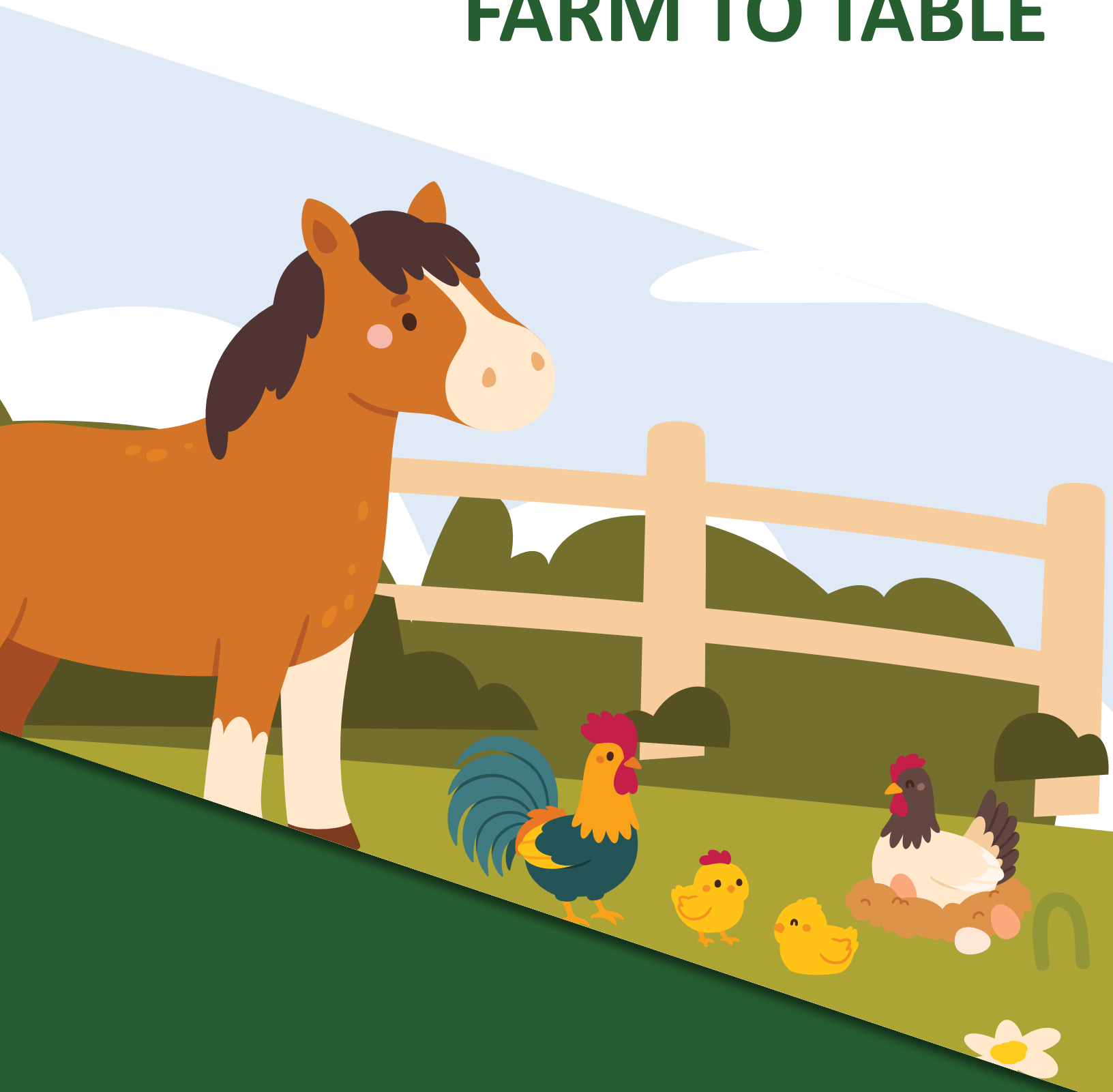
FARM TO TABLE



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Language and Literacy

Sensory ABC Bags: Themed Alphabet

EZ.002.LA.1001-1002

Activity Type:
Free Choice

Objectives:
Students will identify letters of the alphabet.
Students will begin to distinguish between uppercase and lowercase letters.

Each themed classroom includes a magnetic alphabet. A featured activity will be included with each themed magnetic alphabet. Using alphabet boards as a reference, students letter hunt in a rice bag. Students use their sense of sight and sense of touch to find letter tiles that match the alphabet board. The letters on the alphabet board match the themed magnetic letters. Engaging with tactile activities related to letters can enhance students' ability to recognize and order them.

WHAT TO DO

Add rice to the containers, roughly ¾ container full. Add one set of letter blocks and mix up in the rice. Encourage students to find letters in the containers and match to the alphabet board.

PLAY TIPS

- Use the included bases to introduce rhyming words. During small group or large group interactions, you can switch out beginning letters to say, out loud, rhyming words. Leave the letter tiles and bases in the writing center to encourage free exploration and matching word bank words.
- Turn this activity into a sensory ABC bag. Fill a gallon-sized bag ¾ full of rice and add paper letters, magnetic letters, or the letter blocks. Seal the bag with packing tape. Students can search through the sealed bag to find the letters and write down once they find a letter.

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Mathematics

Number Scavenger Hunt: Number Cards

EZ.002.LA.1003-1004

Activity Type:
Small Group

Objectives:
Students will begin to recognize numerals 0-10.
Students will compare quantities of objects by using number recognition and one-to-one correspondence.

Each themed classroom includes themed number cards. A featured activity will be included with each set of themed number cards. Students begin to recognize numerals through repeated exposure to numbers. Participating in a number-focused scavenger hunt can provide students with a sense of adventure and challenge and encourages them to use problem-solving skills to complete a task.

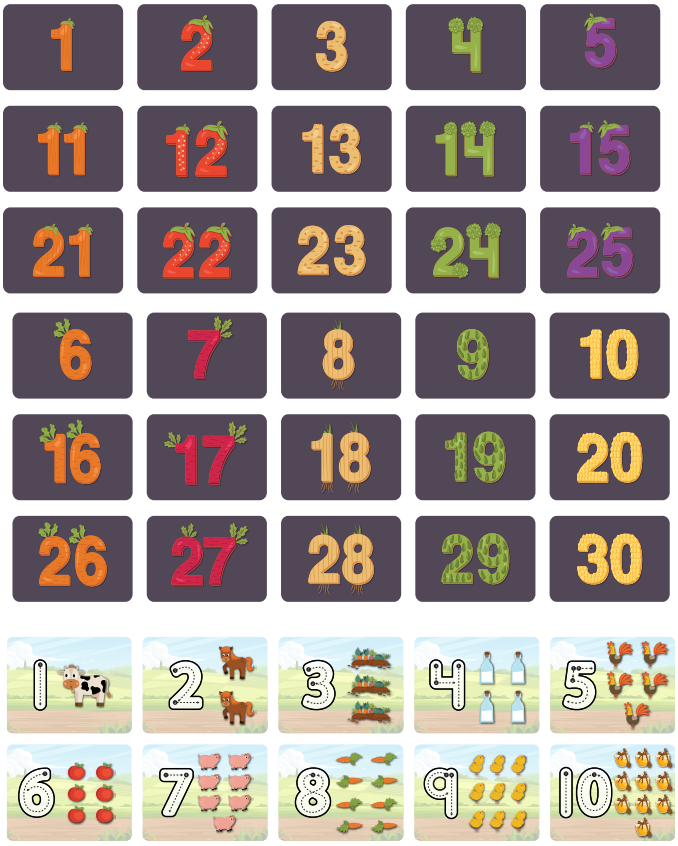
WHAT TO DO

1. Make a set of number cards using construction paper. Hide the number cards around the classroom. Explain the purpose of scavenger hunts and tell students that they will be participating in a scavenger hunt to find number cards.
2. Using the number cards that you made, hold up a number card and ask students to find the number. As students find a number, they can trace the number on the tracing sheet. Continue through the remaining numbers.

PLAY TIPS

- Have students work in pairs to find number cards to highlight the value of teamwork and collaboration to complete a task.
- After students find the number cards, encourage them to find the quantity of something (math counters, erasers, pencils, etc.), using a number card as a guide. For example, if a student finds the number 2 during the scavenger hunt, ask “Can you find 2 erasers?”

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Mathematics

Making Patterns

EZ.002.LA.1006

Activity Type:
Free Choice and Small Group

Objectives:
Students will recognize common 2-D shapes.
Students will sort by features and attributes.
Students will recognize patterns.

Students explore patterns and properties of shapes as they create whole images using pattern blocks and themed pattern block mats. Pattern blocks boost students' ability to think critically, make predictions, and test their predictions.

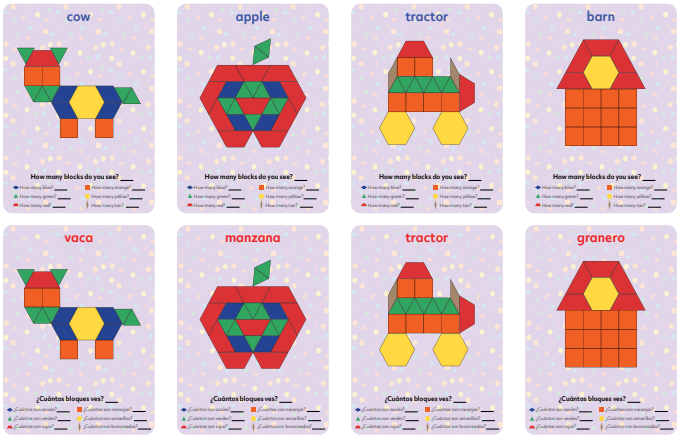
WHAT TO DO

Pattern block mats and pattern blocks work well as a self-directed activity. The intuitive nature requires little direction. Place the mats and pattern blocks out for students to explore freely, encouraging students to match the pattern block shape and color to the correlating space on the whole image.

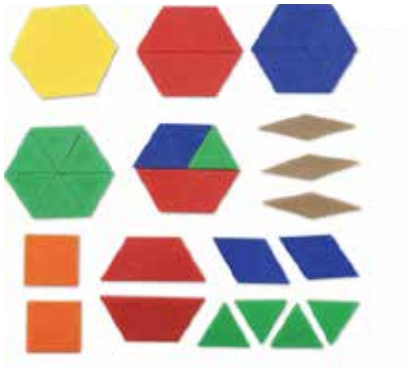
PLAY TIPS

- You can make your own pattern block cards by simply tracing pattern blocks on paper. Create a design using the pattern blocks and place the design on paper. Trace around the outer edge of your design and allow students to fill in the design with pattern blocks.
- Have students take a two-handed scoop of pattern blocks and sort by shape or color. Use graphing paper or a graphing mat to visualize the sorting process.
- Students can use mirrors to create patterns and make observations in the reflections. Ask students to describe what they are seeing as they create patterns in the mirrors.

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Language and Literacy

Pre-Writing Line Tracing

EZ.002.LA.1007

Activity Type:
Free Choice and Small Group

Objectives:
Students will build pre-writing skills by tracing curved, notched, and zigzag lines. Students will recognize directionality in print and writing.

Students work on emergent literacy and transition to letter formations by tracing lines, patterns, and shapes with a theme in a dry erase, reusable format. To connect to fine motor development, students are encouraged to add detail. Themed templates are included for tracing.

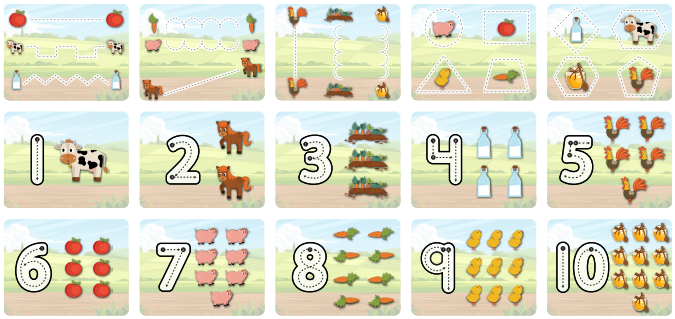
WHAT TO DO

1. Place the dry erase templates in the writing center. Students have the choice to use dry erase markers on the dry erase templates or place paper on the template and trace using a pencil/crayon. Remind students to start from left to right and top to bottom.
2. Encourage students to make their own tracing templates using the dry erase templates as a guide. Students can work on tracing shapes, lines, and numbers by repetitively tracing the same shape, line, or number using a different color crayon each time.

PLAY TIPS

- Include the themed tracing patterns in the writing center to align with other free-choice writing exercises. Using a clipboard will help students control the writing utensil.
- Tape the template vertically, on an easel or teacher board, to encourage the strengthening of fine motor development.

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Language and Literacy

Alphabet Stamps: Word Bank Words

EZ.002.LA.1012

Activity Type:
Free Choice and Routines

Objectives:
Students will identify letters of the alphabet.
Students will identify matching letters.

Each themed classroom includes a word bank. A featured activity will be included with each themed word bank. Students use alphabet stamps to find letters that match letters from words in the word bank. Students can make their own word bank over time to leave in the writing center. Word banks introduce vocabulary, help build confidence as writers and lay the foundation for early spelling skills.

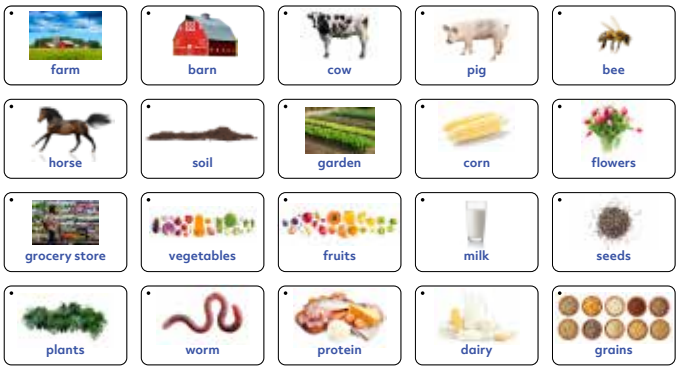
WHAT TO DO

Place the alphabet stamps, ink pads, index cards, and word bank in the writing center to encourage free exploration. Students can also "write" word bank words with the stamps or create new word bank words from environmental print or words from the classroom library.

PLAY TIPS

- Make simple alphabet cards to use in the writing center. Include each letter of the alphabet and encourage students to find the matching alphabet stamp.
- Add envelopes to the writing center and challenge students to "write" a letter to a family member or friend using the alphabet stamps.
- Use clean stamps (no ink) to stamp impressions into Play-Doh.

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Science

Plant or Animal

EZ.002.LA.1014

Activity Type:
Small Group and Large Group

Objectives:
Students will participate in story related prediction and observation activities.
Students will describe and discuss the relationship of organisms to their environment.
Students will sort and classify.

All food comes from plants or animals. Students sort images of food into plant and animal source columns after reading non-fiction and fiction books exploring how food is produced, acquired, and appreciated. Sorting activities reinforce vocabulary and provide the opportunity to introduce new words. Sorting is also a foundational skill for learning math concepts.

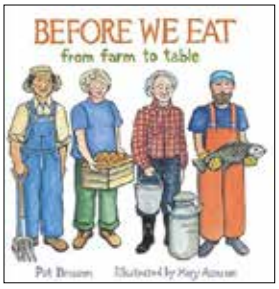
WHAT TO DO

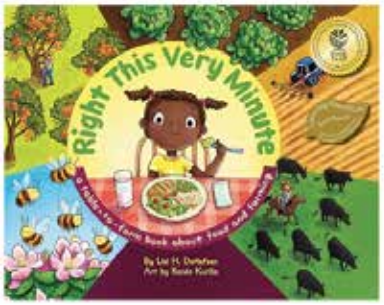
1. Read fiction and non-fiction books about food sources such as, *Before We Eat: From Farm to Table* by Pat Brisson and *Right This Very Minute: A Table-to-Farm Book About Food and Farming* by Lisl Detlefsen. Explore additional books from the classroom library. Explain that all food comes from a plant or animal (prepared food is a collection of ingredients or recipe).
2. Introduce the organizational chart with the headers, Plant and Animal. Reiterate that all food comes from a plant or animal (prepared food is a collection of ingredients or recipe). Place the food cards in a bag, take a card out of the bag, and ask students whether the item comes from a plant or animal. Be sure to discuss the origin and ingredients, if applicable. Attach the food to the appropriate column using Velcro.

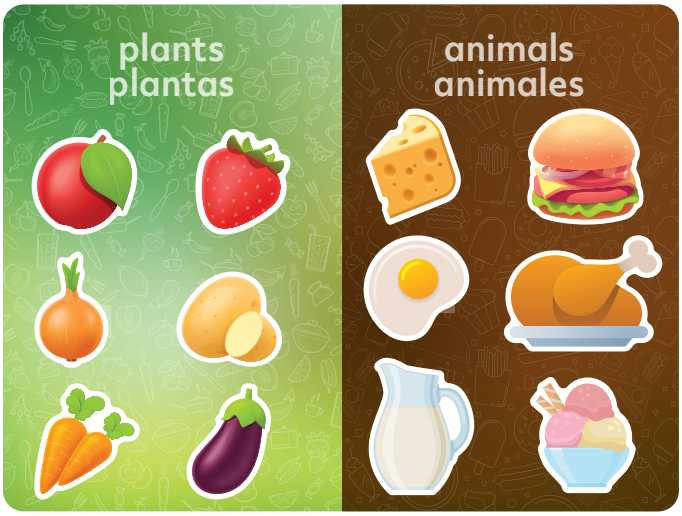
PLAY TIPS

- Add the food cards to a center. Students can sort the cards individually into plant and animal categories or create new categories to sort by.
- Bring in labels and empty packaging like an empty egg container, milk carton, or herb container for students to sort in class.

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Science

Life Cycle Exploration

EZ.002.LA.1015

Activity Type:
Free Choice and Small Group

Objectives:
Students will explore life cycles.
Students will make scientific observations and predictions.

Sequencing cards help reinforce abstract concepts and allow students to refine ideas as they learn new information. Life cycle of a butterfly, chicken, and frog sequencing cards give students the opportunity to manipulate the stages in a self-directed way. Sequencing is a fundamental skill for reading comprehension and storytelling.

WHAT TO DO

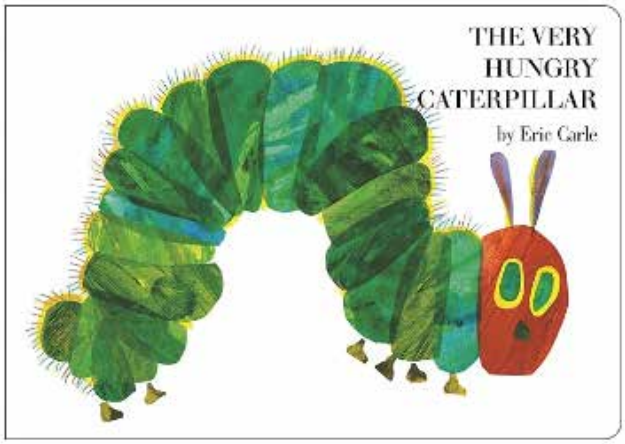
1. You can introduce the concept of a life cycle by reading *The Very Hungry Caterpillar* by Eric Carle. Explain that a life cycle is the change that happens to a living creature over its lifetime. What changes happen to the butterfly from the start of an egg?
2. The life cycle sequencing kit and life cycle sequencing cards work well as a center-based activity. You can ask students guiding questions as they are exploring the materials. Ask guiding questions such as, "How would you put the frog/chicken/butterfly in order by change?," "Describe how the frog/chicken/butterfly has changed.," and "How have you changed since you were born?"

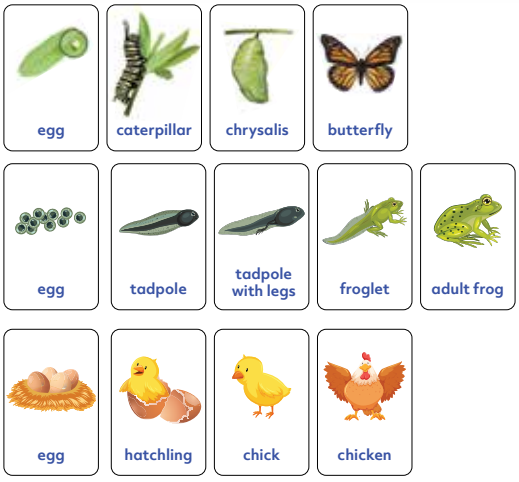
PLAY TIPS

- Add the life cycle manipulatives to a sensory bin. For the frog life cycle manipulatives, add water, food coloring, rocks, and lily pads cut from foam sheets. For the chicken life cycle manipulatives, add corn, shredded paper to simulate straw, and sticks to build a chicken coop. For the butterfly life cycle manipulatives, add sticks and shredded paper.
- Print additional life cycle sequencing cards (4-5 visuals), laminate, and add the cards to the science center for free exploration. The life cycle of a bee and the life cycle of a flower are two examples to explore.

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Social Studies

What's in a Grocery Store?

EZ.002.LA.1017

Activity Type:
Free Choice and Small Group

Objectives:
Students will interact with peers in play-based ways.
Students will begin to understand what it means to be a consumer.

Grocery stores are much more than places to buy food. Grocery stores are the pillar of a community and bring people together. In small groups, students make comparisons between authentic grocery stores and classroom faux produce and packaged food products. Students sort by product type and check out using the simulated grocery scanner. Role-playing provides a fun and engaging way to practice real-life situations in a safe and controlled environment.

WHAT TO DO

1. Introduce the grocery items, cash register and money, and reusable shopping bags to the students. Students can explore the items and roles associated with the setting and items.
2. As an educator-directed experience, ask students to explore ways to sort the items. Students can sort by fruits vs. vegetables; bottles, boxes, and cans; and by refrigerator vs. pantry, among countless other ways.

PLAY TIP

In addition to using faux food items, you can also add real food containers from home. Encourage friends, parents, and other educators to save empty containers to add to the grocery store. Please take allergen precautions.

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Fine Arts

Down on the Farm

EZ.002.LA.1018

Activity Type:
Large Group, Small Group, and Free Choice

Objectives:
Students will identify roles that humans and animals fill.
Students will interact with peers in play-based ways.

Humans and farm animals contribute to the mutual well-being of one another. Humans provide food, shelter, and empathy to farm animals and farm animals support the need for human food and other byproducts. Students explore the roles and relationships animals and humans assume by engaging in free group exploration of farm-associated materials. Through role-playing, children ask questions, give instructions, and engage in conversations. Role-playing also strengthens turn-taking abilities and confidence in expressing themselves.

WHAT TO DO

1. Make a brainstorm web with a large or small group. With the farmer in the center of the web, brainstorm the animals you might find on a farm. Discuss the relationship between a farmer and the farm animals.
2. Set out the farm play materials. You can set the stage for play by providing scenarios, such as: feed the farm animals, plant the seeds, or build a barn. Students can also freely explore the materials, setting up their own scenarios.

PLAY TIPS

- Play farm animal charades before introducing the farmer costumes and farm animals. Students can take turns pretending to be a farm animal while encouraging others to guess the animal's identity. The assumption of identity can extend to dramatic play.
- Add the farm animals to a sensory table or plastic bin filled with water and dish soap and ask students to give the farm animals a "bath."
- Make "hay" by shredding paper bags and encouraging students to color the hay brown and yellow.

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Science

Making Observations

EZ.002.LA.1019

Activity Type:
Free Choice and Small Group

Objectives:
Students will explore the functions of observation tools.
Students will make scientific observations and predictions.

Observation is an integral part of the inquiry process. When young children learn how to observe, they make new discoveries and in turn, fit the new discoveries into their existing schema. Educators can ask student-focused questions as they use observation tools such as magnifying glasses and tripods while observing plant and life cycle specimen in acrylic sets.

WHAT TO DO

1. Leave the specimen and magnifiers on a table for free exploration. Use the specimen as a starting place to ask the following questions: “What do you see?,” “What do you think this is?,” and “What do you notice about this object?”
2. Encourage students to build an exhibition of objects. They can create “signs,” display items like a museum exhibition, create invitations for friends and family, and hold an opening. Children gain knowledge from the experience and confidence by sharing it.

PLAY TIPS

- Build a classroom collection of natural items to observe in a learning center. Encourage children to collect items when outside on walks or recess. Continue building the collection as seasons change and invite families to contribute items to the classroom collection.
- Students can make a simple specimen box using a shoebox or old tin and ring dividers. Students can place natural items found outside in their individual specimen box and even “label” items using stickers.

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Fine Arts

My Restaurant

EZ.002.LA.1020

Activity Type:
Small Group

Objective:
Students will explore professions through role playing.

Students work together to create a classroom restaurant. They prepare the restaurant for guests, take guests' orders, cook food, and accept payment for service. A restaurant dramatic play center encourages group discussion around food diversity and exposes children to the inner workings of a restaurant, common pillars of many communities.

WHAT TO DO

Review roles and responsibilities in a restaurant. Students can use the restaurant manipulatives to assume roles and responsibilities to express their own thoughts, ideas, and feelings about working and being a guest in a restaurant.

PLAY TIPS

- Encourage students to make their own menus by cutting out images from old magazines or grocery store advertisements and gluing them onto paper or manila folders.
- Set out a dish pan filled with soapy water for students to "wash" dirty dishes.

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