



## Month: November Week: 2 Subject: Science

Day 1	Topic(s)		Foundation(s)	
	Theme: Down on the Farm Number: 15 Letter: Kk Color: Brown Shape: Triangle		SC3.1 Demonstrate awareness of life SC3.2 Demonstrate awareness of the preservation, protection, and care of living creatures and plants	
Indicators	Younger Preschool		Older Preschool	
	May notice basic needs of cows such as food, water, and shelter and name what cows give us.		May describe simple steps in how milk gets from a cow to people and explain one way farmers care for cows.	
Activity: Cows & Milk				
Teachers will show photos of a cow on a farm and invite children to share what they already know about cows. Students will explore the idea that cows are mammals that give milk and discuss gentle care such as feeding, water, and clean barns. A simple demonstration will model “milking” using a latex glove filled with water and tiny pinholes to show how liquid comes out when gently squeezed. Children will compare the pretend milk to real milk in a sealed container and talk about foods made from milk, noting that some friends may drink other milks. The class will draw or dictate one way to care for a cow.				
Resources/Materials <ul style="list-style-type: none"><li>Cow photos, latex glove and water for demo, tub, sealed milk or milk-alternative container, paper and crayons</li></ul>		Key Vocabulary: cow, mammal, udder, milk, farmer, care		Support:



## Month: November Week: 2 Subject: Science

<b>Day 2</b>	<b>Topic(s)</b> Theme: Down on the Farm Number: 15 Letter: Kk Color: Brown Shape: Triangle	<b>Foundation(s)</b> SC3.1 Demonstrate awareness of life SC3.2 Demonstrate awareness of the preservation, protection, and care of living creatures and plants
<b>Indicators</b>	<b>Younger Preschool</b>	<b>Older Preschool</b>
	May identify a chicken and egg and tell where eggs are found on a farm.	May explain with support that chicks grow inside eggs and sequence two or three steps of the hatching process.
<b>Activity: Chickens &amp; Eggs</b> Teachers will introduce a real egg and a toy chicken to spark observation. Students will discuss where chickens live and what a nest is for, then examine the egg's outside features such as shell, shape, and fragility. The class will watch a short picture sequence of an egg, a cracked egg, and a chick to talk about change over time. Children will predict what a chick needs after it hatches and share ideas about safe handling of eggs. A quick sink or float test with a raw and a hard-boiled egg can extend curiosity about properties.		
<b>Resources/Materials</b> <ul style="list-style-type: none"> <li>Plastic or real eggs, chicken figure or photos, simple hatch sequence cards, bowl of water for optional test</li> </ul>	<b>Key Vocabulary:</b> chicken, egg, shell, nest, hatch, chick	<b>Support:</b>



## Month: November Week: 2 Subject: Science

<b>Day 3</b>	<b>Topic(s)</b>		<b>Foundation(s)</b>	
	Theme: Down on the Farm Number: 15 Letter: Kk Color: Brown Shape: Triangle		SC1.2 Demonstrate awareness of the physical properties of objects SC3.1 Demonstrate awareness of life SC3.2 Demonstrate awareness of the preservation, protection, and care of living creatures and plants	
<b>Indicators</b>	<b>Younger Preschool</b>		<b>Older Preschool</b>	
	May name a duck's body parts and tell that ducks live near water.		May describe how feathers and webbed feet help ducks move and stay safe in water environments.	

### Activity: **Ducks & Pond Life**

Teachers will display a photo of a duck at a pond and invite children to notice beak, feathers, and webbed feet. Students will explore how oil on feathers helps water roll off by dropping water onto a feather and onto paper to compare. The group will discuss what ducks eat and who might live with them such as frogs, fish, and insects. Children will act out paddling with webbed feet and pretend dabbling for food to connect structure to function. A quick drawing will label one duck part and tell how it helps.

<b>Resources/Materials</b> <ul style="list-style-type: none"> <li>Duck photos, clean feathers, eyedroppers, small cups of water, paper towels, chart paper and markers</li> </ul>	<b>Key Vocabulary:</b> duck, feather, webbed feet, beak, pond, float	<b>Support:</b>
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## Month: November Week: 2 Subject: Science

Day 4	<b>Topic(s)</b>		<b>Foundation(s)</b>	
	Theme: Down on the Farm Number: 15 Letter: Kk Color: Brown Shape: Triangle		SC1.2 Demonstrate awareness of the physical properties of objects SC3.1 Demonstrate awareness of life	
Indicators				
	<b>Younger Preschool</b>		<b>Older Preschool</b>	
	May identify a sheep and feel the texture of wool.		May explain that sheep grow wool that people can use for clothing after it is sheared and cleaned.	

### Activity: **Sheep & Wool**

Teachers will introduce a sheep photo and a small piece of yarn or wool roving for children to touch and describe. Students will learn that wool grows on sheep and farmers gently shear it, then it is cleaned and spun into yarn. The class will compare textures by feeling cotton ball, yarn, and a fabric square and using words such as soft, fluffy, and smooth. Children will sort pictures of items that are made from wool and those that are not. A closing circle will invite each child to share one new fact about sheep.

<b>Resources/Materials</b> <ul style="list-style-type: none"> <li>Sheep photos, yarn or wool roving, cotton balls, fabric squares, picture cards of wool and non-wool items</li> </ul>	<b>Key Vocabulary:</b> sheep, wool, shear, soft, yarn, fabric	<b>Support:</b>
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## Month: November Week: 2 Subject: Science

<b>Day 5</b>	<b>Topic(s)</b> Theme: Down on the Farm Number: 15 Letter: Kk Color: Brown Shape: Triangle	<b>Foundation(s)</b> SC1.2 Demonstrate awareness of the physical properties of objects SC3.1 Demonstrate awareness of life
<b>Indicators</b>	<b>Younger Preschool</b>	<b>Older Preschool</b>
	May match animals to their coverings such as fur, feathers, or wool using pictures or realia.	May sort and explain how coverings help animals live in their environments and stay safe.
<p>Activity: <b>Compare Animal Coverings</b></p> <p>Teachers will review the week's animals and place samples or photos of fur, feathers, and wool on a table. Students will sort animal cards into groups by their coverings and explain their choices to a partner. The class will discuss how coverings protect animals by keeping them warm, helping them float, or shedding water. Children will complete a quick draw-and-tell by choosing one animal and adding a label for its covering. A brief gallery share will let students compare groups and notice similarities and differences.</p>		
<b>Resources/Materials</b> <ul style="list-style-type: none"> <li>Picture cards of cow, chicken, duck, sheep, horse, etc., sample textures such as faux fur, craft feathers, yarn, sorting rings</li> </ul>	<b>Key Vocabulary:</b> fur, feathers, wool, cover, protect, sort	<b>Support:</b>