

## Topic of Study – Animals on the Farm

### Introduction

While some children live on a farm or in a rural area, other children may have only heard about a farm through television, movies, or through pictures or books. Of special interest to children are the animals that are found on a farm. There are many things children can learn through a study of domestic and farm animals.

### Teacher Notes about STEM

- *Early Childhood Educators are now linking together science, technology, engineering, and math into what is called STEM curriculum.*
- *This topic of study, Animals on the Farm, focuses on the science component of STEM.*

### Teacher Notes

*Arkansas Minimum Licensing Requirements (Rev. 1.1.15) requires the following:*

#### **400 PROGRAM – 401 Program Requirements for all ages**

5.a. The facility shall have an appropriate curriculum with weekly activity plans appropriate for the developmental needs of each group of children.

To assist your program in meeting this requirement, refer to Developing Weekly Activity plans for Adventures in Learning for information on how to develop your plans. Feel free to make copies of the plan sheet you select and use it each week. To help you in your planning, there are also 2 samples of completed plan sheets that you may use as guides when developing weekly activity plans for your group of children.

- *Adventures in Learning is an Arkansas approved curriculum.*
- *This curriculum guide is a collection of activities that support the Big Ideas listed below. Choose those activities that best meet the needs of the children in your group.*
- *Consider extending this topic of study beyond a one-week period of time. There is so much for children to learn about farm animals. Carry over activities from one week to another because children enjoy and learn best through repetition.*
- *If you do not have some of the featured books, refer to the Additional Books section for other books you can use.*
- *It is important to read the same book several times to children so that they can have a better understanding of theme, plot, characters and the sequence of events. In each of the readings presented here, there is a different focus on what is happening in the story.*

### Big Ideas

Here are three big ideas about animals on the farm you can help children explore:

- Many different kinds of animals live on a farm
- Each animal makes a different sound
- We get food from some farm animals

## Materials to Collect and Make

- Pictures of farm and domestic animals and farm scenes (laminated or cover with clear adhesive to preserve)
- Children's books about the farm and farm animals
  - Old Macdonald Had a Farm*, illustrated by Pam Adams
  - I Went Walking* by Sue Williams, illustrated by Julie Vivas
  - Rosie's Walk* by Pat Hutchins
  - The Three Billy Goats Gruff* by Paul Galdone
- Illustrated rhyme charts for the following Mother Goose rhymes:
  - "Baa, Baa, Black Sheep"
  - "Good Morning Mrs. Hen"
  - "Mary Had a Little Lamb"
  - "This Little Piggie"
  - "To Market, to Market"
  - "Little Boy Blue"
- Felt or magnetic figures for the Mother Goose Rhyme "Little Bo Peep". (See Attachment: [Little Bo Peep](#))
- Mother Goose rhyme book(s)
- Felt or Magnetic Board
  - Select storytelling figures (felt or magnetic) for stories you choose to share:
    - Ask Mr. Bear* (See Attachment: [Ask Mr. Bear](#))
    - The Three Little Pigs* (See Attachment: [The Three Little Pigs](#))
    - Mr. Gumpy's Outing* (See Attachment: [Mr. Gumpy's Outing](#))
    - The Tale of Peter Rabbit* (See Attachment: [The Tale of Peter Rabbit](#))
    - The Three Billy Goats Gruff* (See Attachment: [The Three Billy Goats Gruff](#))
    - If You Give a Pig a Pancake* (See Attachment: [If You Give a Pig a Pancake](#))
    - Charlie Needs a Cloak* (See Attachment: [Charlie Needs a Cloak](#))
    - Are You My Mother?* (See Attachment: [Are You My Mother?](#))
    - Hattie and the Fox* (See Attachment: [Hattie and the Fox](#))
    - The Little Red Hen* (See Attachment: [The Little Red Hen](#))
- CD with barn dance, hoe down or country swing music
- CD with "She'll be Comin' Round the Mountain"
- Farm Animal Concentration cards (See Attachment: [Farm Animal Concentration](#))
- Farm Animals and Animal Sounds Puzzles (See Attachment: [Farm Animals and Animal Sounds Puzzles](#))

## Resources

- Check with your local library for the availability of children's books.
- Children's books can be purchased online, from school supply catalogs or local bookstores.

## Introducing and Concluding the Topic

### Introduction: Finding out what children know about farm animals

#### Learning Goals:

**CD2.4 Holds and manipulates information in memory** (*short term and working memory and long-term memory*)

**CD3.2 Engages in symbolic and abstract thinking** (*abstract thinking*)

**EL3.1 Responds to features of books and print** (*print knowledge*)

To introduce the topic of “farm animals” you need to find out what children already know about the topic. This allows you to build on your children’s experiences. It also helps create an interest in the topic. Here’s how to begin.

- Gather the children in a group. Say, “For the next few days we’re going to be learning about animals that live on a farm.”
- Write on chart paper, chalkboard or marker board the words “Farm Animals.”
- Invite children to tell you things they already know about animals that live on a farm. They may name certain animals, for example. You may have to ask questions to stimulate their thinking, questions such as, “Have you ever visited a farm?” “What animals did you see?”
- Make a list of all of the things children know about farm animals.
- Review the list with them and say, “You already know a lot of things about farm animals and we’ll find out even more.”
- Now ask children what they would like to know about farm animals.
- Make a list of the things children would like to know about farm animals.
- Keep the two lists until you have completed the topic of study.

What We Know about Farm Animals	What We Would Like to Know about Farm Animals	Things We Learned about Farm Animals

### Conclusion: Finding out what children have learned about farm animals

- Gather the children in a group at the conclusion of the study about farm animals.
- Write on chart paper, chalkboard or marker board, “Things We Learned about Farm Animals.”
- Invite children to tell you some things they have learned. You may have to ask prompt questions such as “Name some of the animals we found on a farm.” “What are some of the sounds that the animals make?” “What do cows and horses eat?”
- Make a list of all the things children learned about farm animals.
- Read the first two lists you made with the children. Then say, “Here are some new things you found out about farm animals” and read today’s list with the children.

## Reading Books with Children

### Learning Goals:

**CD2.1 Focuses and sustains attention**

**CD2.4 Holds and manipulates information in memory** (*short term and working memory*)

**EL1.1 Shows interest in literacy experiences**

**EL1.2 Engages in read-alouds and conversations about books and stories**

**EL3.1 Responds to features of books and print** (*book knowledge*)

**Book #1** *Old Macdonald Had a Farm* illustrated by Pam Adams

### First Reading of *Old Macdonald Had a Farm*

- Prepare to read the book, *Old Macdonald Had a Farm*.
- Show the cover, give title, and illustrator. (Explain that the illustrator is the person who draws the pictures)
- Ask children to look at the cover and predict what the story is about.
- Invite children to name the animals they see on the cover
- Read the story so all children can see the pictures in the book.
- Follow up by asking children which animal they liked the best and explain why.
- Show the last page and invite children to name the animals and repeat after you the noises they make.

### Second Reading of *Old Macdonald Had a Farm*

- Show the cover, give title and illustrator.
- Invite children to name the animals.
- Explain to children that this time you and they will sing the words in the book together.
- Turn the pages as you and the children sing the song together.
- Follow up the second reading by asking children which they liked the best: hearing the story read or singing the song together.

### Third Reading of *Old Macdonald Had a Farm*

- Show the cover, give title and illustrator.
- Show the first two pages to the children. Ask them to look at the page opposite the words (children's right) and find the different animals. You may need to help them by pointing out the ducks with their heads down in the water and the pigs' curly tails.
- Read or sing the words in the story.
- Invite the children to make the appropriate animal noises as you turn the pages.
- Point to the pictures on the last page and invite children to make the appropriate noises for each animal.

**Book #2:** *I Went Walking* by Sue Williams, illustrated by Julie Vivas

### First Reading of *I Went Walking*

- Prepare to read the book, *I Went Walking*.
- Show cover; give title, author and illustrator. (Explain that the author is the person who writes the book and the illustrator is the person who draws the pictures.)
- Ask children to look at the cover and predict what the story is about.
- Begin to read the story, allowing children time to look at the illustrations.
- Read a couple of pages and then ask children to predict what they think they will see on the next page and why they make the predictions they do.
- Ask additional prediction questions if children seem to be really observant of the pictures as clues to what is on the next page.
- Continue with the story to the end.
- Follow up by asking questions about the story such as "What did you like best about the story?" "What surprised you about the story?" "Which is your favorite animal in the story?"

### **Second Reading of *I Went Walking***

- Show the cover, give title, author and illustrator.
- Read the story so all children can see the pictures in the book.
- Follow up the second reading by involving children in discussing their own experiences and what they have seen when they went walking.
- Ask questions such as, “If we went walking, what do you think we might see?” “What would you like to see?”

#### **Additional Learning Goal:**

**CD3.2 Engages in symbolic and abstract thinking** (abstract thinking)

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### **Third Reading of *I Went Walking***

- Show cover. Invite children to recall the title. Give author and illustrator.
- Read the story so all children can see the pictures in the book.
- Follow up the third reading by reading the text that says, “I went walking. What did you see?”
- Show the next page and pause and allow children to “read” what is on the page. Run your fingers under the words to help children see that print contains the message. Use a return sweep (run your fingers under one line and return them to the beginning of the next line) to let children see that reading does not stop at the end of a line.
- Thank the children for helping you “read” the book.

#### **Additional Learning Goal:**

**EL3.1 Responds to features of books and print** (print knowledge)

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**Book #3:** *Rosie’s Walk* by Pat Hutchins, author and illustrator

### **First Reading of *Rosie’s Walk***

- Prepare to read the book, *Rosie’s Walk*
  - Show cover; give title, author and illustrator. (Explain that the author is the person who writes the book and the illustrator is the person who draws the pictures.)
  - Show the cover and say, “This is Rosie,” as you point to the hen. Ask children, “Who is this?” as you point to fox. Ask what they think will happen in the book.
  - Explain to children that they will have to pay close attention to the pictures because the book has very few words. In fact, some pages have no words at all.
  - Show the title page double spread and invite children to name all of the things they see on the two pages.
  - Read the story, allowing time for children to look at the pictures on each page.
  - Ask questions such as “What’s happening here?” on pages without words.
  - Follow up with questions such as, “What did you like best about the story?” “What did you think was the funniest thing that happened to the fox?” “What did you think was the worse thing that happened to the fox?”
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### **Second Reading of *Rosie’s Walk***

- Show the cover. Give title, author and illustrator.
- Read the story so all children can see the pictures in the book.
- Follow up the second reading with questions such as, “Do you think Rosie knew the fox was after her?” “Do you think the fox will follow Rosie again?” Invite children to explain their answer.

#### **Additional Learning Goal:**

**CD3.2 Engages in symbolic and abstract thinking** (abstract thinking)

### Third Reading of *Rosie's Walk*

- Show cover. Invite children to recall the title. Give author and illustrator.
- Read the story so all children can see the pictures in the book.
- Follow up the third reading by showing each page and allowing children to tell the story.
- Explain to children that they can help you write more words for the story at a later time.

**Teacher Note:** See the **Language and Literacy Materials and Activities** section for the activity, **More about Rosie's Walk**, for an activity that can be done with a small group of children (3 to 5).

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**Book #4:** *The Three Billy Goats Gruff* by Paul Galdone, author and illustrator

### First Reading of *The Three Billy Goats Gruff*

- Prepare to read the book, *The Three Billy Goats Gruff*
- Show cover; give title, author and illustrator. (Explain that the author is the person who writes the book and the illustrator is the person who draws the pictures.)
- Ask children to look at cover and predict what the story is about.
- Read the story so all children can see the pictures in the book.
- Vary your voice for the characters in the story: a roaring, growling voice for the troll, a small voice, not so small and a loud voice for the three goats.
- Follow up with questions such as, "How do you think the first and second Billy Goats felt when they heard and saw the troll under the bridge?" Do you think a troll is real or make believe?"

### Additional Learning Goal:

**SE2.2 Interprets and responds to the feelings of others** (*emotion understanding*)

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### Second Reading of *The Three Billy Goats Gruff*

- Show cover, give title, author and illustrator.
- Read the story so all children can see the pictures in the book.
- Follow up the second reading by inviting children to help you "read" it again.
- Begin to read, pausing and inviting children to fill in the words. For example, when you read, "and under the bridge lived a \_\_\_\_\_ (troll)."
- Involve children in making the sounds as the goats cross the bridge: "Trip, trap, trip trap, trip trap."

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### Third Reading of *The Three Billy Goats Gruff*

- Show cover. Invite children to recall the title. Give author and illustrator.
- Read the story so that all children can see the pictures in the book.
- Follow up the third reading by preparing the children for acting out the story.
- Lead a discussion about the story. Involve children in discussing the sequence of the story and what the different characters say and do and how they express their feelings.
- Invite children to volunteer for each part. Respect children's choices of level of involvement. Some may choose to be a part of the audience.
- Serve as narrator. Read the story and prompt children who are acting out the parts when necessary.
- Suggest that all children say, "Trip, trap, trip, trap, trip, trap" at the appropriate times and in small, not so small and loud voices.
- Allow reenacting the story with different children playing the parts. The attention span of the children will determine if this takes place the same day or another day.

### Additional Learning Goal:

**CA3.1 Explores feelings, relationships, and concepts through imitation, pretend play, and sociodramatic play** (*exploration of drama and drama concepts*)

## Additional Books

*Ask Mr. Bear* by Marjorie Flack

*Are You My Mother?* by P.D. Eastman (Also available in Spanish)

*Barn Dance* by Bill Martin, Jr. and John Archambault

*Charlie Needs a Cloak* by Tomie de Paola

*Click Clack Moo, Cows that Type* by Doreen Cronin illustrated by Betsy Lewin (Also available in Spanish)

*Color Farm* by Lois Ehlert

*Hattie and the Fox* by Mem Fox, illustrated by Patricia Mullins

*If You Give a Pig a Pancake* by Laura Numeroff, illustrated by Felicia Bond

*The Little Red Hen* by Paul Galdone

*Mr. Gumpy's Outing* by John Burningham

*Otis* by Loren Long (Also available in Spanish)

*Piggies* by Don and Audrey Wood

*The Real Mother Goose* illustrated by Blanche Fisher Wright

*The Tale of Peter Rabbit* by Beatrix Potter

*The Three Pigs* by Paul Galdone

*Tomie dePaola's Mother Goose* illustrated by Tomie dePaola

## Language and Literacy Materials and Activities

**Learning Goals:**

**EL1.1 Shows interest in literacy experiences**

**EL2.1 Notices and manipulates the sounds of language** (*rhyme*)

**CA1.1 Explores through listening, singing, creating, and moving to music** (*exploration of music and movement*)

<p style="text-align: center;"><b>All Around the Farm</b> (Sing to tune of The Wheels on the Bus)</p> <p>The roosters on the farm go cock-a-doodle do, Cock-a-doodle do, Cock-a-doodle do, The roosters on the farm go cock-a-doodle do, All around the farm.</p> <p>The hen on the farm goes cluck, cluck, cluck, Cluck, cluck, cluck, Cluck, cluck, cluck, The hen on the farm goes cluck, cluck, cluck, All around the farm.</p> <p>The chicks on the farm go peep, peep, peep, Peep, peep, peep. Peep, peep, peep, The chicks on the farm go peep, peep, peep, All around the farm.</p> <p>The ducks on the farm go quack, quack, quack, Quack, quack, quack, Quack, quack, quack, The ducks on the farm go quack, quack, quack, All around the farm.</p> <p>The cows on the farm go moo, moo, moo, Moo, moo, moo, Moo, moo, moo, The cows on the farm go moo, moo, moo, All around the farm.</p>	<p>The pigs on the farm go oink, oink, oink, Oink, oink, oink, Oink, oink, oink, The pigs on the farm go oink, oink, oink, All around the farm.</p> <p>The sheep on the farm go baa, baa, baa, Baa, baa, baa, Baa, baa, baa, The sheep on the farm go baa, baa, baa, All around the farm.</p> <p>The horse on the farm goes neigh, neigh, neigh, Neigh, neigh, neigh, Neigh, neigh, neigh, The horse on the farm goes neigh, neigh, neigh, All around the farm.</p> <p>The rabbits on the farm go snuffle, snuffle, snuffle, Snuffle, snuffle, snuffle, Snuffle, snuffle, snuffle, The rabbits on the farm go snuffle, snuffle, snuffle, All around the farm.</p> <p>The goats on the farm go maa-a-a, maa-a-a, maa-a-a, Maa-a-a, maa-a-a, maa-a-a, Maa-a-a, maa-a-a, maa-a-a, The goats on the farm go maa-a-a, maa-a-a, maa-a-a, All around the farm.</p>
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**Teacher Notes:**

- *Hold up an animal card as the cue for the verse the children are to sing.*
- *Invite children to suggest other animals and the sounds they make and sing about them: turkeys go gobble, gobble, gobble, mice go squeak, squeak squeak, and goose goes honk, honk, honk.*

### Did You Feed My Cow? (Song)

Did you feed my cow?  
Yes, Ma'am!  
Will you tell me how?  
Yes, Ma'am!  
Oh, what did you feed her?  
Corn and hay.  
Oh, what did you feed her?  
Corn and hay.

Did you milk her good?  
Yes, Ma'am!  
Did you do like you should?  
Yes, Ma'am!  
Oh, how did you milk her?  
Swish, swish, swish!  
Oh, how did you milk her?  
Swish, swish, swish!

Did my cow get sick?  
Yes, Ma'am!  
Was she covered with tick?  
Yes, Ma'am!  
Oh, how was she sick?  
All swelled up.  
Oh, how was she sick?  
All swelled up.

Did my cow die?  
Yes, Ma'am!  
Did my cow die?  
Yes, Ma'am!  
Oh, how did she die?  
Ugh! Ugh! Ugh!  
Oh, how did she die?  
Ugh! Ugh! Ugh!

Will the buzzards come?  
Yes, ma'am!  
Will the buzzards come?  
Yes, Ma'am!  
Oh, how will they come?  
Flop! Flop! Flop!  
Oh, how will they come?  
Flop! Flop! Flop!

#### Teacher Note:

- Consider singing or chanting this with the teacher singing the question (first line) and the children singing the answer (second line). Add motions where appropriate; milking cow and flapping arms for buzzard, for example.
- This song has been recorded by Ella Jenkins and is available on CD.

### Six Little Ducks

Six little ducks that I once knew.  
Fat ones, skinny ones, fair ones too.  
But the one little duck with the feather on his back,  
He led the others with a quack, quack, quack.

(Hold up 6 fingers)  
(Hands apart, then close together)  
(hand behind back)  
(hands together, then move fingers  
apart like a duck's bill)

Down to the river they would go  
Wibble, wobble, wibble wooble, to and fro.  
But the one little duck with the feather on his back  
He led the others with a quack, quack, quack.

(wibble, wobble like ducks)  
(hands behind back)  
(hands together, then move fingers  
apart like duck's bill)

### Quacking Ducks

Five little ducks went out to play,  
Over the hills and far away.  
Mama Duck said, "Quack, quack, quack."  
Four little ducks came running back.

(Hold up five fingers)  
(Make fingers fun away)  
(Make quacking motions with thumb & 4 fingers)  
(Four fingers run back)

Four little ducks went out to play,  
Over the hill and far away  
Mama Duck said "Quack, quack, quack."  
Three little ducks came running back.

(Repeat motions with appropriate number of fingers)

Three little ducks went out to play,  
Over the hill and far away.  
Mama Duck said, "Quack, quack, quack."  
Two little ducks came running back.

Two little ducks went out to play,  
Over the hill and far away.  
Mama Duck said, "Quack, quack, quack"  
One little duck came running back.

One little duck went out to play,  
Over the hill and far away.  
Mama Duck said "Quack, quack, quack"  
No little ducks came running back.

(Shake head, No.)

No little ducks went out to play,  
Over the hill and far away.  
Daddy Duck said, "Quack, quack, quack."  
Five little ducks came running back.

(Strong emphasis on "Quack, quack, quack."  
(Hold up five fingers)

#### **Additional Learning Goal:**

**MT1.2 Explores combining and separating groups (numerical operation) *(addition and subtraction)***

**Learning Goals:**

**EL1.1 Shows interest in literacy experiences**

**EL2.1 Notices and manipulates the sounds of language (rhyme)**

- Make illustrated rhyme charts for the following nursery rhymes:

<p style="text-align: center;"><b>Little Boy Blue</b></p> <p style="text-align: center;">Little boy blue, Come blow your horn, The sheep's in the meadow, The cow's in the corn. Where is the little boy Who looks after the sheep? He's under the haystack Fast asleep.</p>	<p style="text-align: center;"><b>Little Bo-Peep</b></p> <p style="text-align: center;">Little Bo-Peep has lost her sheep And can't tell where to find them: Leave them alone, and they'll come home, Wagging their tails behind them.</p>
<p style="text-align: center;"><b>Baa, Baa, Black Sheep</b></p> <p style="text-align: center;">Baa, baa, black sheep, have you any wool? Yes, sir, yes, sir, three bags full. One for the master, one for my dame, And one for the little boy who lives in the lane.</p>	<p style="text-align: center;"><b>This Little Piggie</b></p> <p style="text-align: center;">This little piggie went to market, This little piggie stayed home, This little piggie had roast beef, This little piggie had none, And this little piggie cried, Wee-wee-wee-wee-wee, All the way home.</p>
<p style="text-align: center;"><b>To Market, To Market</b></p> <p style="text-align: center;">To market, to market, To buy a fat pig: Home again, home again, Jiggety, jig.</p>	<p style="text-align: center;"><b>Good Morning, Mrs. Hen</b></p> <p style="text-align: center;">Chook, chook, chook, chook, chook, Good morning, Mrs. Hen. How many chickens have you got? Madam, I've got ten. Four of them are yellow, And four of them are brown, And two of them are speckled red, The nicest in the town.</p>
<p style="text-align: center;"><b>Mary Had A Little Lamb (song)</b></p> <p style="text-align: center;">Mary had a little lamb, Little lamb, little lamb, Mary had a little lamb, Its fleece was white as snow.</p> <p style="text-align: center;">Everywhere that Mary went, Mary went, Mary went, Everywhere that Mary went, The lamb was sure to go.</p>	<p style="text-align: center;">It followed her to school one day, School one day, school one day, It followed her to school one day, Which was against the rules.</p> <p style="text-align: center;">It made the children laugh and play, Laugh and play, laugh and play, It made the children laugh and play To see a lamb at school.</p>

- Say the rhymes with the children while showing the appropriate chart.
- Post the charts on the wall at child's eye level. Observe to see if the children look at the charts and say the words.

**Teacher Notes:**

- *If you have a Mother Goose book, read the rhymes with the children while showing them the illustrations.*
- *Consider having the children act out some of the Mother Goose rhymes either with or without props.*

**Learning Goals:****EL1.2 Engages in read-alouds and conversations about books and stories****EL3.1 Responds to features of books and print** (*print knowledge*)**Activity: More about Rosie's Walk**

- Invite a small group of children to join you for another reading of *Rosie's Walk*.
- Involve children in dictating a description of what is happening on the pages with no words/print. Write what they dictate on a self-adhesive note and attach to the pages.
- Read the story again, including the children's dictation on the pages with no words.

**Teacher Note:** *An example of what children might dictate:**"The fox stepped on the rake. It hit him on the nose"***Learning Goal:****EL1.1 Shows interest in literacy experiences****Storytelling Figures:** Make either felt or magnetic storytelling figures for the following stories:*Ask Mr. Bear* (See Attachment: [Ask Mr. Bear](#))*The Three Little Pigs* (See Attachment: [The Three Little Pigs](#))*Mr. Gumpy's Outing* (See Attachment: [Mr. Gumpy's Outing](#))*The Tale of Peter Rabbit* (See Attachment: [The Tale of Peter Rabbit](#))*The Three Billy Goats Gruff* (See Attachment: [The Three Billy Goats Gruff](#))*If You Give a Pig a Pancake* (See Attachment: [If You Give a Pig a Pancake](#))*Charlie Needs a Cloak* (See Attachment: [Charlie Needs a Cloak](#))*Are You My Mother?* (See Attachment: [Are You My Mother?](#))*Hattie and the Fox* (See Attachment: [Hattie and the Fox](#))*The Little Red Hen* (See Attachment: [The Little Red Hen](#))

- Read the book (if it is available) to the children before using the storytelling figures.
- Use the storytelling figures to tell the story.
- Explain to the children that the storytelling figures will be in the library/book area for them to use.
- Demonstrate and discuss with the children the correct way to use the storytelling figures.

**Learning Goals:****CD2.4 Holds and manipulates information in memory** (*short-term and working memory*)**LD1.1 Understands and responds to language (in child's home language)** (*vocabulary and language comprehension, follows directions*)**Activity: Farm Animal Concentration**

- Make pairs of farm animal cards: chicken, sheep, rabbit, horse, pig, goose, duck, goat, cow, cat, dog and bird. Laminate or cover the cards with clear adhesive for durability. Begin with four pairs of cards and as children become successful add more pairs.
- Gather a small group of children to play the game.
- Place the cards face up, show to children and have them name the animals.
- Turn the cards over and mix them up.
- Explain to children that they will each have a turn turning over a card, naming the animal, and trying to find the matching card. Demonstrate if necessary.
- Give each child a turn.
- Create a stack of cards as matches are found.
- Continue playing the game as long as the children remain interested.

**Teacher Notes:**

- *Remember that the object of the game is for children to develop short-term and memory skills and that there are to be no winners or losers.*
- *Allow the children to play the game independently.*

**Learning Goal:**

**CD3.1 Uses reasoning and planning ahead to solve problems and reach goals**

**Activity: Peekaboo-Guess Who? (Small Group)**

- Cut out farm animals and laminate or cover with clear self-adhesive paper for durability. Place a strip of magnetic tape on the back of each animal.
- Attach the animals to the back of a magnetic board or metal cookie sheet.
- Begin to sing “Old Macdonald Had a Farm” with the children.
- During the part of the song “....and on that farm, he had a \_\_\_\_\_” very slowly expose part of the animal from behind the board.
- Encourage the children to identify the animal as soon as they can to sing about that animal in the song.
- Place the animal on the front of the board once it is identified.
- Repeat the process until all of the animals are on the front of the board

**Teacher Note:**

- *The process of exposing the animals should take place at different parts of the board (top, bottom, side, corner). Show different parts of the animal.*
- *Point to one of the animals after they have all been placed on the board and ask children to make the sound of that animal.*

**Science / Discovery and Math**

**Learning Goal:**

**ST3.2 Uses tools and engineering practices to explore and solve problems** (*knowledge and use of tools*)

**Activity: What Do Horses and Cows Eat?**

- Add hay and corn in small containers.
- Discuss with children that horses and cows eat corn and hay.
- Add magnifying glass so children can examine the corn and hay more closely.

**Teacher Note:** *Be aware of a child who may be allergic to hay and do not include this activity.*

**Learning Goals:**

**CD3.1 Uses reasoning and planning ahead to solve problems and reach goals** (*problem solving*)

**EL3.1 Responds to features of books and print** (*print knowledge*)

**Activity: Animals and Sound Match** (See Attachment: [Farm Animals and Animal Sounds Puzzles](#))

- Make animal and the sounds they make puzzles from poster board, cutting the puzzle into two pieces
- Cover the puzzle pieces with clear self-adhesive paper for durability.
- Show the puzzles to the children. Ask them to name each animal.
- Help children find the matching puzzle pieces. Say the “sound” word with them, running your fingers under the word. For example, show the half with the picture of the cat and the corresponding piece with “meow meow” written on it. Run your finger under the word as you and the child “read” it together.
- Mix up the puzzle pieces and challenge the children to match the animal and the sound it makes.

**Learning Goals:**

**SE3.1 Shows awareness of self as a unique individual** (*characteristics of self and others, preferences*)

**EL3.1 Responds to features of books and print** (*print knowledge*)

**MT1.1 Demonstrates number sense and an understanding of quantity** (*connection of number, numeral and quantity*)

**Activity: Favorite Animal on the Farm Graph**

- Provide a choice of three animals found on the farm (cow, pig, sheep, horse, or chicken, for example)
- Prepare a graph with columns for each animal. Use a picture or drawing of the animal with the word written on it
- Make name cards for each child in a size that will fit on the graph.
- Explain to children that they will choose the animal they like best.
- Invite each child to choose which animal is his or her favorite and tape his or her name card in the correct column on the graph.
- Involve the children in counting the number of children who like each animal.

**Our Favorite Animal**

5	Jonathan		
4	James		Miguel
3	Kennedy	Trude	Juan
2	Sam	Maria	Sarah
1	Ashley	Elizabeth	Jackson
	cow	pig	horse

- Write a summary story.

**Our Favorite Animal on the Farm**

Five children like cows best. Three children like pigs the best. Four children like horses the best.

**Learning Goals:**

**ST1.1 Engages in the scientific process to collect, analyze and communicate information** (*data analysis and communication*)

**ST3.2 Uses tools and engineering practices to explore and solve problems** (*engineering practices and thinking*)

**Activity: Drop the Feather**

- Provide a feather, a plastic egg and a plastic bowl.
- Challenge the children to hold the feather at nose level and drop it into the bowl.
- Observe and ask the children what happens to the feather on the way down.
- Challenge the children to hold the egg at nose level and drop it into the bowl.
- Observe and ask the children what happened to the egg. Which was easiest to drop into the bowl?
- Discuss with the children why the egg was easiest to get into the bowl. Guide them to see that the feather is lighter than the egg and that the air can move the feather but not the egg.

**Activity: Moving Feathers**

- Form a maze with blocks on a table.
- Place feathers on the table.
- Provide a variety of objects such as paper fans, straws, paper towel tubes and plastic squirt bottles.
- Invite children to use the different air movers to try and move the feathers through the maze.
- Observe as they experiment with the different air movers. Discuss with them which moved the feathers the best and why.

**Food/ Nutrition Experience****Learning Goals:****PH2.1 Demonstrates fine motor strength, control and coordination** (*hand-eye coordination*)**PH2.2 Adjusts grasp and coordinates movements to use tools** (*utensils*)**PH3.1 Demonstrates interest in engaging in healthy eating habits and making nutritious food choices** (*exploration of food experiences*)**Activity: Making Butter**

- Gather the following: ½ pint of heavy whipping cream at room temperature, salt, clear plastic jar with lid, strainer, bowl, spoon, small saucer and plastic knife for each child, crackers
- Gather children in a group and explain that they will all have a turn to help make butter. Involve children in a discussion about what they know about butter. Show them the cream and ask if they know where the cream comes from. Explain that the cream comes from a cow.
- Pour the cream into the jar, add a small amount of salt, and tighten the lid.
- Explain to children that each will have a turn shaking the jar.
- Ask children what they think will happen when they shake the jar. Accept all answers.
- Guide the children to shake the jar vigorously, holding it with both hands, until clumps form.
- Use the strainer to separate the liquid from the clumps of butter.
- Transfer butter to a small bowl.
- Invite children to take a small amount of the butter and use their knife to spread it on their crackers.
- Ask children if the butter tastes the same as the butter they have at home and to discuss how it is different.

**Teacher Notes:**

- *Allow the children to do as much of this food experience as possible.*
- *Teachers and children should always wash hands before participating in a food experience.*

**Additional Learning Goals:****ST1.1 Engages in the scientific process to collect, analyze and communicate information** (*investigation and hypothesis testing*)**ST2.1 Demonstrates knowledge of core science ideas and concepts** (*stability and change*)**Activity: Purple Cow**

- Gather grape juice (plastic jar), frozen vanilla yogurt, cups and spoons for each child.
- Invite children to sit at the table and say with them the poem that is written below.
- Explain that the children will now make a "Purple Cow" for snack.
- Help each child add ¼ cup frozen vanilla yogurt into a cup and pour ¼ cup grape juice on top.
- Eat with a spoon and enjoy.

**Purple Cow**

I've never seen a purple cow,  
I never hope to see one,  
But if by chance I ever do,  
I'd rather see than be one.

**Teacher Notes:**

- *Allow the children to do as much of this food experience as possible.*
- *Teachers and children should always wash hands before participating in a food experience.*
- *Before introducing the Food Nutrition Activities: Making Butter and Purple Cow involve children in a discussion that focuses on the fact that yogurt and cream come from cows.*

## Chicken Salad

- Gather chicken in a can/pouch, sweet pickle relish, mayonnaise, boiled eggs, small bowls, forks and spoons, napkins, one per child and measuring spoons.
- Help each child take 2 tablespoons of chicken, 1 teaspoon of sweet pickle relish and ½ teaspoon of mayonnaise and put in small bowl.
- Cut the boiled eggs in quarters and give each child ¼ of an egg.
- Invite children to mash the egg and mix with the other ingredients in his or her bowl.
- Provide wheat crackers and milk for a healthy snack.

### Teacher Notes:

- *Allow the children to do as much of this food experience as possible.*
- *Teachers and children should always wash their hands before participating in a food experience.*
- *Discuss with children that chicken and eggs come from chickens and that milk comes from cows.*

## Movement / Physical Education

### Learning Goals:

**PH1.1 Demonstrates locomotor skills** (*traveling*)

**LD1.1 Understands and responds to language (in child's home language)** (*vocabulary and language comprehension, follows directions*)

### Activity: Rosie's Walk Obstacle Course

- Create a "Rosie's Walk" obstacle course. For example, a hula hoop for the pond, pillows for the haystack, a table for the beehives, a line of chairs with space between them for the fence
- Read the book and have children pretend to be Rosie and walk across the yard, around the pond (hoop), over the haystack (pillows), through the fence (chairs), and under the beehives (table), and back to her nest (their carpet squares)

### Learning Goal:

**CA1.1 Explores through listening, singing, creating, and moving to music** (*exploration of music and movement*)

### Activity: Barn Dance

- Play a barn dance, hoe down, or country CD, with songs such as "Turkey in the Straw".
- Invite children to move to the music.

**Learning Goals:****PH1.1 Demonstrates locomotor skills** (*complex movement*)**PH1.2 Shows stability and balance** (*core stability*)**LD1.1 Understands and responds to language (in child's home language)** (*vocabulary and language comprehension, follows directions*)**Activity: Galloping Horses**

- Discuss with children the different ways that horses move. Say that one way horses move is to "gallop."
- Introduce galloping to the children as follows:  
*"Start with a step and slide the other foot behind the lead foot. The lead foot is the leader and the other foot never goes in front of it."*
- Have sufficient space so children can move safely and not get too close to other children.
- Establish a stop and go signal with the children: clapping hands, striking a drum, striking two rhythm sticks together are examples. When children hear this signal, they are to freeze like a statue.
- Say to children *"Pretend you're riding a horse, so hold on to the reins. You're going to gallop in a straight line. Start with a step on the leader foot and slide the other foot behind it. Now go faster."* (When children increase speed it will automatically become a gallop.)
- Allow children to practice galloping.
- Observe children and assist those who are having difficulty galloping

**Teacher Note:** *Play the song "She'll be Comin' Round the Mountain" as children are galloping.***Learning Centers****Teacher Note:** *As children are involved in the learning centers, they are engaging in activities that support all or most of the domains of child development and early learning:*

- *Social and Emotional Development*
- *Cognitive Development*
- *Physical Development and Health*
- *Language Development*
- *Emergent Literacy*
- *Mathematical Thinking*
- *Science and Technology*
- *Social Studies*
- *Creativity and Aesthetics*

*However, there will also be activities included and these will have specific learning goals.***Learning Goal:****CA2.1 Explores, manipulates, creates, and responds to a variety of art media** (*exploration of art*)**Art**

- **Animal Prints:**  
Add animal cookie cutters (cow, horse, pig, duck, goose, chicken, goat, sheep) to art center. Place tempera paint in pans and invite children to use the cookie cutters to make animal prints. Include colors of paint to suggest animals found on a farm: black, brown, tan, and dark red, for example
- Add animal cookie cutters and play dough.
- Introduce modeling clay to the children. Ask what they could make with the clay for "our farm."

### **Block Center**

- Add small tractors, trucks and vinyl farm animals.
- Add a sign that says “Old Macdonald’s Farm”
- Add a farm set. **SAFETY NOTE: Check age approval and size of pieces. If some pieces seem to be too small and might create a choking hazard, remove them from the set.**

### **Library/Book Corner**

- Add books about farm animals.
- Add pictures that show farms and farm animals(laminate or cover pictures with self stick adhesive)
- Post Mother Goose rhyme charts on wall at child’s eye level
- Add felt/magnetic story figures and felt or magnetic board.

**Teacher Note:** Consider alternating the felt/magnetic story figures rather than putting all of the story figures in the library area at one time.

### **Learning Goal:**

**CA3.1 Explores feelings, relationships, and concepts through imitation, pretend play, and sociodramatic play (exploration of drama)**

### **Home Living/Dramatic Play**

- Add a Farm Kitchen Prop Box: Include items such as a red checked tablecloth, decorations that include chickens, pigs, and roosters, a pair of child size overalls, apron and straw hat, and a basket of eggs (white plastic).

### **Manipulatives**

- Add farm and farm animal puzzles

### **Water table or tub**

- **Wash the Animals.**  
Add washable farm animals to the water table or tub
- Place six rubbers ducks in the water table.

### **Sand table or tub**

- Add deer corn, scoops, and containers to the sand table or tub

### **Science/Discovery**

- Farm Animal Concentration
- What Animals Eat
- Animals/Sound Match

### **Learning Goal:**

**SE2.1 Experiences, expresses, and regulates a range of emotions (emotion regulation)**

### **Quiet Corner**

- Create a quiet corner in your classroom; a place where children can go to be alone and to get away from the stresses of group living.
- Place soft items in the quiet corner. Carpet on the floor, soft pillows, and soft and cuddly stuffed animals or dolls are examples.
- Discuss with children when they might want to go to the quiet corner. When they are angry and need to get away from the source of their anger? When they are sad and need to be alone? When the room gets too noisy and they need a quiet spot?
- Explain to children that the quiet corner is for one child at a time

## Transition Activities

### Learning Goals:

**CD2.2 Shows flexibility in adjusting thinking and behavior to different contexts** (*adjusting behavior to match context*)

**CD2.4 Holds and manipulates information in memory** (*short-term and working memory*)

### Activity: Which Animal Is Missing?

- Place 4 farm animals on the floor.
- Invite children to name them.
- Ask children to close their eyes while you remove one of the animals.
- Ask children to open their eyes and ask the selected child to name the animal that is missing. That child transitions to the next activity.
- Continue with this activity, giving each child a turn.

## Family Connection and Engagement

Send home a note to families stating that for the next few days, the children will be learning about farm animals. Suggest some ways families can be involved in the topic of study:

- Collect items such as pictures of farms and farm animals.
- Include the titles and authors of some of the children's books about farm animals. Suggest that they look for these books in the local library, check them out and read them with their child.
- Send home a set of the illustrated nursery rhymes (on regular size paper) and suggest that families say the rhymes with their children.