

Menagerie Farms Kindergarten Curriculum Ideas

KK- MS State Standards Science and Social Studies

Economics

- a. Classify items as personal wants or needs.
- b. Identify differences between purchasing and bartering (e.g., purchasing a toy at the store, trading baseball cards for a toy).
- c. Discuss the importance of careful use of classroom and home resources to avoid waste.
- d. Identify a variety of jobs and their purposes (e.g., earn money to meet individual needs and wants, take care of others, etc.).

TLW discover and discuss the items that farmers and ranchers provide for consumers.

- A. Pumpkin Patch, corn, soybeans, cotton plants
- B. Farm Animal Time (chickens, turkeys, sheep, pigs, horses, goats, rabbits, honeybees)
- C. Sequence the steps of items from farm to table (cotton plant to blue jeans) (cow to milk carton) (apples to apple pie)
- D. Collect and Cash in Activity (collect eggs and trade for play money)

Follow Up Activities at school:

- A. Wants and Needs Sort Game
- B. Farmers (Can, Are, Do)
- C. Flow Chart following items from farm to table
- D. Match Up Game with natural items and their by product (apple tree/apples, pigs/bacon, potatoes/french-fries, etc)

(Curriculum found at <http://www.ms civilwar150.com/documents/EducationCurriculum.pdf>)

Kindergarten : Sciences

Conceptual Strand: Life Science (1)

Recognize and compare the differences between living organisms and non-living materials.

Group animals and plants by their physical features (e.g., size, appearance, color).

Guiding Question

How do living things interact with one another and with the non-living elements of their environment?

TLW use their senses to touch, see, smell, hear, and taste things from the farm

A. Senses Scavenger hunt around the farm

B. Classify items as products from trees or not from trees

C. Compare items as living or nonliving

D. Match the animal pelt or covering to a picture of the animal it came from

E. Play the Oh Deer! Game

Follow Up Activities at school:

A. Graphic organizer for farm senses

B. Oh Deer! Game

C. Living or Nonliving picture sort

Kindergarten: Life Science (2)

Conceptual Strand

Identify offspring that resemble their parents.

Guiding Question

What are the principal mechanisms by which living things reproduce and transmit information between parents and offspring?

- a. Observe how plants and animals change as they grow.
- b. Observe that offspring resemble their parents.
- c. Observe a plant to identify how it changes as it grows from a seed to the adult plant and record data using non-standard measurement devices.
- d. Match pictures of seedlings to adult plants and a juvenile to the adult animal.

TLW Take a stroll through the farm to locate animals and decide if they are male/female/
parent/offspring

Students will sequence the life cycles of various farm plants and animals through life cycle
sorting cards

TLW match and learn the names of farm animals and their offspring

Vocabulary- goose/gosling, duck/duckling, chicken/chick, horse/foal, dog/puppy, cow/calf,
etc.

Follow Up Activities at school:

A. Life cycle graphic organizers

B. Parent/Offspring flip book

Kindergarten : Life Science (3)

Conceptual Strand

A rich variety of complex organisms have developed in response to a continually changing environment.

Guiding Question

How does natural selection explain how organisms have changed over time?

- a. Compare the basic features of plants and animals.
- b. Use a variety of representations to describe similarities and differences among plants and animals.
- c. Create a mural of an ecosystem and compare the characteristics of animals and plants within that environment.
- d. Match pictures of animal and plant characteristics needed for survival to appropriate environments.

TLW discover the things that all living things need to live and survive.

(water, food, shelter, clean air)

A. Play Oh Deer! Game

B. Wildlife Touch Time and Discussion on survival of the animals we share our habitats with.

C. Discuss and categorize the plants and animals you would see on the farm and in a temperate forest.

Follow Up Activities at school:

A. Play Oh Deer! Game

B. Create a mural to show the animals and plants you might see on a farm and those you might see in a temperate forest.

Kindergarten : The Earth

Conceptual Strand

Understand properties of Earth materials, objects in the sky, and changes in Earth and sky.

Guiding Question

How is the earth affected by long-term and short term geological cycles and the influence of man?

- a. Sort, separate, and classify Earth materials (e.g., clay, silt, sand, pebbles, gravel) using various strategies.
- b. Identify and describe properties of Earth materials (soil, rocks, water, and air).
- c. Collect and display local weather data.
- d. Describe ways to conserve water.
- e. Describe the effects of the sun on living and non-living things. Warms the land, air, and water. Helps plants grow
- f. Identify the sun as Earth's source of light and heat and describe changes in shadows over time.

TLW identify and compare items that come from trees.

- A. Use magnifying glasses to view the rings of the tree cookies.
- B. Sort items as living and nonliving
- C. Pumpkin Patch

Follow Up Activities at school:

- A. Collect from a walk around the school grounds items that are from living things and those that are nonliving
- B. Draw and label a picture of things that are living/ nonliving at school, home, park, farm

(Curriculum found at <http://www.mde.k12.ms.us/docs/curriculum-and-instructions-library/2010-science-framework.pdf?sfvrsn=4>)