

The children in the Frog Room showed an interest in farm animals throughout the year. They had a fascination with a duck we had in the classroom. The class was asked what animals they wanted to learn about on the farm and their list was: puppies, chickies, pigs, cows, duckies, kitties, tractors, horses. The children learned about all the farm animals that God created.

The children did several art activities to enrich their learning.



The children pretended to milk a cow. Paint came out instead of milk.

**100 Languages:** Exploring the language of painting.

**Physical development and Health:** 19.A.ECa Engage in active play using gross- and fine-motor skills.

19.A.ECd Use eye-hand coordination to perform tasks.

**The Arts:** 25.A.ECd Visual Arts: Investigate and participate in activities using visual arts materials.

26.B.ECa Use creative arts as an avenue for self-expression



We painted with feathers.



We sheared sheep.

There were several farm areas set up. Dramatic play took place here.



**Language Arts: Learning Standard 1C** Use language to convey information and ideas

**The Arts: 25.A.ECb Drama:** Begin to appreciate and participate in dramatic activities.

**Social/Emotional Development: 31.A.ECe** Develop positive relationships with peers.

31.B.ECa Interact verbally and nonverbally with other children.

31.B.ECb Engage in cooperative group play.

31.B.ECc Use socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns

31.C.ECa Begin to share materials and experiences and take turns.







We did a science experiment to see how God made duck's feathers to keep them dry.



We planted bean seeds.



We did one to one correspondence while adding spots on a cow.

**Science** 11.A.ECa Express wonder and curiosity about their world by asking questions, solving problems, and designing things.

11.A.ECc Plan and carry out simple investigations.

11.A.ECf Make meaning from experience and information by describing, talking, and thinking about what happened during an investigation.

**Learning Standard 12A** Understand that living things grow and change.

12.A.ECa Observe, investigate, describe, and categorize living things.

12.A.ECb Show an awareness of changes that occur in oneself and the environment

**Social/Emotional Development:** 31.A.ECb Exhibit eagerness and curiosity as a learner

**Mathematics:** 6.A.ECa Use concepts that include number recognition, counting and one-to-one correspondence.

6.A.ECb Count with understanding and recognize "how many" in sets of objects.

6.B.EC Solve simple mathematical problems.

6.C.ECa Explore quantity and number.

6.C.ECb Connect numbers to quantities they represent using physical models and representations.

6.D.EC Make comparisons of quantities.



The children played farm games.

**Language Arts:** 1.A.ECa Follow simple one-, two- and three-step directions.

**Physical development and Health:** 19.A.ECa Engage in active play using gross- and fine-motor skills.

**Social/Emotional Development:** 30.A.ECd Begin to understand and follow rules.

30.A.ECe Use materials with purpose, safety, and respect.

30.C.ECd Demonstrate engagement and sustained attention in activities.

31.A.ECe Develop positive relationships with peers.

31.B.ECa Interact verbally and nonverbally with other children.

31.B.ECb Engage in cooperative group play.

31.B.ECc Use socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns

31.C.ECa Begin to share materials and experiences and take turns.

I was excited to see the interaction of the children emerge throughout this project. The children moved from being onlookers or playing alongside each other to playing co-operatively with each other. Throughout this project, I learned alongside my children