

Lesson Objectives**Core Content Objectives**

Students will:

- ✓ Identify by name the farm habitat when shown a picture of the farm
- ✓ Name one plant and two animals that live on the farm
- ✓ State that the food humans eat is grown on farms

Language Arts Objectives**Starting the Day**

Students will:

- ✓ Memorize and recite with others a simple nursery rhyme, poem, or song (RL.P.5, RF.P.2a)
- ✓ Memorize and recite independently a simple nursery rhyme, poem, or song (RL.P.5, RF.P.2a)
- ✓ Perform previously taught hand and body gestures associated with a familiar rhyme, poem, or fingerplay (RL.P.10)

Skills

Students will:

- ✓ With prompting and support, give the consonant sounds of at least three written letters (RF.P.2c, RF.P.3a)
- ✓ With prompting and support, give the vowel sound of at least one letter (RF.P.3a)
- ✓ Associate spoken and written language by matching written word labels with spoken words, such as students' names (RF.P.1b)
- ✓ With prompting and support, blend simple CVC words (RF.P.3a)
- ✓ With prompting and support, indicate the number of phonemes (one to three) heard in a real or nonsense word (RF.P.2d)

- ✓ With prompting and support, give the beginning sound of a spoken word (RF.P.2d)

Listening & Learning

Students will:

- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)
- ✓ Find the illustration, or object within the illustration, of a book that is being described (RI.P.7)
- ✓ Describe an illustration and how it relates to the text (RI.P.7)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, *why*, and *how* questions about “Farm” (RI.P.1, SL.P.2, L.P.1d)
- ✓ With prompting and support, retell important facts and information from “Farm” (RI.P.2)
- ✓ With prompting and support, use words and phrases acquired through conversations and reading and responding to “Farm” (L.P.6)
- ✓ With prompting and support, ask and answer questions about unknown words in “Farm” (RI.P.4)
- ✓ Use present and past verb tense (L.P.1b)
- ✓ Understand and use increasingly precise verbs related to plants, animals, and habitats (L.P.5d)
- ✓ Express a personal opinion (SL.P.6)
- ✓ With prompting and support, use a combination of drawing, dictating, and/or writing to create an informative text about farms, naming the topic and supplying some information about the topic (W.P.2, W.P.8)
- ✓ Associate spoken and written language by matching written word labels with spoken words, such as students’ names (RF.P.1b)

At a Glance

	Exercise	Materials	Minutes
STARTING THE DAY			
Routines	W Continue Established Routines		During morning circle
Nursery Rhymes	W Nursery Rhyme Review	5–10 Nursery Rhymes and Songs Posters (see Advance Preparation)	
SKILLS			
Small Group 1	S Blending Sounds Train	Activity Page 17-1; trays for each student; chart paper; marker	10
Small Group 2	S Warm-Ups	Image Cards 1-1-1-3; stuffed animal	10
	S Oral Segmenting: Three-Sound Words		
LISTENING & LEARNING			
Picture Talk	W Farm		10
Deepening Understanding	W Deepening Understanding: <i>Rooting</i>		10
Extension Activity	L Farm Mural	<i>Habitats</i> Flip Book; bulletin board paper; paper plate; paint; construction paper; glue; scissors; writing utensils; pipe cleaners; markers	During learning centers

Nursery Rhyme

Select a variety of Nursery Rhymes and Songs Posters (between five and ten) from which students can choose a rhyme to recite independently. Choose some shorter rhymes, some longer rhymes, and some rhymes that have hand motions. Post them so they are clearly visible to all students.

Small Groups

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide as needed so each small-group leader has a copy of the lesson for implementation.

Small Group 1

Cut apart the letters from the bottom of **Activity Page 17-1: Blending Sounds Train** and make two piles for each student. In the first pile, put letters 'd', 'o', and 'g'. In the second pile, put letters 'i' and 'm'. You will pass out the first pile at the beginning of the activity and the second pile in the middle of the activity.

Read the activity **Small Group 1: Blending Sounds Train** and decide how to model this activity for students. You might use a projector to show **Activity Page 17-1: Blending Sounds Train**. Or, you might draw a large version of the Activity Page on chart paper. Make sure to plan for a way to affix the letters to the chart paper.

Starting the Day

	Exercise	Materials	Minutes
Routines	W Continue Established Routines		During morning circle
Nursery Rhymes	W Nursery Rhyme Review	5–10 Nursery Rhymes and Songs Posters (see Advance Preparation)	

Routines

Whole Group

Continue Established Routines

Continue conducting the daily routines introduced during the *All About Me, Families and Communities, Animals, and Plants* domains. These include:

- Daily schedule
- Learning Center labels and sign-in
- Materials labels
- Attendance: Copying your name and naming letters
- Classroom jobs
- Writing name to make a choice

Nursery Rhymes

Whole Group

Nursery Rhyme Review

Students will have a chance to perform nursery rhymes independently or lead the class in a nursery rhyme. Continue this daily routine throughout Pausing Point 2 so all students who want to have a chance to lead or recite a nursery rhyme.

- Tell students they will get a chance to recite a nursery rhyme or lead the group in a nursery rhyme, if they want to (allow shy students the option to be participants and to recite a rhyme for you one-on-one later in the day).
- Review the names of the nursery rhymes you posted (see **Advance Preparation**) by reading the titles aloud to students so they know which nursery rhymes they can choose.

- Call on as many students as time permits to recite a rhyme or lead the class in a rhyme.
- Continue the Nursery Rhyme Review throughout Pausing Point 2 to give as many students a chance to perform or lead as possible.

Skills

	Exercise	Materials	Minutes
Small Group 1	 Blending Sounds Train	Activity Page 17-1; trays for each student; chart paper; marker	10
Small Group 2	Warm-Ups	Image Cards 1-1-1-3; stuffed animal	10
	 Oral Segmenting: Three-Sound Words		

Note: At the end of ten minutes, students should switch groups so they have the opportunity to participate in both small-group activities. Use **Transition Cards** to transition students between each Small Group.

Small Group 1

10 minutes

Small Group

Blending Sounds Train

Students will identify the sound pictures needed to spell three, three-sound words. They will glue these sound pictures to a picture of a train.

- Give each student **Activity Page 17-1: Blending Sounds Train**, the letters ‘d’, ‘o’, and ‘g’, and a tray to contain their materials.
- Explain to students that they are going to spell three words by finding the correct sound pictures and gluing them to the train.
- Show students the large chart paper train (see **Advance Preparation**) and model how to segment the word *dog* and locate the corresponding sound pictures. Glue the sound pictures to your train.
- Say *dog* sound by sound. Help students locate the corresponding sound pictures and glue them to their train.
- Next, pass out the second set of letters you cut out for students (‘i’ and ‘m’; See **Advance Preparation**).
- Help students segment *dig*. Ask them what sound they hear at the beginning of *dig*, and point out that *dig* has the same sounds as *dog*, except in the middle. Have them change the word *dog* to *dig* by gluing the ‘i’ on top of the ‘o’ in *dog*.
- Repeat this process to spell *dim*, focusing on the final sound in the word.

- For each word, remind students that the word has a meaning and define it.
 - *dog* (furry animal with four legs and a tail that some people keep as a pet)
 - *dig* (scoop out)
 - *dim* (not very bright, hard to see, a little dark)

Small Group 2

10 minutes

Small
Group

Warm-Ups

Call and Response: Blending Three-Sound Words

Students will participate in a call and response game where they blend familiar three sound words.

- Start with students standing up with adequate space for movement.
- Hold **Image Cards 1-1-1-3: Sounds in Words** in a stack so students cannot see them.
- Tell students you want them to repeat the sounds you call out. Then, you want them to try to figure out what word you are spelling.

Teacher: "Give me a /d/!"

Students: "/d/!"

Teacher: "Give me a /o/!"

Students: "/o/!"

Teacher: "Give me a /g/!"

Students: "/g/!"

Teacher: "Give me a /d/, /o/, /g/! What's that spell?"

Students: "Dog!"

- Show students the Image Card you are holding so they can check if they are correct.

Robot Talk Sounds			Blended Word (Image Card #):
/p/	/ee/	/ch/	peach (1-1a)
/d/	/u/	/k/	duck (1-1b)
/d/	/o/	/g/	dog (1-1c)
/f/	/i/	/sh/	fish (1-1d)
/sh/	/ee/	/p/	sheep (1-2a)
/s/	/ee/	/l/	seal (1-2b)
/m/	/ou/	/s/	mouse (1-2c)
/m/	/oo/	/s/	moose (1-2d)
/h/	/e/	/n/	hen (1-3a)
/ch/	/i/	/k/	chick (1-3b)
/k/	/a/	/t/	cat (1-3c)
/p/	/i/	/g/	pig (1-3d)

Oral Segmenting: Three-Sound Words

Conduct the same Skills Small Group activity as you did on Day 13 for Small Group 2. See **Day 13: Oral Segmenting: Three-Sound Words** for detailed instructions on this Small Group activity.

Listening & Learning

	Exercise	Materials	Minutes
Picture Talk	W Farm		10
Deepening Understanding	W Deepening Understanding: <i>Rooting</i>		10
Extension Activity	L Farm Mural	<i>Habitats</i> Flip Book; bulletin board paper; paper plate; paint; construction paper; glue; scissors; writing utensils; pipe cleaners; markers	During learning centers

Picture Talk

10 minutes

Whole Group

Farm

Note: Not every Flip Book page is shown during the Picture Talk. You might find it helpful to use sticky notes to flag the pages of the Flip Book that are shown.

The Picture Talk is an opportunity for students to remember and practice using the language and vocabulary they heard during the previous read-aloud. As you show the Flip Book pages and read the prompts below, encourage students to talk about the pictures and share information. Remember the following Language Support Techniques (see **General Overview**) as you support students in participating in the Picture Talk: Comments, Self-Talk, Labels and Object Descriptions, Open Questions, Parallel Talk, Expansion, and Expansion Plus.



← SHOW FLIP BOOK PAGE 16-1: Farm landscape with barn

Teaching Tip

You might introduce the Picture Talk by asking students what they remember from the read-aloud. Help students stay on topic by expanding their contributions to tie them back to the Core Content Objectives. If students stray too far from the content taught in the read-aloud, refocus them by beginning the Picture Talk using the suggested language.

- Remind students that they heard all about the farm, which is a man-made habitat.

“We learned all about the farm habitat. The farm is different from the other habitats because people take care of and raise the plants and animals that live on the farm.”

- Ask students how people take care of the farm.

“What are some of the things people do to take care of and raise the plants and animals that live on the farm?”

- Call on a few students to respond. (*milk cows, feed and water chickens, plant and harvest tomatoes, shear sheep, etc.*)



← **SHOW FLIP BOOK PAGE 16-3: Barn with doors open and horses**

- Tell students that this building is called a barn and ask them how humans take care of the animals that live in a barn.

“This red building is called a barn. There are lots of animals that live in a barn like horses, pigs, and cows. How do people take care of the animals that live in barns?”

- Call on a few students to respond (*feed hay to horses, milk cows, make beds of hay for sows and piglets*)



← **SHOW FLIP BOOK PAGE 16-4: Milking the cow**

- Ask students what chore this person is doing with the cow.

“What chore is this person doing with the cow?”

- Call on a few students to respond. (*milking the mother cow*)
- Tell students that people use their hands or milking machines to milk cows and that some people eat many things made from cow’s milk.

“Cows give us milk. People use their hands or milking machines to milk cows. Then, the milk is sold at the store. Some people drink milk and eat things made out of milk. Ice cream, yogurt, cheese, and butter are all made out of milk. Raise your hand if you like to drink milk? Eat ice cream? Eat yogurt? Eat cheese? Spread butter on your bread? Raise your hand if you do not eat food that comes from cows’ milk.”



← **SHOW FLIP BOOK PAGE 16-7: Boy feeding chickens and egg**

- Ask students how this person is taking care of the chickens.

“How is this person taking care these hens?”

- Call on a few students to respond. (*giving them fresh food and water*)
- Tell students that people take care of chickens by feeding them corn and giving them fresh water. Ask students what kind of food comes from chickens?

“Chickens need food like corn every day. They also need fresh water. Who remembers what kind of food we get from chickens?”

- Call on a few students to respond. (*chicken, eggs*)



← SHOW FLIP BOOK PAGE 16-8: **Woman picking tomatoes**

- Ask students how this person takes care of tomato plants.

“How do farmers take care of plants?”

- Call on a few students to respond. (*plant them, give them water, harvest*)
- Tell students that people take care of plants on farms by planting seeds and watering them.

“People take care plants on farms. First, they plant the seed in the soil. Then, they water the seed. When the plants, like these tomatoes, have grown up, people harvest the crops. We eat all different kinds of plants that are grown on farms. Who can name some of the plants grown on farms that humans can eat?”

- Call on a few students to respond. (*cabbage, carrots, tomatoes, zucchini, potatoes*)
- Show students **Flip Book Page 16-9** if they need help remembering plants that grow on farms.



← SHOW FLIP BOOK PAGE 16-12: **Farmer on tractor**

- Discuss how farmers drive tractors to harvest crops.

“Farmers use tractors to plant crops in the fields. Plants like corn, soy beans, and wheat grow in fields and can be harvested with a tractor. After the farmer harvests the crops with the tractor, they are turned into foods that are sold at the grocery store. Who in this class would like to go for a tractor ride and watch it harvest crops?”

- Call a few students to respond.



← SHOW FLIP BOOK PAGE 16-13: **Children walking from the barn**

- Have students make the noises of animals that live on the farm to bring closure to the Picture Talk.

“Let’s say goodbye to each animal that lives on the farm. Good-bye cow. Moo! Moo! Good-bye pigs. Oink! Oink! Good-bye chicken. Cluck! Cluck! Good-bye dog. Woof! Woof! Good-bye sheep. Bah! Bah!”

Whole Group

Deepening Understanding: Rooting

Defining Rooting

- Reread the part of the read-aloud text that contains the word *rooting*.

“Remember, in our read-aloud, we heard the word rooting. Listen for the word rooting while I read part of the read-aloud you heard before.”



← SHOW FLIP BOOK PAGE 16-2: **Children walking by cow pasture**

*Moo! Moo! Do you hear that sound? Look right over there behind that fence. There are some spotted cows grazing on tasty green grass. Up ahead I see pigs **rooting** around in the mud for something to eat. Let’s walk along this road and see what else lives at the farm.*

- Define the word *rooting*.

“Rooting means using a snout to dig around in the ground in search of food.”

Reviewing Rooting

- Have students pretend to be pigs rooting around for food.

“I want all of us to pretend to be pigs rooting around for food. Get up on your hands and knees and use your nose to search for food. Let’s all grunt like pigs as we root around looking for food.”

Expanding Rooting

- Tell students that rooting is also something that plants do when they are growing their roots down deeply into the soil.

“The word rooting can also be used to talk about plants. Plants that are rooting are growing roots down deep into the soil so that they can soak up water.”

Extension Activity

Learning Center

Farm Mural

Continue this activity during Learning Centers. See **Day 16: Farm Mural** for detailed instructions on this Extension Activity.