

Appalachian Council Head Start Racine 2

Fall 2010

Farms

A project by 4 and 5 year olds

Length of Project 6 ½ weeks

Teachers: Darlene Webb and Jennifer Griffith

Phase one: Beginning the Project

The children's interest in farms emerged in mid- September, when a little girl in my class was engaged in block play with three other peers. They were building roads and farms that the little girl has expressed to them that she has seen during the summer on a trip to her aunt's home in Jackson County. The teachers observed their play and interactions over the course of the next week, the teachers thought this would be a good project, since there are several different types of small farms in our area. Several of the other children over the course of the week had engaged and sustained the farm play and were asking questions of the little girl. The group decided to gather on the carpet and have a group discussion about the little girl's experience during the summer. Teachers and the children made a web together of what they knew about farms. Teachers realized after listening and observing the children, they had many misconceptions about farms.

Phase Two: Developing the Project

Based on the children's engagement and conversations, the teachers decided to look for some books about farms, that they could introduce and read to the children. The children were excited over the stories and looking through the books. The teacher asked the children where they thought that they could find their answers to their questions about farms. They planned a trip to the local Alpaca Farm. They had discussion and documented things they would see on the farm. Some of the children drew pictures of farm animals. They made a list of questions about things they wanted to know, made a list about things they knew about farms. The teachers documented about the children's thoughts would be the answers to their questions. On another day, they made a list of things they wanted to know. On the day of the actual field trip the children were divided into two groups. Those children who were most interested and involved in the project were assigned with one teacher. They were responsible for charting certain aspects of the farm, stretching pictures of the farm and the Alpacas. The owner described and let the children feel the two different types of Alpaca fur. The owner explained how the fur is turned into yarn. In the days that followed the visit to the farm, three of the little boys searched the collage box and laid out different color yarn, and examined them. A couple of the children engaged in play in the block area for several days, discussing and playing with the plastic farm animals, talking about what they could receive from each one of them. One child drew a picture of a Alpaca before, during and after it was shaved.

Phase three: Concluding the Project

In late October, as the children's interest began to shift towards Halloween and the excitement of the season. The farm project no longer held their interest. The teachers gathered up the project group together and they discussed ways to conclude the project. They decided to put the yarn away. They made a final web about the things they know, and had learned about farms. They decided to make a little blue book. They made a list of things they wanted in the book. The children collected their drawings, charts, webbing, questions and answers from wall displays in the classroom for processing of the book.



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