

# Farm to Market Exhibit

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## **DESCRIPTION:**

In our Farm to Market exhibit, children use imaginary play to learn about life on the farm and the origin of the foods they eat and then shop for the items they need. Children may play in the barn, hoist hay bales, harvest honey from the beehive or collect eggs from the chickens. They can then visit the Farmers Market and WonderMart and “shop” for the produce and food they need for home.

## **KEY WORDS:**

- Nutrients
- Environment
- Ecology
- Species of Animals
- Classification

## **LEARNING ACTIVITIES:**

- **PRETEND** to be farmers together by doing things that farmers do: collect eggs, take care of the cow, and harvest produce. (Language + Social Emotional)
- Prompt your child to **CREATE** a pattern of red, yellow, and green using fruits and vegetables. Together **COUNT** how many fruits and vegetables it takes to make that pattern. **BUILD** on your pattern by repeating the order 3 or 4 more times. After, ask them how they made their decision. (Math + Problem-Solving)
- Using the blue baskets in the market, prompt your preschooler to **COLLECT** items from the store that match the basket description (bread, vegetables, fruit, etc.). (Literacy + Health)

## **DRDP**

### **APPROACHES TO LEARNING:**

- Self-Control
- Engagement / Persistence
- Shared use of Space / Mats

### **SOCIAL EMOTIONAL DEVELOPMENT:**

- Social Emotional
- Symbolic Play

### **LANGUAGE AND LITERACY:**

- Receptive Understanding

- Responsiveness to Language
- Communication and Use of Language
- Interest in Literacy
- Comprehension of Text
- Concepts of Print
- Letter Word Knowledge
- Emergent Writing

#### **ENGLISH-LANGUAGE DEVELOPMENT:**

- Receptive English
- English Literary Activities
- Symbol Letter Knowledge

#### **COGNITION, INCLUDING MATH AND SCIENCE:**

- Spatial Relationships
- Classification
- Number Sense of Quantity
- Measurement
- Patterning
- Inquiry Obs. Investigation
- Natural World

#### **PHYSICAL DEVELOPMENT AND HEALTH, WELLNESS:**

- Nutrition

#### **HISTORY AND SOCIAL SCIENCE:**

- Sense of Place
- Ecology

#### **VISUAL AND PERFORMING ARTS:**

- Drama

## **KANSAS EARLY LEARNING STANDARDS**

#### **SCIENCE STANDARDS:**

- S.p.4.4: Asks/answers question about objects, organisms, and events in their environment.
- S.p.4.8: Understands: (1) how actions people take may change the environment and (2) the impact actions have on the environment for better (e.g., watering plants) or for worse, (e.g., stomping on plants).

- S.p.4.10: Demonstrates ways in which the environment provides natural resources that are needed by people (e.g., wood for lumber to build a shelter, water for drinking).

### **COMMUNICATIONS AND LITERACY STANDARDS:**

- CL.F..t.2: Begins to demonstrate an understanding that print conveys meaning (e.g., pretends to read a favorite book).
- CL.SL.p3.3: Uses some basic qualitative (e.g. wet/dry, hot/cold) and quantitative (e.g. more/less, empty/full) concepts to describe familiar people, places, things and events.
- CL.SL.p.4.3: Uses some basic spatial (e.g., front/back, top/bottom) and temporal (e.g., first/last, before/after) concepts to describe familiar people, places, things and events.
- CL.LS.p4.1: Demonstrates an emerging command of the conventions of standard English grammar and usage when writing or speaking.

### **MATH STANDARDS:**

- M.CC.P3.1 Know number names and count sequence
- M.CC.P4.4 Count to tell the number of objects
- M.CC.K.1 Compare numbers
- M.OA.K.1 Understand addition as putting together and adding to and understand subtraction as taking apart and taking from
- M.MD.K.1 Describe and compare measurable attributes
- M.MD.K.3 Classify objects and count the number of objects in each category
- M.G.K.1 Identify and describe shapes
- M.G.K.4 Analyze, create, compare and compose shapes

## **MISSOURI EARLY LEARNING STANDARDS**

### **LITERACY STANDARDS:**

Symbolic Development:

- Represents feelings and ideas in a variety of ways

Speaking/Expressive Language

- Uses language to communicate

Listening/Receptive Language

- Listens for different purposes

### **MATH STANDARDS:**

### Number and Operations:

- Uses number to show quantity
- Uses language to represent number objects
- Solves problems using numbers
- Uses numerical representation

### Geometry and Spatial Sense:

- Investigates positions and locations
- Explores shapes in the environment

### Patterns and Relationships:

- Makes comparisons
- Uses measurements

### **SCIENCE STANDARDS:**

#### Physical Science:

- Explores physical properties of objects and materials
- Investigates properties of objects and materials
- Solves problems involving physical properties of objects and materials
- Represents observations of the physical world in a variety of ways

#### Life Science:

- Explores characteristics of living things
- Investigates characteristics of living things
- Solves problems related to living things
- Represents observations about living things in a variety of way

## **K-2 KANSAS STATE STANDARDS**

### **SPEAKING AND LISTENING STANDARDS:**

SL.K.1b: Continue a conversation through multiple exchanges.

SL.K.3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL.1.1b: Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.2.1c: Ask for clarification and further explanation as needed about the topics and texts under discussion.

### **PRESENTATION OF KNOWLEDGE AND IDEAS:**

SL.K.4: Describe familiar people, places, things, and events and, with prompting and support, provide additional

SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly.

SL.1.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

### **COUNTING AND CARDINALITY STANDARDS:**

K.CC.2. Count forward beginning from a given number with the known sequence.

K.CC.4. Understand the relationship between number and quantity; connect counting to cardinality.

K.CC.5. Count to answer "how many?" questions about as many as 20 things arranged in configurations.

K.CC.6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.

## **NEXT GENERATION SCIENCE STANDARDS**

### **LS1.A: STRUCTURE AND FUNCTION:**

All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (1-LS1-1)

### **LS1.B: GROWTH AND DEVELOPMENT OF ORGANISMS:**

Adult plants and animals can have young. In many kinds of animals, parents and the offspring themselves engage in behaviors that help the offspring to survive. (1-LS1-2)

### **LS1.D: INFORMATION PROCESSING:**

Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (1-LS1-1)

### **LS2.A: INTERDEPENDENT RELATIONSHIPS IN ECOSYSTEMS:**

Plants depend on water and light to grow. (2-LS2-1)

Plants depend on animals for pollination or to move their seeds around. (2-LS2-2)

**ESS3.A: NATURAL RESOURCES:**

Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do. (K-ESS3-1)

**ESS3.C: HUMAN IMPACTS ON EARTH SYSTEMS:**

Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things. (K-ESS3-3)