Highlights Early Learning

Preschool With a Purpose

Curriculum Navigation and Walkthrough

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Digital Portal

The Digital Portal is a web-based portal containing the entire Preschool With a Purpose curriculum, and is a one-stop shop for planning the school year.

Click here to view a walkthrough video of the Highlights Preschool With a Purpose Digital Portal

Or type in the URL below to view:
https://zanerbloser.wistia.com/medias/4uuhjsvwcv

The **Year-At-A-Glance Classroom Poster** outlines the themes and learning concepts covered throughout the school year. This poster is intended to be hung up in the classroom so teachers, and parents, can see what the students are learning throughout the year.

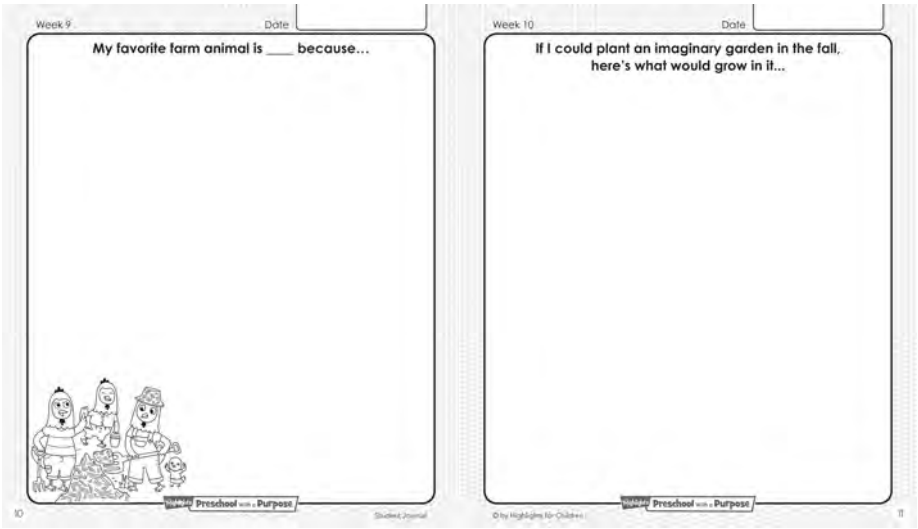
Highlights Preschool With a Purpose

YEAR AT A GLANCE

BUILDING CONNECTIONS			LEARN & LOGIC FUNdamentals				PLAY WITH A PURPOSE TOPICS		
COLLECTION	WEEK	WEEKLY THEME	LETTER	NUMBER	SHAPE	LOGIC & REASONING	SOCIAL-EMOTIONAL LEARNING	COMMUNITY & CULTURE	SOCIAL IMPACT
SEPTEMBER Welcome to School	1	Welcome to Class	Child's Name	Introduction to Numbers	Classroom Overview	Matching, Sorting & Classifying: Colors	Self-Awareness: My Strengths	School & Community Rules	Playing Together
	2	All About Me	Self Portrait	Grouping/ Sorting					
	3	My Five Senses	Left & Right	Patterns					
	4	Friends & Feelings	Basic Strokes	Classify					
OCTOBER Autumn All Around	5	Fabulous Fall	L l	1	Square	Problem-Solving: Simple	What Are Feelings?	Family Diversity & Family Traditions	Kind Words
	6	Safety Rules!	I i	2			Happy		
	7	Community Helpers	T t	3			Sad		
	8	Nocturnal Animals	F f	4			Angry		
NOVEMBER Fall Harvest	9	Life on the Farm	E e	5	Triangle	Memory Games: Simple	Surprised	Geography: My Home	Lending a Hand
	10	Harvest Time	H h	6			Grumpy		
	11	Food & Nutrition	O o	7			Worried		
	12	Where We Live	Q q	8			Mixed Emotions		
DECEMBER Messy & Process Art	13	Creative Artists	C c	9	Circle	Matching, Sorting & Classifying: Size	Comparing Emotions	Fall & Winter Traditions	What Brings Us Together
	14	Exploring Art Mediums	G g	10					
	15	Winter Wonderland	S s	Review					
	16	Kindness Connections	U u	Review					
JANUARY Cold Climates	17	Hibernating Animals	J j	11	Star	Problem-Solving: Middle	How Would You Feel? Part 1	Cultures, Diversity & Inclusion	Helping at Home
	18	Polar Adventure	D d	12					
	19	Light & Dark	P p	13					
	20	Space Exploration	B b	14					
FEBRUARY Friendly Traits	21	Real-Life Heroes	R r	15	Heart	Memory Games: Middle	Changing and Growing	Voting	Emotion Scenarios Part 1
	22	Communicating With Others	K k	16					
	23	Dental Health	N n	17					
	24	Instrument Exploration	M m	18					
MARCH Change & Grow	25	Rain & Rainbows	V v	19	Oval	Matching, Sorting & Classifying: Shapes	Other Happy Feelings	Protecting the Environment	Working Together to Care for Our World
	26	Watch It Grow	W w	20			Other Sad Feelings		
	27	Changing Seasons	A a	Review			Other Angry Feelings		
	28	Pond Life	X x	Review			Other Surprised Feelings		
APRIL Big Backyard	29	Pet Care	Y y	More/Less: Equal	Rectangle	Problem-Solving: Complex	Other Grumpy Feelings	History: Sequencing	Helping Friends Feel Better
	30	Birds & Eggs	Z z				Other Worried Feelings		
	31	Dirt Discoveries	Ll, Ii, Tt	Beginning to Add & Subtract			Comparing Emotions		
	32	Taking Care of Our Earth	Oo, Aa, Dd						
MAY Homes & Habitats	33	Into the Forest	Cc, Ee, Ff	Liquids & Weight	Rhombus	Matching, Sorting & Classifying: Textures	How Would You Feel? Part 2	History: Past & Present	Using Our Talents to Help Others
	34	Into the Wild	Gg, Jj, Qq						
	35	Jurassic Journey	Uu, Ss						
	36	Ocean Life	Bb, Pp, Rr						
JUNE The Places You'll Go	37	Wheels & Water	Nn, Mm, Hh	Height & Length	3D Shapes	Memory Games: Complex	Emotions Scenarios Part 2	Spring & Summer Traditions	Random Acts of Kindness
	38	Up, Up & Away	Vv, Yy, Ww						
	39	Folktales & Storytelling	Xx, Kk, Zz						
	40	Camping Adventures	Teacher's Choice						

Student Journals

There are twenty-four individual student journals containing drawing or writing inspiration related to the week's lessons.



Highlights Kindness Books

Four hardcover books from the Highlights Kindness Series for classroom libraries, circle time/story time, or the Learning Labs.

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Implementing Your System

1 At the beginning of each day or learning session, assign students to their Learning Labs using

DISCOVERY AREAS OF LEARNING

Highlights Preschool With a Purpose is divided into three **Discovery Areas of Learning**. These pillars consider the whole child, in all areas of life, through developmentally appropriate content and skills.

1 Play With a Purpose

Whether playing tag or pretending to run an apple cider stand, playing builds social-emotional and practical skills, such as taking turns, cooperating, getting along, enjoying others' company, fostering community, expressing and managing feelings, and building self-image and self-esteem. Play is woven into activities throughout the year, from learning school rules and playing together in September to random acts of kindness and helping others in May and June. As you work your way through *Preschool With a Purpose* activities each month, you'll see a focus on each of these areas:

- **Social-Emotional—children and their feelings**
- **Social Impact—children and their influence on friends and family**
- **Community & Culture—children and the world around them**

2 Learn & Logic

Kids learn by manipulating objects, using their senses, experimenting and investigating, and acquiring new information through planned activities. Daily experiences give kids a chance to practice and grow foundational skills in literacy, creativity, math, science, problem-solving, and more. The Learn & Logic activities take four forms:

- **Weekly FUNdamentals—a routine focus on specific letters, numbers, and shapes**
- **Sound It Out—helping children demonstrate sound, letter, and word awareness**
- **Wonder Words—rich language designed to build listening and speaking vocabularies**
- **Logic & Reasoning—opportunities for problem-solving with friends**

3 Building Connections

Purposeful opportunities to make connections at home exist in unique routines such as **Tell-Me-More Wristbands** (found in the weekly theme Templates), weekly **Family Newsletters**, and **Connect & Share** take-home activities. The weekly Building Connections experiences also encourage connections at school through:

- **Conversation Starter Ideas—questions to get kids talking about themselves**
- **Share and Inspire—suggestions for teachers to share theme-related personal stories**
- **Journal Topic Ideas—drawing and writing prompts to inspire kids to express themselves through pictures or words in their own journals**

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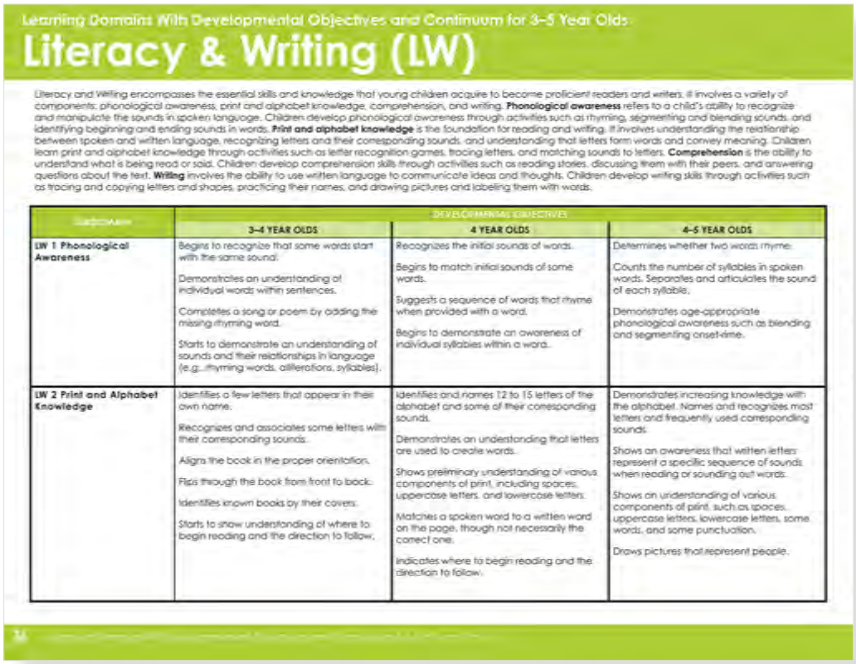
The **Classroom Welcome Guide** provides an overview of the curriculum, tips for implementation and classroom setup, and possible class schedules.

Learning Domains with Developmental Objectives

The curriculum is organized into nine key developmental learning domains, each with its own set of subdomains to focus on specific skill development.

The learning domains with developmental objectives appear on pages 35–52 of the Classroom Welcome Guide for quick reference.



Learning Domains With Developmental Objectives and Continuum for 3–5 Year Olds

Literacy & Writing (LW)

Literacy and Writing encompasses the essential skills and knowledge that young children acquire to become proficient readers and writers. It involves a variety of components: phonological awareness, print and alphabet knowledge, comprehension, and writing. **Phonological awareness** refers to a child's ability to recognize and manipulate the sounds in spoken language. Children develop phonological awareness through activities such as rhyming, segmenting and blending sounds, and identifying beginning and ending sounds in words. **Print and alphabet knowledge** is the foundation for reading and writing. It involves understanding the relationship between spoken and written language, recognizing letters and their corresponding sounds, and understanding that letters form words and convey meaning. Children learn print and alphabet knowledge through activities such as letter recognition games, tracing letters, and matching sounds to letters. **Comprehension** is the ability to understand what is being read or said. Children develop comprehension skills through activities such as reading stories, discussing them with their peers, and answering questions about the text. **Writing** involves the ability to use written language to communicate ideas and thoughts. Children develop writing skills through activities such as tracing and copying letters and shapes, practicing their names, and drawing pictures and labeling them with words.

Subdomain	Developmental Objectives		
	3–4 Year Olds	4 Year Olds	4–5 Year Olds
LW 1 Phonological Awareness	Begins to recognize that some words start with the same sound. Demonstrates an understanding of individual words within sentences. Completes a song or poem by adding the missing rhyming word. Starts to demonstrate an understanding of sounds and their relationships in language (e.g., rhyming words, alliterations, syllables).	Recognizes the initial sounds of words. Begins to match initial sounds of some words. Suggests a sequence of words that rhyme when provided with a word. Begins to demonstrate an awareness of individual syllables within a word.	Determines whether two words rhyme. Counts the number of syllables in spoken words. Separates and articulates the sound of each syllable. Demonstrates age-appropriate phonological awareness such as blending and segmenting onset-rime.
LW 2 Print and Alphabet Knowledge	Identifies a few letters that appear in their own name. Recognizes and associates some letters with their corresponding sounds. Aligns the book in the proper orientation. Flips through the book from front to back. Identifies known books by their covers. Starts to show understanding of where to begin reading and the direction to follow.	Identifies and names 12 to 15 letters of the alphabet and some of their corresponding sounds. Demonstrates an understanding that letters are used to create words. Shows preliminary understanding of various components of print, including spaces, uppercase letters, and lowercase letters. Matches a spoken word to a written word on the page, though not necessarily the correct one. Indicates where to begin reading and the direction to follow.	Demonstrates increasing knowledge with the alphabet. Names and recognizes most letters and frequently used corresponding sounds. Shows an awareness that written letters represent a specific sequence of sounds when reading or sounding out words. Shows an understanding of various components of print, such as spaces, uppercase letters, lowercase letters, some words, and some punctuation. Draws pictures that represent people.

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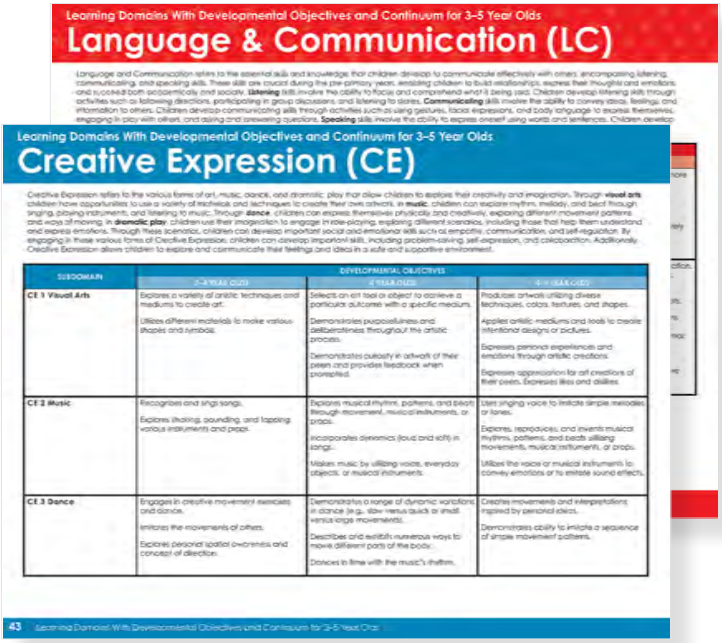
LEARNING DOMAINS

- Literacy and Reading
- Language and Communication
- Mathematics
- Science
- Creative Expression
- Social-Emotional
- Community and Culture
- Physical Development
- Logic and Reasoning



Learning Domains With Developmental Objectives and Continuum for 3–5 Year Olds

Language & Communication (LC)

Language and Communication refers to the essential skills and knowledge that children develop to communicate effectively with others, encompassing listening, communicating, and speaking skills. These skills are crucial during the pre-primary years, assisting children to build relationships, express their thoughts and emotions, and succeed both academically and socially. **Listening** skills involve the ability to focus and comprehend what is being said. Children develop listening skills through activities such as following directions, participating in group discussions, and listening to stories. **Communicating** skills involve the ability to convey ideas, feelings, and information to others. Children develop communicating skills through activities such as using gestures, facial expressions, and body language to express themselves, engaging in play with others, and asking and answering questions. **Speaking** skills involve the ability to express oneself using words and sentences. Children develop

Learning Domains With Developmental Objectives and Continuum for 3–5 Year Olds

Creative Expression (CE)

Creative Expression refers to the various forms of art, music, dance, and dramatic play that allow children to explore their creativity and imagination. Through **visual arts**, children have opportunities to use a variety of materials and techniques to create their own artwork. In **music**, children can explore rhythm, melody, and beat through singing, playing instruments, and listening to music. Through **dance**, children can express themselves physically and creatively, exploring different movement patterns and ways of moving. In **dramatic play**, children use their imagination to engage in role-playing, exploring different scenarios, including those that help them understand and express emotions. Through these scenarios, children can develop important social and emotional skills such as empathy, communication, and self-regulation. By engaging in these various forms of Creative Expression, children can develop important skills, including problem-solving, self-expression, and collaboration. Additionally, Creative Expression allows children to explore and communicate their feelings and ideas in a safe and supportive environment.

Subdomain	Developmental Objectives		
	3–4 Year Olds	4 Year Olds	4–5 Year Olds
CE 1 Visual Arts	Explores a variety of artistic techniques and mediums to create art. Utilizes different materials to make various shapes and symbols.	Selects an art tool or object to achieve a particular outcome with a specific medium. Demonstrates purposefulness and deliberateness throughout the artistic process. Demonstrates curiosity in artwork of their peers and provides feedback when prompted.	Produces artwork utilizing diverse techniques, colors, textures, and shapes. Applies artistic mediums and tools to create intentional designs or pictures. Expresses personal experiences and emotions through artistic creations. Expresses appreciation for art creations of their peers. Expresses likes and dislikes.
CE 2 Music	Recognizes and sings songs. Explores tholding, pounding, and tapping various instruments and preps.	Explores musical rhythm, patterns, and beats through movement, musical instruments, or preps. Incorporates dynamics (loud and soft) in songs. Makes music by utilizing voice, everyday objects, or musical instruments.	Uses singing voice to imitate simple melodies or tones. Explores, reproduces, and invents musical rhythms, patterns, and beats utilizing movements, musical instruments, or preps. Utilizes the voice or musical instruments to convey emotions or to imitate sound effects.
CE 3 Dance	Engages in creative movement exercises and dance. Imitates the movements of others. Explores personal spatial awareness and concept of direction.	Demonstrates a range of dynamic variations in dance (e.g., slow versus quick or small versus large movements). Describes and exhibits numerous ways to move different parts of the body. Dances in time with the music's rhythm.	Creates movements and interpretations inspired by personal ideas. Demonstrates ability to imitate a sequence of simple movement patterns.

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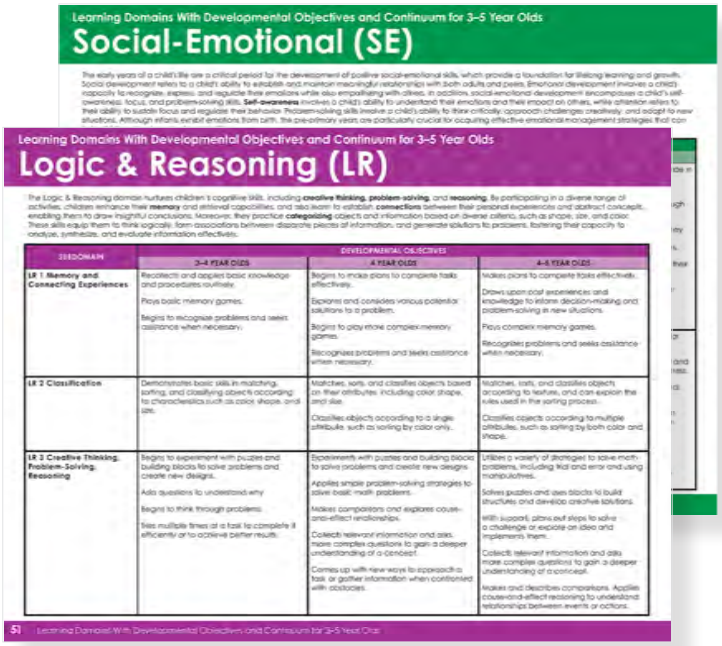

Learning Domains With Developmental Objectives and Continuum for 3–5 Year Olds

Social-Emotional (SE)

The early years of a child's life are a critical period for the development of positive social-emotional skills, which provide a foundation for lifelong learning and growth. Social development refers to a child's ability to establish and maintain meaningful relationships with both adults and peers. Emotional development involves a child's capacity to recognize, express, and regulate their emotions while also empathizing with others. In addition, social-emotional development encompasses a child's self-awareness, focus, and problem-solving skills. **Self-awareness** involves a child's ability to understand their emotions and their impact on others, while attention refers to their ability to sustain focus and regulate their behavior. Problem-solving skills involve a child's ability to think critically, approach challenges creatively, and adapt to new situations. Although infants exhibit emotions from birth, the pre-primary years are particularly crucial for acquiring effective emotional management strategies that can

Learning Domains With Developmental Objectives and Continuum for 3–5 Year Olds

Logic & Reasoning (LR)

The Logic & Reasoning domain nurtures children's cognitive skills, including **creative thinking**, **problem-solving**, and **reasoning**. By participating in a diverse range of activities, children enhance their **memory** and retrieval capabilities, and also learn to establish **connections** between their personal experiences and abstract concepts, enabling them to draw insightful conclusions. Moreover, they practice **categorizing** objects and information based on diverse criteria, such as shape, size, and color. These skills equip them to think logically, form associations between disparate pieces of information, and generate solutions to problems, fostering their capacity to analyze, synthesize, and evaluate information effectively.

Subdomain	Developmental Objectives		
	3–4 Year Olds	4 Year Olds	4–5 Year Olds
LR 1 Memory and Connecting Experiences	Recollects and applies basic knowledge and procedures routinely. Plays basic memory games. Begins to recognize problems and seeks assistance when necessary.	Begins to make plans to complete tasks effectively. Explores and considers various potential solutions to a problem. Begins to play more complex memory games. Recognizes problems and seeks assistance when necessary.	Makes plans to complete tasks effectively. Draws upon past experiences and knowledge to inform decision-making and problem-solving in new situations. Plays complex memory games. Recognizes problems and seeks assistance when necessary.
LR 2 Classification	Demonstrates basic skills in matching, sorting, and classifying objects according to characteristics such as color, shape, and size.	Matches, sorts, and classifies objects based on their attributes, including color, shape, and size. Classifies objects according to a single attribute, such as sorting by color only.	Matches, sorts, and classifies objects according to texture, and can explain the rules used in the sorting process. Classifies objects according to multiple attributes, such as sorting by both color and shape.
LR 3 Creative Thinking, Problem-Solving, Reasoning	Begins to experiment with puzzles and building blocks to solve problems and create new designs. Asks questions to understand why. Begins to think through problems. Tries multiple times at a task to complete it efficiently or to achieve better results.	Experiments with puzzles and building blocks to solve problems and create new designs. Applies simple problem-solving strategies to solve basic math problems. Makes comparisons and explores cause-and-effect relationships. Collects relevant information and asks more complex questions to gain a deeper understanding of a concept. Comes up with new ways to approach a task or gather information when confronted with obstacles.	Utilizes a variety of strategies to solve math problems, including trial and error and using manipulatives. Solves puzzles and uses blocks to build structures and develop creative solutions. With support, plans out steps to solve a challenge or explore an idea and implements them. Collects relevant information and asks more complex questions to gain a deeper understanding of a concept. Makes and describes comparisons. Applies cause-and-effect reasoning to understand relationships between events or actions.

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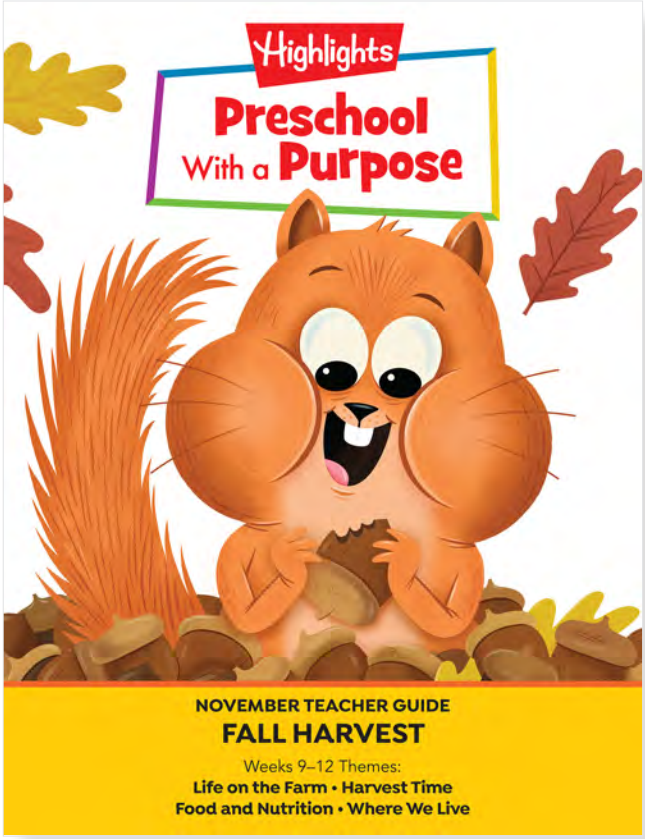


Monthly **Teacher Guide** (1 per month) provides details on the upcoming themes, and helps teachers

- preview the learning content and activities,
- reference Materials-to-Gather lists,
- find outdoor engagement ideas,
- gather book recommendations, and
- select conversation starters.

Highlights Preschool With a Purpose

10 Steps to Plan Your Week

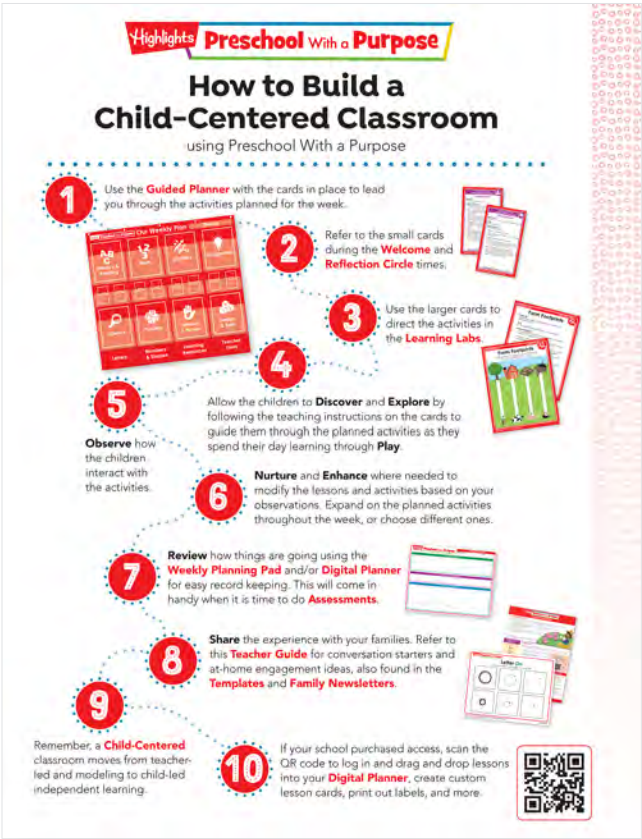
Use this at-a-glance guide to kick off each week with your class.

1. **Read** through the week's Teacher Guide. Make planning easy by using the Weekly Planner Pad, found in the Teacher Portfolio, and/or the Digital Planner, if your school purchased access.
2. **Review** the...
   Core topics in the three main Discovery Areas of Learning:
   - Play With a Purpose
   - Learn & Logic
   - Building Connections

   Core activities in the areas of weekly instruction:
   - Welcome Circle (smaller cards)
   - Learning Labs (larger cards)
   - Reflection Circle (smaller cards)
3. **Note** directions on the Learning Lab cards for how to differentiate instruction to support various learners.
   - **Nurture**—activity modifications to support children who need more guidance
   - **Enhance**—activity modifications to give quick learners an extra challenge
4. **Choose** which activities from the larger Learning Lab cards you want to do first.
5. **Place** the week's cards into the corresponding pockets on the Guided Planner. Learning Lab cards may live in the Guided Planner for the week or be placed in dry-erase sleeves and hung in the designated Learning Lab areas of the classroom for reference.
6. **Determine** which Learning Lab cards and Templates you'll need to use with multiple children. Place them into the dry-erase sleeves or make photocopies, if preferred.
7. **Gather** materials for the week's activities. Don't forget the sing-along songs! (Scan the QR codes in this Teacher Guide for links to the songs.)
8. **Observe** how the children interact with the activities. Nurture, enhance, or modify the lessons based on how the children respond. Expand on the current activity throughout the week, or move to a new one. Use the Weekly Planner Pad to record your observations.
9. **Identify** the At-Home Engagement activities and prioritize how you'll build relationships with your preschoolers' families.
10. **Have fun!** Enjoy knowing that you are laying the foundation for a lifetime love of learning.

Discover • Explore • Play
Observe • Review

Inside Front Cover



Highlights Preschool With a Purpose

How to Build a Child-Centered Classroom

using Preschool With a Purpose

1. Use the **Guided Planner** with the cards in place to lead you through the activities planned for the week.
2. Refer to the small cards during the **Welcome** and **Reflection Circle** times.
3. Use the larger cards to direct the activities in the **Learning Labs**.
4. Allow the children to **Discover** and **Explore** by following the teaching instructions on the cards to guide them through the planned activities as they spend their day learning through **Play**.
5. **Observe** how the children interact with the activities.
6. **Nurture** and **Enhance** where needed to modify the lessons and activities based on your observations. Expand on the planned activities throughout the week, or choose different ones.
7. **Review** how things are going using the **Weekly Planning Pad** and/or **Digital Planner** for easy record keeping. This will come in handy when it is time to do **Assessments**.
8. **Share** the experience with your families. Refer to this **Teacher Guide** for conversation starters and at-home engagement ideas, also found in the **Templates** and **Family Newsletters**.
9. Remember, a **Child-Centered** classroom moves from teacher-led and modeling to child-led independent learning.
10. If your school purchased access, scan the QR code to log in and drag and drop lessons into your **Digital Planner**, create custom lesson cards, print out labels, and more.

Inside Back Cover

Teacher Guide: Collection Overview Pages

At the beginning of every **Teacher Guide**, there are Collection Overviews that provide a high-level look at the themes, core topics, and other areas of learning that will be covered in that month's collection.

High-level overview of what students will be learning for each week.

Each weekly theme

Learn & Logic FUNdamentals covered in each week

Play With a Purpose topics covered in each week

NOVEMBER
Collection Overview

WEEK 9
Life on the Farm
Page 4

Letter FUNdamentals: Ee
Number FUNdamentals: 5
Shape FUNdamentals: Triangle
Social-Emotional Learning: Surprised
Community & Culture: Geography: My Home
Discovery Topics:
- Farmers, crops, and animals
- Homes
- Story and role-play about helping
- Feeling surprise
- Matching pictures and sounds

WEEK 10
Harvest Time
Page 12

Letter FUNdamentals: Hh
Number FUNdamentals: 6
Shape FUNdamentals: Triangle
Social-Emotional Learning: Grumpy
Community & Culture: Geography My Home
Discovery Topics:
- Harvest and farmers' markets
- Neighborhoods
- Story and role-play about helping
- Feeling grumpy
- Memorizing sequences

WEEK 11
Food and Nutrition
Page 20

Letter FUNdamentals: Oo
Number FUNdamentals: 7
Shape FUNdamentals: Triangle
Social-Emotional Learning: Worried
Community & Culture: Geography: My Home
Discovery Topics:
- Food variety and nutrition
- Towns and cities
- Asking for help
- Feeling worry
- Action memory games

WEEK 12
Where We Live
Page 28

Letter FUNdamentals: Qq
Number FUNdamentals: 8
Shape FUNdamentals: Triangle
Social-Emotional Learning: Mixed Emotions
Community & Culture: Geography: My Home
Discovery Topics:
- Helping and asking for help
- Mixed emotions art and dance
- Types of homes
- Different places
- Memory challenges

November Collection: Fall Harvest 1

NOVEMBER
Collection Overview

PLAY WITH A PURPOSE

Social-Emotional Learning & Social Impact

Lending a Hand

Teaching children about **helping others** encourages them to grow personally and get along with their friends and family. It makes our community healthier and a nicer place to live.

To promote empathy and helping others, teachers should:
- Encourage the children to work together in pairs or small groups to complete tasks; solve puzzles, or build a structure.
- Create role-play scenarios to practice helping others.
- Model empathy and kindness in interactions with the children.

Learning About Feelings

Understanding and managing feelings helps children understand and express their emotions, relate to others better, and handle challenges.

Here are ways teachers can facilitate this learning:
- Use visual aids like flash cards to illustrate various emotions.
- Encourage role-play and games for experiential learning about emotions.
- Foster an environment for open discussions about the children's emotional experiences.
- Model and teach positive strategies to cope with different feelings.

Community & Culture

Geography: My Home
- **Geography** involves thinking about different places, where things are located, and what makes each place special.
- When we learn about geography, we learn about where our **home** fits into the big, wide world.
- A **neighborhood** is a group of homes, parks, and shops in the same area.
- A **town/city** is a place where many people live, work, and play together.

To help the children learn about **geography**, teachers should:
- Start by talking about our own homes, then our neighborhood and town.
- Read stories about different homes, our neighborhood, our town or city, and places all over the world.
- Show maps of our homes and where we live.

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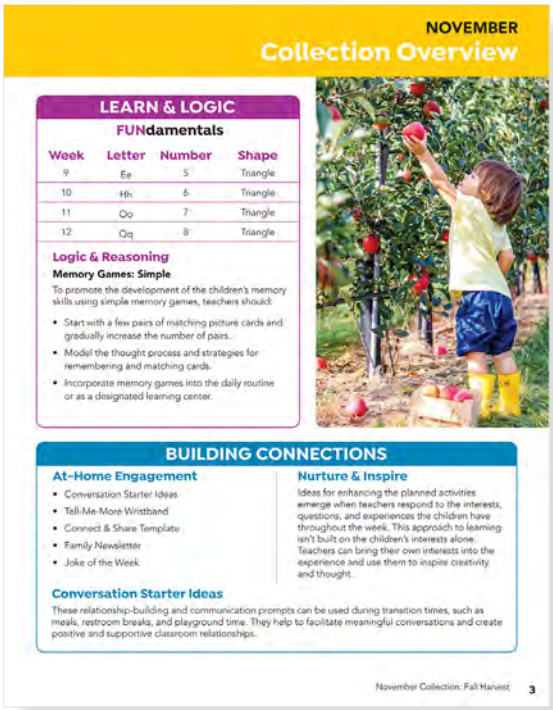


NOVEMBER
Collection Overview

LEARN & LOGIC
FUNdamentals

Week	Letter	Number	Shape
9	Ee	5	Triangle
10	Hh	6	Triangle
11	Oo	7	Triangle
12	Qq	8	Triangle

Logic & Reasoning

Memory Games: Simple

To promote the development of the children's memory skills using simple memory games, teachers should:
- Start with a few pairs of matching picture cards and gradually increase the number of pairs.
- Model the thought process and strategies for remembering and matching cards.
- Incorporate memory games into the daily routine or as a designated learning center.

BUILDING CONNECTIONS

At-Home Engagement
- Conversation Starter Ideas
- Tell-Me-More Wristband
- Connect & Share Template
- Family Newsletter
- Joke of the Week

Nurture & Inspire

Ideas for enhancing the planned activities emerge when teachers respond to the interests, questions, and experiences the children have throughout the week. This approach to learning isn't built on the children's interests alone. Teachers can bring their own interests into the experience and use them to inspire creativity and thought.

Conversation Starter Ideas

These relationship-building and communication prompts can be used during transition times, such as meals, restroom breaks, and playground time. They help to facilitate meaningful conversations and create positive and supportive classroom relationships.

November Collection: Fall Harvest 3

Weekly Theme Lesson Guides

WEEK 9

NOVEMBER COLLECTION

Life on the Farm

Welcome to November and the world of **Life on the Farm!** This week's topic offers hands-on experiences that encourage preschoolers to connect with nature, understand the importance of farming, and cultivate a deep appreciation for the animals that play a vital role in our lives.

Activities this week will focus on agriculture and farm-related themes: farm animals, their dwellings, and how people—and the animals—work together to make a farm run. Your preschoolers will be introduced to geography as it relates to their home and where they live, the concepts of surprise and unexpected emotions, and the value in helping others.

Your preschoolers will learn about the importance of understanding and managing their feelings, lending a hand to those around them, and investigating where they live through geography.

This week will inspire curiosity about animals and agriculture and will encourage preschoolers to be good neigh-bors to local farmers!

Materials to Gather

- ❑ Envelopes
- ❑ Farm animal stickers
- ❑ Shaving cream
- ❑ Heavy cream
- ❑ Play farm animals
- ❑ Farm props
- ❑ Miniature farm structures
- ❑ Animal feed (e.g., hay, grass clippings, lentils)

4 Highlights Preschool With a Purpose

Each Weekly section opens up with a description of the themes the students will be learning that week.

Materials to Gather lists any and all materials needed for that week's Circle Time activities.

In-depth overview of the weekly theme templates, outdoor enagement activities, and recommended books that relate to the weekly theme.

Templates

- ✓ Uppercase **E** Story
- ✓ Lowercase **e** Story
- ✓ Number **5** Story
- ✓ Pig Shape
- ✓ Learn & Logic Practice Pages (Templates 5–7)
- ✓ Tell-Me-More Wristbands
- ✓ Connect & Share Template: The Pig

Outdoor Engagement

- Collect natural items to display in the classroom for the children to explore.
- Have relay races where the children move and make noises like different farm animals.
- Try yoga poses that mimic farm animals.
- Have a farm-themed storytime outside.

Recommended Books

- *Amara's Farm* by JaNay Brown-Wood and Samara Hardy
- *Before We Eat: From Farm to Table* by Pat Brisson and Mary Azarian
- *On the Farm, At the Market* by G. Brian Karas
- *Big Red Barn* by Margaret Wise Brown and Felicia Bond
- *A House Is a House for Me* by Mary Ann Hoberman and Betty Fraser

November Collection: Fall Harvest 5

Welcome Circle Engage & Explore

In-depth overview of the Discovery Areas of Learning that will be covered in this week's Welcome Circle cards.

WEEK 9

LIFE ON THE FARM

Welcome Circle Engage & Explore

Calendar & Weather
Discuss together daily

PLAY WITH A PURPOSE

Movement & Games
- Duck, Duck, Goose
- The E-I-E-I-O Workout

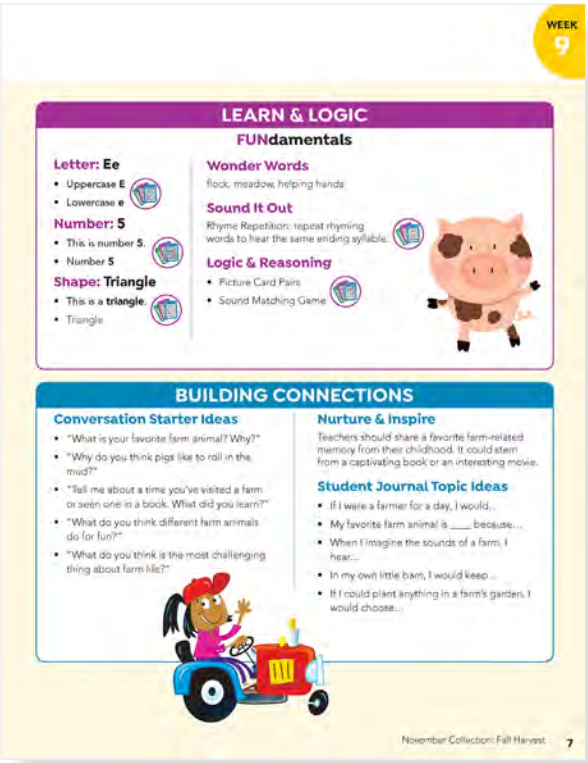
Social-Emotional Learning Activities
- Feeling Surprised
- Surprise Freeze

Conversation Starters
- "Can we think of times when being surprised is fun? Maybe a surprise party or seeing a friend we haven't seen in a while?"
- "How about times when being surprised might be scary? What can we do then?"

Community & Culture Activities
- What's in a Home?
- My Home

Conversation Starters
- "What's your favorite room in your home? Why is it your favorite?"
- "What do you do in the kitchen at home? Can you name another room in your home? What kinds of things do you do there?"

6



WEEK 9

LEARN & LOGIC
FUNdamentals

Letter: Ee
- Uppercase E
- Lowercase e

Number: 5
- This is number 5.
- Number 5

Shape: Triangle
- This is a triangle.
- Triangle

Wonder Words
flock, meadow, helping hands

Sound It Out
Rhyme Repetition: repeat rhyming words to hear the same ending syllable.

Logic & Reasoning
- Picture Card Pairs
- Sound Matching Game

BUILDING CONNECTIONS

Conversation Starter Ideas
- "What is your favorite farm animal? Why?"
- "Why do you think pigs like to roll in the mud?"
- "Tell me about a time you've visited a farm or seen one in a book. What did you learn?"
- "What do you think different farm animals do for fun?"
- "What do you think is the most challenging thing about farm life?"

Nurture & Inspire
Teachers should share a favorite farm-related memory from their childhood. It could stem from a captivating book or an interesting movie.

Student Journal Topic Ideas
- If I were a farmer for a day, I would...
- My favorite farm animal is ___ because...
- When I imagine the sounds of a farm, I hear...
- In my own little barn, I would keep...
- If I could plant anything in a farm's garden, I would choose...

November Collection: Fall Harvest 7

Reflection Circle Engage & Review

Topics that will be reviewed During Reflection Circle

WEEK 9

LIFE ON THE FARM

Reflection Circle Engage & Review

PLAY WITH A PURPOSE

Movement & Games
- Duck, Duck, Goose
- The E-I-E-I-O Workout

Social Impact Activities
- Highlights We're Better Together: A Book About Community
- Helping Hands Role-Play

Conversation Starters
- "Why is it important to help others?"
- "Tell me about a time when someone helped you. How did that make you feel?"

LEARN & LOGIC

Review
- Letter Ee
- Number 5
- Triangle
- Wonder Words
- Sound It Out
- Memory Games

BUILDING CONNECTIONS
AT-HOME ENGAGEMENT

Conversation Starter Ideas
- "What's your favorite game to play at school?"
- "Can you show me how you use your matching skills that you learned in school?"
- "Did you help anyone or did anyone help you at school today? How?"
- "Did you learn about any new animals today? Can you tell me about them?"

Tell-Me-More Wristband
Ask me about the farm animals I've learned about.

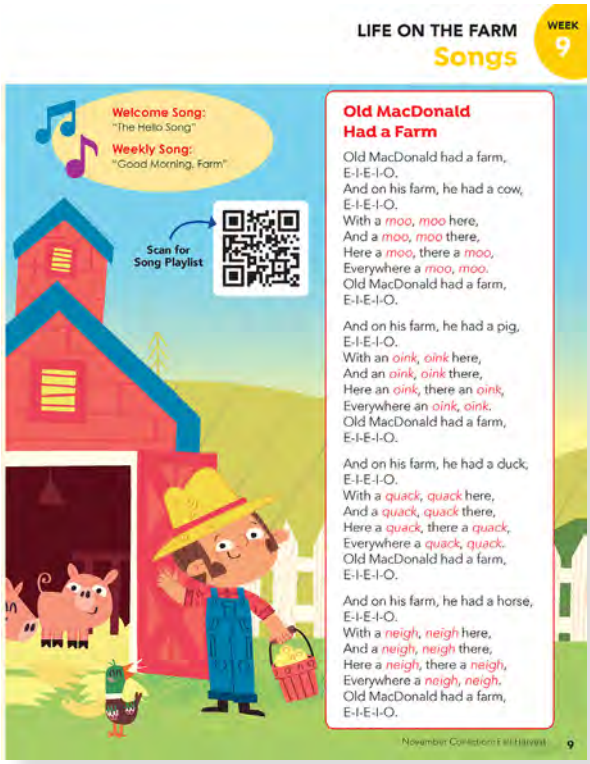
Joke of the Week
What do you call a horse that lives next door?
A neigh-bor!

At-Home Sharing Templates
- Connect & Share: The Pig
- Family Newsletter

8 Highlights Preschool With a Purpose

Circle Time Songs

Songs to enhance Welcome and Reflection Circles



LIFE ON THE FARM

Songs

WEEK 9

Welcome Song:
"The Hello Song"

Weekly Song:
"Good Morning, Farm"

Scan for Song Playlist

Old MacDonald Had a Farm

Old MacDonald had a farm,
E-I-E-I-O.
And on his farm, he had a cow,
E-I-E-I-O.
With a *moo*, *moo* here,
And a *moo*, *moo* there,
Here a *moo*, there a *moo*,
Everywhere a *moo*, *moo*.
Old MacDonald had a farm,
E-I-E-I-O.

And on his farm, he had a pig,
E-I-E-I-O.
With an *oink*, *oink* here,
And an *oink*, *oink* there,
Here an *oink*, there an *oink*,
Everywhere an *oink*, *oink*.
Old MacDonald had a farm,
E-I-E-I-O.

And on his farm, he had a duck,
E-I-E-I-O.
With a *quack*, *quack* here,
And a *quack*, *quack* there,
Here a *quack*, there a *quack*,
Everywhere a *quack*, *quack*.
Old MacDonald had a farm,
E-I-E-I-O.

And on his farm, he had a horse,
E-I-E-I-O.
With a *neigh*, *neigh* here,
And a *neigh*, *neigh* there,
Here a *neigh*, there a *neigh*,
Everywhere a *neigh*, *neigh*.
Old MacDonald had a farm,
E-I-E-I-O.

November Collection: Fall Harvest 9

Learning Lab Cards Overview

Each Learning Lab card for this week for easy planning!

WEEK 9

LIFE ON THE FARM

Small Group Learning Labs

Literacy & Reading

Envelope E's
The children form an uppercase **E** by gluing envelopes onto construction paper.

Squishy Paint e's
The children practice writing a lowercase **e** on a paint pad.

Developmental Objectives: LW 1, LW 2

Math

Stick and Write
The children stick five farm animal stickers on paper and then write the number **5**.

Colorful Cream Writing
The children practice writing the number **5** in colored shaving cream.

Developmental Objectives: M 1

Science

Animal Match
The children match parent animals with their babies.

Butter Experiment*
The children learn how to make butter and the science behind how it's made.

*Handle food allergies and dietary restrictions with care

Developmental Objectives: S 2, S 3

Puzzlers

Find the Farm Animals
The children take turns flipping two pictures at a time, collecting matching pictures.

A Barnyard Spring
The children look at two pictures and identify similarities and differences.

Developmental Objectives: LR 1, LC 2, S 2

10 Highlights Preschool With a Purpose

LIFE ON THE FARM

WEEK 9

Independent STEAM Learning Labs

Imagination

Bathtime on the Farm
The children pretend to be farmers whose job it is to clean the "mud" off the farm animals.

Be a Farmer
The children dress up as farmers and pretend to work on the farm, planting and tending to crops.

Developmental Objectives: CE 3, CE 4

Creativity

Farm Footprints
The children dip toy farm animals' feet into paint and then allow them to "walk," "run," or "jump" across construction paper.

Muddy Pigs
The children transform clean, pink pigs into muddy ones by using their fingers and brown paint.

Developmental Objectives: CE 1

Sensory & Nature

Crops and Critters
The children explore a sensory bin as they pretend to plant and harvest crops, feed animals, and use farm props.

A Snowy Day on the Farm
The children explore a sensory bin as they pretend to be farmers tending to animals in the winter.

Developmental Objectives: S 1, PD 1

Design & Build

Let's Build a Farm
The children use blocks to build a farm for play animals.

Building Fences
The children use blocks to build fences to keep their animals safe and happy.

Developmental Objectives: M 2, LR 3

November Collection: Fall Harvest 11

There are nineteen **Circle Time** cards for each week within a monthly collection. These cards are designed to introduce learning concepts in the morning (Welcome Circle) and review them in the afternoon (Reflection Circle).

Each weekly theme includes two activity cards for each area of learning, providing options for tailoring insturction to the unique needs and interestes of a class.

Circle Time cards provide:

- Detailed teaching instructions
- Deeper class engagement
- Relationship-building opportunities
- Sense of routine
- Songs and games

Circle Time areas of learning:

FUNdamentals:
Letter, Number, Shape, Sound It Out

Songs and Stories

Wonder Words

Logic & Reasoning

Movement & Games

Community & Culture

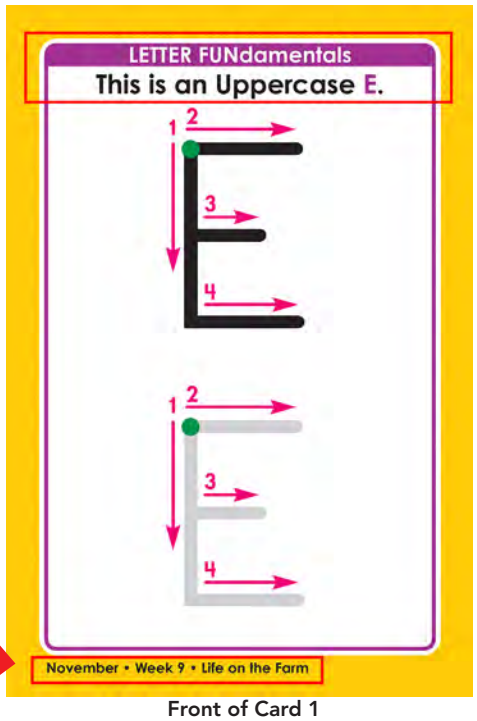
Social-Emotional Learning

Social Impact

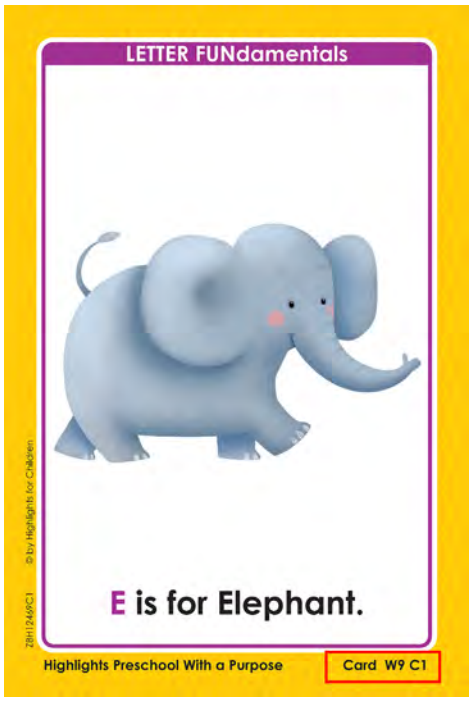
Letter Review Cards

Can be used during Welcome or Reflecltion Circle, or both!

The front of every Circle Time Card contains the Month, Week Number, and that week's theme.



Front of Card 1



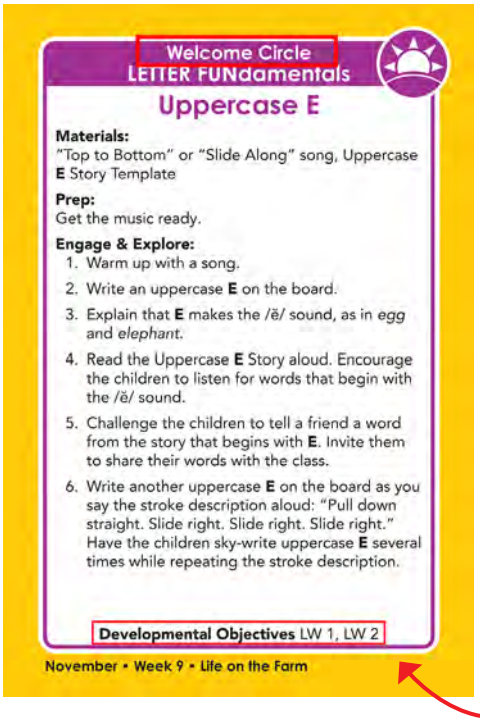
Back of Card 1

Card Number Key:
W9 = Week 9
C1 = Card 1

Each Circle Time Card follows the same numbering system for ease of use.

Letter FUNdamentals Cards

The lesson that ties into the Letter Review card.



Welcome Circle
LETTER FUNdamentals

Uppercase E

Materials:
"Top to Bottom" or "Slide Along" song, Uppercase **E** Story Template

Prep:
Get the music ready.

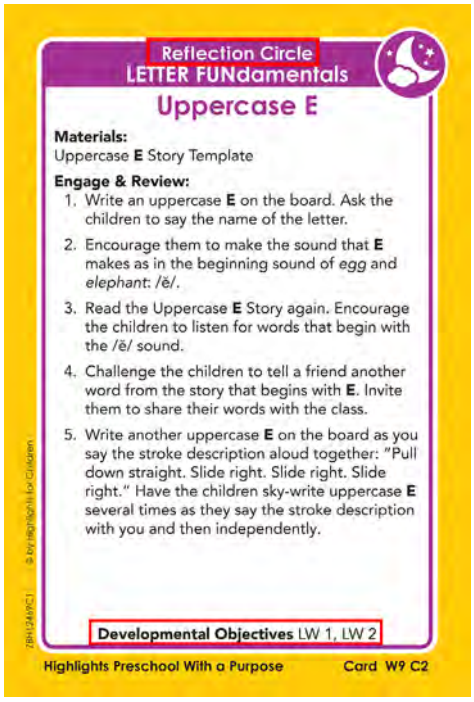
Engage & Explore:
1. Warm up with a song.
2. Write an uppercase **E** on the board.
3. Explain that **E** makes the /ē/ sound, as in *egg* and *elephant*.
4. Read the Uppercase **E** Story aloud. Encourage the children to listen for words that begin with the /ē/ sound.
5. Challenge the children to tell a friend a word from the story that begins with **E**. Invite them to share their words with the class.
6. Write another uppercase **E** on the board as you say the stroke description aloud: "Pull down straight. Slide right. Slide right." Have the children sky-write uppercase **E** several times while repeating the stroke description.

Developmental Objectives LW 1, LW 2

November • Week 9 • Life on the Farm

The fronts and backs of each FUNdamentals card let's you know if it's for Welcome or Reflection Circle.

Each card also lists which Developmental Objective it ties into.



Reflection Circle
LETTER FUNdamentals

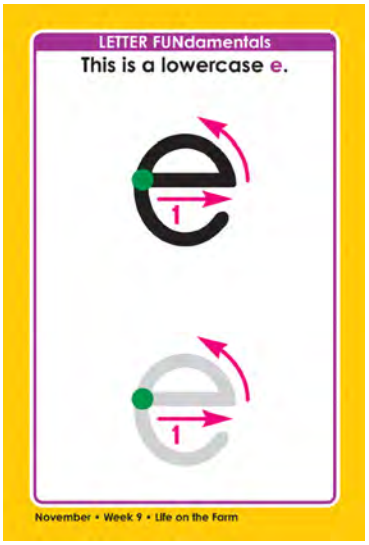
Uppercase E

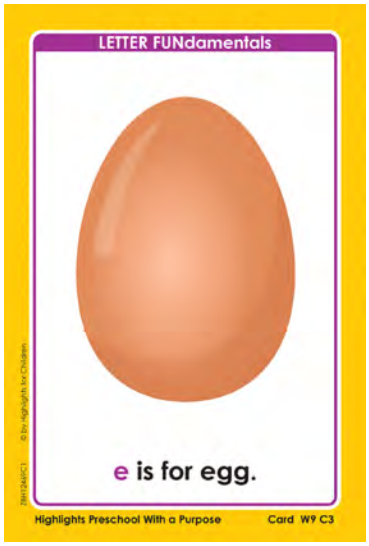
Materials:
Uppercase **E** Story Template

Engage & Review:
1. Write an uppercase **E** on the board. Ask the children to say the name of the letter.
2. Encourage them to make the sound that **E** makes as in the beginning sound of *egg* and *elephant*: /ē/.
3. Read the Uppercase **E** Story again. Encourage the children to listen for words that begin with the /ē/ sound.
4. Challenge the children to tell a friend another word from the story that begins with **E**. Invite them to share their words with the class.
5. Write another uppercase **E** on the board as you say the stroke description aloud together: "Pull down straight. Slide right. Slide right. Slide right." Have the children sky-write uppercase **E** several times as they say the stroke description with you and then independently.

Developmental Objectives LW 1, LW 2

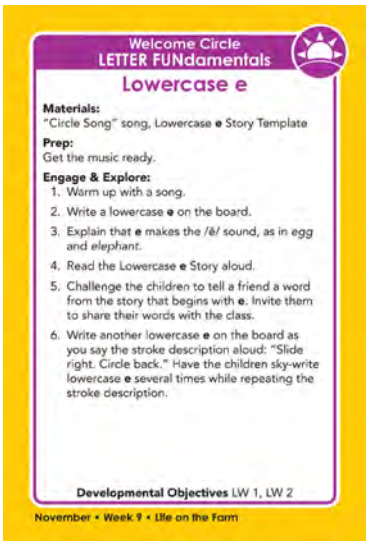
Highlights Preschool With a Purpose Card W9 C2





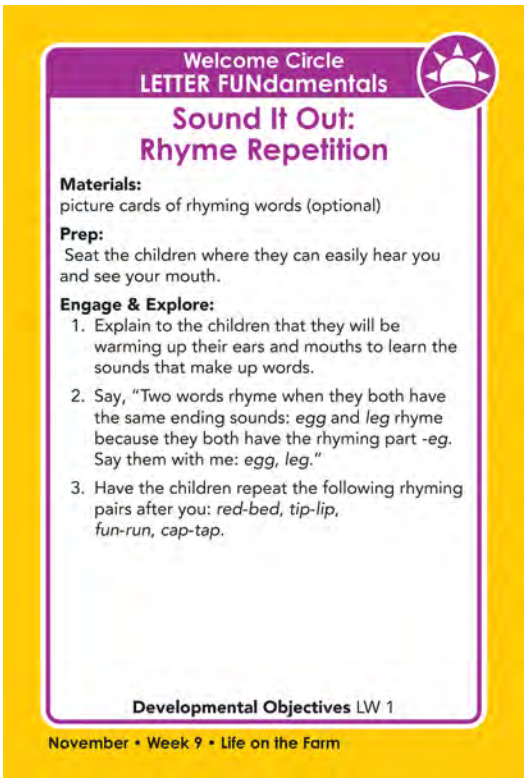
Letter Review Cards

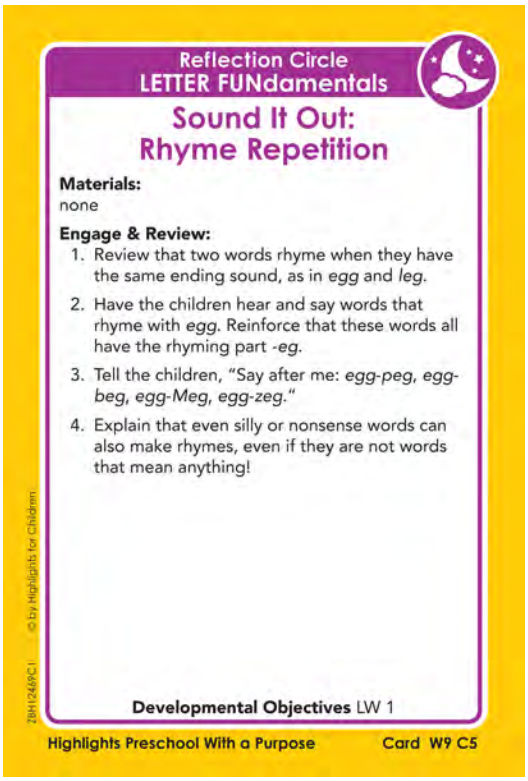
Letter FUNdamentals Cards



Letter FUNdamentals: Sound It Out

Each week has one Sound It Out card.

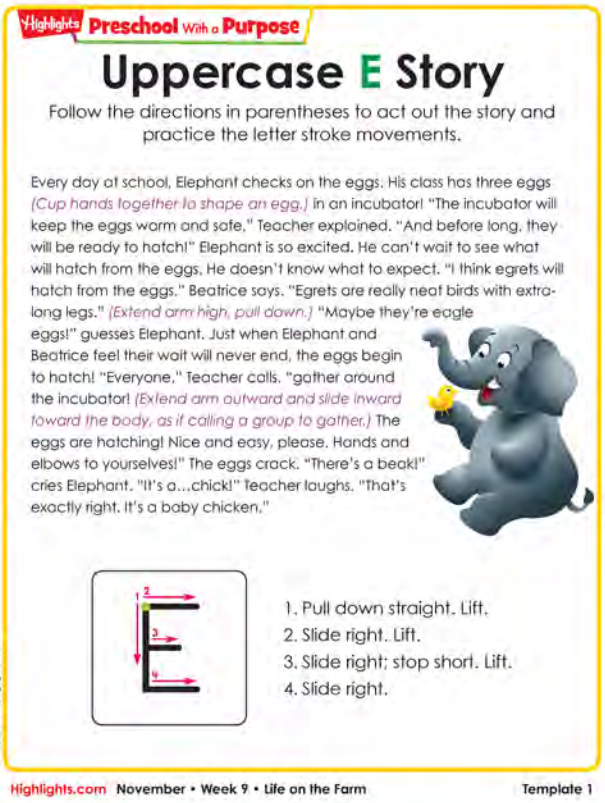




Weekly sets of activity pages and punch-out conversation-starter wristbands related to the week's theme and Learn & Logic FUNdamentals cards.

Story Letter & Number Templates

Each week has two Story Letter Templates and one Number Story Template. These templates into the Circle Time Letter/NumberReview and FUNdamentals cards.



Highlights Preschool With a Purpose

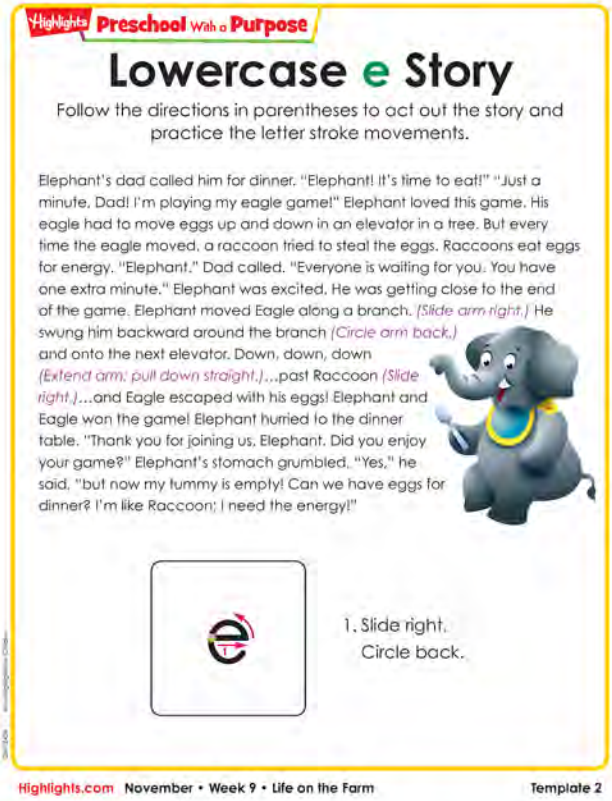
Uppercase E Story

Follow the directions in parentheses to act out the story and practice the letter stroke movements.

Every day at school, Elephant checks on the eggs. His class has three eggs *(Cup hands together to shape an egg.)* in an incubator! "The incubator will keep the eggs warm and safe," Teacher explained. "And before long, they will be ready to hatch!" Elephant is so excited. He can't wait to see what will hatch from the eggs. He doesn't know what to expect. "I think egrets will hatch from the eggs," Beatrice says. "Egrets are really neat birds with extra-long legs." *(Extend arm high, pull down.)* "Maybe they're eagle eggs!" guesses Elephant. Just when Elephant and Beatrice feel their wait will never end, the eggs begin to hatch! "Everyone," Teacher calls, "gather around the incubator! *(Extend arm outward and slide inward toward the body, as if calling a group to gather.)* The eggs are hatching! Nice and easy, please. Hands and elbows to yourselves!" The eggs crack. "There's a beak!" cries Elephant. "It's a...chick!" Teacher laughs. "That's exactly right. It's a baby chicken."

1. Pull down straight. Lift.
2. Slide right. Lift.
3. Slide right; stop short. Lift.
4. Slide right.

Highlights.com November • Week 9 • Life on the Farm Template 1



Highlights Preschool With a Purpose

Lowercase e Story

Follow the directions in parentheses to act out the story and practice the letter stroke movements.

Elephant's dad called him for dinner. "Elephant! It's time to eat!" "Just a minute, Dad! I'm playing my eagle game!" Elephant loved this game. His eagle had to move eggs up and down in an elevator in a tree. But every time the eagle moved, a raccoon tried to steal the eggs. Raccoons eat eggs for energy. "Elephant," Dad called. "Everyone is waiting for you. You have one extra minute." Elephant was excited. He was getting close to the end of the game. Elephant moved Eagle along a branch. *(Slide arm right.)* He swung him backward around the branch *(Circle arm back.)* and onto the next elevator. Down, down, down *(Extend arm; pull down straight.)*...past Raccoon *(Slide right.)*...and Eagle escaped with his eggs! Elephant and Eagle won the game! Elephant hurried to the dinner table. "Thank you for joining us, Elephant. Did you enjoy your game?" Elephant's stomach grumbled. "Yes," he said, "but now my tummy is empty! Can we have eggs for dinner? I'm like Raccoon; I need the energy!"

1. Slide right.
   Circle back.

Highlights.com November • Week 9 • Life on the Farm Template 2

Highlights Preschool With a Purpose

Number 5 Story

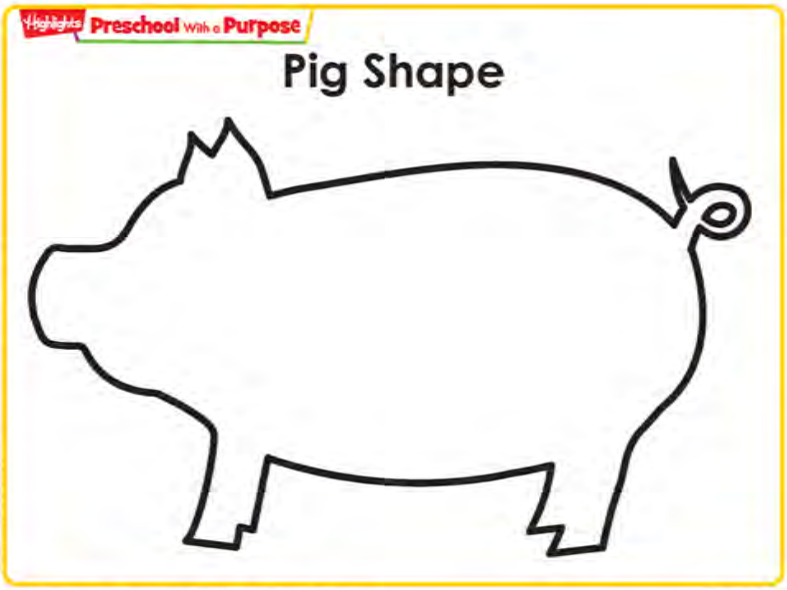
Follow the directions in parentheses to act out the story and practice the number stroke movements.

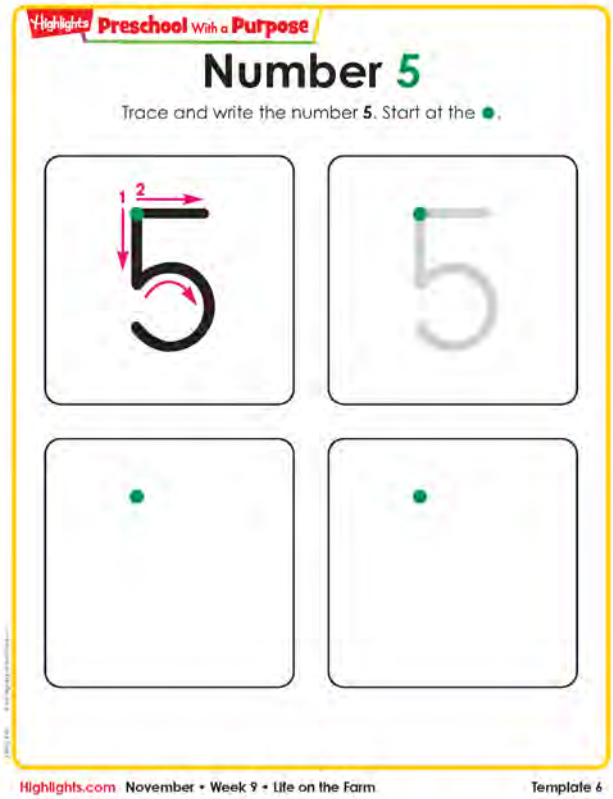
Beatrice is at the store with Mom. She wants to help Mom get the groceries. She counts five apples *(Hold up five fingers.)* and puts them in a bag. She pulls down another bag *(Pull down.)* and puts five carrots inside. She puts them in the cart. Mom doesn't need meat today, so they take five big steps around the meat section. *(Circle forward.)* Then, they go down aisle five. There are five different kinds of bread there. Mom slides *(Slide right.)* her favorite off the shelf. Mom pays five dollars, and she and Beatrice fly home—ready for lunch!

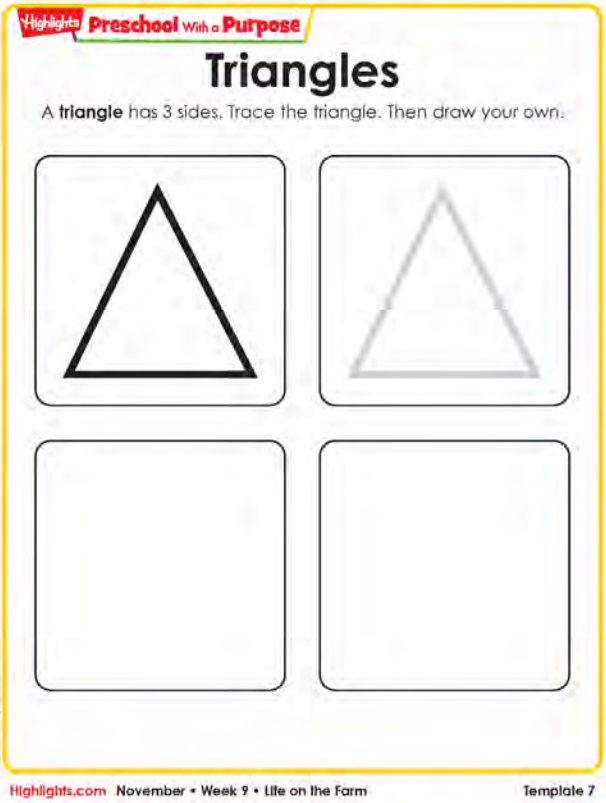
1. Pull down. Circle forward.
2. Slide right.

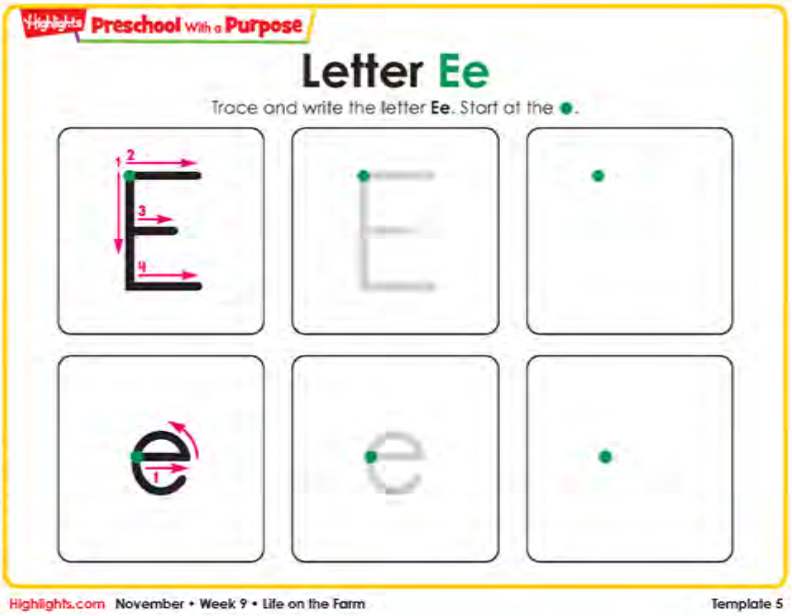
Highlights.com November • Week 9 • Life on the Farm Template 3

Letter, Number, and Shapes Practice Templates



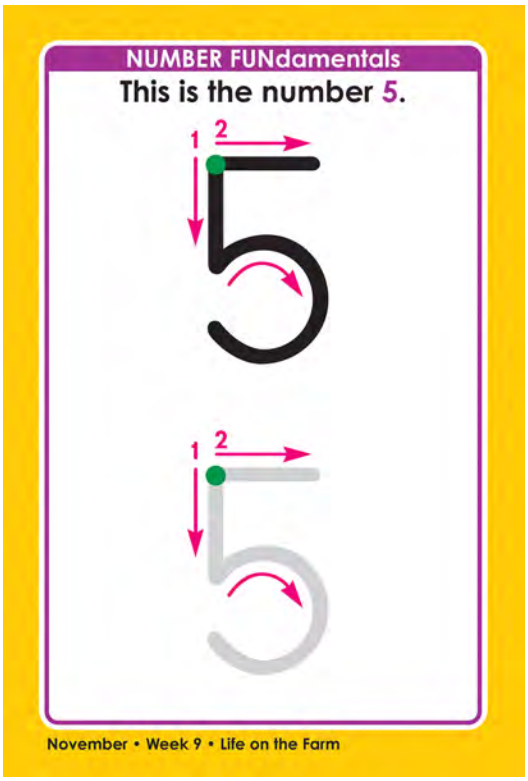


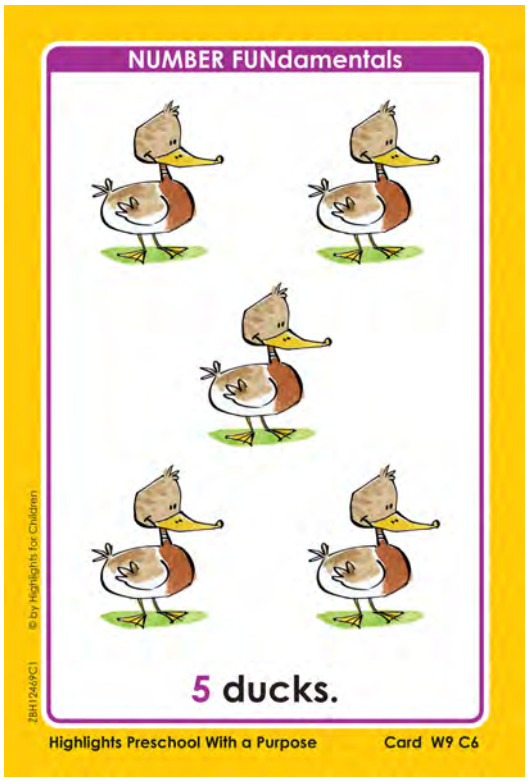




Number Review Cards

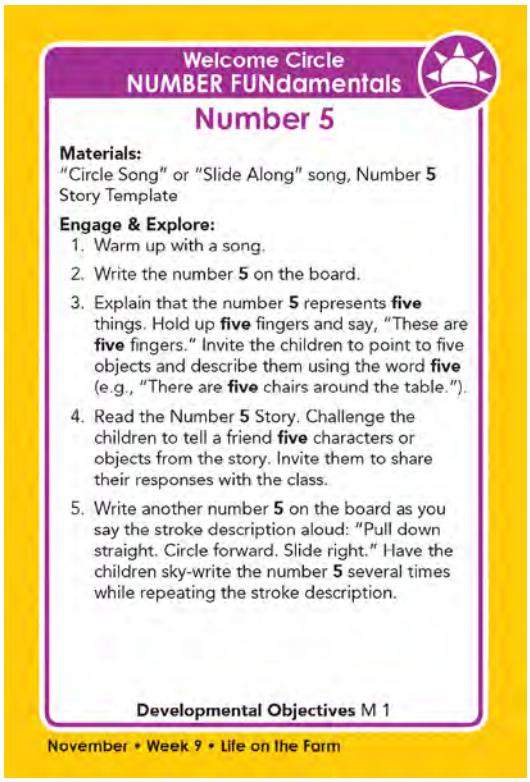
Can be used during Welcome or Reflecltion Circle, or both!
Each week has one Number Review Card.





Number FUNdamentals Cards

The lesson that ties into the Number Review card.
Each week has one Number FUNdamentals card.



Welcome Circle
NUMBER FUNdamentals

Number 5

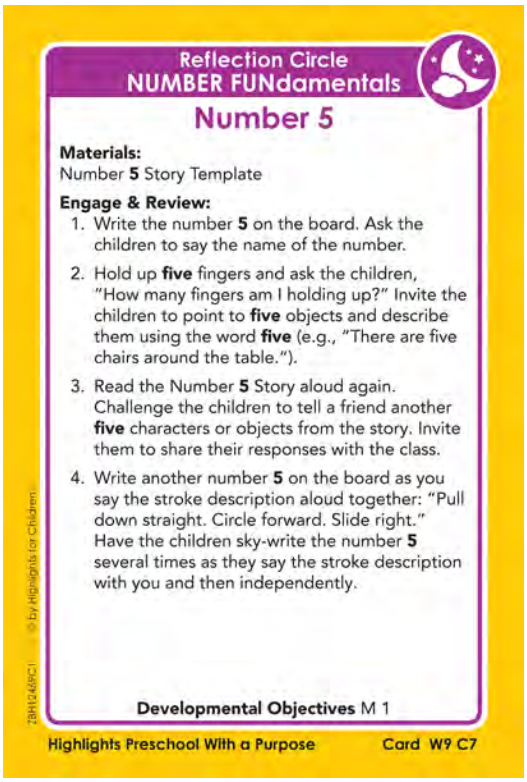
Materials:
"Circle Song" or "Slide Along" song, Number **5** Story Template

Engage & Explore:

1. Warm up with a song.
2. Write the number **5** on the board.
3. Explain that the number **5** represents **five** things. Hold up **five** fingers and say, "These are **five** fingers." Invite the children to point to five objects and describe them using the word **five** (e.g., "There are **five** chairs around the table.").
4. Read the Number **5** Story. Challenge the children to tell a friend **five** characters or objects from the story. Invite them to share their responses with the class.
5. Write another number **5** on the board as you say the stroke description aloud: "Pull down straight. Circle forward. Slide right." Have the children sky-write the number **5** several times while repeating the stroke description.

Developmental Objectives M 1

November • Week 9 • Life on the Farm



Reflection Circle
NUMBER FUNdamentals

Number 5

Materials:
Number **5** Story Template

Engage & Review:

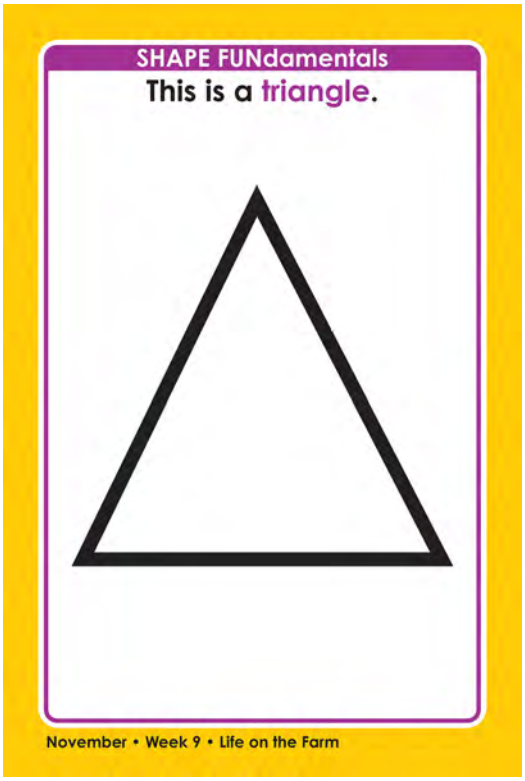
1. Write the number **5** on the board. Ask the children to say the name of the number.
2. Hold up **five** fingers and ask the children, "How many fingers am I holding up?" Invite the children to point to **five** objects and describe them using the word **five** (e.g., "There are five chairs around the table.").
3. Read the Number **5** Story aloud again. Challenge the children to tell a friend another **five** characters or objects from the story. Invite them to share their responses with the class.
4. Write another number **5** on the board as you say the stroke description aloud together: "Pull down straight. Circle forward. Slide right." Have the children sky-write the number **5** several times as they say the stroke description with you and then independently.

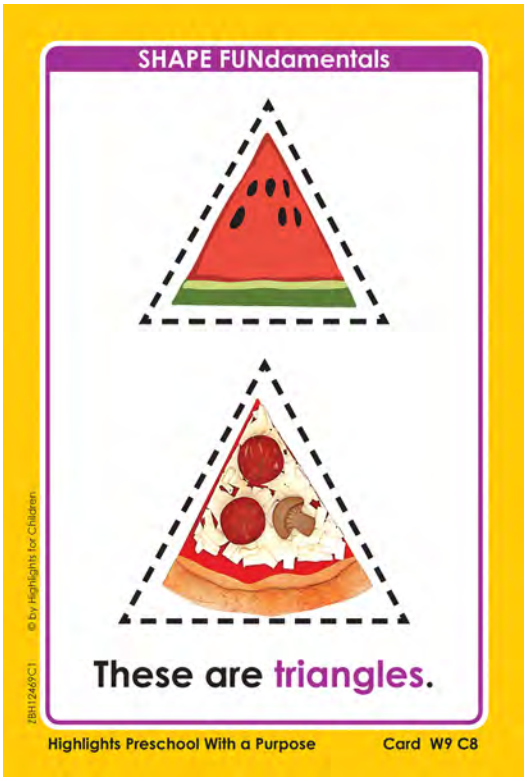
Developmental Objectives M 1

Highlights Preschool With a Purpose Card W9 C7

Shape Review Cards

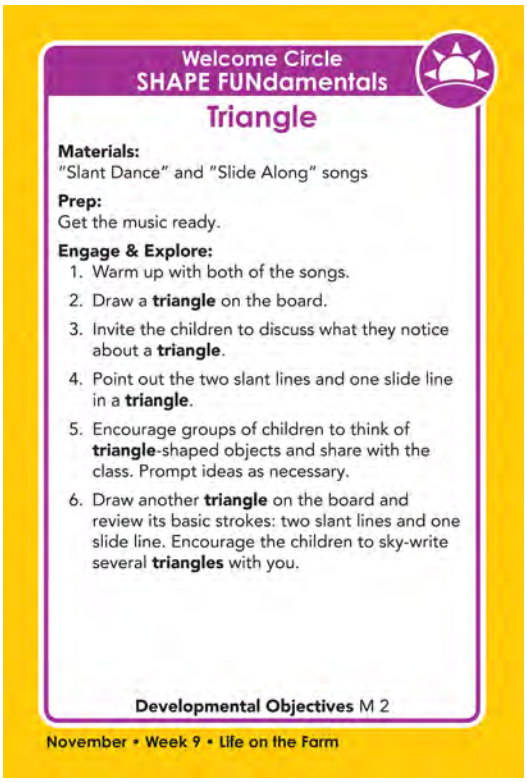
Can be used during Welcome or Reflecltion Circle, or both!
Each week has one Shape Review Card.

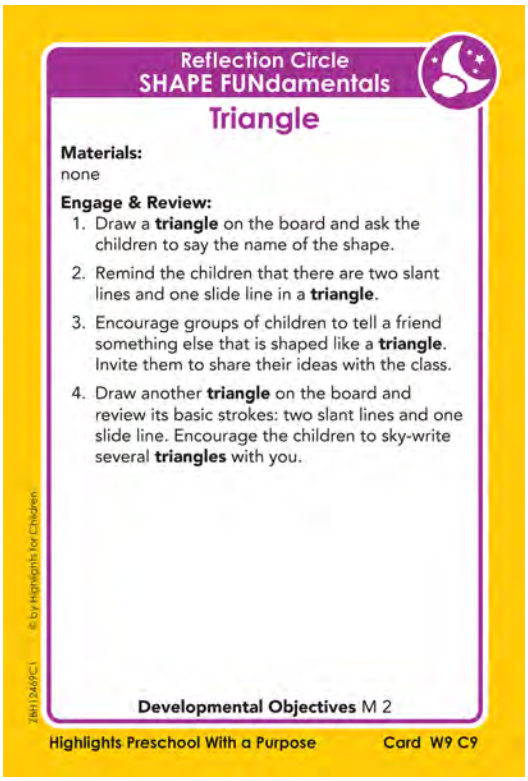




Shape FUNdamentals Cards

The lesson that ties into the Shape Review card.
Each week has one Shape FUNdamentals card.





Logic & Reasoning Cards

Each week has two different Logic & Reasoning cards.

Welcome Circle
LOGIC & REASONING

Picture Card Pairs

Materials:
10 to 12 matching picture cards (pairs of familiar objects, shapes, or animals), magnetic board, magnets

Prep:
Shuffle the picture cards and stick them facing the magnetic board, making sure all the children can reach them.

Engage & Explore:
1. Invite two children to flip over one card each. Ask them to show the cards to the class and say the object on the card aloud.
2. If the cards match, display them where all the children can see. If they do not match, have the children flip them back over and place them back where they were. Encourage them to try to remember the locations of the images for future turns.
3. Continue playing until all pairs have been found.

Developmental Objectives LR 1

November • Week 9 • Life on the Farm

Reflection Circle
LOGIC & REASONING

Picture Card Pairs

Materials:
a new set of 10 to 12 matching picture cards (pairs of familiar objects, shapes, or animals), magnetic board, magnets

Prep:
Shuffle the picture cards and stick them facing the magnetic board, making sure all the children can reach them.

Engage & Review:
1. Ask the children to share their experiences from the game they played at the Welcome Circle.
2. Play the game again with the new set of picture cards. As you play, encourage the children to share strategies or tips they remember from the first round.

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Developmental Objectives LR 1

Highlights Preschool With a Purpose Card W9 C10

Welcome Circle
LOGIC & REASONING

Sound Matching Game

Materials:
3 to 5 musical instruments or sound-making items (e.g., bells, tambourines, drums, wooden blocks, shakers, a whistle, a kazoo, squeaky toys, a xylophone, or a rain stick)

Engage & Explore:
1. Introduce the instruments and demonstrate what each one sounds like.
2. Have the children close their eyes. Make a sound using one of the instruments. Ask the children to listen carefully and then decide which item made the sound.
3. Optional: Introduce more complexity by adding more sounds to identify or by using two items at once.

Developmental Objectives LR 1

November • Week 9 • Life on the Farm

Reflection Circle
LOGIC & REASONING

Sound Matching Game

Materials:
a new set of 3 to 5 sound-making items (musical instruments, objects that make different sounds)

Engage & Review:
1. Ask the children to share what they remember about the game.
2. Play the game again with a new set of sound-making items. Encourage the children to concentrate and listen carefully to the sounds

ZBH12469C1 © by Highlights for Children

Developmental Objectives LR 1

Highlights Preschool With a Purpose Card W9 C11

Movement & Games Cards

Each week has two different Movement & Games cards.

Welcome Circle
MOVEMENT & GAMES

Duck, Duck, Goose

Materials:
individual index cards or sticky notes with the children's names, box

Prep:
Place the children's names in the box.

Engage & Explore:
1. Have the children sit in a circle with everyone facing inward.
2. Use the box to randomly select the first "Farmer."
3. The Farmer walks around the circle, gently tapping each child's shoulder and saying "Duck."
4. After tapping a few Ducks, the Farmer selects a "Goose" instead of a Duck.
5. The Goose must then chase the Farmer, who aims to sit in the Goose's spot before being tagged. If the Farmer takes the Goose's spot without being tagged, the Goose becomes the new Farmer. If the Farmer is tagged, they continue for another round.

Developmental Objectives PD 2

November • Week 9 • Life on the Farm

Reflection Circle
MOVEMENT & GAMES

Duck, Duck, Goose

Materials:
box with the children's names from the Welcome Circle

Engage & Review:
1. Invite the children to share any fun or challenging parts of the game.
2. Review the rules of the game.
3. Play the game again, using the box to select the first Farmer.
4. Encourage the Farmer to select children who haven't had the opportunity to be the Goose yet.

Developmental Objectives PD 2

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Highlights Preschool With a Purpose Card W9 C12

Green Circle Time Cards = Play With a Purpose Topics

Welcome Circle
MOVEMENT & GAMES

The E-I-E-I-O Workout

Materials:
"Old MacDonald Had a Farm" song

Prep:
Get the music ready.

Engage & Explore:
1. Teach the children the song, "Old MacDonald Had a Farm."
2. Once the children are familiar with the song, explain that now we will replace the animal sounds with movements. Examples include:
   - "...on his farm he had a horse, E-I-E-I-O. With a trot-trot here, and a trot-trot there. Here a trot, there a trot. Everywhere a trot-trot."
   - "duck...waddle-waddle."
   - "pig...wiggle wiggle."
   - "rooster...strut-strut."
   - "chick...flap-flap."
3. Encourage the children to sing along and to perform the movements with you.

Developmental Objectives PD 2, CE 3

November • Week 9 • Life on the Farm

Reflection Circle
MOVEMENT & GAMES

The E-I-E-I-O Workout

Materials:
"Old MacDonald Had a Farm" song

Prep:
Get the music ready.

Engage & Review:
1. Review the E-I-E-I-O Workout activity and discuss the children's favorite parts and challenges.
2. Explain that they will now suggest a new farm animal and corresponding movement. Ask for volunteers.
3. Demonstrate each suggested movement to the group and have everyone try it out.
4. Incorporate the new movements into a new round of the E-I-E-I-O Workout.

Developmental Objectives PD 2, CE 3

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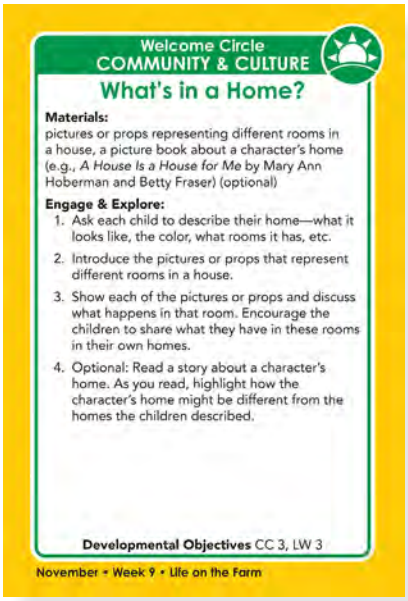
Highlights Preschool With a Purpose Card W9 C13

Community & Culture Cards

Each week has two different Community & Culture cards.



Welcome Circle
COMMUNITY & CULTURE

What's in a Home?

Materials:
pictures or props representing different rooms in a house, a picture book about a character's home (e.g., *A House Is a House for Me* by Mary Ann Hoberman and Betty Fraser) (optional)

Engage & Explore:
1. Ask each child to describe their home—what it looks like, the color, what rooms it has, etc.
2. Introduce the pictures or props that represent different rooms in a house.
3. Show each of the pictures or props and discuss what happens in that room. Encourage the children to share what they have in these rooms in their own homes.
4. Optional: Read a story about a character's home. As you read, highlight how the character's home might be different from the homes the children described.

Developmental Objectives CC 3, LW 3

November • Week 9 • Life on the Farm

Welcome Circle
COMMUNITY & CULTURE

My Home

Materials:
sample drawing of a house; construction paper; crayons, colored pencils, or markers

Engage & Explore:
1. Ask the children to think about what their homes look like. Prompt them to consider the color, shape, and any unique features.
2. Show a sample drawing of a house or apartment.
3. Allow the children to draw.
4. Once everyone has finished, invite the children to take turns sharing their drawings.
5. Discuss the different kinds of homes everyone drew, emphasizing the uniqueness of each home.

Developmental Objectives CC 3, CE 1

November • Week 9 • Life on the Farm

Community & Culture and SEL cards are intended to be used during Welcome Circle.

Social-Emotional Learning Cards

Each week has two different SEL cards.

Welcome Circle
SEL

Feeling Surprised

Materials:
none

Engage & Explore:
1. Draw a surprised face on the board. Discuss what makes the face look surprised and ask the children to share their own experiences with surprise, if they feel comfortable sharing.
2. Discuss how surprise affects our bodies: we might gasp, jump, or widen our eyes. Ask the children to share their physical reactions to surprise.
3. Talk about situations that cause surprise, such as unexpected gifts, loud noises, or seeing an old friend.
4. Discuss ways to handle surprise, such as talking to a trusted adult or friend, taking deep breaths, or doing a calming activity. Encourage the children to share ideas of their own.

Developmental Objectives SE 1, SE 2

November • Week 9 • Life on the Farm

Welcome Circle
SEL

Surprise Freeze

Materials:
none

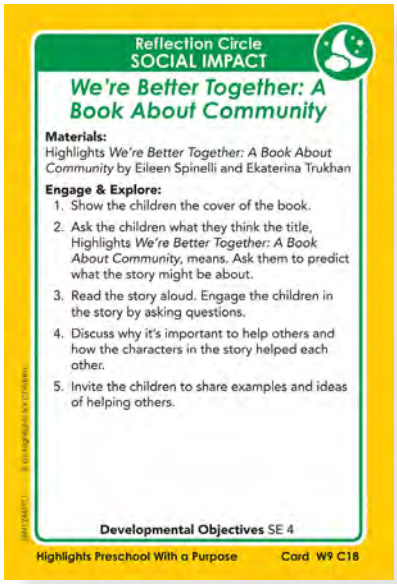
Engage & Explore:
1. Discuss the emotion of surprise and ask the children to show you their surprised faces.
2. Begin by leading the children in a dance. You could sing a song or clap a rhythm for the children to dance to.
3. At random points, say, "Surprise freeze!" All the children must freeze in place and make their best surprised faces.
4. Continue playing, varying the rhythm of the dance and the timing of the "surprise freeze."

Developmental Objectives SE 1, SE 2

November • Week 9 • Life on the Farm

Social Impact Cards

Each week has two different Social Impact cards.



Reflection Circle
SOCIAL IMPACT

We're Better Together: A Book About Community

Materials:
Highlights *We're Better Together: A Book About Community* by Eileen Spinelli and Ekaterina Trukhan

Engage & Explore:
1. Show the children the cover of the book.
2. Ask the children what they think the title, Highlights *We're Better Together: A Book About Community*, means. Ask them to predict what the story might be about.
3. Read the story aloud. Engage the children in the story by asking questions.
4. Discuss why it's important to help others and how the characters in the story helped each other.
5. Invite the children to share examples and ideas of helping others.

Developmental Objectives SE 4

Highlights Preschool With a Purpose Card W9 C18

Reflection Circle
SOCIAL IMPACT

Helping Hands Role-Play

Materials:
stuffed animal or puppet, props (e.g., blocks, play food, etc.)

Engage & Explore:
1. Introduce the stuffed animal or puppet and some scenarios where they might need help. Examples: crossing the street, carrying groceries, cleaning up a room.
2. Ask the children how they would help in these situations. Encourage them to act out the solutions.
3. Discuss by asking questions such as, "How do you think it made Teddy feel when you helped them? What are some other ways you can continue to help others, just like we did in the role-play scenarios?"

Developmental Objectives SE 4, LC 1, LC 2

Highlights Preschool With a Purpose Card W9 C19

Social Impact cards are intended to be used during Reflection Circle.

There are 16 large activity cards per week, two for each of the 8 areas of learning. The Learning Lab cards are organized by Small Group and Independent STEAM.

Small Group Cards

Learning lab areas where everyone learns together.

Small-Group Learning consists of four areas of learning:

- Literacy and Reading
- Math
- Science
- Puzzlers

Independent STEAM Cards

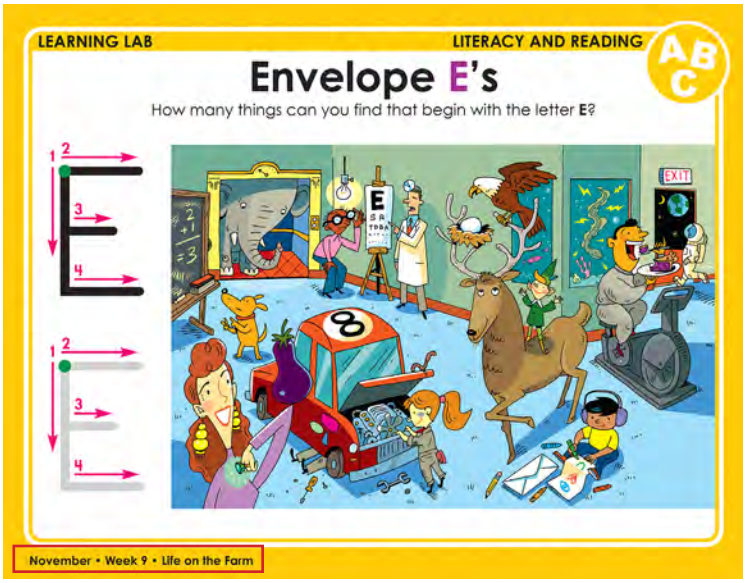
Times when children can explore their interests and activities without direct instruction from a teacher.

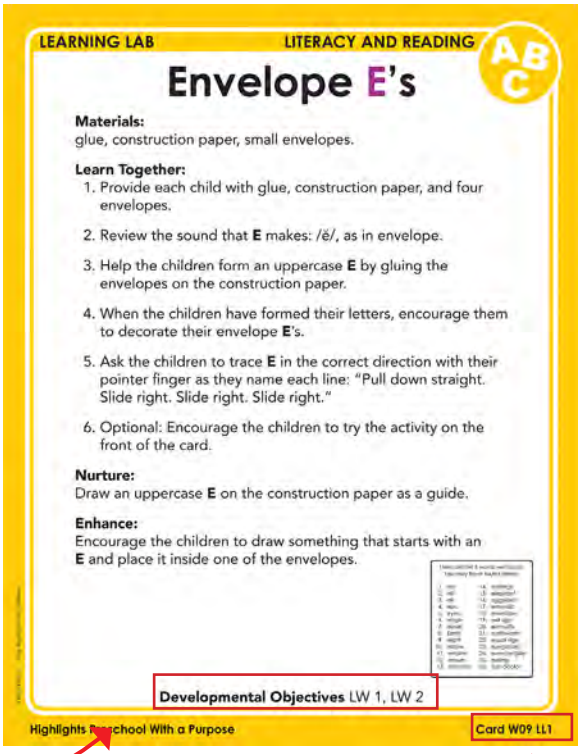
Independent STEAM Play consists of four areas of learning:

- Imagination
- Creativity
- Sensory and Nature
- Design and Build

Literacy and Reading Cards

Each week has two Literacy and Reading Learning Lab cards





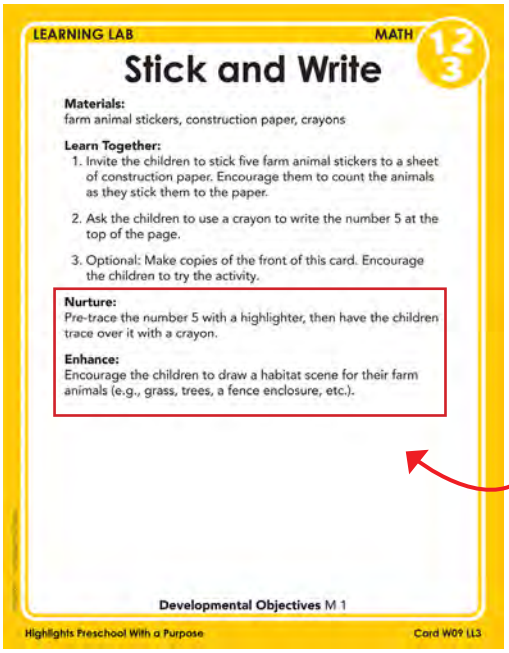
The front of every Learning Lab Card contains the Month, Week Number, and that week's theme.

Each card also lists which Developmental Objective it ties into.

Card Number Key:
W09 = Week 9
LL1 = Card 1

Math Cards

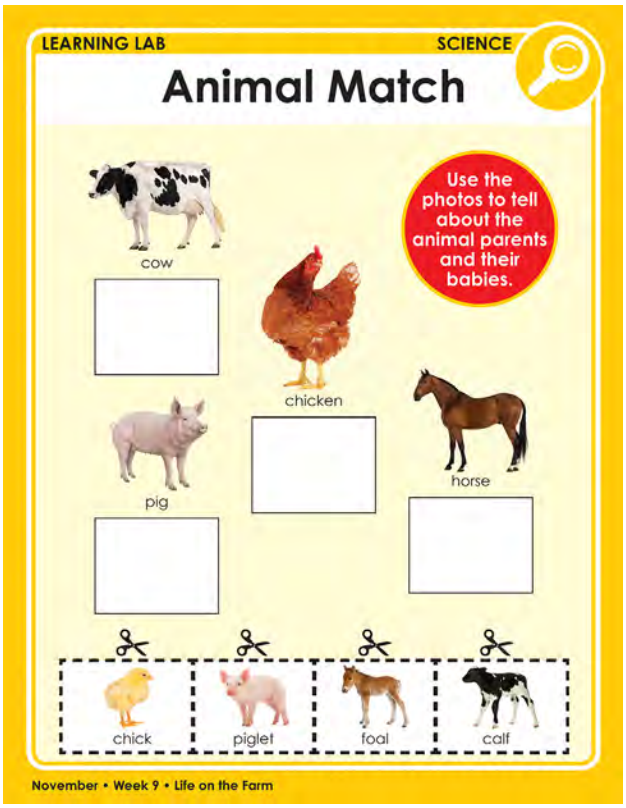
Each week has two Math Learning Lab cards



Every Learning Lab card contains suggestions for reframing an activity for kids who need more guidance or support (NURTURE) and stretching an activity to make it more challenging for kids who are ready for something more complex (ENHANCE).

Science Cards

Each week has two Science Learning Lab cards

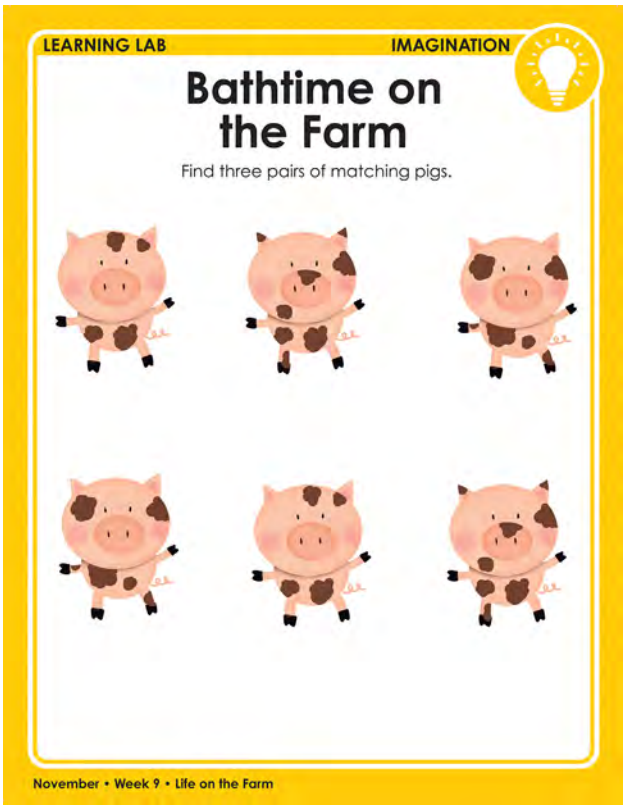


Puzzler Cards

Each week has two Puzzler Learning Lab cards

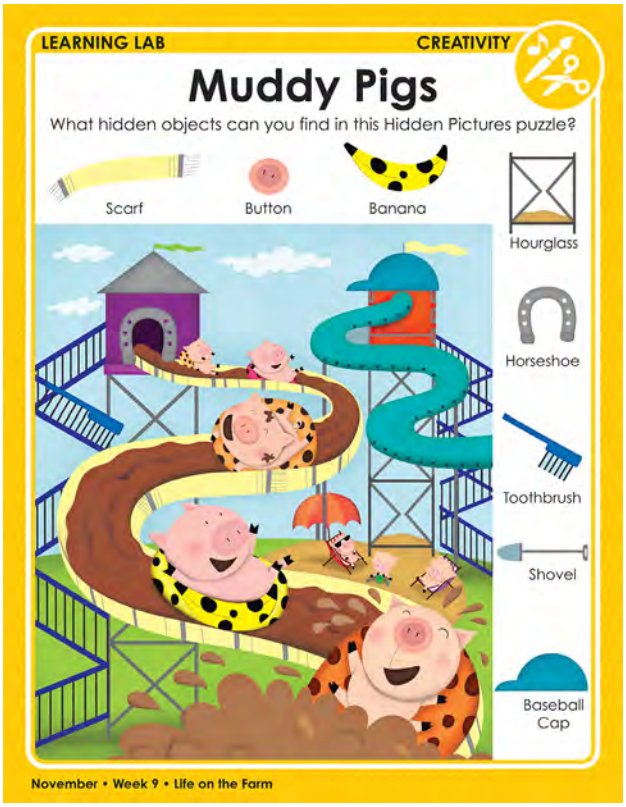
Imagination Cards

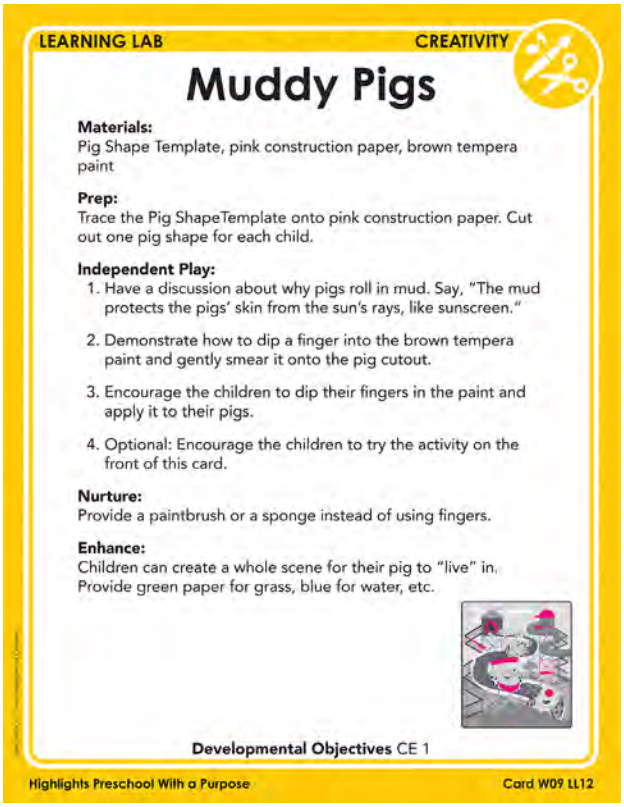
Each week has two Imagination Learning Lab cards



Creativity Cards

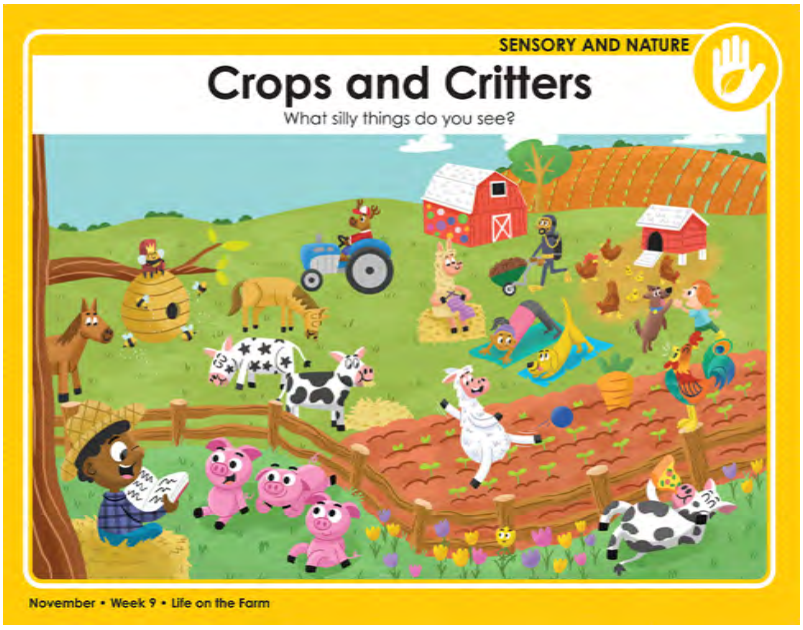
Each week has two Creativity Learning Lab cards

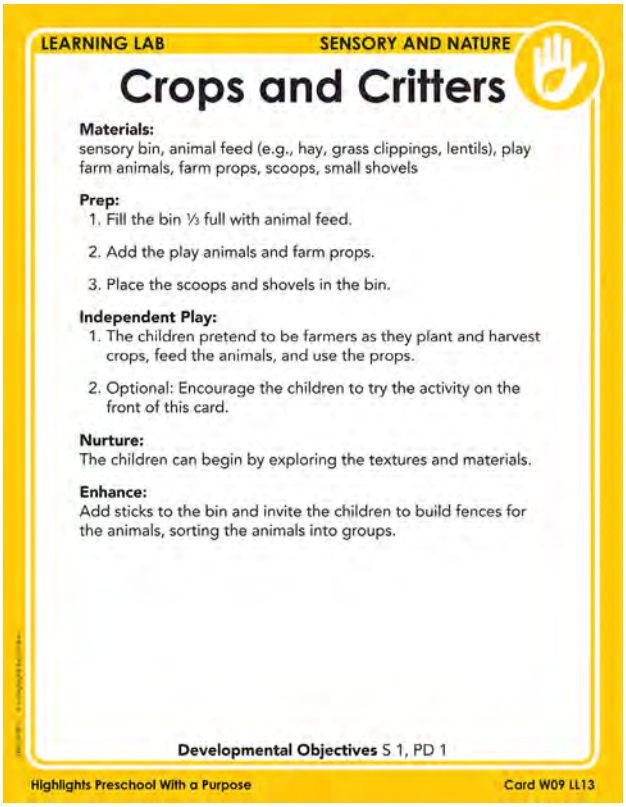




Sensory and Nature Cards

Each week has two Sensory and Nature Learning Lab cards





LEARNING LAB SENSORY AND NATURE

Crops and Critters

Materials:
sensory bin, animal feed (e.g., hay, grass clippings, lentils), play farm animals, farm props, scoops, small shovels

Prep:
1. Fill the bin ⅓ full with animal feed.
2. Add the play animals and farm props.
3. Place the scoops and shovels in the bin.

Independent Play:
1. The children pretend to be farmers as they plant and harvest crops, feed the animals, and use the props.
2. Optional: Encourage the children to try the activity on the front of this card.

Nurture:
The children can begin by exploring the textures and materials.

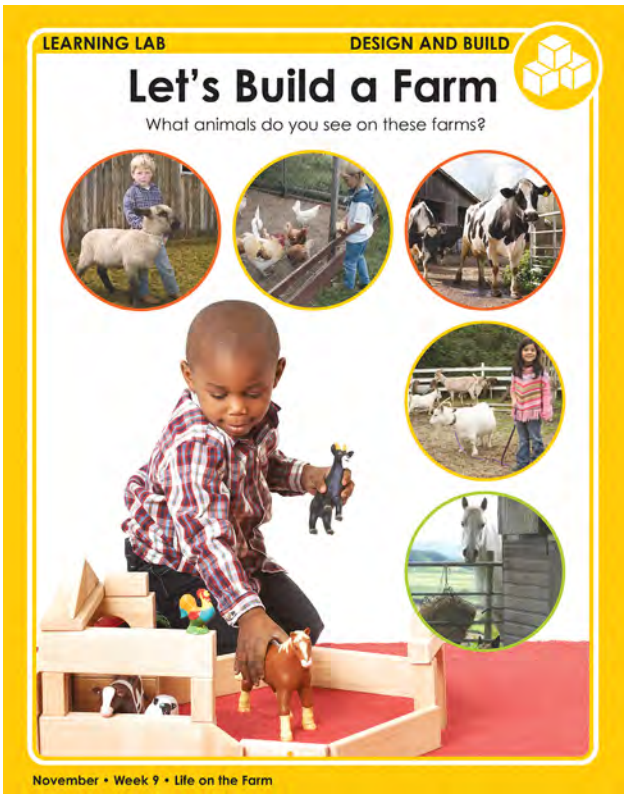
Enhance:
Add sticks to the bin and invite the children to build fences for the animals, sorting the animals into groups.

Developmental Objectives S 1, PD 1

Highlights Preschool With a Purpose Card W09 LL13

Design and Build Cards

Each week has two Design and Build Learning Lab cards



LEARNING LAB DESIGN AND BUILD

Let's Build a Farm

Materials:
blocks, play farm animals

Independent Play:
Have the children build homes for their farm animals. Give them ideas of what to build (e.g., a barn, animal pens, fields, ponds, etc.).

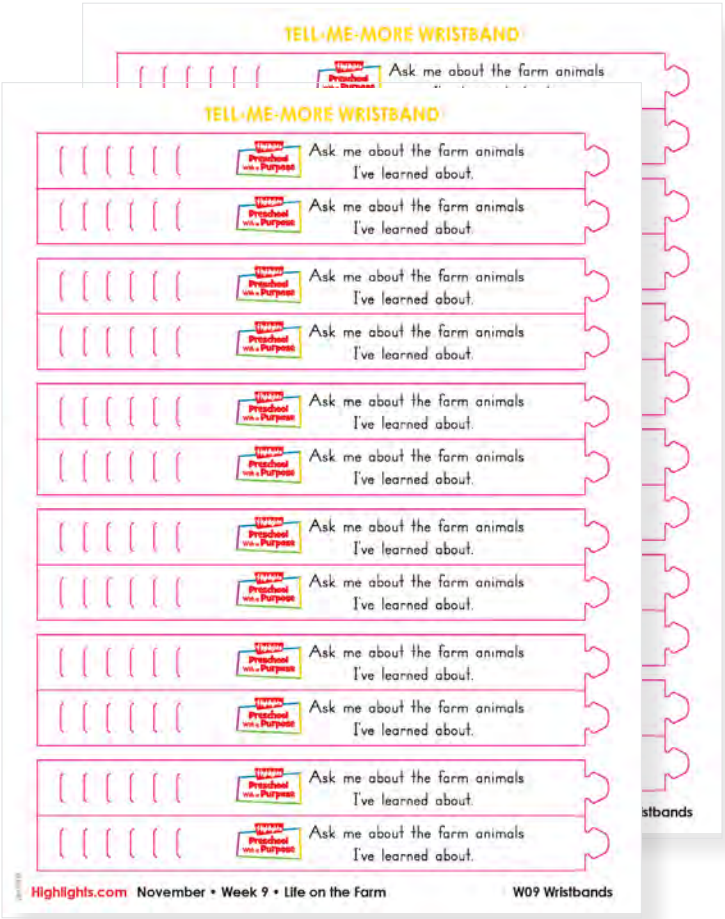
Nurture:
Show the children pictures of real farms to inspire their construction.

Enhance:
Add details and farm accessories to make the farm more realistic (e.g., green cloth for grassy areas, blue paper for ponds, tractors, fences, etc.).

Developmental Objectives M 2, LR 3

Highlights Preschool With a Purpose Card W09 LL15

At-Home Engagement Templates

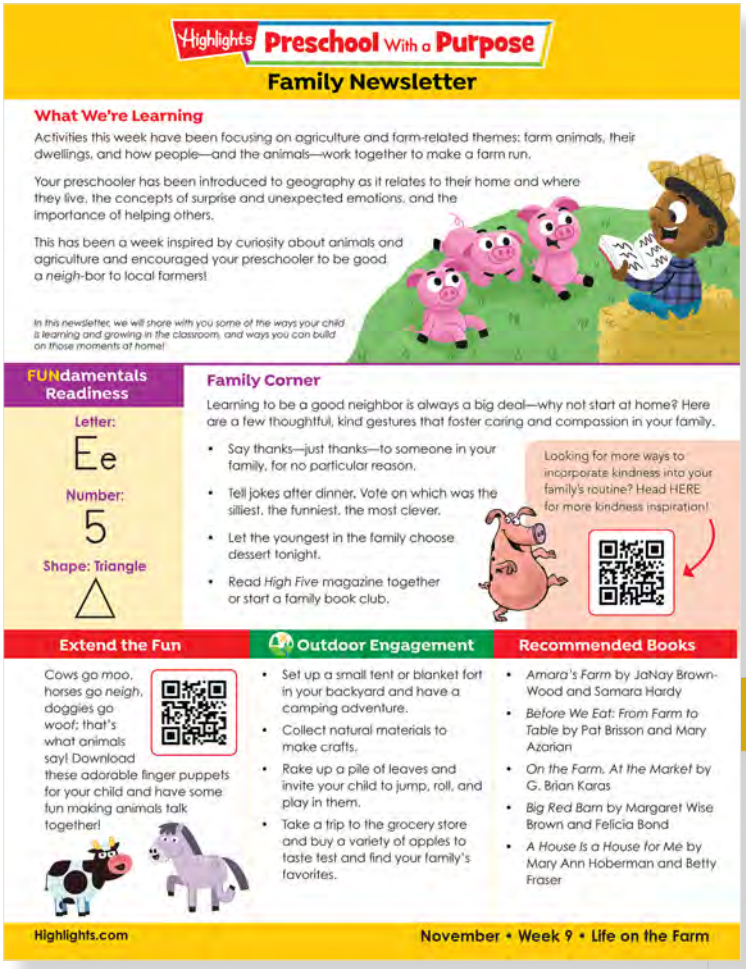


Tell-Me-More Wristbands
Each week has 24 Punch-out conversation-starter wristbands related to the week's theme.

Tell-Me-More wristband

Connect and Share
Templates to be sent home for students to do with their families. One Connect and Share template per week.

Weekly Family Newsletters to be sent home for family and at-home engagement. One newsletter per week. 40 unique newsletters to send home for up to 24 students.



Highlights Preschool With a Purpose

Family Newsletter

What We're Learning

Activities this week have been focusing on agriculture and farm-related themes: farm animals, their dwellings, and how people—and the animals—work together to make a farm run.

Your preschooler has been introduced to geography as it relates to their home and where they live, the concepts of surprise and unexpected emotions, and the importance of helping others.

This has been a week inspired by curiosity about animals and agriculture and encouraged your preschooler to be good a neigh-bor to local farmers!

In this newsletter, we will share with you some of the ways your child is learning and growing in the classroom, and ways you can build on those moments at home!

FUNdamentals Readiness

Letter: Ee

Number: 5

Shape: Triangle

Family Corner

Learning to be a good neighbor is always a big deal—why not start at home? Here are a few thoughtful, kind gestures that foster caring and compassion in your family.

- Say thanks—just thanks—to someone in your family, for no particular reason.
- Tell jokes after dinner. Vote on which was the silliest, the funniest, the most clever.
- Let the youngest in the family choose dessert tonight.
- Read *High Five* magazine together or start a family book club.

Looking for more ways to incorporate kindness into your family's routine? Head HERE for more kindness inspiration!

Extend the Fun

Cows go moo, horses go neigh, doggies go woof; that's what animals say! Download these adorable finger puppets for your child and have some fun making animals talk together!

Outdoor Engagement

- Set up a small tent or blanket fort in your backyard and have a camping adventure.
- Collect natural materials to make crafts.
- Rake up a pile of leaves and invite your child to jump, roll, and play in them.
- Take a trip to the grocery store and buy a variety of apples to taste test and find your family's favorites.

Recommended Books

- *Amara's Farm* by JaNay Brown-Wood and Samara Hardy
- *Before We Eat: From Farm to Table* by Pat Brisson and Mary Azarian
- *On the Farm, At the Market* by G. Brian Karas
- *Big Red Barn* by Margaret Wise Brown and Felicia Bond
- *A House Is a House for Me* by Mary Ann Hoberman and Betty Fraser

Highlights.com November • Week 9 • Life on the Farm

Description of what themes students are learning this week.

Newsletters also provide fun, creative ways to extend student learning at home.

Highlights Preschool With a Purpose

Eggs, Anyone?

Make a hearty family breakfast.

You Need

- 2 small tomatoes • 4 tablespoons grated cheese
- 4 eggs • Salt • Pepper

Adult: Preheat the oven to 350°F. Chop the tomatoes. Spray four cups of a muffin tin with oil.

1. Put 1 tablespoon of tomatoes and ½ tablespoon of grated cheese in each of the four greased muffin cups.
2. For each muffin cup, crack an egg and pour it into the cup.
3. Top each egg with some chopped tomatoes and ½ tablespoon of cheese. Sprinkle with salt and pepper.
4. *Adult: Bake for 18–20 minutes or until the whites are set and the edges of the yolks look solid. Run a knife around the rim and the bottom of the eggs. Top with a plate and invert the muffin tin to release the eggs onto the plate.*

Did you love this recipe?

Find more fun ways to connect with your preschooler in *High Five* magazine!

Highlights.com November • Week 9 • Life on the Farm

The back of every Family Newsletter contains a craft, fun activity, or a recipe for students to do at home.

The Monthly Theme Posters contain an overview of the plans for each of the four weekly themes. Intended to be displayed in the classroom for teachers, families, and students. 1 poster for each month.

Highlights Preschool With a Purpose

NOVEMBER OVERVIEW

Fall Harvest

WEEK 9 Life on the Farm

Letter FUNdamentals: Ee
Number FUNdamentals: 5
Shape FUNdamentals: Triangle
Social-Emotional Learning: Surprised
Community & Culture: Geography: My Home

Discovery Topics:
- Farmers, crops, and animals
- Homes
- Story and role-play about helping
- Feeling surprise
- Matching pictures and sounds

WEEK 10 Harvest Time

Letter FUNdamentals: Hh
Number FUNdamentals: 6
Shape FUNdamentals: Triangle
Social-Emotional Learning: Grumpy
Community & Culture: Geography: My Home

Discovery Topics:
- Harvest and farmers' markets
- Neighborhoods
- Story and role-play about helping
- Feeling grumpy
- Memorizing sequences

WEEK 11 Food and Nutrition

Letter FUNdamentals: Oo
Number FUNdamentals: 7
Shape FUNdamentals: Triangle
Social-Emotional Learning: Worried
Community & Culture: Geography: My Home

Discovery Topics:
- Food variety and nutrition
- Towns and cities
- Asking for help
- Feeling worry
- Action memory games

WEEK 12 Where We Live

Letter FUNdamentals: Qq
Number FUNdamentals: 8
Shape FUNdamentals: Triangle
Social-Emotional Learning: Mixed Emotions
Community & Culture: Geography: My Home

Discovery Topics:
- Helping and asking for help
- Mixed emotions art and dance
- Types of homes
- Different places
- Memory challenges

Highlights Preschool With a Purpose

SEPTEMBER OVERVIEW

Welcome to School

WEEK 1 Welcome to Class

Letter FUNdamentals: First Name
Number FUNdamentals: Introduction to Numbers
Shape FUNdamentals: Classroom Overview
Social-Emotional Learning: Self-Awareness: My Strengths
Community & Culture: School and Community Rules

Discovery Topics:
- School rules and routines
- Introduction to colors
- What makes me special
- Why we have school rules
- Meeting new friends

WEEK 2 All About Me

Letter FUNdamentals: Self-Portrait
Number FUNdamentals: Grouping/Sorting
Shape FUNdamentals: Classroom Overview
Social-Emotional Learning: Self-Awareness: My Strengths
Community & Culture: School and Community Rules

Discovery Topics:
- Celebrating uniqueness
- Matching colors
- Discovering personal strengths
- Community rules
- Taking turns and patience

WEEK 3 My Five Senses

Letter FUNdamentals: Left and Right
Number FUNdamentals: Patterns
Shape FUNdamentals: Classroom Overview
Social-Emotional Learning: Self-Awareness: My Strengths
Community & Culture: School and Community Rules

Discovery Topics:
- The five senses
- Shades of colors
- Sharing our strengths
- Making rules together
- Cooperative games

WEEK 4 Friends and Feelings

Letter FUNdamentals: Basic Strokes
Number FUNdamentals: Classification
Shape FUNdamentals: Classroom Overview
Social-Emotional Learning: Self-Awareness: My Strengths
Community & Culture: School and Community Rules

Discovery Topics:
- Making friends and exploring feelings
- Primary colors and color mixing
- Using our strengths
- Learning responsibility