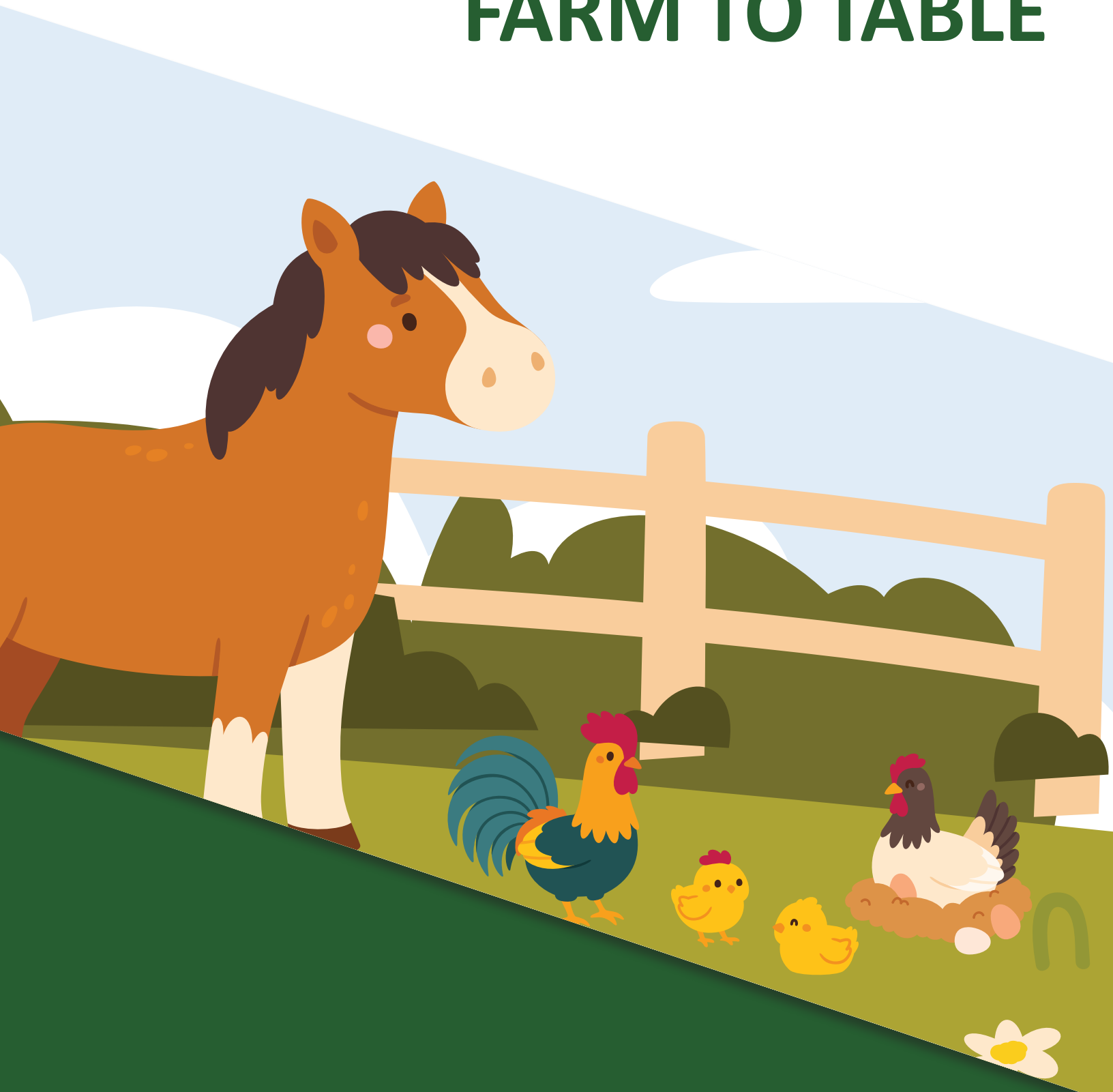
FARM TO TABLE



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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.

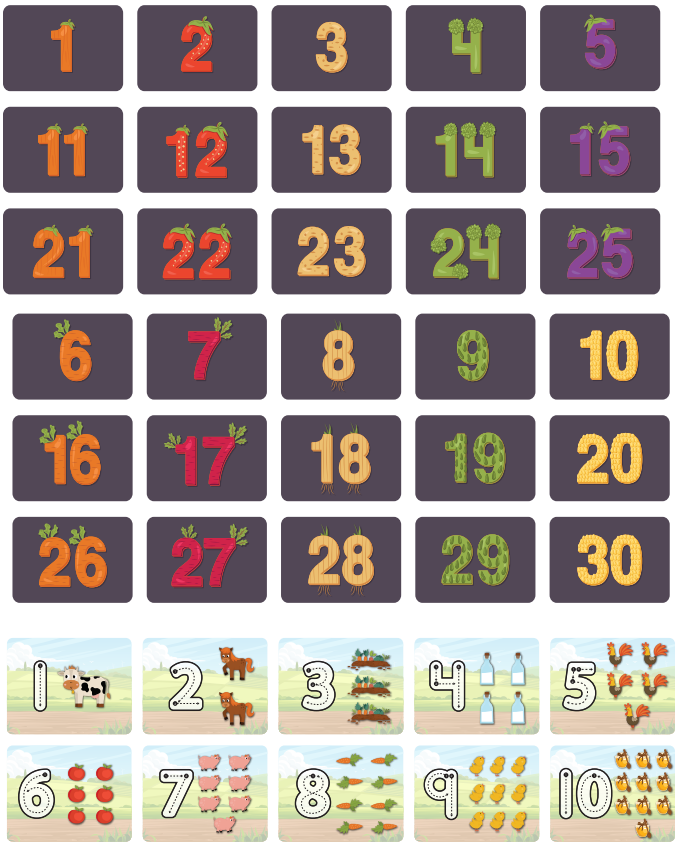
WHAT TO DO

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

Counting and Measurement

EZ.002.LA.1005

Activity Type:
Free Choice and Small Group

Objectives:
Students will count items up to 10 with one-to-one correspondence.
Students will begin to add to and take away items.
Students will begin to use nonstandard measurement tools.

Students use counting manipulatives, non-standard forms of measurement like Unifix Cubes, and themed counters, to practice one-to-one correspondence and early practices of measurement using themed math cards. Measurement can be an abstract concept for young children. Manipulatives like blocks, cubes, or cups provide a tangible way to understand concepts like length, and height. By physically comparing and ordering objects, they can build a foundation for understanding measurement units later.

WHAT TO DO

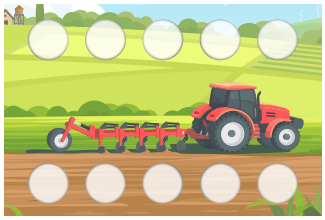
After modeling how to use the mats, place the counting and measurement mats in a learning center as a teacher-directed or student-directed experience. As a teacher-directed experience, guide students to use manipulatives to show one-to-one correspondence and length. As a student-directed experience, allow students to freely explore the manipulatives and mats.

PLAY TIPS

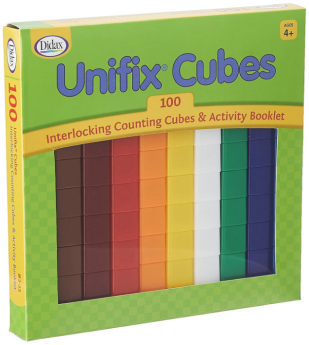
- Use the math manipulatives to reinforce sorting by color and type. Encourage students to count how many are in each category. Encourage students to think of other ways to sort the manipulatives.
- Ask students to use the manipulatives to create patterns. Create simple pattern mats (ABAB, AABB, ABB) for additional support and guidance.

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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.

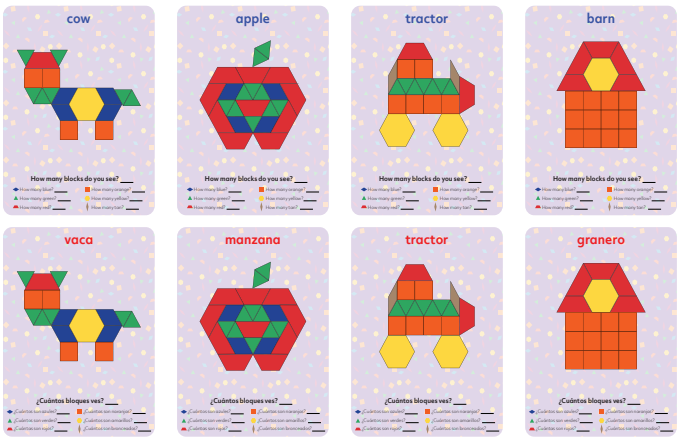
WHAT TO DO

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.

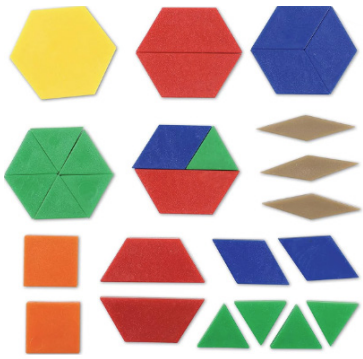
PLAY TIPS

- 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.

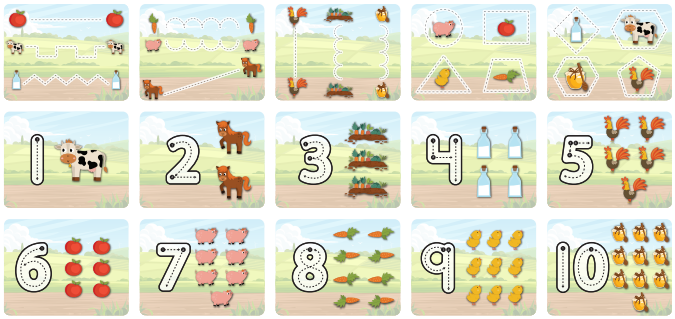
WHAT TO DO

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

Syllable Awareness

EZ.002.LA.1009

Activity Type:
Free Choice and Small Group

Objectives:
Students will understand and use recognizable and new vocabulary.
Students will begin to blend and segment syllables in words.

Phonological awareness is the ability to recognize and manipulate the sounds of spoken language. It is an essential skill in the process of learning to read and write. Young children participate in various sound activities to build sound awareness. Recognizing that words can be broken down into syllables or units of sound is a phonological skill.

WHAT TO DO

Introduce the vocabulary cards as a guided activity or free choice center activity. Have students clap the number of beats on the vocabulary card and indicate the number by moving the clip.

PLAY TIPS

- Provide simple instruments to reinforce the number of syllables. Rather than clap the number of syllables in a word, students can shake the number of syllables.
- Students can use their body to emphasize syllables in a word. Have students jump up and down, tap their toes, march in place, do jumping jacks, or tap their head to count syllables.

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Language and Literacy

Rhyming Awareness

EZ.002.LA.1010

Activity Type:
Free Choice and Small Group

Objectives:
Students will understand and use recognizable and new vocabulary.
Students will begin to recognize rhyming words.

Phonological awareness is the ability to recognize and manipulate the sounds of spoken language. It is an essential skill in the process of learning to read and write. Young children participate in various sound activities to build sound awareness. Rhyming activities help children listen for ending sounds in words, a precursor to phonics activities in late preschool.

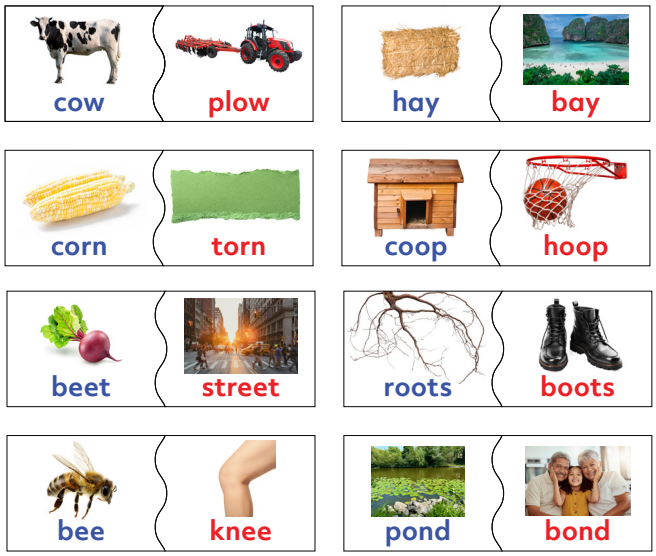
WHAT TO DO

Introduce the rhyming and matching cards as a small group, guided activity. Have students say the words on the rhyming cards and find the matching sound card. Students can place the matching sound card on the correlating picture.

PLAY TIPS

- Play rhyming words with body parts. Have students touch their head, nose, arm, etc. and think of a word that rhymes with the body part.
- Play, *I Spy with My Little Eye*, using target items in the classroom. For example, decide on something in the classroom, like *door* as the target word. Then state, "I spy with my little eye something that rhymes with *floor*." The students look around the classroom for something that rhymes with floor.

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Language and Literacy

Onset and Rime Awareness

EZ.002.LA.1011

Activity Type:
Free Choice and Small Group

Objectives:
Students will understand and use recognizable and new vocabulary.
Students will begin to identify and segment one-syllable words.

Phonological awareness is the ability to recognize and manipulate the sounds of spoken language. It is an essential skill in the process of learning to read and write. Young children participate in various sound activities to build sound awareness. Onset and rime activities help children identify patterns in words.

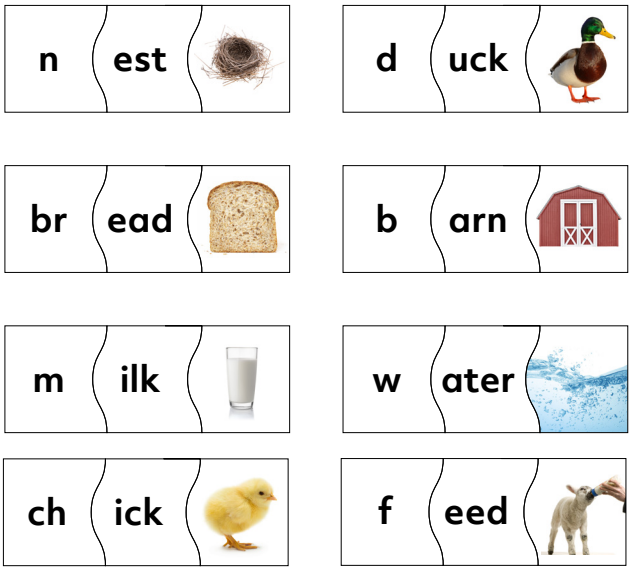
WHAT TO DO

Introduce the picture puzzles as a small group or free choice activity. As a small group exercise, model saying the onset together, the rime together, and the picture that identifies the word. As a free choice exercise, have the students put the pieces together to create a word.

PLAY TIP

Attach beginning and ending sounds to a set (2) of large dice. Have students roll the dice and say the word created, putting the onset and rime together.

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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.

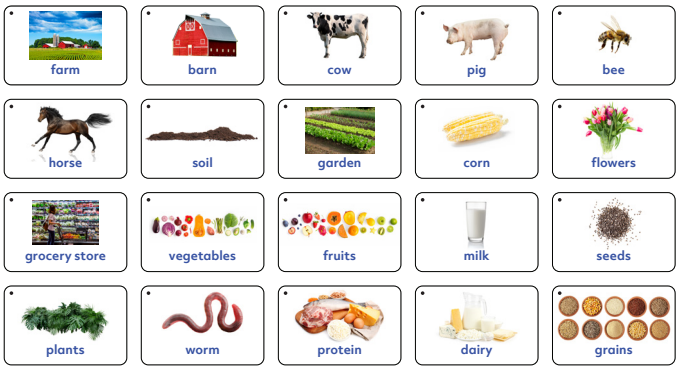
WHAT TO DO

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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FRUITS & VEGETABLES BINGO

Language and Literacy

Food Product Bingo

EZ.002.LA.1013

Activity Type:
Small Group

Objectives:
Students will practice listening and responding to directions.
Students will identify word and picture matches.

Bingo games help students learn to associate pictures with words and help build a robust vocabulary. Using images from the classroom grocery market, students match the product to the corresponding item as it is called out from the Bingo caller.

WHAT TO DO

1. Pass out the Bingo cards and go over the words and pictures on the game boards. Explain that each box will be covered with a Bingo chip as an item is called out. A box may be covered once and some boxes may be left over.
2. As you call out items from the caller cards, be sure students are using the Bingo chips to cover an item. Remind students that Bingo looks like a filled row.

PLAY TIP

Bingo games can be easily created to apply to other concepts. You can create a Bingo game for alphabet recognition, word bank words, pictures, and even numbers using laminated paper or contact paper.

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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.

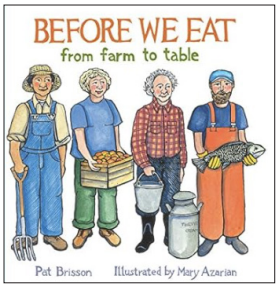
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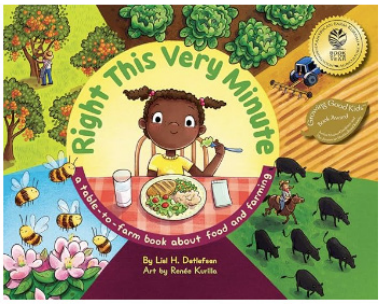
1. Read fiction and non-fiction books about food sources such as, *Before We Eat: From Farm to Table* by Pat Brisson and *Right This Very Minute: A Table-to-Farm Book About Food and Farming* by Lisl Detlefsen. Explore additional books from the classroom library. Explain that all food comes from a plant 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.

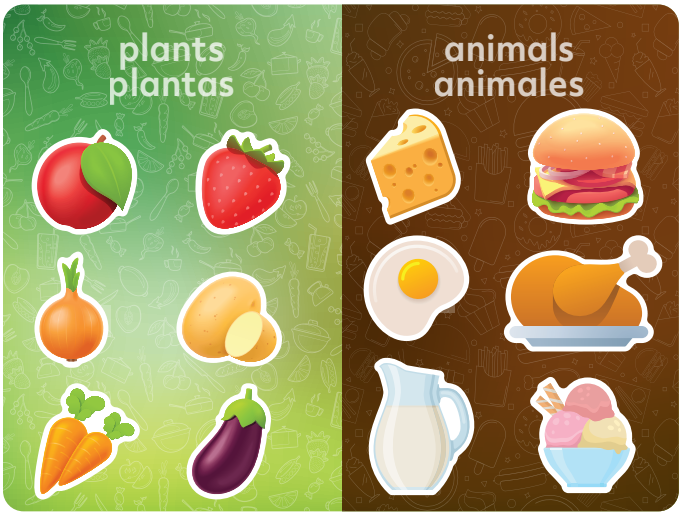
PLAY TIPS

- 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

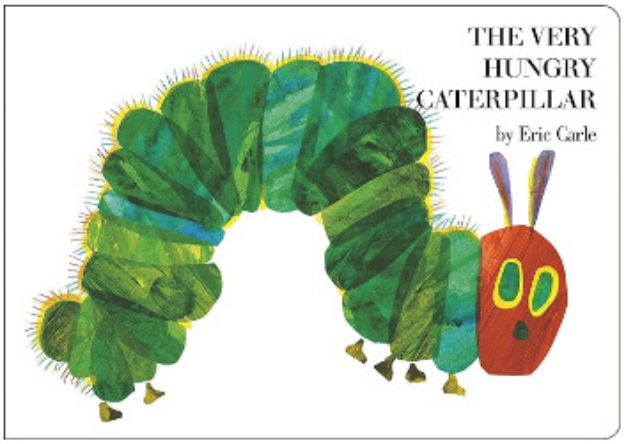
1. You can introduce the concept of a life cycle by reading *The Very Hungry Caterpillar* by Eric Carle. Explain that a life cycle is the change that happens to a living creature over its lifetime. What changes happen to the butterfly from the start of an egg?
2. The life cycle sequencing kit and life 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?"

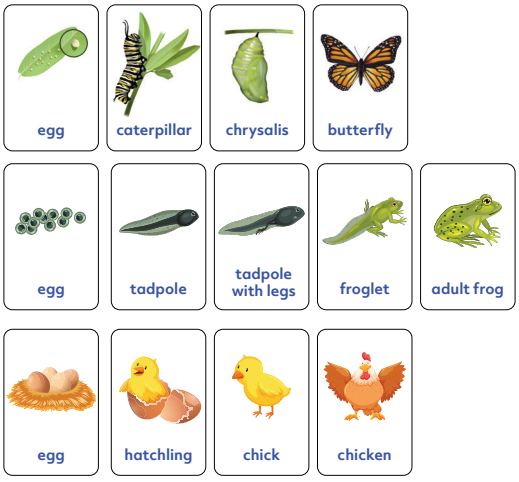
PLAY TIPS

- 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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Science

Embryology Project

EZ.002.LA.1016

Activity Type:
Large Group

Objective:
Students will observe and discuss life cycles.

Young children have a natural sense of curiosity about living things in the world around them. Building on this curiosity, students can develop a better understanding of living things by direct experience. Students learn about chickens and embryos by participating in the inquiry process, observing eggs in an incubator over a period of time, and reflecting and generalizing about their experiences.

WHAT TO DO

*Please read the project checklist before engaging in the embryology project. Cultivating live animals is a big commitment and the entire teaching team must be open to the pre-, during, and post-experience.

1. Allow students to explore eggs (from home or grocery store) before beginning the embryology project. In small groups, students can break open an egg, explore the contents on a plate, and make observations about the parts of an egg. Place several eggs in vinegar for 48 hours to observe eggs differently. The shells should dissolve completely; by placing the eggs in a bowl of water, students can view the shell membranes.
2. 2. Set up the incubator in a location where students can make observations freely and the eggs can easily be turned. Have students track changes daily in a journal or track changes as a large group. The 21-day growth process precipitates fast changes. Place the chicks in a warm brooder within 2-6 hours after they hatch.

PLAY TIPS

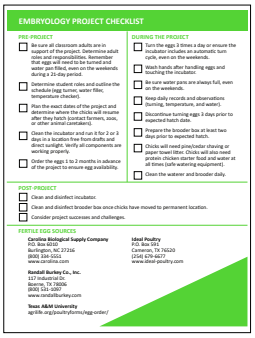
- Use the life cycle exploration set to make one-to-one correspondence daily.
- Create vocabulary cards specifically for the chick life cycle process. Include words like egg, nest, hen, rooster, embryo, hatch, hatchling, and chick.

WHAT YOU'LL NEED








EMBRYOLOGY PROJECT CHECKLIST

PRE-PROJECT

- Secure all classroom adults are in support of the project. Determine adult roles and responsibilities. Remember that eggs will need to be turned and water pan filled, even on the weekends during a 21-day period.
- Determine student roles and outline the schedule (egg turner, water filler, temperature checker).
- Plan the exact dates of the project and determine where the chicks will resume after they hatch (contact farmers, zoos, or other animal caretakers).
- Clean the incubator and run it for 2 or 3 days in a location free from drafts and direct sunlight. Verify all components are working properly.
- Order the eggs 1 to 2 months in advance of the project to ensure egg availability.

DURING THE PROJECT

- Turn the eggs 3 times a day or ensure the incubator includes an automatic turn cycle, even on the weekends.
- Wash hands after handling eggs and touching the incubator.
- Be sure water pans are always full, even on the weekends.
- Keep daily records and observations (turning, temperature, and water).
- Discontinue turning eggs 3 days prior to expected hatch date.
- Prepare the brooder box at least two days prior to expected hatch.
- Chicks will need pine/cedar shaving or paper towel litter. Chicks will also need protein chicken starter food and water at all times (safe watering equipment).
- Clean the waterer and brooder daily.

POST-PROJECT

- Clean and disinfect incubator.
- Clean and disinfect brooder box once chicks have moved to permanent location.
- Consider project successes and challenges.

FERTILE EGG SOURCES

Carolina Biological Supply Company
P.O. Box 6010
Burlington, NC 27216
(800) 334-5551
www.carolina.com

Ideal Poultry
P.O. Box 591
Cameron, TX 76520
(254) 679-6677
www.ideal-poultry.com

Randall Burkey Co., Inc.
537 Industrial Dr.
Boerne, TX 78006
(830) 249-4740
www.randallburkey.com

Texas A&M University
agrilife.org/poultryfarms/egg-order/

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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.

WHAT YOU'LL NEED











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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.

WHAT YOU'LL NEED







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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.

WHAT YOU’LL NEED



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