** children to use them up high and down low.

Let's play our wooden blocks. Play them up high [demonstrate]. Now down low [demonstrate].

**CONNECT** to *Hey, Hey, Hay!*. **REVIEW** the initial sound in the word "hay."

The farmers reached up high and bent down low as they prepared the hay in our book *Hey, Hey, Hay!* [show book]! What sound does the word "hay" begin with? Yes, /h/.

**REVIEW** how to use the wooden blocks to signal whether the word you state begins with the sound /h/.

I'm going to name some words. If the word begins with the /h/ sound, as in "hay," tap your wooden blocks one time. But if the word does not begin with /h/, then don't. Let's practice.

Herd – Yes, you are playing your wooden blocks. What sound does "herd" begin with? Yes, /h/ like "hay."

Bale – No, let's not play our wooden blocks. What sound does "bale" begin with? Yes, /b/. That's not the same beginning sound as /h/ in "hay."

**CONTINUE** stating words that begin and do not begin with the targeted sound. **INVITE** children to suggest words as well. Then **COLLECT** the wooden blocks.

**Make & Prepare**

- Gather two wooden blocks for you and two wooden blocks for each child (or rhythm sticks or other noisemakers).
- Review the standard pronunciation of this consonant on the *Blueprint* website.
- Familiarize yourself with the ASL sign for the letter *h* on the *Blueprint* website.

**Additional Material**

- The book *Hey, Hey, Hay!*

**Pronouncing the Sound**

When you make the /h/ sound, you open your mouth and push air out from your throat, almost as if you are fogging a mirror. This is a voiceless sound; make sure you do not say /ha/.

**Movement Time**

Children walk backward across a pretend bridge.

*Physical Development: Gross Motor Skills*

**CONNECT** to *Hey, Hey, Hay!* **REVIEW** the ways children have walked across the bridges.

/H/ is the first sound in the word "hay." How would you like to visit the farm in *Hey, Hey, Hay!*?

We need to walk across our pretend bridges to get there. What are some ways that we have walked across the bridges? Yes, we have walked forward [demonstrate] and sideways [demonstrate].

**MODEL** walking backward across a pretend bridge. **FOCUS** on stepping one foot behind the other.

Should we try walking backward today? When we walk forward, we step one foot in front of the other to stay on the bridge. Well, when we walk backward, we need to step one foot behind the other.

Watch as I try to balance on the bridge while walking backward. It helps to open my arms to the sides. Notice how I am stepping one foot behind the other. This helps me to stay on the bridge.

**GUIDE** children to form a line behind each bridge. **ENCOURAGE** them to keep their balance as they walk backward, one by one. **OFFER** guidance to children waiting for a turn.

**Make & Prepare**

- Reuse or recreate three "bridges" on the floor using wood planks, large blocks, or masking tape.

**Additional Material**

- The book *Hey, Hey, Hay!*

**Activity Time**

Children think about how a tired farmer feels.

*Social Emotional: Social Awareness and Relationships*

**ASK** children if they think farmers ever feel challenged by their work.

Was walking backward challenging for you? Why?

Do you think farmers ever feel challenged by their work? Why?

**USE** a farmer puppet, such as Señor Pancho, to talk about working hard all day.

"Phew, I have been working hard all day long! It was a lot of work to bale all the hay for all the animals that live on my farm."

**CONNECT** to Power of 3. **DISCUSS** the farmer's feelings. **GUIDE** children to relate to his perspective.

One way we can take care of each other is to think about how others feel. After farmers work hard all day long, how do you think they feel? You can use the "Feelings" chart to help you.

Have you ever felt that way? What made you feel better?

Would you feel caring toward the farmer? What could you say? What could you do?

**INVITE** children to use Sayeh and Elijah, the social emotional puppets, to try out their ideas.

**Materials**

- Farmer puppet, such as Señor Pancho
- Anchor Chart: "Feelings"
- Anchor Chart: "Power of 3"
- Sayeh and Elijah, the social emotional puppets

**Empathy**

We can foster empathy by acknowledging negative feelings and engaging children in conversations about the causes and effects of these emotions. This helps children understand that everyone's feelings deserve attention and care.



## Before

**PLACE** a bucket next to the stool where everyone can see it. **TELL** children you need a bucket for the activity. **INVITE** them to describe where it is located.

Can you help me? I need one of the farmer’s tools, the bucket, for our activity today, and I can’t find it! Where is that bucket? Can you describe where it is?

**FOCUS** on the positional words used to describe the location of the bucket.

I heard you say, “The bucket is next to the stool.” When you used the words “next to,” then I knew exactly where the bucket was located. Thank you for helping find the bucket!

Watch as I write about where the bucket was.

## During

**DRAW** a stool with a bucket next to it. **DESCRIBE** what you are doing and thinking as you draw. **INVITE** children to contribute.

Here is a drawing of the farmer’s stool. I want to show where the bucket was located. Where should I put it?

**Suggested message:** “The bucket was next to the stool.”

**PAUSE** to focus on vocabulary (the positional words “next to”).

I want to describe the location of the bucket. What tells where the bucket was? Yes, “next to” tells where the bucket was located.

**FINISH** writing the message. Then **INVITE** children to reread the message with you.

## After

**CONTINUE** playing “Where Is the Bucket?” **INVITE** children to take turns moving the bucket to different locations around the stool. **ASK** the rest of the group to describe where the bucket is. **RESTATE** the positional words children suggest.

Let’s keep playing “Where Is the Bucket?” We can take turns moving the bucket to different locations around the stool. Then the rest of the group will describe where the bucket is.

Who would like to move the bucket to a new place around the stool? Hmm... where is the bucket? Yes! The bucket is under the stool. The word “under” tells us where the bucket is.

**REVIEW** ways children described where the bucket was.

Today we used the farmer’s stool and a bucket to play the game “Where Is the Bucket?” We moved the bucket around the stool and used different words to describe where the bucket was, such as next to the stool [use gestures], under the stool [use gestures], and on top of the stool [use gestures]. These are some words that helped tell the location of the bucket.

**REREAD** the message one more time.

**[Transition]** **INVITE** children to walk next to the stool as they leave the rug.

Walk next to the stool as you leave the rug today...



## Materials

- Stool or chair
- Bucket



## Family Engagement

Invite children to play a version of “Where Is the Bucket?” with their family members at home. Print the directions from the *Blueprint* website.

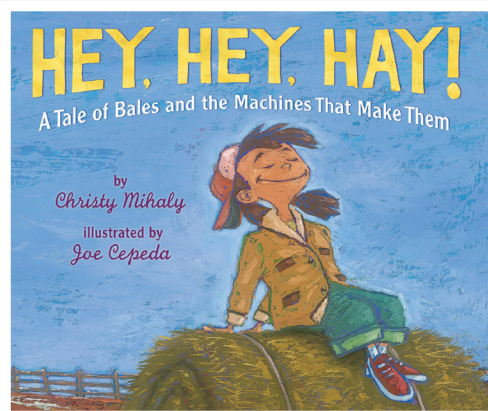
## Responding to Children

Are children able to identify the position of an object using appropriate language (e.g., in/out, over/under, inside/outside, etc.)? If yes, challenge them to follow more than one spatial direction (“Can you find the toy that is next to the car and under the puzzle?”). If not, play games, especially using gross motor opportunities, where children find objects and talk about spatial words (“Can you find the toy under the slide?”).



## Keep It Going

- Join children at the math center. Place their geometric shape barn on the table. Give each child a plastic toy farm animal. Invite children to move the farm animal around the geometric shape barn, describing the location of the farm animal with positional words. Restate the positional words back to children.



### Materials

- Anchor Chart: “Power of 3”
- Unit Chart: “What Happens on a Farm?”

### Keep It Going

- Use the glossary in the back of the book to explain that the “switchel” the farmers drink in the book is a special beverage also known as “haymakers’ punch.” Create an opportunity for children to make and taste their own switchel using the recipe provided in the book or another of your choice.



### Before

**ASK children what they know about the job of a farmer.**

We have been reading about farmers. What do you know about a farmer’s job? What kind of work do they do?

Yes, farmers do a lot of work to take care of their farm. They take care of the animals that live on their farm.

**CONNECT to the Power of 3. SET THE FOCUS: To notice how the farmers take care of each other.**

But farmers also need to take care of each other. Take a look at our Power of 3. What are some ways that we take care of each other?

Yes, we can play together, be helpful, act kindly, and think about how others feel.

I wonder if the farmers take care of each other in these ways in *Hey, Hey, Hay!* Who are the farmers in this book? Yes, it is a girl and her mother. They are family members who live and work on a farm together.

Today as we read, let’s notice how these farmers take care of each other.

### During

**PAUSE after “On cutting day, we’re set to go!” ASK children what the farmers are doing. DISCUSS how the farmers are taking care of each other.**

What are the farmers doing? Yes, they are getting ready to cut the grass that will become hay for the animals that live on their farm.

How are they taking care of each other here? Yes, both of them are doing the work. When they work together to prepare the hay, they are taking care of each other. Working together is one great way to be helpful.

**PAUSE after “for switchel and a piece of cake!” ASK children what the farmers are doing. DISCUSS how the farmers are taking care of each other.**

What are the farmers doing? Yes, they are sharing a meal with one another. Spending time together and having fun is one way that these family members are taking care of each other!

They also are taking a little break from working. Why do you think the girl’s mom suggested taking a break?

Yes, maybe they were getting hot and tired from working outside. It is important that they take a moment to rest their bodies and relax. She was thinking not only about how she feels but how the girl feels too. When we think about how others feel, we are taking care of each other.

**PAUSE after “We’re haying on a summer day!” DISCUSS how the farmers feel about the horse.**

The farmers sure did a lot of work to prepare the hay. Why did they do all this work?

Yes, they needed to prepare the hay for the horses and other animals that live on their farm. Look at how the girl and her mom are greeting the horse. What do you notice?

Yes, they are smiling. The girl is running over to the horse. How do you think the farmers feel about the horse?

### After

**LINGER on the last picture. ASK children how the girl is taking care of the horse. INVITE them to share how else they think the girl cares for the horse.**

As these farmers work to take care of their farm, they also take care of each other. These farmers also act kindly to the animals that live on their farm. In this picture, how is the girl taking care of the horse?

What else do you think she does to take care of the horse?

**RETURN to the Unit Chart: “What Happens on a Farm?” INVITE children to add what they are learning and other questions they have.**

## Build Interest

**REVIEW** the problem the children are trying to solve through the design challenge. **REFER** to the Unit 4 Chart: “How to Design.”

We looked at the cover of *Out and About at the Dairy Farm* [show book]. What did we decide to do to help the farmer?

Yes, we wanted to create a cow bell so the farmer could locate the calf! We built our cow bell out of classroom materials, and now we need to test them to see if they work. Testing or trying out the cow bell is an important step in the design process [refer to the chart]. Will the cow bell make a sound as we move?

**GIVE** each child the cow bell they made. **ASK** them to inspect it to make sure the parts are still together.

Before we get started, inspect, or take a close look at, your cow bell. We need to check our work before we test it. You can fix your cow bell with materials from the Cow Bell Design Box.

## Build Understanding

**REFER** to the Unit 4 Chart: “How to Design.” **DISCUSS** with children how they will try out their cow bell.

Look at your cow bell. Let’s think about how we are going to try out our cow bell to see if they work.

- How will you wear it?
- How will you move to try to make a sound?

## Build Experience

**INVITE** children to try out their cow bell. **USE** what you know about each child’s language skills to include and extend participation. **WRITE** down children’s responses for reference during Day 20: Small Group.

We decided to put our cow bells on our wrists while we hold our arms straight out. We will walk across the rug to see if the cow bells ring.

- Gesture: Show me where you will put your cow bell?
- Yes/No: Does your cow bell ring? Let’s try it. Did that work?
- Either/Or: Does your cow bell work or does it not? Would [material] make your cow bell make a sound or would [material] be better?
- Open-ended: Did your cow bell make a sound? How can you fix your design to work?

**SUMMARIZE** what happened when children tried their cow bells.

Today we tried out our cow bells to see if they worked. Our cow bells...

## Materials

- Children’s cow bells from Small Group Day 18
- Cow Bell Design Box
- Unit 4 Chart: “How to Design”
- The book *Out and About at the Dairy Farm*

## Building Background Knowledge

Hold the real bell and walk. Discuss why you hear the sound as you move.

## Stretch Their Thinking

Invite children to compare the sounds of the materials they used to create the different cow bells or noise makers.

## Listen/Look For

- What do children observe as they walk with their cow bell?
- What are children’s emotional responses to the test?



## Design Process

Remember, an important part of the design process is testing out prototypes. The data children collect when they try out their designs or prototypes is essential for helping them when they redesign. Test, learn, and apply. This is an important cycle for designing. If children’s plans do not work, allow them time to express their feelings. Then encourage them to think like an engineer and problem solve. Offer support and guidance such as, “If your cow bell does not work, what can you change?”

### Greeting Time

Children use wooden blocks to signal words that rhyme.

*Literacy: Phonological Awareness*

**DISTRIBUTE** wooden blocks. **INVITE** children to play them for three seconds and then freeze. **CONNECT** to the sense of hearing.

Farmers, please play your instruments... and freeze! We use our sense of hearing to listen to music and other sounds [point to ear]. Let's use our hearing to play a game with words!

**ASK** children what they notice about the words "hay" and "play." **REVIEW** how rhyming words sound the same at the end. **PRACTICE** how to use instruments to signal whether words rhyme.

Listen to these two words: hay, play. Say them: hay, play. What do you notice? Yes, they rhyme. How do you know? Because they sound the same at the end.

Listen as I say another pair of words. How many times should we tap our wooden blocks if the words rhyme?

Okay, we will tap them two times like this [demonstrate]. If the words do not rhyme, we won't tap them. Ready?

Bale, pail: Yes, you are playing your instruments. "Bale" and "pail" rhyme.

Mow, cut: No, let's not play our instruments. Why not? Because "mow" and "cut" do not rhyme.

**CONTINUE** stating pairs of words that rhyme or do not rhyme. **INVITE** children to suggest words as well.

### Make & Prepare

- Gather two wooden blocks for you and two wooden blocks for each child (or rhythm sticks or other noisemakers).

### Rhyming Words

Identifying rhyming words is a phonological skill. It is based on how the words sound, not on the way the words look or are spelled. Therefore, some rhyming words use the same spelling pattern, such as the "-ay" in "hay" and "play," whereas others use different spelling patterns, such as the "-ale" in "bale" and the "-ail" in "pail."

### Movement Time

Children practice bridge pose.

*Creative Arts: Creative Movement and Dance*

**CONNECT** to walking on pretend bridges to visit a farm.

There were a lot of rhyming words in our book *Hey, Hey, Hay!* We pretended to visit this farm and others by walking across bridges.

**SHOW** the bridge page in the book *Blueprint Yoga*. **ASK** children what they notice.

I wonder what it would feel like to be a bridge? What do you notice about this bridge? Why don't we practice a bridge yoga pose like this one?

**MODEL** bridge pose. Then **GUIDE** children to practice the pose.

First, I lay on my back. I bend my knees and plant my feet on the floor. Next, I bring my arms alongside my body and press my hands down. Then I lift up my hips. Do you see how my back arches like a bridge? Last, I gently lower my hips down and rest.

Now it is your turn to try bridge pose. Lay on your back, bend your knees....

Who is crossing over you? Listen for the sound of their footsteps, or hoof steps: Trip, trap! Trip, trap! They made it to the other side. Lower your hips down to rest.

### Make & Prepare

- Familiarize yourself with how to do bridge pose on the *Blueprint* website. Be ready to model it, or prepare another adult or child to do so.

### Additional Material

- *Blueprint Yoga*

### Talk Time

Children discuss what they learned about what happens on a farm.

*Literacy: Listening and Speaking*

**DISCUSS** what children have learned about what happens on a farm. **REFER** to the artifacts you have created in this unit. **USE** a few questions from the suggested examples below

We just learned how to pose like a bridge. We also have learned so much about what happens on a farm!

- What animals live on farms? How do they grow and change?
- What do animals do all day on the farm? What do they say?
- As we explored farm animals, we talked even more about goats. What do you know about goats?
- In addition to all the animals that can live on a farm, farmers live and work on farms. What do farmers do?

It's been fun to learn about life on farms.

**CLOSE** with a cheer.

Let's celebrate by choosing a cheer!

### Materials

- Unit Chart: "What Happens on a Farm?"
- *Blueprint Yoga*
- Anchor Chart: "Power of 3"
- Anchor Chart: "Cheers"
- Unit Project: Composing Song Variations—" [Name] Had a Farm"
- Any additional charts and artifacts that reflect children's learning in this unit



## Before

**REVIEW** the letters on the letter ring in a different order. **ASK** children what the letter name is and what sound the letter makes. Then **CONNECT** to farm animal yoga that was done in Movement Time during this unit.

We are learning so much about what happens on a farm. We even learned how to move our bodies to look like farm animals, like we did in our yoga poses. Yoga helps strengthen our bodies. You can do yoga to help you relax, too! Sometimes, being calm and relaxed makes me yawn [stretch and yawn].

**FOCUS** on words that begin with the /y/ sound.

Yoga, you, yawn. What sound do you hear at the beginning of these words [hold hand up to your ear]? Yes, /y/. Does anyone in our class have a name that begins with the /y/ sound?

**DESCRIBE** how to form the *letter y* as you write the letters in the corner of your board.

**INVITE** children to skywrite the letters. Optionally, teach the ASL sign.

The *letter y* makes the /y/ sound. To write an uppercase *letter Y*, I slide down, slide down, and drop down. Now you write it with your finger in the air. This is the lowercase *letter y*. I slide down and slide down. Now you try it. While I write today, please look for the *letter y*. We are going to learn how to read it together.

## During

**DRAW** a picture of a person in a yoga pose. **DESCRIBE** what you are doing and thinking as you draw. **INVITE** children to contribute.

I'm going to draw a person moving their body in a yoga pose. Which pose should I draw?

**Suggested message:** "Yes, we like yoga!"

**PAUSE** to focus on phonological awareness (/y/ in the word "yes").

I hear the /y/ sound in the beginning of the word "yes." The *letter y* makes the /y/ sound. Watch me as I write the uppercase *letter Y*. I slide down, slide down, and drop down. Now you try it.

**REPEAT** with the lowercase *letter y* in the word "yoga." After, **INVITE** children to reread the message with you.

## After

**INVITE** children to find all the *letter y*'s in the message. **CIRCLE** them.

Let's find all the *letter y*'s. Put on your "I spy" goggles like this [demonstrate], and look for the letter y! Who wants to point to one in the message?

**Play "Look Like the Letter." MODEL** and then **INVITE** children to make a *letter y* with their arms when they hear a word that begins with the /y/ sound.

We can make our body look like the *letter y*, like this [demonstrate]. Do I look like a *letter y*? How do you know? Everyone stand up and make your arms into the shape of the *letter y*. Now let's sit back down and get ready to play a game.

When you hear a word that begins with the /y/ sound, stand up and make the *letter y* in the air with your arms. If the word I say doesn't start with the /y/ sound, stay seated. Try it with me! The word is "yogurt." What should we do? /y/, "yogurt" begins with the *letter y*. Let's stand up and make a *letter y* in the air with our arms! Great! Now let's sit back down.

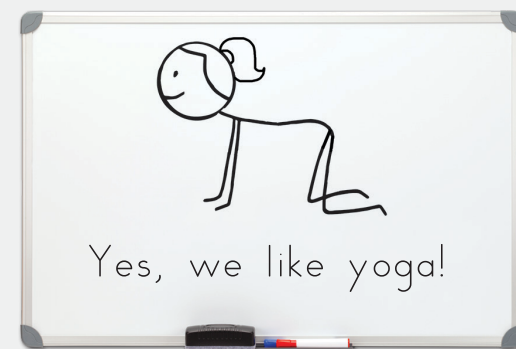
**RESTATE** the name and sound of the *letter y*.

Today we listened to the sound the *letter y* makes, talked about what it looks like, and found it in our message. We learned that "yoga" begins with the /y/ sound.

**REREAD** the message one more time.

**[Transition]** **INVITE** children to share what they like about yoga.

Let's practice saying the /y/ sound, like in the word "yoga!" Tell us what you like about yoga. You can say "Yoga is..."



## Make & Prepare

- Review the standard pronunciation of this consonant on the *Blueprint* website.
- Familiarize yourself with the ASL sign for the *letter y* on the *Blueprint* website.
- Letter ring – write the uppercase *letter Y* on one side of an index card and the lowercase *letter y* on the other side; add this to the letter ring after the lesson.

## Letter Formation

- Uppercase *letter Y* — slide down, slide down, drop down
- Lowercase *letter y* — slide down, slide down

## Pronouncing the Letter

When you make the /y/ sound, you open your mouth a little bit. Then put the middle of your tongue up against your top teeth. This is a voiced sound. Be sure not to say /yah/ or /yuh/.

## Celebrating Children's Efforts

Celebrate children when they volunteer to come to the board during MTP! We suggest celebrating children's efforts through cheers. Celebrating children's efforts makes them feel good about themselves. Involving the group in cheering for their peers enhances the classroom culture.



## Keep It Going

- Gather children in a small group. Tell them they are going to play charades. Place pictures of objects and/or actions that begin with the *letter y*. Invite a child to select one of the cards and act out the word on it while the other children try to guess what it is. Words can include: yawn, yell, yogurt, and yarn.
- Gather children in a small group. Tell them they are going to play "Alphabet Soup" with you. In a large bowl, place pictures of objects that begin with the sounds /y/ and /z/. Also include several uppercase and lowercase magnetic letters, y and z. Invite each child to come up the bowl, mix it up and choose a letter or picture from the bowl. Can they name the letter and the sound if they choose a magnetic letter? Can they read the picture and name the beginning sound?

### Make & Prepare

- Have one sticky note for each child (these can be cut into thinner strips).
- Review the ASL sign for “I like” on the *Blueprint* website.

### Additional Materials

- Anchor Chart: “Cheers”
- Anchor Chart: “Readers Can Say”
- Read aloud-books from Unit 5:
  - *Big Red Barn*
  - *Do You Know Which Ones Will Grow?*
  - *Ragweed’s Farm Dog Handbook*
  - *Go Sleep in Your Own Bed!*
  - *Señor Pancho Had a Rancho*
  - *G Is for Goat*
  - *Polly and Her Duck Costume*
  - *Out and About at the Dairy Farm*
  - *Hey, Hey, Hay!*

### Favorite Book

Each unit, your class will choose a favorite book. You can keep track of this by drawing a copy of the cover, or inviting a child to do so, and displaying it in the library center. Or, you can write the title on your daily calendar.

### Analyzing Data

After the data are displayed, help children try to understand and make sense of the displays to learn something new and to answer the question. There is a lot involved in trying to understand and interpret graphical displays. For example, children may need to count with accuracy, understand and compare numerical magnitudes, know what each column represents, and that the graphical display is another way to show or represent votes. They also need to know that as the bars get higher, that means there are more of whatever is being measured.

### Assessment

Use the resources on the *Blueprint* website to gather and analyze information about children’s progress.



### Before

**Briefly REVISIT each read-aloud book from Unit 5. PLACE each one in a row.**

We have been learning all about what happens on a farm. Let’s look at all the farm books that we have read together.

First, we read about different animals who live on a farm in *Big Red Barn*. We saw how baby animals grow up to be adult animals in *Do You Know Which Ones Will Grow?*

Next, we read about what animals do all day in *Ragweed’s Farm Dog Handbook*. In *Go Sleep in Your Own Bed!*, the animals were mixed up in the wrong beds at night on the farm. And we sang along in Spanish with farm animals in *Señor Pancho Had a Rancho*.

Then we focused on one special farm animal: goats. The alphabet book, *G Is for Goat*, taught us lots of information about goats. And we just adored reading the true story of *Polly and Her Duck Costume*.

Last, we learned more about what farmers do all day. In *Out and About at the Dairy Farm*, we found out how dairy farmers take care of cows to help them produce milk. And we learned how farmers prepare hay for their animals in *Hey, Hey, Hay!*

**GIVE children time to reflect on which book is their favorite. ASK how we can find out which is the class’ favorite book. INVITE small groups of children to place a sticky note in front of their book.**

Take a look at each of these books. Think about which one you enjoyed the most. How can we find out what our class’ favorite book was?

Yes, we can vote! Each of you will have a turn to place a sticky note in front of your favorite book.

**ASK children how we can find out which book the most readers chose. GUIDE them in counting and determining which book received the most votes. ACKNOWLEDGE that some children’s favorite book may not get the most votes. ASSURE them their favorite will be available in the library.**

I wonder which of these books the most readers chose? How can we find out?

Yes, let’s count the number of sticky notes in front of each book. Then we will reread that book today! Please count along with me...

### During

**REREAD the book with the most votes.**

**PAUSE once to INVITE children to share what they like about the book. PROMPT them to use the sign and sentence stem, “I like...”**

Readers, think about what you like in this book. If you would like to share what you like, please make the sign for “I like” [demonstrate]. You can start by saying, “I like...”

### After

**CLOSE by choosing a cheer.**

We sure had fun reading and talking about what happens on a farm. Let’s celebrate our learning by choosing a cheer!

## Build Interest

**DISCUSS** what children observed from testing their cow bells. **READ** children's responses that you jotted down.

We tested our cow bells to see if they would make noise when we moved. Some did, and some didn't. Listen as I read some things I heard you observe while we tried our cow bells.

What else do you remember?

**REVIEW** the chart **Unit 4 Chart: "How to Design."**

Let's recall how design projects get made. Let's read the steps on our "How to Design" chart. Plan. Build. Try it out!

What happens after "try it out?" Yes, the arrow points us right to the planning again.

**INVITE** children to brainstorm ways to make their bells make noise. **SUGGEST** they ask their classmates for advice.

Taking care of ourselves means, in part, to believe in ourselves and say, "I Can Do It" [refer to Power of 3]!

If your cow bell did not make noise, you can work on planning and making it different today. What are some things we could do to make our cow bells different? Can we ask our classmates for some advice or help?

**RESTATE** children's ideas.

Some ways we might change our cow bells are...

## Build Understanding

**SHOW** children the Cow Bell Design Box. **HAVE** images of cow bells available for reference. **OFFER** choices on how to work. If children's cow bells were not satisfactory to them, **EXPLAIN** choices: create a new cow bell, or improve the cow bell you already created and try it again. If children's cow bells were satisfactory to them, **EXPLAIN** choices: help another child, build a new cow bell, or test something else.

Remember, our goal is to help the farmer by making a cow bell for the calf. We need to make a cow bell that you can wear and hear as you walk.

If your cow bell did not make noise, you might want to try to fix it. This means you will work to change it. Or you can create a new cow bell! Use your science journal to draw your ideas or sketch a new blueprint.

If your cow bell did make noise, ask someone who is fixing or creating a new cow bell if they would like your help Or you can try the design challenge again and build another cow bell. You can test out a new idea or design.

When you are all done building or rebuilding, try your bell out again! We are determined. We will try different ways to find a solution.

Take a moment to think about what you would like to do. [Give children time to think.] Let's share how we are going to work! What will you do?

**GIVE** children time to create with the materials in the Cow Bell Design Box.

## Build Experience

**INVITE** children to try out their cow bell when they are ready.

When you are finished changing or adding to your cow bell, try it out. Do you think it will make a sound this time? Why or why not?

**ENGAGE** children in a discussion about the design challenge. **CONNECT** to the steps on the Unit 4 Chart: "How to Design." **ASK** questions and encourage them to share what they learned.

We worked a lot on our cow bells. We used our "How to Design," chart to help us create a cow bell, so the farmer can hear the location of the calf.

- What did you learn from these activities?
- What did you do to solve the problem? Did it work?
- What would you want to try more of?

## Materials

- Cow Bell Design Box (refresh materials as necessary)
- Images of cows wearing cow bells
- A real bell
- Unit 4 Chart: "How to Design"
- Your notes about children's observations from Small Group Day 19



## Building Background Knowledge

Help children understand that different materials vary in terms of their ability to make a noise. Sort the materials into groups, based on whether they made a noise or not.



## Stretch Their Thinking

Invite children to apply their new knowledge about design to a real classroom problem. Can they design a bell for the classroom door? What materials would they use?

## Listen/Look For

- What do children notice about the new materials?
- How do children change or add on to their cow bell?



## Design Process Learning

As children work through their second design process challenge, emphasize the learning that is taking place during the retest. Make connections to children's work as they draw designs, make their cow bell, test it, and redesign it. Give children opportunities to explain what they did differently in their redesign and why.



# APPENDIX

118	Continued Conversations
119	Coming Up in Unit 6: “Mix & Make”
120	Teaching Point Checklist
124	Family Letter – What’s Happening Now
125	Family Letter – Keep it Going... At Home
126	Family Letter – Songs, Poems and Chants
127	Family Letter – Yoga Poses

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## Digital Online Resources



<https://clibblueprint.org/resources-tx>

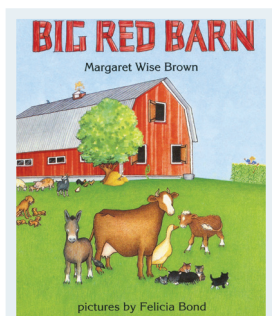
At the web address above, you will find the following resources and downloads.

- ASL Sign (images & videos)
- Board Games & Pieces
- Family Resources
- Featured Class Books
- Letter and Numeral Formation Guide
- Letter Pronunciations (audio)
- Mindful Moments
- Power of 3 Images
- Science Journals
- Songs, Poems and Chants (audio & print)
- Teaching Point Checklist
- Unit 5 Images
- Weekly Materials List
- Yoga Poses



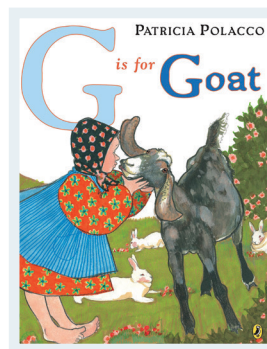
# Continued Conversations

The books selected for this curriculum are used to promote certain skills and concepts based around specific thematic goals. However, each book is rich with other ideas and topics worth exploring and discussing. As children re-engage with books used during class read alouds, encourage other ways of thinking about them. Below are examples of ways to continue these conversations.



### Big Red Barn

- Who do you think takes care of the animals on this farm? Why?
- Look at the illustrations. Can you find the butterfly on every page?
- What tools do you see? What do you think they are used for?



### G Is for Goat

- What other animals do you see on the farm?
- What do you and goats have in common? What do you both need? What do you both like?
- If you were on this farm, what would you like to do?



### Do You Know Which Ones Will Grow?

- How do you know that something will grow?
- What other animals can you think of? Do you know what the baby animal is called?
- Can you make up another riddle?



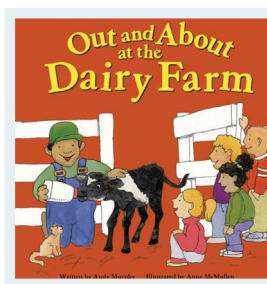
### Polly and Her Duck Costume

- Why did Pippa make Polly feel better? How do they take care of each other?
- What do you wear or put on to feel cozy?
- If you could spend the day on Polly's farm, what would you do there?



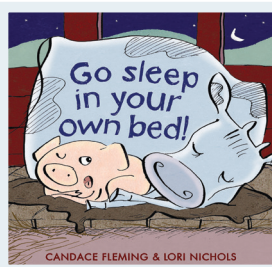
### Ragweed's Farm Dog Handbook

- What kind of handbook would you write?
- How do you think the other animals feel about Ragweed and his handbook?
- Does your family have a pet? What would your pet's handbook include?



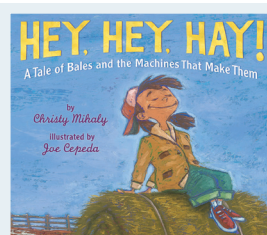
### Out and About at the Dairy Farm

- Do you see any other animals on this farm? What might the other animals do all day?
- After their field trip to the dairy farm, what could the children tell their family members?
- What do you think the dairy farmers do when they are all done working for the day?



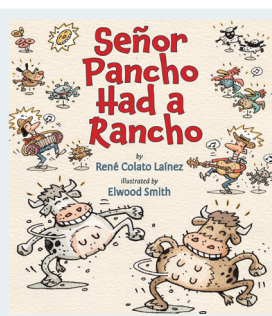
### Go Sleep in Your Own Bed!

- Do you think this happens every night? Why?
- How do you think all the animals got in the wrong beds?
- What advice would you give these animals? How can they keep this from happening again?



### Hey, Hey, Hay!

- What kind of weather do you notice? How does it change in this book?
- Which of these farm machines would you like to use? Why?
- At the end the girl is riding a horse. Where do you think they will go?



### Señor Pancho Had a Rancho

- If you were visiting Señor Pancho's rancho, what would you do there?
- What other languages do you know or have you heard of? What do the animals say in that language?

# Coming Up in Unit 6:

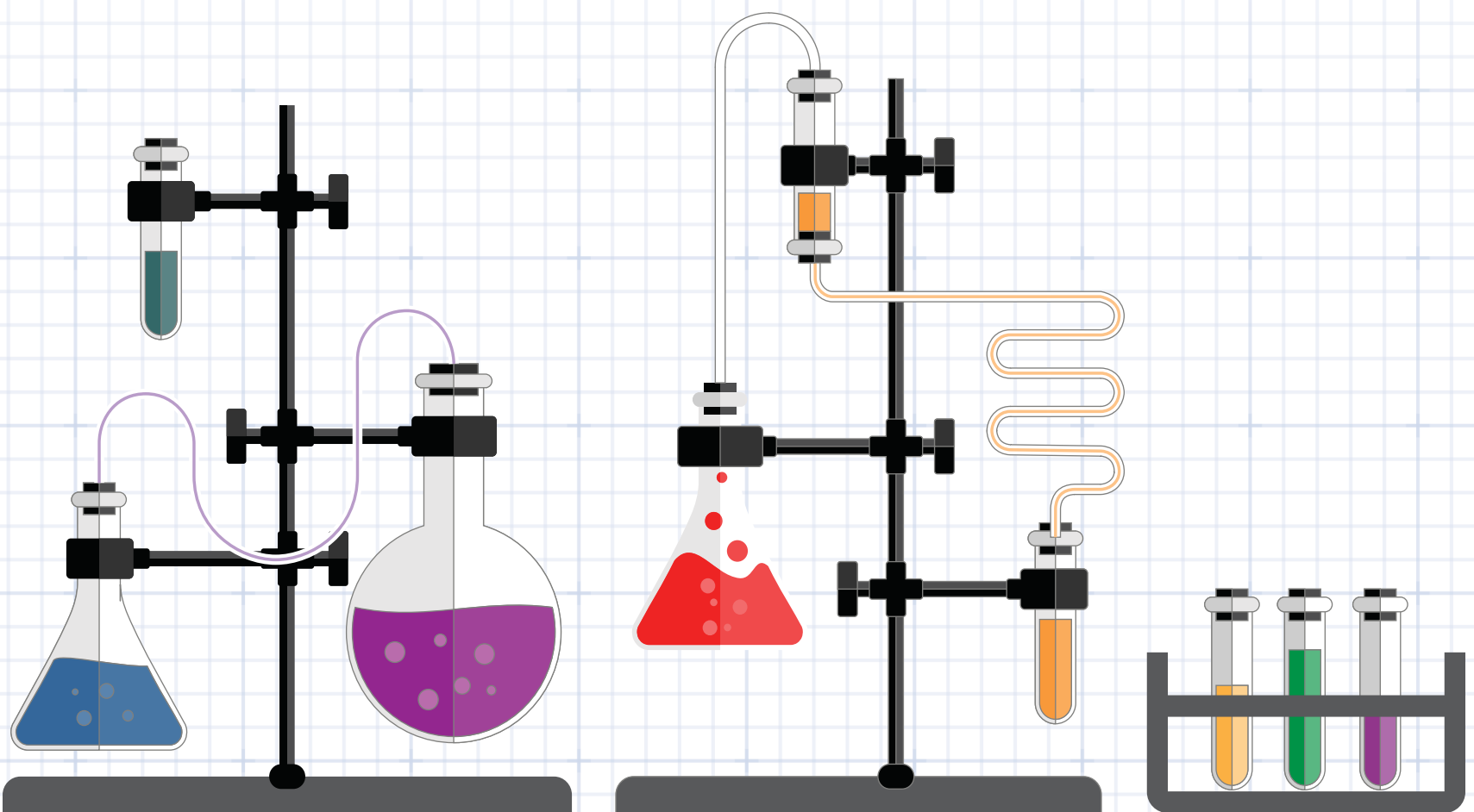
## “Mix & Make”

Children have learned a lot about communities: their classroom community, their local communities, and now even a farm community. They have learned about many jobs, such as doctors, trash collectors, and farmers. Now it's time to “mix” it up.

Get ready to dig deeper into science. Children channel their inner scientist in the next unit as they make mixtures using a variety of substances including common kitchen items (e.g. water, salt, sugar, and soap) and art supplies (e.g. food dye and paint). They learn that mixtures result in changes, some that are reversible and some that are not. They engage in foundational science practices by asking questions, making predictions, and using their senses to make observations.

### In preparation for Unit 6, collect:

- Mixing tools, such as spoons of all shapes and sizes, chopsticks, toothpicks, etc.
- Clear plastic cups
- Measuring tools, such as measuring spoons and cups



Primary Standard	Teaching Point	Date	Observation notes
Approaches to Learning: Initiative and Curiosity	Children brainstorm ways to use a bucket at the farm dramatic play center.		
	Children discuss what they know and wonder about goats.		
Approaches to Learning: Persistence and Attentiveness	Children add on to a list of animals they might see on a farm.		
Social Emotional: Self-Regulation and Responsible Behavior	Children practice "Find the Pause."		
	Children offer the character advice.		
Social Emotional: Social Awareness and Relationships	Children discuss thinking about others' feelings.		
	Children discuss feeling caring.		
	Children think about others' feelings using puppets.		
	Children think about how a tired farmer feels.		
	Children discuss how the farmers take care of each other.		
Literacy: Literate Attitudes and Behaviors	Children vote for their favorite book from the unit.		
Literacy: Listening and Speaking	Children listen to the class book: <i>All About Farm Animals</i> .		
	Children discuss what they have learned about what happens on the farm.		
Literacy: Phonological Awareness	Children learn about the <i>letters k, e, q, g, z, and y</i> .		
	Children match farm animal cards by initial sound.		
	Children match farm animal cards using rhyming words.		
	Children generate words that rhyme with "cow."		
	Children identify how many syllables are in a word.		
	Children fill in rhyming words.		
	Children identify the first letter in words about goats.		
	Children use wooden blocks to signal words that begin with the /f/ and /h/ sound.		
	Children use wooden blocks to signal words that rhyme.		

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Primary Standard	Teaching Point	Date	Observation notes
Literacy: Comprehension	Children learn what a farm dog does.		
	Children predict which animal is in each bed.		
	Children discuss why the characters feel grumpy.		
	Children share what they are learning about goats.		
	Children learn about Polly's life story.		
	Children think about how Polly is feeling.		
Literacy: Fluency	Children join in singing this version of the song.		
Literacy: Vocabulary	Children learn the word "squeal."		
	Children learn the word "stumbled."		
	Children learn the word "nestle."		
	Children act out what the goats are doing.		
	Children learn multiple meanings for the word "kid."		
Literacy: Writing	Children begin work on a class book.		
Math: Geometry and Spatial Relations	Children play the game "Chicken on the Farm" with variations.		
	Children play the game "Where Is the Bucket?"		
Math: Patterns and Attributes	Children sort pictures of things that grow or do not grow.		
	Children identify a pattern when they see it.		
	Children copy and create patterns using animal cards.		
Math: Measurement and Data	Children discuss the results of a survey.		
Math: Numbers and Number Sense	Children play the game "Horse on the Farm" in different directions.		

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Primary Standard	Teaching Point	Date	Observation notes
Math: Numbers and Number Sense	Children put the numbers one through 10 in order.		
	Children put numbers in order and figure out which one is missing.		
	Children count jumps.		
	Children use their fingers to represent different numbers.		
Science: Scientific Inquiry and Practices	Children sort animals by whether or not they live on a farm.		
	Children discuss which container works best to transport eggs.		
	Children discuss which container works best to transport water.		
	Children use their sense of touch to identify an object.		
	Children draw a design for their cow bell.		
Science: Engineering and Technology	Children explore items used to take care of animals on a farm.		
	Children play the coding game "Start to Finish."		
	Children play the coding game "Get the Goat to the Flower Mound" with variations (board game version, adding obstacles, etc.).		
	Children make, test, and redesign their cow bell.		
Science: Life Sciences	Children match farm animal cards based on different qualities (what animals can do, what noises they make, etc.).		
	Children discuss what they know about what happens on a farm.		
	Children compare their baby photos to their recent photos.		
	Children identify animals that live on a farm.		
	Children tell which things grow and do not grow.		
	Children identify baby and adult animals.		
	Children discuss: "Treating living things carefully."		

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Primary Standard	Teaching Point	Date	Observation notes
Science: Life Sciences	Children discuss farm animals with Señor Pancho.		
	Children compare their body parts to the body parts of a cow.		
	Children discuss how the farmers take care of the cows.		
Science: Physical Sciences	Children investigate making sound with classroom objects.		
Social Studies: Being a Community Member	Children discuss what farmers do.		
	Children learn how farmers prepare hay.		
Social Studies: Self and Society	Children sing "Señor Pancho Had a Rancho."		
Social Studies: Marketplace	Children learn about a dairy farm.		
Physical Development: Gross Motor Skills	Children play variations of "Duck, Duck, Goose" ("Duckling, Duckling, Duck," "Kitten, Kitten, Cat," etc.).		
	Children pretend to climb in different ways.		
	Children jump together like a herd.		
	Children wag and shake their hips like goats.		
Physical Development: Concepts of Health	Children learn about dairy foods.		
	Children sing and create their own version of "Old MacDonald Had a Farm."		
Creative Arts: Music	Children use wooden blocks to make loud and soft noises and make a wave motion.		
	Children practice yoga poses (cow, horse, hen, bridge, etc.).		
Creative Arts: Creative Movement and Dance	Children play "Farm Animal Charades."		
	Children sing and move to "The Goats Go Marching" in different ways (jumping, adding a new verse, etc.).		
	Children discuss paintings of pigs by different artists.		
Creative Arts: Art Appreciation and Attitudes	Children discuss paintings of pigs by different artists.		
Creative Arts: Dramatic and Performance Art	Children launch the farm dramatic play center.		

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## What's Happening Now

Dear Families,

Through books and engaging classroom activities, we are traveling to the farm to learn about different farm animals, the names for baby farm animals, the names for different animal structures (e.g. pig sty, chicken coop), what they do on the farm, and how farmers take care of their animals.

### During this unit, children also:

- Continue practicing rhyming words
- Practice the *letters k, e, g, z, y*
- Build cow bells out of common classroom items
- Play several games to develop counting and early coding skills



## Keep It Going

### Share Learning

Children love to re-enact the stories they hear. Work together to make a farm puppet using common household materials. They can use it to retell stories they hear in school or create new ones.

For example, you can use a wooden spoon. The rounded part can be the face; draw on eyes, add some yarn for the hair, and maybe even add a bit of material on the handle as a bow or bow tie, and there you go! Or you can use a brown paper bag and decorate the bottom with a face and hair.

Send in the puppet or a picture of it so your child can share at school.

### Share Your Expertise

Do you work with animals or know someone who does? Have you ever worked on a farm? Please let us know.

### Share Some Supplies

For our new farm dramatic play center, we are looking for:

- Plastic eggs, cardboard boxes, new or sanitized egg cartons, stuffed/toy farm animals, toy fruit and vegetables, straw, and tools a farmer might use such as watering cans, rakes and shovels

.....  
*Also, please send in a baby photo of your child!*  
.....

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## Keep It Going... At Home

Dear Families,

Here are some things that you can do at home to support what your child is learning in school.

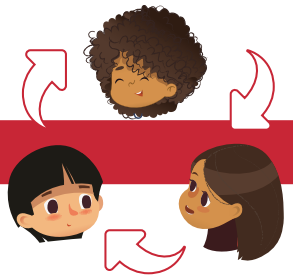
### Keep Them Healthy & Active

Children walk across pretend bridges on imaginary field trips to a farm. This activity helps to develop their balance and coordination skills. Additional activities you can try at home to strengthen these skills include playing hopscotch, wheelbarrow walking, and biking and scooting.



### Develop Their Emotional Well-Being

Empathy, or the ability to understand another person's perspective, is something that even the youngest of children can begin to learn and one that has long-term benefits. We are adding "Think about how others feel." to the "Power of 3" chart at school. At home, help your child practice empathy by talking with them about the characters in their books. How do they feel? How can you tell? How would you make them feel better?



### Help Them Communicate

Children learn language through conversation. Try the strategy of "adding on" to extend conversations. For example, if your child says they played blocks in school, ask whom they played with and what they built. Then say it back to them. "I am so happy that you and Jimmy got to build a boat with the blocks." This will help them develop and use more elaborate sentences.



### Explore Their World

Children explore a variety of sounds in this unit. They mimic animal sounds in English and Spanish; they tap wooden blocks together to make music; and they create a cow bell. What sounds can you notice in your environment? What instruments can children make from common objects in your home?



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## Songs, Poems and Chants

### “Mary Had a Little Lamb”

Mary had a little lamb,  
Little lamb, little lamb.  
Mary had a little lamb  
Its fleece was white as snow.  
And everywhere that Mary went  
Mary went, Mary went  
Everywhere that Mary went  
The lamb was sure to go.

### “The Goats Go Marching”

[Sing to the tune of “When Johnny Comes Marching Home.”]  
The goats go marching one by one.  
Hurrah! Hurrah!  
The goats go marching one by one.  
Hurrah! Hurrah!  
The goats go marching one by one.  
The little one stopped...to have some fun!  
Then they all go marching,  
Down to the farm to get out of the rain...  
Boom, boom, boom, boom!

### “Old MacDonald Had a Farm”

Old MacDonald had a farm,  
E-I-E-I-O!  
And on this farm he had a pig,  
E-I-E-I-O!  
With an oink, oink here,  
And an oink, oink there.  
Here an oink, there an oink,  
Everywhere an oink, oink!  
Old MacDonaald had a farm,  
E-I-E-I-O!

### “The Farming Song”

[Sing to the tune of “London Bridge.”]  
Keeping animals safe and sound,  
Safe and sound, safe and sound  
Keeping animals safe and sound,  
When you’re a farmer!



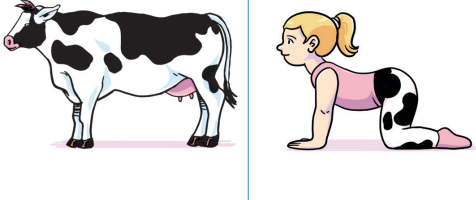
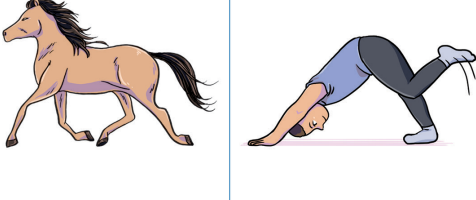
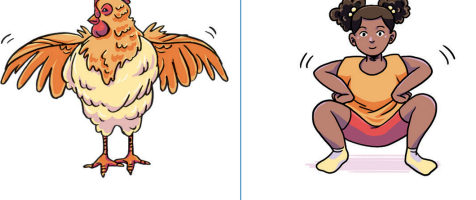


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## Yoga Poses

Cow Pose	Horse Pose	Hen Pose
<ol style="list-style-type: none"> <li>1. Come onto your hands and knees.</li> <li>2. Arch your back with your belly reaching toward the ground.</li> <li>3. Look up toward the sky. Moo!</li> </ol>	<ol style="list-style-type: none"> <li>1. Come onto your hands and knees.</li> <li>2. Tuck your toes under and lift up your knees.</li> <li>3. Pretend to have a tail and lift it toward the sky.</li> <li>4. Lift one foot at a time and do little hops like you're galloping or running in place. Neigh!</li> </ol>	<ol style="list-style-type: none"> <li>1. Start in a squat.</li> <li>2. Bring your hands to your shoulders to make your wings.</li> <li>3. Flap your wings. Cluck!</li> </ol>
		
Rooster Pose	Bridge Pose	
<ol style="list-style-type: none"> <li>1. Stand up.</li> <li>2. Connect the palms of your hands and place them on your head like a rooster's comb.</li> <li>3. Lift one leg behind you with a bent knee.</li> <li>4. Swing it forward, and step it down.</li> <li>5. Lift up your back leg with a bent knee, swing it forward, and step it down.</li> <li>6. Keep strutting. Cock-a-doodle-do!</li> </ol>	<ol style="list-style-type: none"> <li>1. Lie down on your back.</li> <li>2. Bend your knees and plant your feet on the floor.</li> <li>3. Bring your arms alongside your body and press your hands down.</li> <li>4. Lift up your hips like a bridge!</li> </ol>	
		

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In loving memory of Lidia Lemus. Her dedication to children, equity and kindness live throughout these pages. Thank you for working to make these values come alive with the children in your care.

