Unit 4
Life on a Farm
La vida en una granja
Teacher’s Guide
UNIT 4 • Life on a Farm
UNIDAD 4 • La vida en una granja

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Owl: Opening the World of Learning
A Comprehensive Pre-Kindergarten Curriculum

Texas OWL.com

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Components

OWL provides everything you need to ensure a high-quality Pre–K experience. All components include English and Spanish versions.

Teaching Resources

- Planning and Assessment Teacher’s Guide
- Teacher’s Guides, Units 1–8

Literature to Read Aloud

- Trade Books
- Big Books
- Little Big Books
- Read Aloud Anthology
- Read More About It Books
- Ollie and Friends Readers
Teaching Cards and Posters
- Story Time Cards
- Concept Word Cards
- Amazing Word Cards
- Alphabet Cards
- Envision It! Retelling Storyboards
- Envision It! Learning Strips for Classroom Routines
- Phonological and Phonemic Awareness Picture Cards
- Poetry Posters

Other Classroom Resources
- Ollie Puppet
- Ollie’s Classroom Schedule
- OWL Manipulative Kit

Digital Resources
- Sing Along Songs and Poems Audio CD
- AudioText Audio CD
- Ollie’s Resources for Teachers and Families CD-ROM
- Texas Digital Teacher Materials DVD-ROM
- Interactive Big Books and Learning Games
- Texas Digital Teacher’s Guide Plus!

Unit Themes
1. Welcome, New Friends/Bienvenidos, nuevos amigos
2. My Family/Mi familia
3. Our Community/Nuestra comunidad
4. Life on a Farm/La vida en una granja
5. From Jungle to Desert/De la selva al desierto
6. Earth and Sky/La tierra y el cielo
7. Shadows and Reflections/Sombras y reflejos
8. Make It Move!/Muévelo!
**Week 4**

**How does food get from a farm to your house?**

**Tradebook**

**Tradebook in Spanish**

**Your Daily Schedule!**

- **Plan Your Week**
  - English: 238
  - Spanish: 238
- **Morning Meeting**
  - English: 268
  - Spanish: 268
- **Literacy Circle**
  - English: 270, 274, 278
  - Spanish: 272, 276, 280
- **Center Time / Small Groups**
  - English: 292, 296, 298, 299
  - Spanish: 292, 296, 298, 299
- **Story Time**
  - English: 294
  - Spanish: 294
- **Science & Social Studies Circle**
  - English: 302
  - Spanish: 302
- **Math Circle**
  - English: 304
  - Spanish: 304
- **Extend Your Day**
  - English: 308
  - Spanish: 308
- **Wrap Up Your Day**
  - English: 310
  - Spanish: 310

**Review & Check**

- **On our way to K!**

**Your Daily Schedule!**

- **Plan Your Week**
  - English: 315
  - Spanish: 315
- **Morning Meeting**
  - English: 32
  - Spanish: 34
- **Literacy Circle**
  - English: 342, 346
  - Spanish: 344, 348
- **Center Time / Small Groups**
  - English: 328, 332
  - Spanish: 330, 334
- **Story Time**
  - English: 352
  - Spanish: 354
- **Science Action Lab**
  - English: 356
  - Spanish: 358
- **Math Circle**
  - English: 358
  - Spanish: 361
- **Extend Your Day**
  - English: 362
  - Spanish: 264
- **Wrap Up Your Day**

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**Planning and Assessment Teacher’s Guide**

- Welcome ................. 1
- Overview .................... 2
- Planning ..................... 17
- Assess & Check ............. 33
- Resources .................... 277
- Scope and Sequence .......... 358
- Correlation to Pre-K Outcomes .... 386
- Index ....................... 411
Materials & Resources

Manipulatives
- Rhyming and Sounds Bingo Game
- Color Cubes
- Bills Set
- Geometric Solids
- Two-Color Counters
- Farm Animal Counters
- Snap Cubes
- Magnetic Letters
- Numbers Puzzle
- Musical Instruments
- Measuring Cups

Interactive Big Book
- eText: Farmer John, The Armadillo Family's Colorful Picnic Countdown Game Learning Game 4
- Textos electrónicos: El granjero Simon
- Juegos: Juego para aprender 4

Digital Teacher's Guide Plus!
- Envision It! Animation 4
- imaginalo! Animados 4

TexaSONWL.com
Hi, I'm Red Bird!

Materials to Gather

Home
- cut up paper or straws
- tin plates
- paper plates
- paper lunch bags
- two plants
- box to cover plant
- packing peanuts
- plastic eggs
- empty egg cartons
- pictures of animals in their natural or domestic habitats (cows on a farm, snakes in a jungle)
- pictures of fruits, vegetables, flowers
- different-sized cardboard boxes
- paper towel tubes
- envelopes
- pictures of children, adults, babies
- pictures of animals (duck, duckling, cow, calf, horse, fox)
- pictures of plants (seeds in a pot, plant with flowers, small seedling tree, full-grown tree)
- pictures of farm equipment
- swatches of textured fabric
- art books or posters with examples of still-life paintings
- bowl of pretend apples

Small Groups
- small empty boxes
- pieces of string
- paper plates
- buttons
- tray
- envelopes

Morning Meeting
- photos of farms
- foam or plastic cups
- potting soil
- bean seeds
- pictures of fruit

Story Time
- puppets or felt characters

Science & Social Studies Circle
- wool hat
- cotton t-shirt
- large pail
- blankets
- pictures of animals
- foam cups
- soil, mud, sand
- apple seed
- pictures of apple, apple seedling, apple tree

Extend Your Day
- carpet squares
- bedsheet or tarp
- balloons

Classroom

Centers
- science logs
- objects of different shapes and textures (coins, large paperclips, sandpaper)
- poster board
- clay and clay tools
- cleaning materials
- index cards
- books about city and country life
- books about farm animals
- voice/sound recorder and touch screen

Small Groups
- assortment of small building blocks
- large sticky notes
- paper cut into apple shapes

Science & Social Studies Circle
- play food from Pretend & Learn Center
- calendar

Math Circle
- countable classroom objects (pencils, crayons)
- construction paper

Extend Your Day
- art materials (craft sticks, scissors, glue)

Books to Gather from the Library

English
- On the Farm by David Elliot, Candlewick, © 2008
- The Rusty, Trusty Tractor by Joy Cowley, Boyds Mills Press, © 2000
- Mrs. Wishy Washy’s Farm by Joy Cowley, Puffin, © 2006
- Foods from the Farm by Rebecca Weber, Compass Point Books, © 2004

Spanish
- El paseo de Rosie, por Pat Hutchins, Libros Colibrí, © 1997
- Maquinaria de la granja, por Lynn M. Stone, Lectorum Publications, © 2002
- La granja al revés, por Nora Aristizábal de Baena, Panamericana Editorial, © 2004
- El huerto, por Isidro Sánchez, Barron’s, © 1991

More suggested read alouds are listed at the beginning of each week.
Monitor progress for success predictors—math and literacy skills that have been identified by research to be predictive of success in school.

- Monitor progress informally each week
- Use formal progress monitoring assessments every eight weeks
- Track progress, regroup, and make instructional decisions

### Success Predictors for Kindergarten

#### Phonological Awareness

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td><strong>Spanish</strong></td>
<td><strong>English</strong></td>
</tr>
<tr>
<td>Produce words that begin with the same sound</td>
<td>Producir palabras que empiezan con el mismo sonido</td>
<td>Delete onset in words</td>
</tr>
</tbody>
</table>

#### Alphabet Knowledge

<table>
<thead>
<tr>
<th>Alphabet Knowledge</th>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name letters</strong> G, g, l, l</td>
<td><strong>Nombrar letras</strong> G, g, l, l</td>
<td><strong>Name letters</strong> R, r, W, w</td>
<td><strong>Nombrar letras</strong> H, h, U, u</td>
</tr>
</tbody>
</table>

#### Math

<table>
<thead>
<tr>
<th>Math</th>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make 5 and find missing parts of 5</td>
<td>Formar 5 y hallar las partes que faltan de 5</td>
<td>Make 4 and find missing parts of 4</td>
<td>Formar 4 y hallar las partes que faltan de 4</td>
</tr>
</tbody>
</table>

#### Oral Vocabulary

<table>
<thead>
<tr>
<th>Concept Words</th>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>animal</strong></td>
<td><strong>animal</strong></td>
<td><strong>campo</strong></td>
<td><strong>vaca</strong></td>
</tr>
<tr>
<td><strong>barn</strong></td>
<td><strong>establo</strong></td>
<td><strong>surco</strong></td>
<td><strong>huevo</strong></td>
</tr>
<tr>
<td><strong>farmer</strong></td>
<td><strong>granjero</strong></td>
<td><strong>semilla</strong></td>
<td><strong>galina</strong></td>
</tr>
<tr>
<td><strong>food</strong></td>
<td><strong>comida</strong></td>
<td><strong>tierra</strong></td>
<td><strong>leche</strong></td>
</tr>
<tr>
<td><strong>land</strong></td>
<td><strong>tierra</strong></td>
<td><strong>herramienta</strong></td>
<td><strong>cerdo</strong></td>
</tr>
<tr>
<td><strong>plant</strong></td>
<td><strong>planta</strong></td>
<td><strong>tractor</strong></td>
<td><strong>oveja</strong></td>
</tr>
</tbody>
</table>

#### Amazing Words

<table>
<thead>
<tr>
<th>Amazing Words</th>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>gate</strong></td>
<td><strong>portón</strong></td>
<td><strong>crowd</strong></td>
<td><strong>gentio</strong></td>
</tr>
<tr>
<td><strong>pen</strong></td>
<td><strong>corral</strong></td>
<td><strong>fair</strong></td>
<td><strong>feria</strong></td>
</tr>
<tr>
<td><strong>turkey</strong></td>
<td><strong>pavo</strong></td>
<td><strong>fancy</strong></td>
<td><strong>fino</strong></td>
</tr>
<tr>
<td><strong>wagon</strong></td>
<td><strong>carreta</strong></td>
<td><strong>parade</strong></td>
<td><strong>desfile</strong></td>
</tr>
<tr>
<td><strong>wool</strong></td>
<td><strong>lana</strong></td>
<td><strong>pond</strong></td>
<td><strong>estanque</strong></td>
</tr>
<tr>
<td><strong>yard</strong></td>
<td><strong>patio</strong></td>
<td><strong>startle</strong></td>
<td><strong>sobresaltar</strong></td>
</tr>
</tbody>
</table>

**Daily**
- **Daily**
  - **Deal**
  - **Electric**
  - **Exchange**
  - **Furious**
  - **Impatient**

**Trato**
- **Trato**
  - **Electrico**
  - **Interchange**
  - **Furious**
  - **Impatient**
# On our way to K!

## Week 5

### Review & Check

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
<th>English</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Produce rhyming words</td>
<td>Producir palabras que ríman</td>
<td>Blend syllables</td>
<td>Combinar sílabas</td>
</tr>
<tr>
<td>Name letters $Z, z, Q, q$</td>
<td>Nombrar letras $Z, z, Q, q$</td>
<td>Blend onset and rime</td>
<td>Reconocer y combinar sílabas/fonemas iniciales</td>
</tr>
<tr>
<td>Subtract 1 to 5 objects from a set</td>
<td>Restar entre 1 y 5 objetos de un conjunto</td>
<td>Sound isolation</td>
<td>Aislar sonidos</td>
</tr>
<tr>
<td>apple</td>
<td>manzana</td>
<td>Name letters</td>
<td>Reconocer y producir rimas</td>
</tr>
<tr>
<td>buy</td>
<td>comprar</td>
<td>Letter sounds</td>
<td></td>
</tr>
<tr>
<td>tree</td>
<td>recoger</td>
<td></td>
<td></td>
</tr>
<tr>
<td>truck</td>
<td>árbol</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sell</td>
<td>camión</td>
<td></td>
<td></td>
</tr>
<tr>
<td>deliver</td>
<td>vender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>load</td>
<td></td>
<td>Monitor progress</td>
<td>Verificar el progreso</td>
</tr>
<tr>
<td>refrigerate</td>
<td></td>
<td>on words from Units 3 and 4</td>
<td>en palabras de Unidades 3 y 4</td>
</tr>
<tr>
<td>ripe</td>
<td></td>
<td>Count 1–10</td>
<td></td>
</tr>
<tr>
<td>sort</td>
<td></td>
<td>Subitize up to 3</td>
<td></td>
</tr>
<tr>
<td>stand</td>
<td></td>
<td>Count 5 objects</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Recognize numerals</td>
<td></td>
</tr>
</tbody>
</table>

### New Words

- apple
- buy
- tree
- truck
- sell
- manzana
- comprar
- recoger
- árbol
- camión
- vender
- repartir
- colocar
- refrigerar
- maduro
- agrupar
- puesto
- Monitor progress on words from Units 3 and 4
- Verificar el progreso en palabras de Unidades 3 y 4

### Additional Resources

- Observation Checklists in English and Spanish: 41
- Progress Monitoring Assessment 2: 87
- Using the Results of the Assessment: 95
- Spanish Progress Monitoring Assessment 2: 97
- Using the Results of the Spanish Assessment: 105
Concept Development

Children develop their understanding of the concept by listening to stories, participating in discussions, engaging in concept-related play, and learning new vocabulary. The Amazing Words and Concept Words in every unit help children develop a large and rich vocabulary, an important step in preparing them for academic success.

Life on a Farm

What happens on a farm?

Theme Concepts

- A farm is a place where farmers grow crops and/or raise animals. Most farms are in rural communities where there are large areas of open land.
- There are different buildings on a farm. Some provide shelter; some provide storage.
- Farmers grow crops for food. They raise animals for food or other materials.
- Farmers use special tools and machines to do their work.
- The work on a farm varies from season to season.
- Plants and animals on a farm have life cycles during which they grow and change.
- Plants and animals on a farm need food, water, and proper living conditions to survive.
- Farmers may sell the food and materials they get from plants and animals, and they may use them to make other products.
- People can buy food from farms at farmer’s markets or at other places in their communities.

WEEK 1 Welcome to the Farm

What is a farm?

Farm

“A Visit to Dora’s Farm”

Concept Words

animal  food
barn  land
farmer  plant

Amazing Words

gate
pen
turkey
wagon
wool
yard
WEEK 2  Out in the Fields

How do machines help farmers?

Otis

“Wheat from the Farm”

Concept Words
field
row
seed

Amazing Words
crowd
fair
fancy

soil
tool
tractor

Review & Check
On our way to K!

Children further explore the concepts “Our Community” and “Life on a Farm” and review the Amazing Words and Concept Words they have learned. Additional exposure to the vocabulary in new contexts helps children take ownership of those words.

WEEK 3  In the Barnyard

Why do farmers have animals?

Click, Clack, Moo: Cows That Type

“All About Farm Animals”

Concept Words
cow
egg
hen

cow
egg
hen

Amazing Words
daily
deal
electric

milk
pig
sheep

daily
deal
electric

exchange
furious
impatient

WEEK 4  From the Farm to You

How does food get from a farm to your house?

Apple Farmer Annie

“Milk—from Moo to You”

Concept Words
apple
buy
pick

Amazing Words
deliver
load
refrigerate

tree
truck
sell

deliver
load
refrigerate

ripe
sort
stand

More Books for Concept Development

Use these books at any time during this unit to reinforce

• Science
• Social Studies
• Social and Emotional Development

iOpeners Big Book

Ollie and Friends Reader 4
Desarrollar los conceptos

Los niños desarrollan la comprensión del concepto al escuchar los cuentos, participar con sus comentarios, involucrarse en los juegos relacionados con el concepto y al ampliar su vocabulario. Las Palabras asombrosas y las Palabras del concepto de cada unidad ayudan a los niños a desarrollar un vocabulario amplio y rico, paso importante en su preparación para el éxito académico.

¿Qué ocurre en una granja?

La vida en una granja

Conceptos del tema

- Una granja es un lugar donde los granjeros cultivan alimentos y crian animales. La mayoría de las granjas están en comunidades rurales donde hay áreas de grandes extensiones de tierra.
- En las granjas hay diferentes tipos de edificaciones. Algunos sirven como refugio; otros sirven de almacenes.
- Los granjeros cultivan alimentos. Crian animales como fuente de alimentos u otros materiales.
- Los granjeros utilizan herramientas y máquinas especiales para llevar a cabo su trabajo.
- El trabajo en una granja varía de una estación a otra.
- Las plantas y los animales de una granja tienen ciclos de vida durante los que crecen y cambian.
- Las plantas y los animales de una granja necesitan alimentos, agua y condiciones de vida apropiadas para sobrevivir.
- Los granjeros pueden vender los alimentos y materiales que obtienen de las plantas y los animales o pueden utilizarlos para hacer otros productos.
- La gente compra alimentos agrícolas en granjas, mercados y otros sitios de su comunidad.

SEMANA 1 Bienvenido a la granja

¿Qué es una granja?

La granja

“Una visita a la granja de Dora”

Palabras del concepto

animal  comida
establo  tierra
ganjero  planta

Palabras asombrosas

portón  carreta
corral  lana
pavo  patio
**SEMANA 2 En el campo**

¿Cómo ayudan las máquinas a los graneros?

*Otis*

“El trigo de la granja”

**Palabras del concepto**
- campo
- surco
- semilla

**Palabras asombrosas**
- gentío
- feria
- fino

- tierra
- herramienta
- tractor

- desfile
- estanque
- sobresaltar

**SEMANA 3 En el corral**

¿Por qué los graneros tienen animales?

*Clic, clac, muu: Vacas escritoras*

“Sobre los animales de la granja”

**Palabras del concepto**
- vaca
- huevo
- gallina

**Palabras asombrosas**
- diario
- trato
- eléctrico

- leche
- cerdo
- oveja

- intercambiar
- furioso
- impaciente

**SEMANA 4 De la granja a ti**

¿Cómo llegan los alimentos de la granja a tu casa?

*Ana cultiva manzanas*

“Muuuu, la leche que tomas tú”

**Palabras del concepto**
- manzana
- comprar
- recoger

**Palabras asombrosas**
- repartir
- colocar
- refrigerar

- árbol
- camión
- vender

- maduro
- agrupar
- puesto

**Repasar y comprobar ¡En camino a K!**

Los niños exploran con mayor profundidad los conceptos “Nuestra comunidad” y “La vida en una granja”, y repasan las Palabras sombrosas y las Palabras del concepto que han aprendido.

Exponer a los niños al vocabulario en contextos nuevos los ayuda a hacer suyas esas palabras.

**Más libros para desarrollar el concepto**

Use estos libros en cualquier momento en esta unidad para reforzar:

- Ciencias
- Estudios Sociales
- Desarrollo social y emocional

*¿De dónde viene el desayuno?*

Superlibros iOpeners

Libritos de Oli y sus amigos 4
Let's Play!

What happens on a farm?

Introduce the Big Question  Read the Big Question. We're going to learn about farms. We'll learn about the different buildings on a farm, the kind of work farmers do, the foods grown on a farm, and farm animals.

Set Up Purposeful Play

Build Background
• We'll be learning about farms. Have you ever been to a farm? What animals or plants did you see? Show a picture of a farm to prompt discussion.
• Let's pretend we're going to a farm. What's the first animal we see on the farm? Model opening a barn door and petting a horse. I'm in the barn and I see lots of hungry animals.
• Ask two children to help you act out feeding some horses. Have one child feed the horses hay and the other child feed the horses carrots. Invite children to give suggestions on how the farm workers should interact with each other and with the animals.

Introduce the Farm
• That was so much fun that I think we should turn part of our classroom into a farm! Talk with children about what will be needed to turn the Pretend & Learn Center into a farm. Children may suggest stuffed animals, digging tools, feed for the animals, and many other objects.
• Who are the people who would be on a farm? (Children will suggest various farm workers.) What does the farmer do? How do I know which person on the farm is the farmer? What does the farmer say? Talk together about the tasks, tools, and appearances of the various roles. Model some conversations people on the farm may have.

Possible Materials
• Barn made from cardboard boxes
• Stuffed animals
• Blocks for building animal pens
• Buckets and other containers to hold animal feed
• Shredded newspaper for straw
• Boxes to use as hay bales
• Empty egg and milk cartons
• Plastic shovels and rakes
• Dress-up clothes

Opportunities for Print
• Seed catalogs
• Empty seed packets
• Tool and implement catalogs
• Labels for animal pens or farmer's market items
# Create Props Together

## Big Barn
Help children construct a barn using large cardboard boxes. Have children plan areas for different animals to live in. Children can paint the barn or cover it with construction paper. Have them think of a name for the farm and help you write the farm name above the door.

### Barnyard Mural
Tape a long sheet of mural paper to the floor or to the wall. Have children help create a barnyard mural showing various farm buildings (such as a silo and a farmhouse) and fields planted with crops. Children may use paints, markers, or crayons. Once the mural is finished, hang it as a backdrop behind the barn in the Pretend & Learn Center.

## Shared Writing: Sign Making
Have children help you make and decorate signs for the farm. Signs may include labels for plants in the garden made out of old seed packets, signs for fresh items for sale in the farmer’s market (such as apples, pumpkins, eggs, hay), and an entrance and exit sign. Children may dictate what the signs should say and then add meaningful pictures to illustrate each label.

<table>
<thead>
<tr>
<th>Role</th>
<th>Possible Costumes and Props</th>
<th>Conversation Starters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Farmer</td>
<td>Overalls, straw hat, toy tractor, buckets to</td>
<td>“Why won’t the tractor start?”</td>
</tr>
<tr>
<td></td>
<td>feed the animals</td>
<td>“Have the cows been milked yet?”</td>
</tr>
<tr>
<td>Farmhand</td>
<td>Jeans, flannel shirt, stuffed animals, buckets to</td>
<td>“Do you want me to feed the pigs now?”</td>
</tr>
<tr>
<td></td>
<td>feed the animals, plastic rakes</td>
<td>“Are we ready to plant the potatoes?”</td>
</tr>
<tr>
<td>Herdsman</td>
<td>Jeans, riding hat, lasso, plastic toy horses and</td>
<td>“Where is my lasso?”</td>
</tr>
<tr>
<td></td>
<td>cows</td>
<td>“How many cows should I round up?”</td>
</tr>
<tr>
<td>Farm animals</td>
<td>Stuffed animals, animal pens made out of blocks,</td>
<td>“When is this pen going to get cleaned?”</td>
</tr>
<tr>
<td></td>
<td>buckets for animal feed</td>
<td>“Where’s our hay?”</td>
</tr>
</tbody>
</table>

## Keep It Fresh

### Week 2
Add plastic eggs and empty egg cartons.

### Week 3
Add boxes painted to look like farm machinery, such as tractors and plows.

### Week 4
Add hay bales made from boxes painted light yellow and tied with string.
¿Qué pasa en una granja?


Jugar con un propósito

Desarrollar el contexto
- Vamos a aprender cosas sobre las granjas. ¿Han estado en una granja? ¿Qué animales vieron? Muestre una fotografía de una granja para iniciar la conversación.
- Imaginen que vamos a una granja. ¿Cuál es el primer animal que vemos en la granja? Haga como que abre la puerta de un establo y acaricia un caballo. Aquí en el establo veo muchos animales hambrientos.
- Pida a dos niños que hagan como si les dieran de comer a los caballos. Pida a uno de ellos que les dé heno a los caballos y a otro que les dé zanahorias. Pidales que comenten cómo se relacionan los granjeros entre sí y con los animales.

Presentar la granja
- ¡Lo hemos pasado tan bien que creo que vamos a convertir parte de nuestro salón de clases en una granja! Hable con los niños sobre qué necesitarán para convertir el Centro de Juego y aprende en una granja. Mencionarán animales de peluche, herramientas para excavar, pienso para los animales y muchos otros objetos.
- ¿Qué personas habrá en la granja? (Los niños mencionarán distintos tipos de trabajadores del campo.) ¿Qué hace el granjero? ¿Cómo se qué persona de la granja es el granjero? ¿Qué dice el granjero? Hable sobre las tareas, herramientas y aspecto de diversas personas de la granja. Represente posibles conversaciones de una granja.

Materiales posibles
- Establo hecho con cajas
- Animales de peluche
- Bloques para hacer corrales
- Cubetas y recipientes para el pienso de los animales
- Tiras de periódico para la paja
- Cajas para las balsas de paja
- Cartones vacíos de leche y de huevos
- Palas y rellenos de plástico
- Prendas de vestir

Oportunidades de ver texto impreso
- Catálogos de semillas
- Paquetes de semillas vacíos
- Catálogos de herramientas y utensilios
- Etiquetas para los corrales de los animales y los productos de los granjeros
### Rol | Ropa y accesorios posibles | Textos para conversar
---|---|---
Granjero | Mono, sombrero de paja, tractor de juguete, cubetas para la comida de los animales | ¿Por qué no arranca el tractor?  
¿Has ordenado las vacas?  

Ayudante | Jeans, camisa de flanel, animales de peluche, cubetas para la comida de los animales, rastrillos de plástico | ¿Les doy de comer a los cerditos?  
¿Estamos listos para sembrar las papas?  

Vaquero | Jeans, sombrero, lazo, caballos y vacas de juguete | ¿Dónde está mi lazo?  
¿Cuántas vacas quiere que acarrele?  

Animales de granja | Animales de peluche, corrales de animales hechos con bloques, cubetas para la comida de los animales | ¿Cuándo van a limpiar esta pociaga?  
¿Dónde está el heno?  

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### Crear utilerías juntos

**Establo grande**

Ayude a los niños a hacer un establo grande con cajas de cartón. Pida a los niños que designen zonas para cada tipo de animal. Los niños pueden pintar el establo o cubrirlas con papel para manualidades. Pida a los niños que le den un nombre a la granja y ayúdelos a escribirlo sobre la puerta.

**Mural de la granja**

Pegue un trozo grande de papel de mural en el piso o en la pared. Pida a los niños que creen un mural con varias edificaciones de ranja (como un silo y casa del granjero) y campos sembrados. Los niños pueden usar pintura, marcadores o creyones. Cuando hayan terminado el mural, cuélguelo para hacer un fondo en el Centro de Juego y aprende.

### Escritura comentada: Hacer carteles

Pida a los niños que le ayuden a hacer y decorar carteles para la granja. Pueden ser rótulos para las plantas de la huerta hechos con paquetes viejos de semillas y carteles de venta de verduras frescas (manzanas, calabazas, huevos, heno), así como carteles de entrada y salida. Pida a los niños que le digan qué debe poner en los carteles y que los ilustren con dibujos representativos.

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**Que todo sea nuevo**

**Semana 2**

Añada huevos de plástico y cartones de huevos vacíos.

**Semana 3**

Añada cañas pintadas a modo de maquinaria agrícola, como tractores y arados.

**Semana 4**

Añada balas de paja hecha de cajas pintadas de amarillo claro y atadas con cuerdas.
Quick and easy schedules allow you to see, in just a glance, where you’ve been and where you are about to go. A predictable daily schedule provides structure and allows children to anticipate what will come next in their day.

### Your Full-Day Schedule!
- **15 min**
  - Morning Meeting
- **15 min**
  - Literacy Circle
- **60 min**
  - Center Time / Small Groups
- **25 min**
  - Snack Time
- **15–20 min**
  - Story Time
- **15–20 min**
  - Outdoor Time
- **40 min**
  - Meal Time
- **45 min**
  - Rest Time
- **15 min**
  - Extend Your Day | Movement & Music
- **15 min**
  - Math Circle
- **60 min**
  - Center Time / Small Groups
- **15–20 min**
  - Outdoor Time
- **15 min**
  - Wrap Up Your Day / Week

### Your Half-Day Schedule!
- **15 min**
  - Morning Meeting
- **15 min**
  - Literacy Circle
- **60 min**
  - Center Time / Small Groups
- **25 min**
  - Snack Time
- **15–20 min**
  - Story Time
- **15–20 min**
  - Outdoor Time
- **15 min**
  - Science & Social Studies Circle
- **15 min**
  - Math Circle
- **10 min**
  - Wrap Up Your Day / Week

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**Personalize Your View!**

OWL Digital Teacher’s Guide Plus! in English and Spanish

See it all by day or by strand online at TexasOWL.com
Center Time / Small Groups

Before Center Time
- **Maximize learning** by introducing and briefly demonstrating activities from Centers.
- **Facilitate management** by assigning or helping children choose the Center(s) they will visit; create a Turns List if necessary.

During Center Time

**Children**

**Small Groups**
Meet with the teacher or aide for Small-Group instruction.

**Independent**
Visit Centers.

**One-on-One**
Meet with the teacher or aide for Personalized Practice.

Teacher and Teacher Aide

- Meet with Small Groups to provide differentiated instruction.  
  10 minutes per group
- Meet with Small Groups or individuals to deliver English Language Development instruction.  
  10 minutes per group or individual
- Provide Personalized Practice to children who are still working toward benchmarks.  
  5 minutes per individual
- Scaffold children’s play and learning by working with them in Centers.  
  As time allows
Small-Group Schedules

**Schedule A • Full Day**
2 Center Time / Small Group Sessions

- Meet with two to four Small Groups per Center Time / Small Group session, as outlined below. One of your groups might focus on English language development. While you meet with Small Groups, have the rest of the class visit Centers.

<table>
<thead>
<tr>
<th>Morning</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Literacy</td>
<td>Literacy</td>
<td>Literacy</td>
<td>Literacy</td>
<td>Literacy</td>
</tr>
<tr>
<td>Afternoon</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
</tr>
</tbody>
</table>

- Use your remaining time to provide Personalized Practice or to scaffold children’s play and learning in Centers.

**Schedule B • Half Day**
1 Center Time / Small Group Session

- Meet with two to four Small Groups per day. Choose between literacy and math instruction based on children’s needs. One of your groups might focus on English language development. While you meet with Small Groups, have the rest of the class visit Centers.

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy or Math</td>
<td>Literacy or Math</td>
<td>Literacy or Math</td>
<td>Literacy or Math</td>
<td>Literacy or Math</td>
</tr>
</tbody>
</table>

- Use your remaining time to provide Personalized Practice or to scaffold children’s play and learning in Centers.

**Schedule C • Full Day**
1 Center Time Session and 1 Small Group Session

- During the morning session, scaffold children’s play and learning in Centers, or meet with individual children to provide Personalized Practice.

- During the afternoon session, meet with two to four Small Groups. Choose between literacy and math instruction based on children’s needs. One of your groups might focus on English language development. While you meet with Small Groups, have the rest of the class visit Centers.

<table>
<thead>
<tr>
<th>Morning</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy or Math</td>
<td>Literacy or Math</td>
<td>Literacy or Math</td>
<td>Literacy or Math</td>
<td>Literacy or Math</td>
<td></td>
</tr>
</tbody>
</table>

**Change it up,**
**but don’t skip Days 3, 4, and 5!**

These Small Group activities have built-in progress-monitoring assessments that let you know if children are on track for success in K.

- Literacy Day 3
- Literacy Day 4
- Math Day 5