



Lesson Plan for: Farm Animals- Horses and Cows (Week 1)	Date: June 3, 2019
Objective(s): This week the children will learn about horses and dairy cows	Parents As Partners: Send home parents as partners card #41
English Vocabulary: farm , farmer, horse, foal, cow, calf, dairy, plow	Spanish Vocabulary: granja, granjero, caballo, potro, vaca, ternero, lacteos, arar
American Sign Language (ASL): farm, farmer, hourse, foal, cow, calf, dairy, plow	

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Starting the Day	UNITE: sing Old MacDonald Had A Farm CALM: explain the tasks Old MacDonald does before he starts work and invite children to act them out CONNECT: name the absent children and send them well wishes BUILD COMMUNITY: remind children that they are safe here	UNITE: sing Did You Feed My Cow? CALM: take some deep breaths like Old MacDonald does before work CONNECT: use Max to welcome back the absent children BUILD COMMUNITY: pass around safe keeper box	UNITE: sing The Old Gray Mare CALM: have children act out the tasks Old MacDonald does before work CONNECT: select partner and role play the action rhyme To Market, To Market BUILD COMMUNITY: discuss using helpful hands	UNITE: sing Old MacDonald Had A Farm CALM: take some deep breaths like Old MacDonald does before work CONNECT: have children pretend to be horses and riders BUILD COMMUNITY: remind children that they are safe here	UNITE: sing Did You Feed My Cow? CALM: have children act out the tasks Old MacDonald does before work CONNECT: name the children who are absent and send them well wishes BUILD COMMUNITY: discuss using helpful hands
Language Development	Read Grandpa's Farm Teach ASL sign for farm and farmer	Read the poem: This Little Cow Discuss the things cows do	Story Folder: Old MacDonald Discuss the different animals in the story	Read Maggie The Farmyard Horse Have the children say giddy-up every time they hear the horse's name	Read Grandpa's Farm Teach ASL sign for plow
Cognitive Development	Photo Card #58 & 59 Discuss the cards and teach ASL sign for horse and cow	Chomp, Swish, Clip-Clap Teach children the Tigger Song Discuss the noises horses make	Farm Animal Puzzles Encourage children to put the puzzles together	Mommy and Baby Animals Encourage children to match the mommies to their babies	Dairy Products Display a few dairy products teach ASL sign for dairy

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Social Emotional Development	Baby Horses Invite children to use a peeper puppet to perform the Farm Animals Chant	Purple Cows Teach the purple cow poem and compare the purple cow to a regular cow	Pony Ride Invite children to take a pony ride on your feet	Baby Horses Invite children to use a peeper puppet to perform the Farm Animals Chant	Purple Cows Teach the purple cow poem and compare the purple cow to a regular cow
Physical Development	Clip Clop Encourage children to use blocks to make horse galloping sounds	Galloping Recite Two Horses rhyme and invite children to gallop	Let The Cow Bells Ring Encourage children to toss a beanbag to make the bell ring	Five Little Ponies Teach children poem and encourage them to count down using their fingers	The Farmer In The Dell Invite children to dance to the song The Farmer In The Dell
Outdoor Play	Horseshoes Teach children how to play horseshoes	Pony Riders Encourage children to have fun riding noodle ponies outdoors	Moo, Moo, Neigh Play Moo, Moo, Neigh	Pony Rides Encourage children to have fun riding noodle ponies outdoors	Horseshoes Teach children how to play horseshoes
Music and Movement	Frog Street Sing-Along Songs The Old Gray Mare	Frog Street Action Songs The Farmer In The Dell	Frog Street Sing-Along Songs Old MacDonald Had A Farm	Frog Street Action Songs William Tell Overture	Frog Street Sing-Along Songs Old MacDonald Had A Farm The Old Gray Mare
Learning Centers	Library and Listening Encourage children to use the props to sing "Old MacDonald"	Construction Encourage children to use blocks to make fences for the cows and horses	Pretend and Learn Encourage children to pretend to be farmers and pretend to feed the horses and cows	Library and Listening Encourage children to use the props to sing "Old MacDonald"	Construction Encourage children to use blocks to make a barn for the horses

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Learning Goals	<p>Establishes secure relationships with primary caregivers (B.1.a)</p> <p>Begins to develop and demonstrate a positive sense of self (B.2.e)</p> <p>Develops the inclination and ability to respond appropriately to others (B.3.f)</p>	<p>Establishes secure relationships with primary caregivers (B.1.a)</p> <p>Begins to develop and demonstrate a positive sense of self (B.2.e)</p> <p>Develops the inclination and ability to respond appropriately to others (B.3.f)</p>	<p>Establishes secure relationships with primary caregivers (B.1.a)</p> <p>Begins to develop and demonstrate a positive sense of self (B.2.e)</p> <p>Develops the inclination and ability to respond appropriately to others (B.3.f)</p>	<p>Establishes secure relationships with primary caregivers (B.1.a)</p> <p>Begins to develop and demonstrate a positive sense of self (B.2.e)</p> <p>Develops the inclination and ability to respond appropriately to others (B.3.f)</p>	<p>Establishes secure relationships with primary caregivers (B.1.a)</p> <p>Begins to develop and demonstrate a positive sense of self (B.2.e)</p> <p>Develops the inclination and ability to respond appropriately to others (B.3.f)</p>

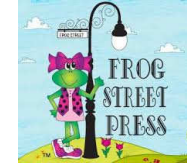


Lesson Plan for: Farm Animals- Ducks & Chickens (Week 2)	Date: June 10, 2019
Objective(s): This week the children will learn about ducks and chickens	Parents As Partners: Send home parents as partners card #42
English Vocabulary: duck, duckling, chicken, chick, rooster, hen, farmer, farm	Spanish Vocabulary: pato, patito, pollo, gallo, gallina, granjero, granja
American Sign Language (ASL): duck, duckling, chicken, chick, rooster, hen, farmer, farm	

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Starting the Day	UNITE: sing Old MacDonald Had A Farm CALM: explain the tasks Old MacDonald does before he starts work and invite children to act them out. CONNECT: name the absent children and send them well wishes BUILD COMMUNITY: remind children that they are safe here	UNITE: sing Little Red Hen CALM: take some deep breaths like Old MacDonald does before work CONNECT: use Max to welcome back children who have been absent BUILD COMMUNITY: discuss using helpful hands	UNITE: sing Over In The Barnyard CALM: have children act out the tasks Old MacDonald does before work CONNECT: demonstrate the actions that go along with the action rhyme; Hen Friends BUILD COMMUNITY: pass around safe keeper box	UNITE: sing Old MacDonald Had A Farm CALM: take some deep breaths like Old MacDonald does before work CONNECT: have children pair up and do the action rhyme; Hen Friends BUILD COMMUNITY: discuss using helpful hands	UNITE: sing Little Red Hen CALM: have children act out the tasks Old MacDonald does before work. CONNCT: name the absent children and send them well wishes BUILD COMMUNITY: pass around safe keeper box
Language Development	Read Grandpa's Farm Discuss the chickens and ducks in the story	Read Five Little Ducks Teach ASL signs for duck and duckling	Developmental Storybook: Little Red Hen Discuss the hen's friends not helping	Read Grandpa's Farm Ask children which farm animal they like best	Read Five Little Ducks Ask the children why the ducklings didn't come back when they were called
Cognitive Development	Photo Card #60 & 61 Discuss the cards and teach ASL sign for chicken and duck	Little Chicks Teach rhyme and invite children to do hand movements that go with rhyme	Farm Animal Puzzles Encourage children to put puzzles together	Farm Animal Stick Puppets Invite children to use the puppets to sing a farm song	Mommy & Baby Animals Encourage children to match mommies with their babies

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Social Emotional Development	<p>Put Your Feather</p> <p>Encourage children to put their feather on different body parts</p>	<p>Baby Chicks</p> <p>Invite children to perform the action rhyme Little Chicks</p>	<p>Feather Race</p> <p>Encourage children to blow craft feathers off the table</p>	<p>Which Egg?</p> <p>Invite children to guess which "duck" egg holds the treasure</p>	<p>Feather Painting</p> <p>Invite children to use a craft feather to paint with</p>
Physical Development	<p>Quack, Quack, Cluck, Cluck</p> <p>Teach song and discuss the sounds each animal makes</p>	<p>The Farmer In The Dell</p> <p>Invite children to play The Farmer In The Dell</p>	<p>Rolling Eggs</p> <p>Invite children to roll play dough into egg shapes</p>	<p>Chicken Dance</p> <p>Invite children to do the chicken dance</p>	<p>Feed The Duck</p> <p>Invite children to use tongs to put "duck food" into the duck box</p>
Outdoor Play	<p>Follow The Trail</p> <p>Invite children to follow the prints with a beanbag on their head</p>	<p>Duck, Duck, Goose</p> <p>Encourage children to play Duck, Duck, Goose</p>	<p>Waddling</p> <p>Invite children to waddle like a duck</p>	<p>Follow The Trail</p> <p>Invite children to follow the prints with a beanbag on their head</p>	<p>Waddling</p> <p>Blow bubbles and invite "waddling ducks" to catch them</p>
Music and Movement	<p>Frog Street Sing-Along Songs</p> <p>Old MacDonald Had A Farm</p>	<p>Frog Street Sing-Along Songs</p> <p>Little Red Hen</p>	<p>Frog Street Action Songs</p> <p>The Farmer In The Dell</p>	<p>Frog Street Action Songs</p> <p>Five Little Ducks</p>	<p>Frog Street Action Songs</p> <p>New Chicken Dance</p>
Learning Centers	<p>Construction</p> <p>Encourage children to use blocks to make hen houses</p>	<p>Creativity Station</p> <p>Encourage children to make baby chicks</p>	<p>Pretend and Learn</p> <p>Encourage children to pretend to be farmers</p>	<p>Sensory</p> <p>Invite children to float rubber ducks in the water table</p>	<p>Construction</p> <p>Encourage children to use blocks to build a fence for the chickens</p>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Learning Goals</p>	<p>Develops emerging skills in caring and cooperation (B.4.f) Responds to and interacts with others (B.4.b) Develops capacity to predict routines and regular events that make up the day or the session (B.3.b)</p>	<p>Develops emerging skills in caring and cooperation (B.4.f) Responds to and interacts with others (B.4.b) Develops capacity to predict routines and regular events that make up the day or the session (B.3.b)</p>	<p>Develops emerging skills in caring and cooperation (B.4.f) Responds to and interacts with others (B.4.b) Develops capacity to predict routines and regular events that make up the day or the session (B.3.b)</p>	<p>Develops emerging skills in caring and cooperation (B.4.f) Responds to and interacts with others (B.4.b) Develops capacity to predict routines and regular events that make up the day or the session (B.3.b)</p>	<p>Develops emerging skills in caring and cooperation (B.4.f) Responds to and interacts with others (B.4.b) Develops capacity to predict routines and regular events that make up the day or the session (B.3.b)</p>



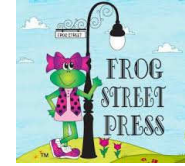
Lesson Plan for: Farm Animals- Pigs and Goats (Week 3)	Date: June 17, 2019
Objective(s): This week the children will learn about pigs and goats	Parents As Partners: Send home parents as partners card #43
English Vocabulary: pig, piglet, hog, goat, kid, farm, farmer	Spanish Vocabulary: cerdo, cerditos, puerco, chivo, cabrito, granja, granjero

American Sign Language (ASL): pig, piglet, hog, goat, kid, farm, farmer

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Starting the Day	<p>UNITE: sing Higglety Piggety, Pop!</p> <p>CALM: explain the tasks Old MacDonald does before work and invite children to act them out.</p> <p>CONNECT: name the absent children and send them well wishes</p> <p>BUILD COMMUNITY: remind children they are safe here</p>	<p>UNITE: sing Old MacDonald Had A Farm</p> <p>CALM: take some deep breaths like Old MacDonald does before work</p> <p>CONNECT: use Max to welcome back absent children</p> <p>BUILD COMMUNITY: pass around safe keeper box</p>	<p>UNITE: sing Mary Had A Little Goat</p> <p>CALM: have children act out the tasks Old MacDonald does before work</p> <p>CONNECT: demonstrate song actions and invite children to copy those actions</p> <p>BUILD COMMUNITY: discuss using helpful hands</p>	<p>UNITE: sing Higglety Piggety Pop!</p> <p>CALM: take some deep breaths like Old MacDonald does before work</p> <p>CONNECT: name absent children and send them well wishes</p> <p>BUILD COMMUNITY: remind children they are safe here</p>	<p>UNITE: sing Old MacDonald Had A Farm</p> <p>CALM: have children act out the tasks Old MacDonald does before work</p> <p>CONNECT: use Max to welcome back absent children</p> <p>BUILD COMMUNITY: pass around safe keeper box</p>
Language Development	<p>Read Grandpa's Farm</p> <p>Discuss the different things in the book about pigs</p>	<p>Developmental Storybook: The Three Little Pigs</p> <p>After reading invite children to sing "The Three Little Pigs"</p>	<p>Developmental Storybook: The Three Billy Goats</p> <p>Encourage children to point to the big billy goat, the middle-sized billy goat, and the little billy goat</p>	<p>Read Grandpa's Farm</p> <p>Ask children if they have ever seen a pig</p>	<p>Developmental Storybook: The Three Little Pigs</p> <p>Ask the children what the wolf said to the pigs when he wanted in their house</p>
Cognitive Development	<p>Photo Card #43, 45, 62</p> <p>Use suggestions on the back of the cards to practice vocabulary and stimulate discussion</p>	<p>Farm Animal Puzzles</p> <p>Encourage children to put the puzzle together</p>	<p>Farm Animal Stick Puppets</p> <p>Challenge children to use the puppets to tell a story</p>	<p>Old MacDonald</p> <p>Invite children to use the Old MacDonald story folder props to retell the story</p>	<p>Pet Goats</p> <p>Teach children the poem. Ask children if they think the goat in the poem is a pet</p>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Social Emotional Development	<p>Mommy and Baby Animals</p> <p>Encourage children to match the mommies with their babies</p>	<p>This Little Piggy</p> <p>Invite children to play this game</p>	<p>Alike and Different</p> <p>Invite children to look at photo cards #45 & 58. Discuss how these animals are alike and different</p>	<p>Mommy and Baby Animals</p> <p>Use a peeper puppet to perform the farm animal chant</p>	<p>This Little Piggy</p> <p>Invite children to play this game</p>
Physical Development	<p>If You're A Pig</p> <p>Sing song and discuss the sounds that pigs make</p>	<p>Picking Up Tails</p> <p>Challenge children to pick up "pig tails" and collect them in pails</p>	<p>Pink Play Dough</p> <p>Invite children to roll play dough into a ball and then smash it.</p>	<p>Feed The Pig</p> <p>Encourage children to feed the pig food to the hungry pig</p>	<p>Feed The Goat</p> <p>Encourage children to use tongs to pick up paper and "feed" it to the goat</p>
Outdoor Play	<p>Mud Pies</p> <p>Invite children to make mud pies</p>	<p>Feed The Goats</p> <p>Invite children to fill pails with "hay" and drop it in the "trough"</p>	<p>Goats Climb</p> <p>Invite children to pretend to be goats as they climb on the climber</p>	<p>Feed The Goats</p> <p>Invite children to fill pails with "hay" and drop it in the "trough"</p>	<p>Goats Climb</p> <p>Invite children to pretend to be goats as they climb on the climber</p>
Music and Movement	<p>Frog Street Sing-Along Songs</p> <p>Old MacDonald Had A Farm</p>	<p>Frog Street Action Songs</p> <p>The Farmer In The Dell</p>	<p>Frog Street Sing-Along Songs</p> <p>Three Little Pigs</p>	<p>Start Smart Songs For 1's, 2's, 3's</p> <p>Higglety, Piggety, Pop!</p>	<p>Frog Street Sing-Along Songs</p> <p>The Billy Goats Gruff</p>
Learning Centers	<p>Construction</p> <p>Encourage children to use blocks to make a fence for the pigs</p>	<p>Creativity Station</p> <p>Invite children to dip sponges into brown paint and dab them on their pink paper</p>	<p>Gross motor</p> <p>Invite children to make a bridge with wooden blocks</p>	<p>Pretend & Learn</p> <p>Encourage children to pretend to be farmers</p>	<p>Construction</p> <p>Encourage children to use blocks to create a meadow for the goats</p>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Learning Goals	<p>Recognizes and responds to the feelings and emotions of others (B.4.c)</p> <p>Develops an increasing awareness of the impact and consequences of their actions (B.3.c)</p> <p>Develops a feeling of being valued as an important individual who belongs within the group setting (B.2.h)</p>	<p>Recognizes and responds to the feelings and emotions of others (B.4.c)</p> <p>Develops an increasing awareness of the impact and consequences of their actions (B.3.c)</p> <p>Develops a feeling of being valued as an important individual who belongs within the group setting (B.2.h)</p>	<p>Recognizes and responds to the feelings and emotions of others (B.4.c)</p> <p>Develops an increasing awareness of the impact and consequences of their actions (B.3.c)</p> <p>Develops a feeling of being valued as an important individual who belongs within the group setting (B.2.h)</p>	<p>Recognizes and responds to the feelings and emotions of others (B.4.c)</p> <p>Develops an increasing awareness of the impact and consequences of their actions (B.3.c)</p> <p>Develops a feeling of being valued as an important individual who belongs within the group setting (B.2.h)</p>	<p>Recognizes and responds to the feelings and emotions of others (B.4.c)</p> <p>Develops an increasing awareness of the impact and consequences of their actions (B.3.c)</p> <p>Develops a feeling of being valued as an important individual who belongs within the group setting (B.2.h)</p>



Lesson Plan for: Farm Animals- Sheep and Dogs (Week 4)	Date: June 24, 2019
Objective(s): This week the children will learn about sheep and dogs	Parents As Partners: Send home parents as partners card #44
English Vocabulary: farm, farmer, sheep, lamb, wool, dog, puppy	Spanish Vocabulary: granja, granjero, oveja, cordero, lana, perro, perrito

American Sign Language (ASL): farm, farmer, sheep, lamb, wool, dog, puppy

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Starting the Day	UNITE: sing Bingo CALM: explain the tasks Old MacDonald does before he starts work and invite children to act them out CONNECT: name the absent children and send them well wishes BUILD COMMUNITY: remind children they are safe here	UNITE: sing Old MacDonald Had A Farm CALM: take some deep breaths like Old MacDonald does before work CONNECT: use Max to welcome back absent children BUILD COMMUNITY: pass around safe keeper box	UNITE: sing Mary Had A Little Lamb CALM: have children act out the tasks Old MacDonald does before work CONNECT: ask children about tricks dogs can do. BUILD COMMUNITY: discuss using helpful hands	UNITE: sing Bingo CALM: take some deep breaths like Old MacDonald does before work CONNECT: name the absent children and send them well wishes BUILD COMMUNITY: remind children they are safe here	UNITE: sing Old MacDonald Had A Farm CALM: have children act out the tasks Old MacDonald does before work CONNECT: have children pretend they are dogs and dog owners BUILD COMMUNITY: pass around safe keeper box
Language Development	Read Grandpa's Farm Teach children the ASL sign for sheep	Story Folder: Old MacDonald Discuss the work people do on farms	Read Max listening story Have children pat their heads when they hear good dog in the story	Read Grandpa's Farm Ask children which farm animal they like best	Story Folder: Old MacDonald Tell story using Francis Farmer. Point out to children that women can be farmers
Cognitive Development	Photo Cards # 12, 63 Teach ASL signs for dog	Farm Nursery Rhymes Little Boy Blue & Little Bo Peep. Discuss the character's job to care for sheep	Farm Dogs Teach children the poem Five Farm Dogs; have children hold up fingers for each dog	Farm Animal Puzzles Encourage children to put the puzzles together	Dog and Bone Match Encourage children to match the bone with the number dots to the dog with the number collar

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Social Emotional Development	<p>Find The Sheep</p> <p>Challenge children to find the hidden sheep</p>	<p>Mommy and Baby Animals</p> <p>Encourage children to match the mommies with their babies</p>	<p>Alike and Different</p> <p>Use photo cards #12, 45, 62, 63; discuss how the animals are alike and different</p>	<p>Rags</p> <p>Sing My Dog Rags; encourage children to do the actions of the song</p>	<p>Thank You Sheep</p> <p>Discuss that sheep provide us with wool. Invite children to feel wool items</p>
Physical Development	<p>The Farmer In The Dell</p> <p>Invite the children to play The Farmer In The Dell</p>	<p>Feed The Dog</p> <p>Challenge children to throw a bone inside the bowl</p>	<p>Dog Tricks</p> <p>Invite children to pretend to be dogs learning tricks</p>	<p>Dog and Bone</p> <p>Encourage children to pass the bone in a circle</p>	<p>If You're A Sheep</p> <p>Sing the song and discuss the sounds that sheep and dogs make</p>
Outdoor Play	<p>Find The Sheep</p> <p>Invite children to hide and pretend to be lost sheep while you search for them</p>	<p>Chasing Balls</p> <p>Invite children to pretend they are dogs and chase balls</p>	<p>Herding</p> <p>Invite children to pretend they are sheep and have them run.</p>	<p>Chasing Balls</p> <p>Invite children to pretend they are dogs and chase balls</p>	<p>Find The Sheep</p> <p>Invite children to hide and pretend to be lost sheep while you search for them</p>
Music and Movement	<p>Frog Street Sing-Along Songs</p> <p>My Dog Rags</p>	<p>Frog Street Action Songs</p> <p>The Farmer In The Dell</p>	<p>Frog Street Sing-Along Songs</p> <p>Little Boy Blue</p>	<p>Frog Street Sing-Along Songs</p> <p>Old MacDonald Had A Farm</p>	<p>Frog Street Action Songs</p> <p>The Farmer In The Dell</p>
Learning Centers	<p>Construction</p> <p>Encourage children to use blocks to make a doghouse</p>	<p>Creativity Station</p> <p>Invite children to explore the paint on a tabletop</p>	<p>Pretend & Learn</p> <p>Encourage children to pretend to be farmers</p>	<p>Fine Motor</p> <p>Encourage children to flatten play dough and make a paw print</p>	<p>Construction</p> <p>Encourage children to create a Meadow using blocks</p>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Learning Goals	<p>Show ability to cope with stress (B.3.a) Responds to and interacts with others (B.4.b) Begins to develop and demonstrate a positive sense of self (B.2.e)</p>	<p>Show ability to cope with stress (B.3.a) Responds to and interacts with others (B.4.b) Begins to develop and demonstrate a positive sense of self (B.2.e)</p>	<p>Show ability to cope with stress (B.3.a) Responds to and interacts with others (B.4.b) Begins to develop and demonstrate a positive sense of self (B.2.e)</p>	<p>Show ability to cope with stress (B.3.a) Responds to and interacts with others (B.4.b) Begins to develop and demonstrate a positive sense of self (B.2.e)</p>	<p>Show ability to cope with stress (B.3.a) Responds to and interacts with others (B.4.b) Begins to develop and demonstrate a positive sense of self (B.2.e)</p>