

# "Plant A Seed In Tennessee"

## Preschool Curriculum

"Tennesseed"





# DEAR TEACHERS,

"You're never too young to start learning" is an old adage with which we are all familiar. This is the reason for the *"Plant a Seed in Tennessee"* preschool curriculum. We believe that it is never too soon to instill in students a sincere appreciation of from where there food and fiber comes.

Agriculture is very important to us. Without it, life as we know it would not be possible. With less than 2% of the American population involved in production agriculture and yet one of every five jobs relating to agriculture, one can see just how fragile, yet valuable, agriculture is to our society.

The *"Plant a Seed in Tennessee"* curriculum is designed to help communicate this point. It is not designed to be taught as an agriculture subject. By using this material, it is our hope that you will be able to highlight and emphasize basic agriculture facts while teaching other important subjects such as math, science, and language arts.

This material consists of suggested agriculture ideas and activities that can easily be integrated into existing lesson plans and classroom structures. The curriculum consist of six subject units, including art, cooking, language arts, math, music and science. Additional information on field trips and farm safety is also included.

Best of all, you don't have to have a farming background to use this resource material. It's that simple!

As a teacher, you play a critical role in educating and preparing our students for the future. There is no future without agriculture. We appreciate your interest in agriculture and the Agriculture In The Classroom program. Thank you for using this material. If you'd like more information about this material or other agriculture education resources available, please contact the Tennessee Foundation for Agriculture In The Classroom at the following address:

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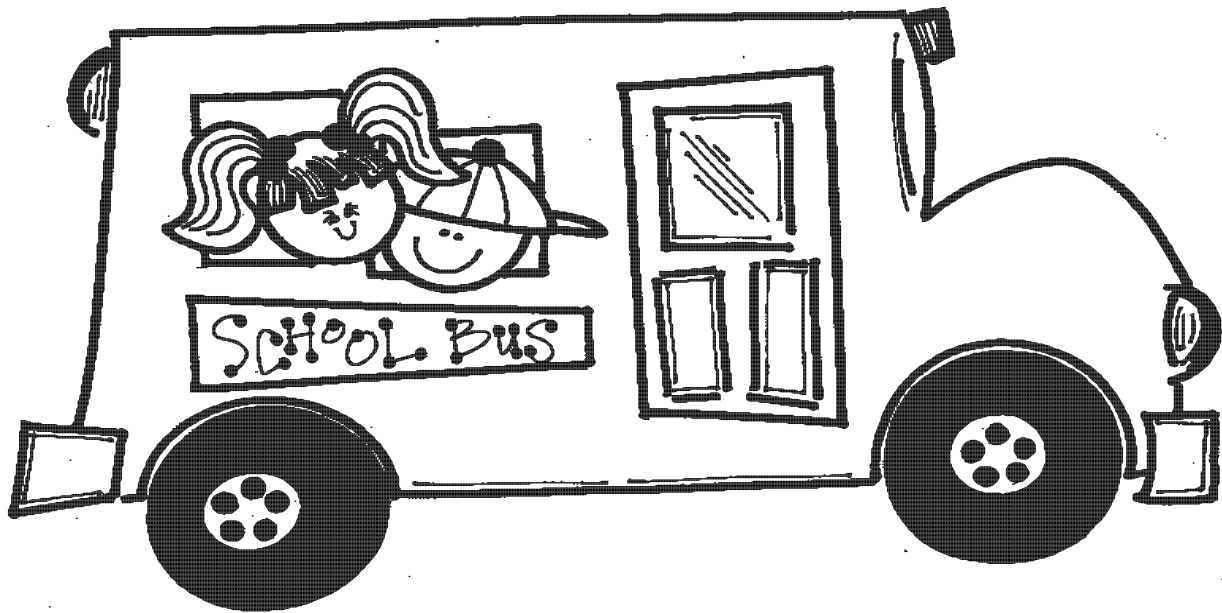
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### TOUR A NURSERY

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A local nursery is a great place to take your class to see a variety of plants and seeds.

- Ask nursery workers to show your class how to plant seeds properly and care for plants.
- Walk around and notice how different kinds of plants flowering/non-flowering, big/little, or unusual varieties.
- Visit the green house.
- Stop at the seed packet stand and look over the many varieties of plants pictured on the packets.
- Look for plants of common vegetables and herbs.
- Back at school, ask the children to name all the plants they saw. Write a story with the class "At the nursery we saw ...".

### FARM / ORCHARD VOCABULARY:

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FARMER  
TRACTOR  
PLOW  
AGRICULTURE  
DAIRY  
PRODUCE  
CROPS  
RIPE  
BARN  
STABLE  
SILO  
HARVEST  
VEGETABLE  
FRUIT  
MEAT



## BRAINSTORMING

- Brainstorm lists of farm products. Divide them into these categories: Fruit  
Vegetables  
Meat  
Grains  
Dairy
  - What crops and animals are grown in your state?
  - Say and write riddles describing food and animals.
- 

## VISIT A FARM

- Contact your county extension service or refer to your Agriculture In The Classroom "Farm Friends" volunteer guide. They may be able to assist you in finding a farm to visit. Before you visit, teach the children all about farm animals, how the farmer's work changes with the seasons, etc... When you arrive at the farm be sure the children acknowledge the smells, sounds, and sights that abound on a farm.
- 

## WHAT WE LEARNED ...

- Follow up---Ask these questions: Why are farmers important to all of us?  
Which animal is the most interesting? Why?  
How do farm chores change with each season?
- 

## "THANK YOU, FARMER JONES!"

- Make a class book "I liked..." and send the book to your host farmer as a thank you!
- 

## TOUR A DAIRY FARM

- Read "The Milk Makers" by Gail Gibbons. Plan a trip to a local dairy farm. Take a camera and make several snapshots while on the trip. Put the snapshots in a class book for each child to take home and share with their family.
- Also, to vary this activity, have each child draw his favorite part of the dairy farm. Then have the child dictate a sentence about his picture. Bind pages together to make a class book.



# FARM SAFETY



## FARM SAFETY IS IMPORTANT!

The farm can be a dangerous place to work. Farm accidents or work related health problems take as many as 1300 lives a year. As many as 300 children each year die from farm accidents. Some rules to follow if you should get to visit a farm are:

1. Do not ride on tractors. A tractor has one seat for the driver.
2. Never touch containers that hold chemicals or fuels.
3. Stay away from farm animals. Go near them only with adults.
4. Large machinery needs a lot of room to turn. Stay away from moving machinery.
5. Playing in grain bins is dangerous. Stay away from bins.
6. If you live on a farm or are visiting, always ask permission to be around animals, machines, or buildings. You should always have an adult around you.

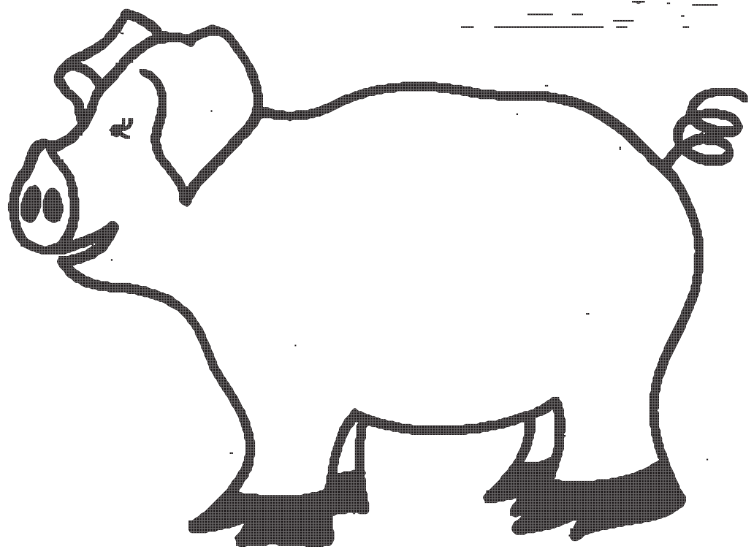
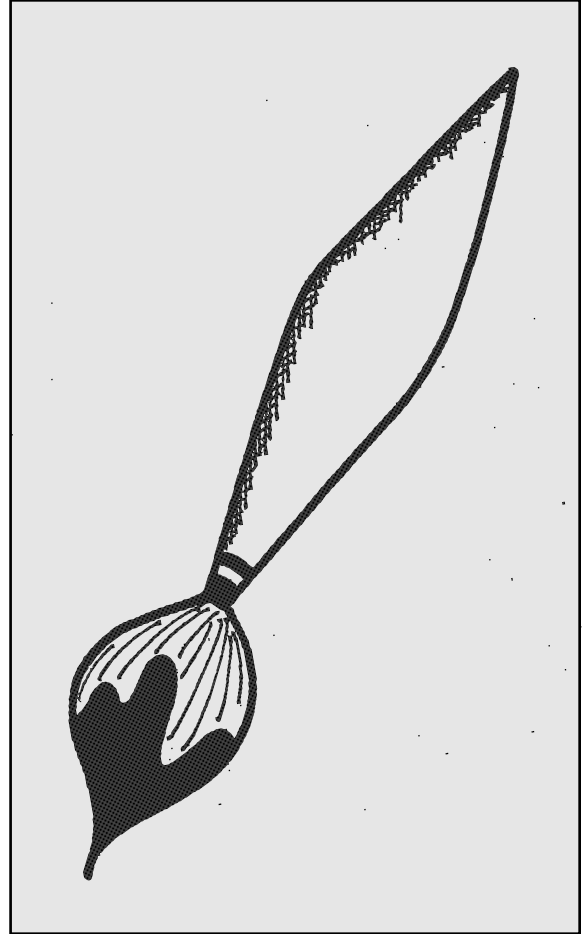


## HAND PRINT ANIMALS

Paint each student's palm the color of any of the following animals: rabbit, turkey, pig, cat, pony, cow, or horse. Have each child press his/her palm on a piece of construction paper. When dry, allow the child to use crayons, markers, paint or construction paper shapes to add to the animal's face, tail, markings, etc... Encourage the children to draw a background showing the animal's environment (where it sleeps, what it eats, etc...)

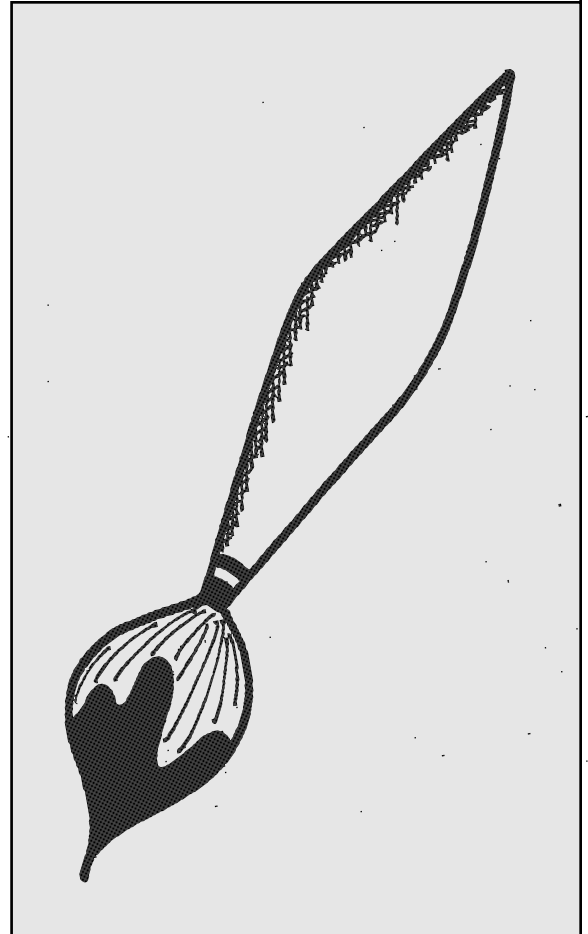
## MUDDY PIGS

Give each student a piece of pink construction paper cut in the shape of a pig. Prepare fun finger painting. Allow each child to use brown finger paint or tempera on the construction paper to simulate mud. For a nice display, use brown bulletin board paper to create a large puddle and allow the children to tape their dry pigs in the puddle.



## POPSICLE STICK FARM ANIMALS

Color and cut out farm animals. Glue on a popsicle stick for each child. Have children color the farm animals as you color a farmer. Sing "Old MacDonald" with the children. Let children come up in front of the class with their animals one at a time. Sing a verse about each animal.



## POTATO MONSTERS

When you create these wrinkled monsters, they continue to grow appendages! To make a monster, each child will need a sprouting potato, a metal jar lid, a nail, scraps of tissue paper, glue, a pair of wiggly eyes, and watercolor paints. Without breaking off sprouts, have the children paint their potatoes and sprouts in contrasting colors. Next, each child drives a nail through his jar lid and covers the lid with tissue paper. After mounting painted potatoes carefully on the nails, students glue on eyes and other materials to create "spuds from space" or Irish gnomes.



## STUFFED ANIMAL SHAPES

Cut pairs of farm animal shapes from a variety of colors of large construction paper. Allow each child to choose an animal to decorate with crayons or markers. When the students are finished decorating, allow them to choose free play activities so that you may help a few children at a time.

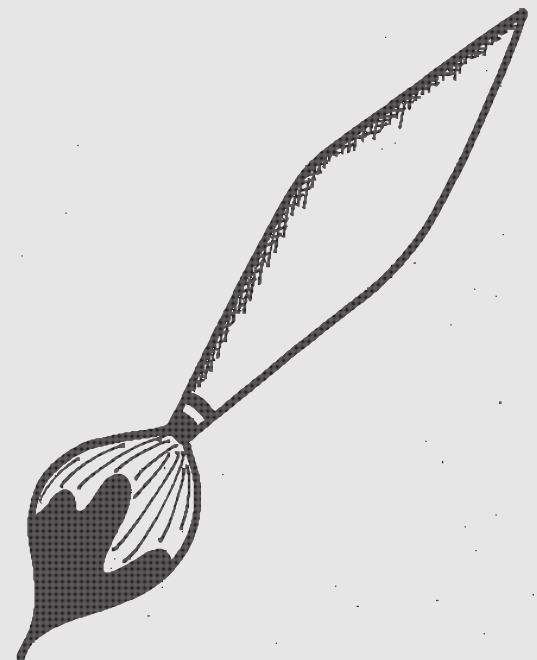
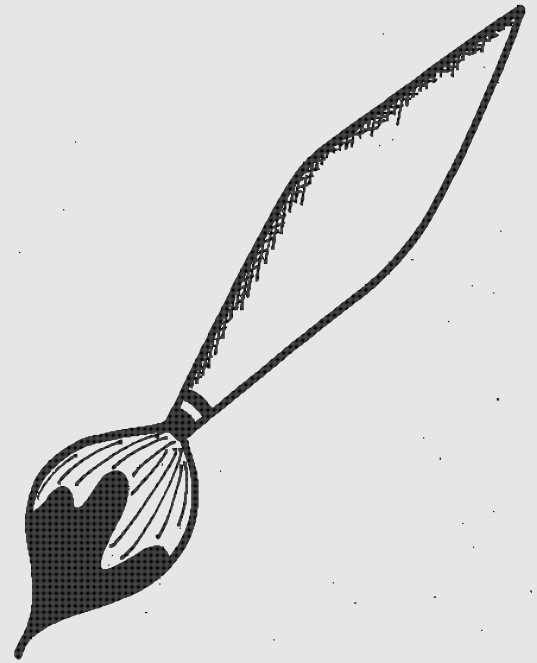
Help each child staple around the edge of the shape leaving about four inches unstapled. Show the child how to wad up newspaper and insert into the animals. When the animals are full, staple the remaining opening. You may wish to hang the shapes from the ceiling for display.

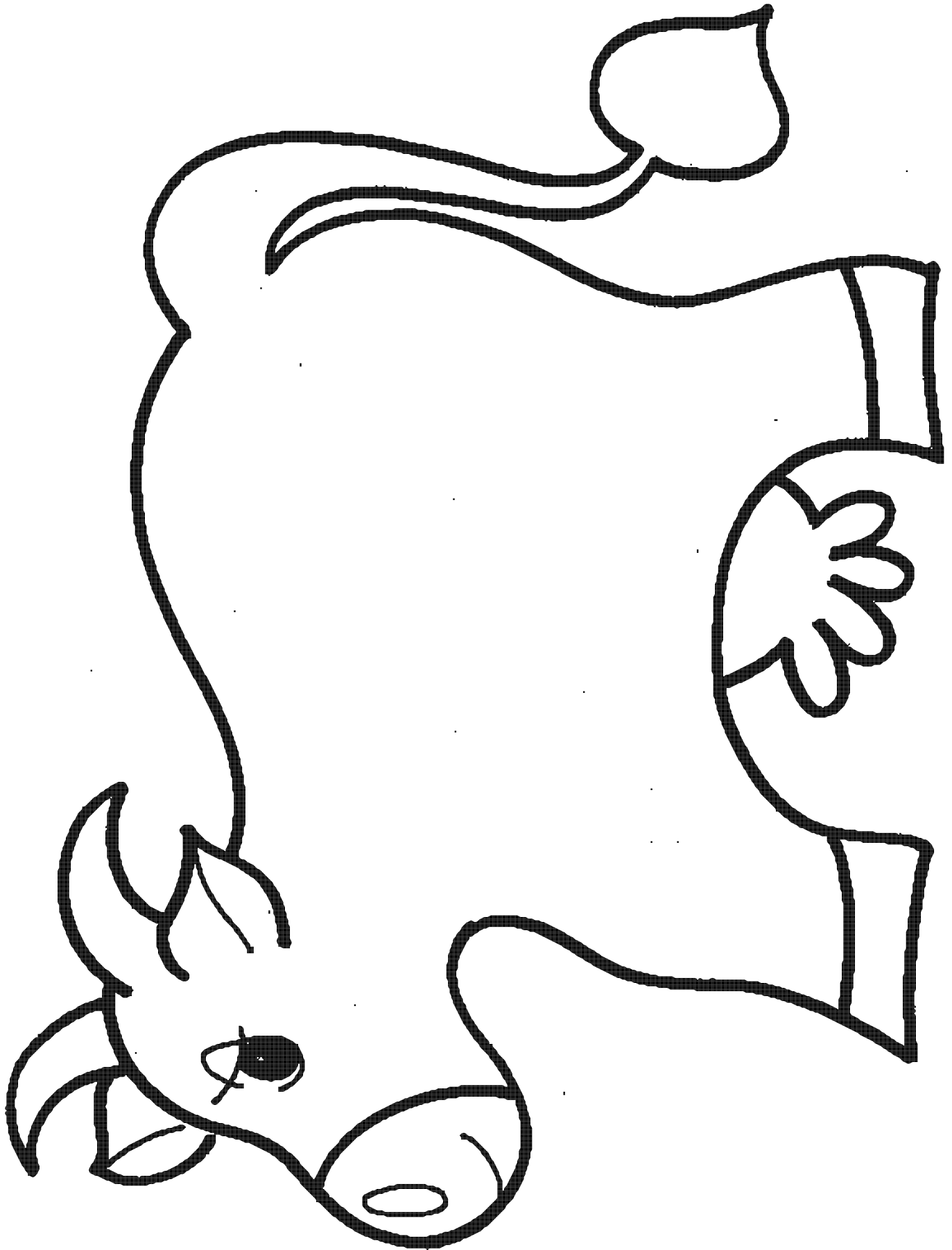
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## TRACTOR PAINTING

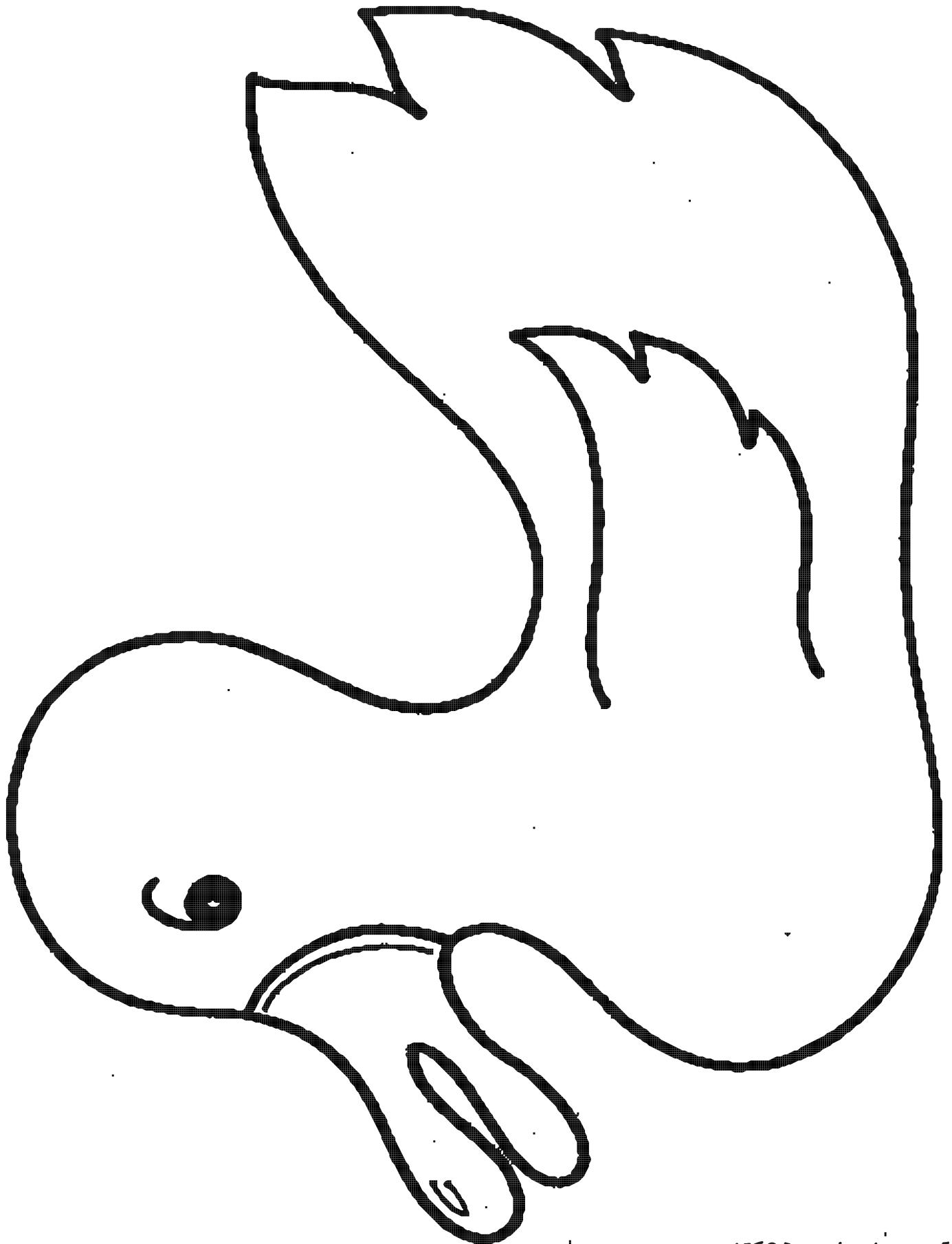
Let the children make "tractor tracks" painting. Give each child a large sheet of paper and a plastic tractor with wheels that move. Dip the wheels of the tractor into shallow pan of tempera paint. Have them run the wheels over the paper making their own design.

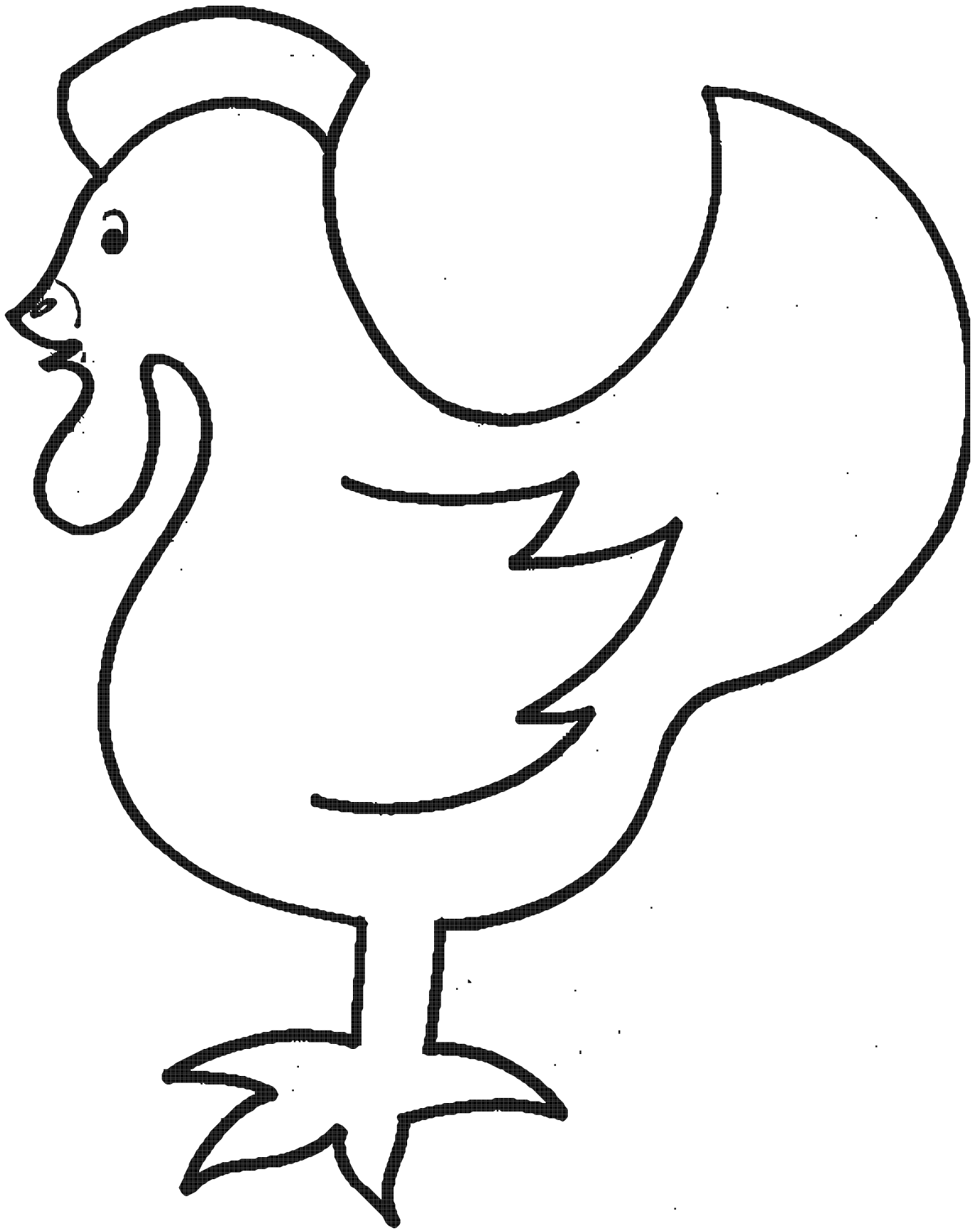
Cut ovals and other shapes from construction paper. Have children glue shapes on another piece of paper. Use scraps of material, rickrack, and lace to decorate people.



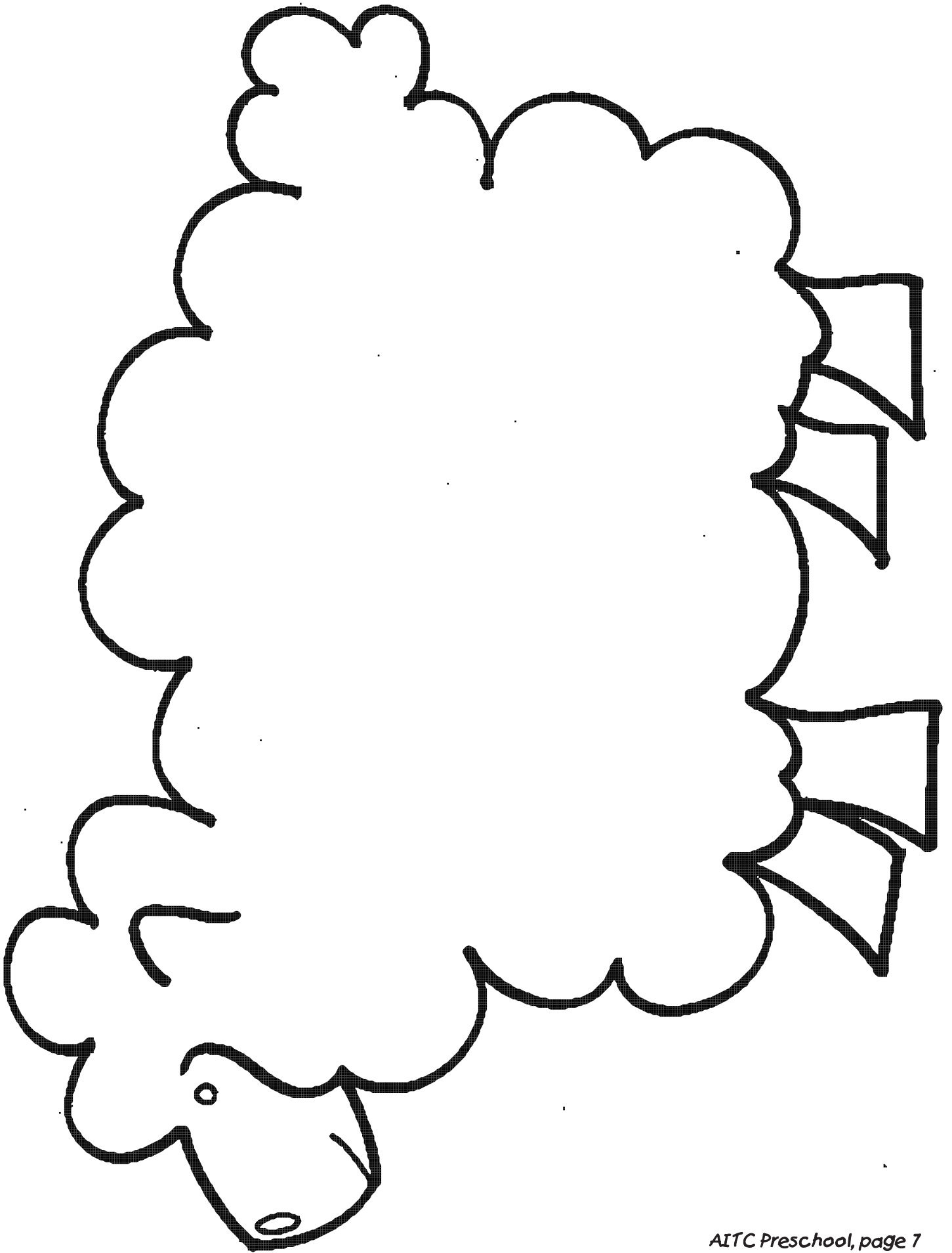












## WOOLY HAND SHEEP

Welcome spring with a flock of woolly lambs! Have children trace his/her hand on black construction paper and cut out the shape. The child glues a wiggly eye on the thumb and uses cotton balls to fill in the body. Each black sheep gets a colorful bow on its neck.





## PAPER PLATE BARNYARD FRIENDS

Turn paper plates into some favorite barnyard friends! You can purchase paper plates in every color. But if the expense is prohibitive, children may paint white plates with tempera paint. The materials and procedures for making a horse are below. Make a few color and shape changes to create a whole barnyard of critters!

### Materials needed to make a horse:

- Large brown paper plate
- Small brown paper plate
- Glue
- Markers
- Stapler
- Scissors
- Two brown construction paper triangles (ears)
- Four brown construction paper rectangles (legs)
- Black construction paper circles (or wiggle eyes)

### Procedure:

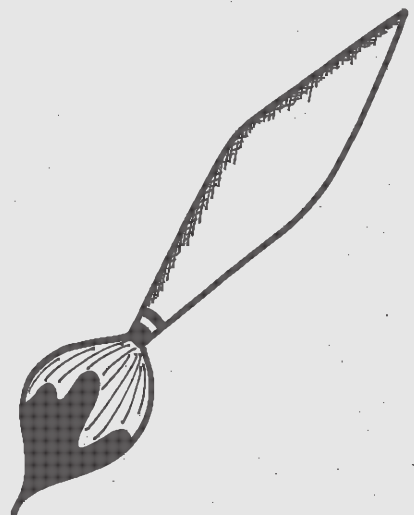
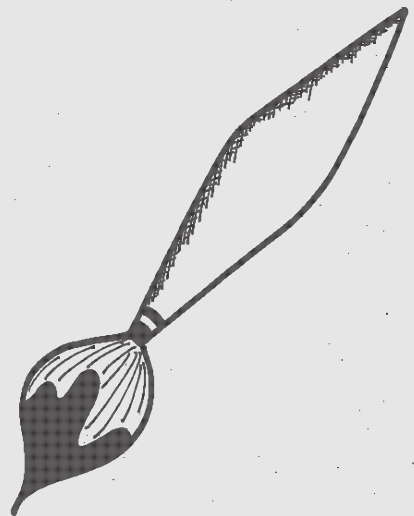
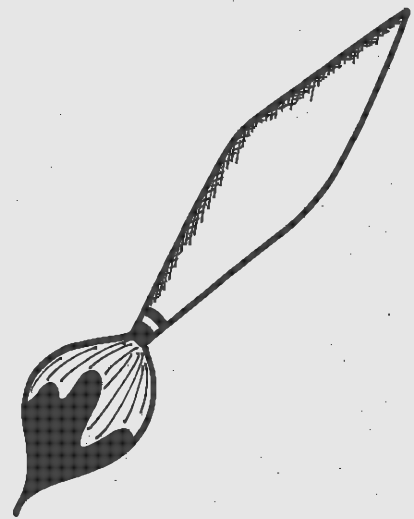
Staple the paper plates together. Glue triangles (ears) and rectangles (legs) to the back of the plates. Attach circles or eyes. Glue on tissue paper strips for mane and tail. Trim the mane to desired length. Add nostrils and hooves with markers.

## PLAYDOUGH FARM FRIENDS

Have children make farm animals out of play dough.

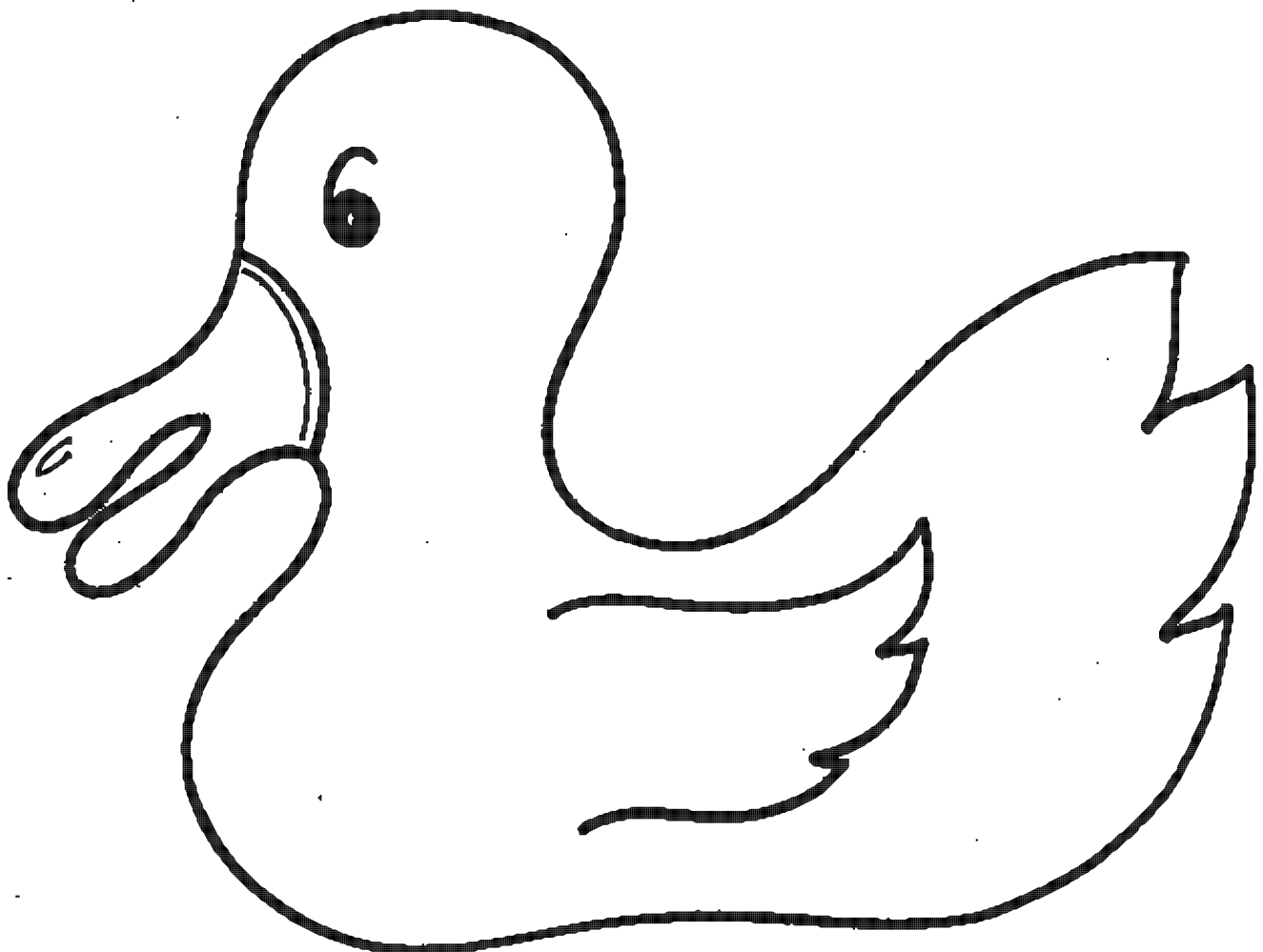
## PAPER BAG ANIMAL PUPPETS

Make paper bag animal puppets. Have the children glue felt or paper pieces on the bottom of paper lunch bags to create animal faces. Let the children use their puppets, once they are done, to put on a show.



## QUACK, QUACK, WADDLE, WADDLE

Cut duck shapes from white construction paper. Give each student a sheet of yellow tissue paper. Instruct the children to tear the tissue paper into small pieces. When they are finished tearing the tissue paper, allow them to glue it onto their ducks. You may want to place their ducks around a pond on the bulletin board.

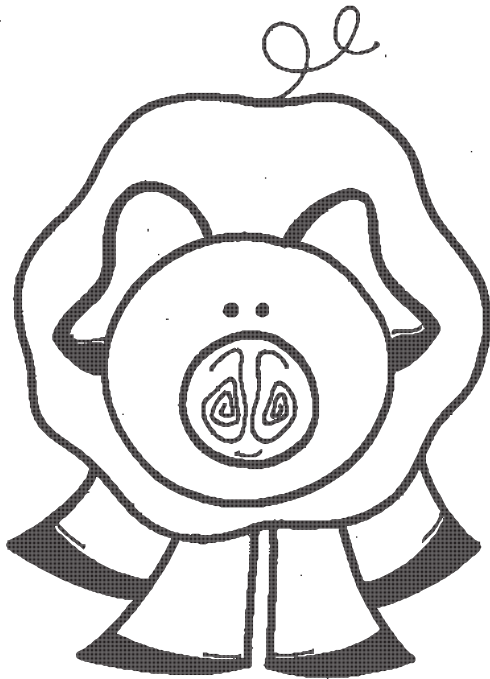
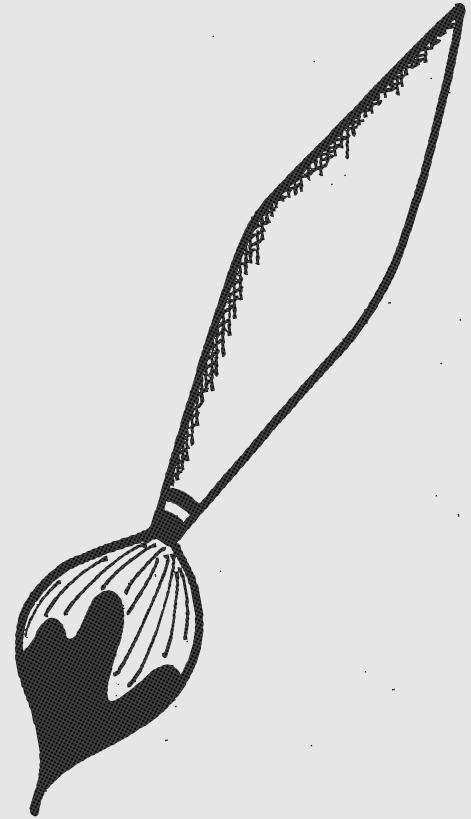




## HAND TURKEYS

Children often trace around their hands to draw turkeys.

Ask students to think of a new animal they can create from the outline of their hand, their foot, or of an object in the classroom. Provide students with a variety of materials they can use to add details to their animals (*fabric, beans, hay, construction paper, glue, etc...*) Ask them to include details that show what they know about the animal (*e.g. paste cotton on sheep to represent fleece.*)



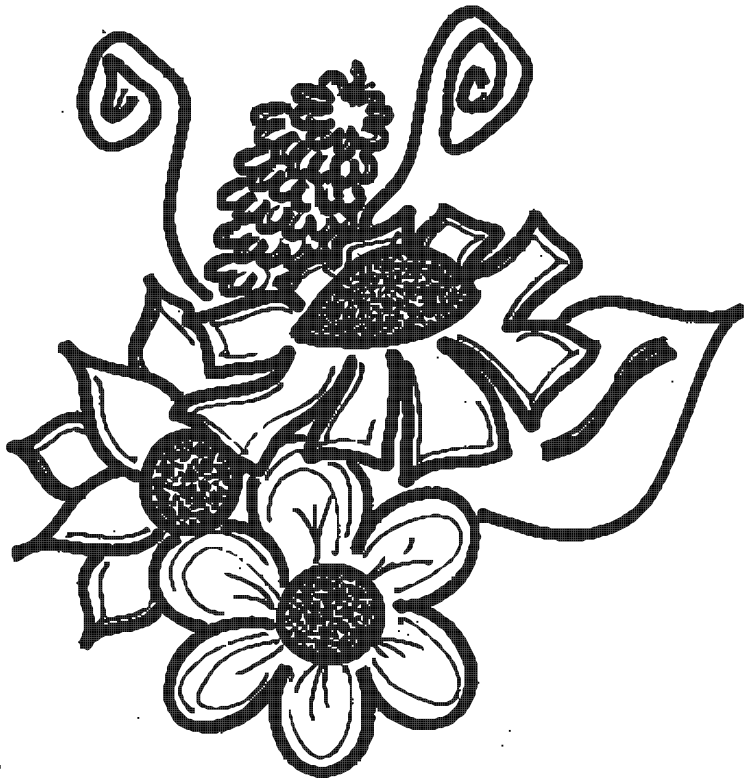
## PET PIGS

Ask students whether they've ever thought about having a pig for a pet. Point out that pigs are considered the smartest animals on a farm. Piglets can be taught to fetch, dance, and retrieve birds for hunters. They can even "talk" to one another with many specialized grunts.

Pigs have a shape that is fun and easy to make from clay. Students can simply roll clay into a ball for the body then roll a smaller ball for the head.

Next, they can roll a snake of clay and cut equal lengths for the pig's legs and a shorter piece for the nose. Finally, they can poke holes for eyes, press on triangles for ears, and stick on a thin curly tail. Children can use their pigs to act out various pig tricks!





## POPCORN FLOWERS

Cut out stems and leaves (you may have the children color if you wish.) Glue stem and leaves on construction paper. Then glue popped corn in flower shape at the top.

## WATERCOLOR FLOWERS

### Materials:

*For each student or group of students:*

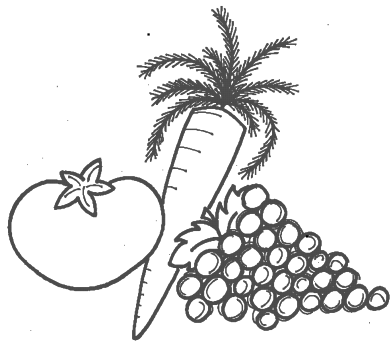
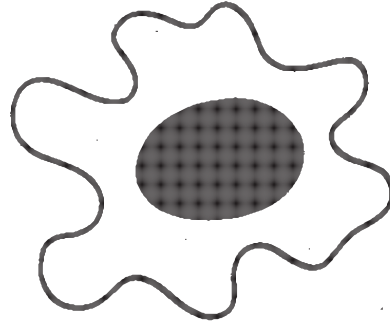
- White carnation
- Water
- Drinking glasses
- Food coloring

Show students an artificial flower arrangement or pictures of one. Decide on someone special in your school that the students could surprise. Discuss how they will use the knowledge of science to dye flowers.

Mix water and food coloring in glass (*let students plan this*). Snip end of carnation stem so that fresh tissue is exposed. Put carnation in glass. Let stand in colored water until desired coloring takes place. (*Amount of time will determine whether color is just on petal edges or if whole flower is colored.*) Arrange flowers for presentation. You can split the carnation stems part way toward the flower. Put each section in a different color food coloring and you will come out with multicolored flowers.

## GREEN EGGS

Read the book, *"Green Eggs and Ham"* by Dr. Suess. Cook green scrambled eggs by adding green food coloring to the eggs. Eat and enjoy!

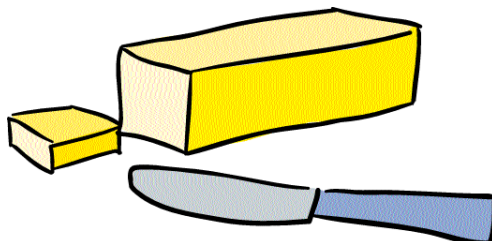


## FARM TASTING PARTY

Have a table set up with a variety of food made from farm products or grown on a farm, such as: scrambled eggs, deviled and boiled eggs, cheese, cottage cheese, ice cream, whipped cream, milk honey, corn, peas, watermelon, apples, tomatoes, etc... Encourage students to taste all the foods and name what animal (if any) supplies the ingredients or name the fruit or vegetables. Bring in ears of corn (or whole stalks, if possible) of sweet corn. Discuss the parts of the corn plant and have students remove the husk from the corn. Identify the kernels and cob. Cook and enjoy corn on the cob. Have children compare the kernels of corn before and after cooking.

## FRESH BUTTER

1/2 C. heavy whipping cream  
Dash of salt



Place cream in a baby food jar and tighten the lid. Pass the jar around a group of children and have them shake it vigorously for twenty minutes. Pass several jars around the circle. Rinse the butter in cool water, then serve on cracker.

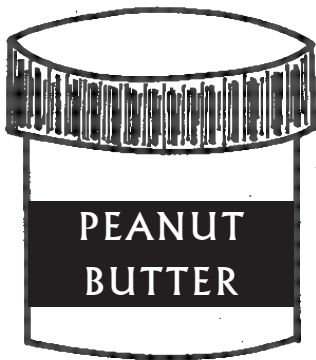
## BREAD CHICKS

1 loaf frozen bread dough, white or wheat  
Raisins  
Melted butter



Let the frozen dough thaw until it is pliable. Divide each loaf into ten pieces. On a lightly floured surface, roll each piece of dough into a 9-inch rope. Tie the rope into a knot. One end will form the chick's tail and the other end will form the head. Place the chick on a greased baking sheet. Make 2 - 3 slits in one end to make a tail. Shape the other end to make the head. Pinch the head to make the beak. Lightly brush the chicks with melted butter. Let chicks rise in a warm area until they have almost doubled in size. Poke 2 hole in chick's head for eyes and add raisins. Bake at 15 - 20 minutes or until golden brown.

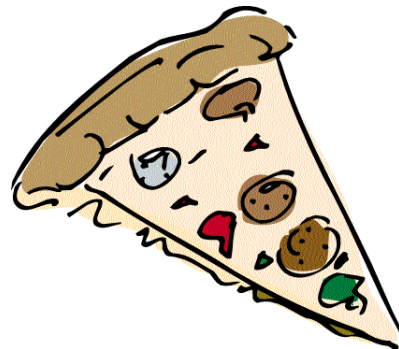
## EDIBLE PEANUT BUTTER PLAYDOUGH



Try this recipe for an afternoon of modeling fun and a tasty snack all in one. Mix 2 cups of peanut butter with one cup of honey. *(Swirl 1 teaspoon of oil in the measuring cup before measuring to avoid sticking).* Add 3 cups of instant dry milk, a little at a time, until stiff. Blend with hands. Refrigerate overnight. The next day, provide each child with a piece of waxed paper and some peanut butter clay. Have students mold their clay into different shapes. When finished, let the students eat their creations. *(This recipe makes enough clay for 18 students).*

## PIZZA MUFFINS

4 English muffins, split and toasted  
1 8oz. can pizza sauce  
8 slices Canadian bacon  
1C. shredded mozzarella cheese



1) Toast English muffins. 2) Spread English muffin halves with pizza sauce. 3) Top each muffin with slice of Canadian bacon. 4) Sprinkle each muffin with cheese. 5) Place on rack of broiler pan and broil 4 inches from heat until the cheese melts, about 4 minutes.



## ZIPPY CELERY STICKS

### Ingredients:

Celery

1 can (2.5oz) deviled ham

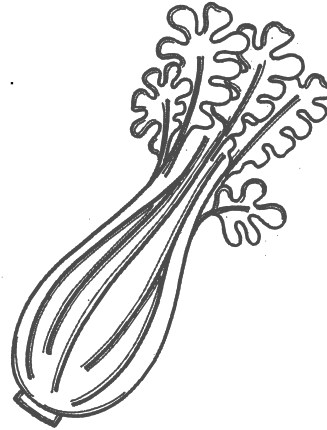
1 container cream cheese

1 Tbsp. grated onion

3/4 tsp. Worcestershire sauce

1/2 tsp. Horseradish

1/4 C. salad dressing



### What to do:

1) Clean celery and cut into serving sized pieces. 2) Mix above ingredients well and stuff celery sticks.

## FUNNY FACE PIG SANDWICH

### Ingredients:

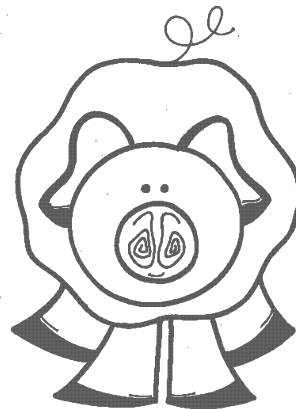
2 Tbsp. ham salad

1/2 slice American cheese

1 slice salami or pepperoni

1 olive

1/2 hamburger bun

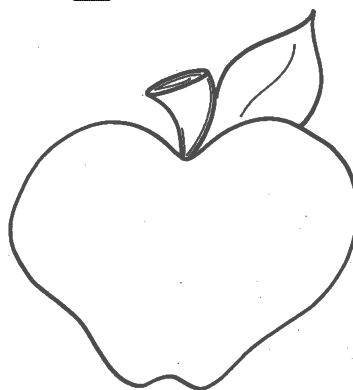


### What to do:

1) Spread the ham salad on the bun. 2) Cut two triangles of cheese and put these in place for the pig's ears. 3) Cut two slices of olive for the pig's eyes. 4) Place the slice of pepperoni for the pig's nose. 5) Serve the sandwich with a tossed salad and a glass of milk.

## APPLE PIZZA

1 can refrigerated biscuits  
 2 large apples peeled and sliced  
 1/2 cup mild cheddar cheese, grated  
 1/4 cup firmly packed brown sugar  
 1/4 teaspoon cinnamon  
 2 teaspoons flour  
 Margarine



Preheat oven 350 degrees - Lightly grease a baking sheet. In a small bowl, mix together the brown sugar, cinnamon and flour. Separate the biscuits and place them on the baking sheet. Use your hands to flatten biscuits. Sprinkle each biscuit with some grated cheddar cheese. Put 3 apple slices on top of each biscuit. Spoon some of the brown sugar mixture over the apples; then put a dot of margarine on top. Bake for 25 to 30 minutes. Let the apple pizzas cool before eating.



## BLOOMING BISCUIT

1 pkg. of refrigerated biscuits (10)  
 Jar of jam or jelly

Place the biscuits on a baking sheet. Cut around the edges of each biscuit to shape into a flower with four petals. Use your thumb to press down in the center of each biscuit flower. Bake the biscuits according to the directions on the biscuit package. Remove from oven. Let biscuits cook for a few minutes. Spoon a little jam into the center of each biscuit flower.

## WIGGLE WORM PIE *(serves 1)*

- 1 foil cupcake wrapper
- 3 chocolate cookies
- 1 small box of instant chocolate Pudding
- 1 Gummy worm



Place the cookies in a plastic bag. Crush them into crumbs. Prepare the chocolate pudding according to package directions. Scoop a little of the cookie crumbs into a foil cupcake wrapper. Lay the Gummy worm on top. Cover the Gummy worm with most of the cookie crumbs. Spoon some of the chocolate pudding into the foil cupcake wrapper on top of the crumbs. Sprinkle the rest of the cookie crumbs on top.

## PEANUT BUTTER BALLS

- 2 cups peanut butter
- 1 cup rolled oats
- 1 cup powdered milk
- 1 cup raisins
- 1/4 cup honey

Mix all the ingredients together in a bowl. Form the mixture into teaspoon-size balls. You are ready to eat.

## PUMPKIN -- SHAPED SNACKS *(Makes 10)*

3 cups miniature marshmallows  
1 1/4 cup margarine  
Red and yellow food coloring  
5 cup Apple Cinnamon Cheerios  
10 green gumdrops

Put marshmallows and margarine in a large saucepan. Warm mixture on stove over low heat until marshmallows melt. Stir in a few drops of red and yellow food coloring to make the mixture orange. Fold in the cheerios. When mixture has cooled, lightly coat your hands with vegetable oil cooking spray. Measure out 1/2 cup of the mixture and shape it into a pumpkin form. Press a green gumdrop into the pumpkin for a stem. Repeat to make 10 pumpkins. Set the pumpkins on waxed paper until they become firm.



## PERSONAL PUMPKIN PIE

1 1/4 cup vanilla pudding  
1 teaspoon canned pumpkin  
Dash of pumpkin pie spice  
1 single serving size graham cracker crust  
1 small pumpkin-shaped piece of candy

Prepare vanilla pudding according to the directions on the package. In a small bowl, mix the pudding, canned pumpkin, and the pumpkin pie spice. Stir well. Spoon the mixture into the prepared crust. Chill. Decorate with the pumpkin candy.

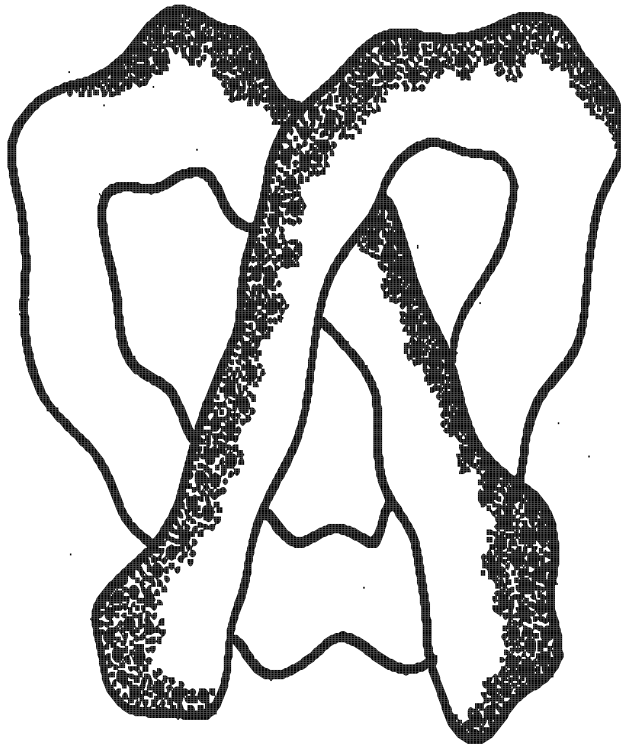


After reading *"The Little Red Hen"*, have children participate in making bread.

## SOFT PRETZELS

1 pkg. yeast  
1 1/2 cup warm water  
1 teaspoon salt  
1 Tablespoon sugar  
4 cups flour  
Salt

Dissolve the yeast in the warm water. Add the salt, sugar, and flour. Knead the dough until smooth. Twist the dough to form letters, numbers, or shapes. Brush them with water and sprinkle them with salt. Bake at 425 degrees for 12 to 15 minutes.



# LITERATURE



*Blue Bug's Vegetable Garden*

by Virginia Pulet

*The Enormous Turnip*

Illustrated by Kathy Parkinson

*A Tree Is Nice*

by Janice Udry

*The Carrot Seed*

by Ruth Krauss

*The Plant Sitter*

by Gene Zion

*The Reason for A Flower*

by Ruth Heller

*Jack and the Beanstalk*

by Lorinda B. Cauley

*Planting a Rainbow*

by Lois Ehlert

*A Farmer's Alphabet*

by M. Azarian

*Are You My Mother*

by P.D. Eastman

*Perfect the Pig*

by S. Jeschke

*Farm Morning*

by D. McPhail

*The Cow That Went Oink*

by B. Most

*The Year At Maple Hill Farm*

by A. Provensen

*The Chicken Book,*

by G. Williams

*The Cock, the Mouse, the Little Red Hen*

by Lorinda Cauley

*How the Rooster Saved the Day*

by Arnold Lobel

*Wake Up Farm*

by Alvin Tresselt

*Barn Dance*

by Bill Martin and John Archambault

*Pigs Say Oink*

by Martha Alexander

*The Animals of Buttercup Farms*

by Phoebe and Judy Dunn

*From Seed to Plant*

by Gail Gibbons

## WHO WILL HELP ME MAKE THE BREAD?

Set up listening center in the classroom using the tape of *"The Little Red Hen"*. Give each of the children in the center a copy of the book, *"The Little Red Hen"*. Ask the children to follow along in the book as they listen to the tape. Then have the children act out the story. (Simple masks representing each of the characters in the story may be used.) Conclude by providing the groups with a small loaf of bread to be sliced and served to each child.

---

## BEGINNING SOUNDS

Use a marker to divide a cardboard circle into eight sections. Glue a picture of a different farm animal in each section. Write the beginning sound of each animal on an individual clothespin. Have a child in a learning center clip each clothes pin to the part of the wheel picturing the animal with the name that begins with the sound.

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## LET'S PRETEND

Read *"The Farm Concert"* by Joy Cowley. Then have child volunteers act out the story while the remaining members of the class re-read the book.

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## LEARNING TO LIST

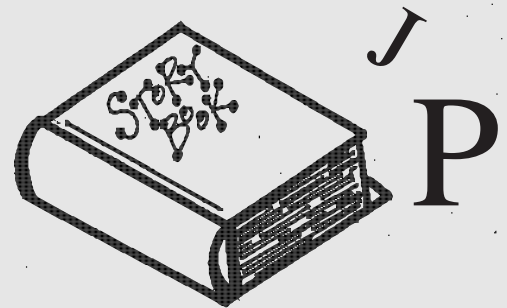
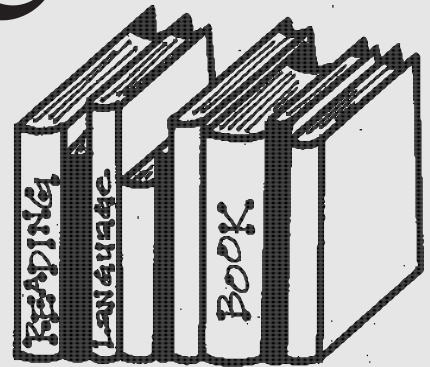
Read *"Mrs. Wishy-Washy"* by Joy Cowley. Then ask children to think of other farm animals that might have been included in the story. Write the name of each animal on a sheet of chart paper. Next, have children dictate for you to write a story about Mrs. Wishy-Washy that includes most of the animals on the list.

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## SEQUENCING EVENTS

Read *"Hattie and The Fox"* by Mem Fox. Discuss the sequence of events in the story.

## LANGUAGE ARTS



## SORTING ANIMALS

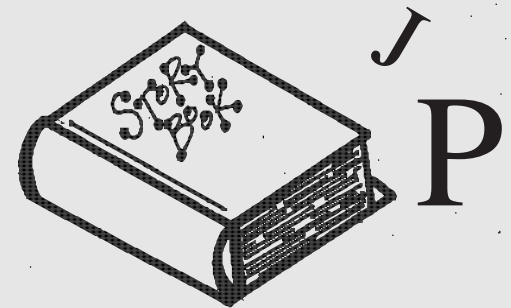
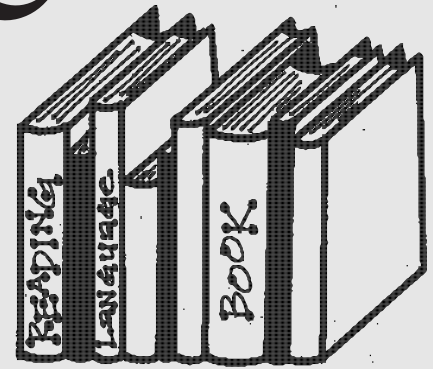
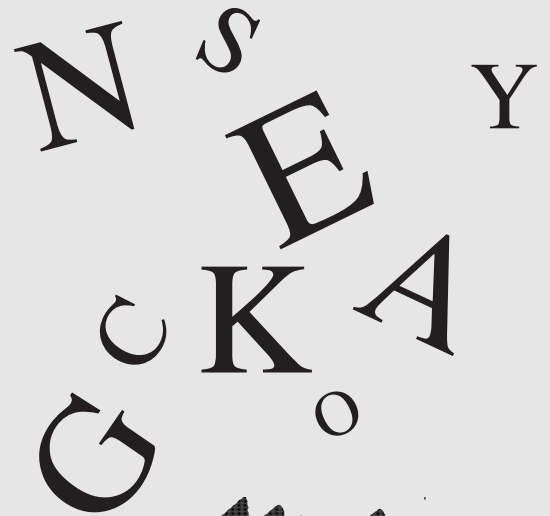
Gather the class together and hold up farm animals (*either plastic or pictures*) one at a time. Have the class describe the animals, then hold up two at a time and talk about qualities they have that are alike. Explain they can be grouped by number of legs, type of covering, type of feet, etc... Have them sort using these qualities.

## "GOOD GRIEF!" SAID THE GOOSE

In "*Hattie and the Fox*," the farm animals respond with repetition phrases every time Hattie comments on something she sees in the bushes. Make dialog sentence strips with simple picture clues of the animals as shown. Divide the class into groups and assign the role of an animal to each. Everyone can be the cow at the end and "moo" the fox right out of the barnyard.

## ANIMAL SOUNDS

Ask students to name noises farm animals make (*e.g., neigh, moo, cock-a-doodle-doo, etc.*) Make a list of the noises on the chalkboard. Then tell children that long ago some people wrote stories to explain things they did not understand. For example, they wrote stories to explain why the wind blew or why the sun rose and set. Have children choose an animal noise and create a story to explain why the farm animal makes that noise. Or, you may want to work with the class on a group story.





## IN MY GARDEN

Play the song, "In My Garden" from Raffi's One Light, One Sun cassette or album. Then talk about the sequence of events in the song. Play the song again and have your children act it out as they sing along.

## FARM MUSEUM

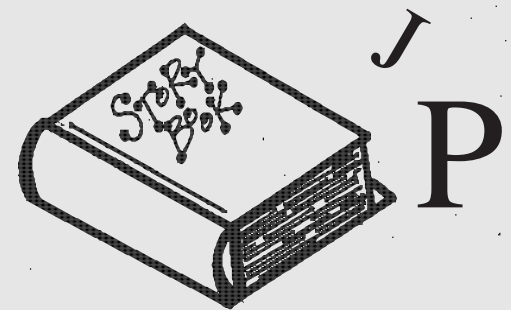
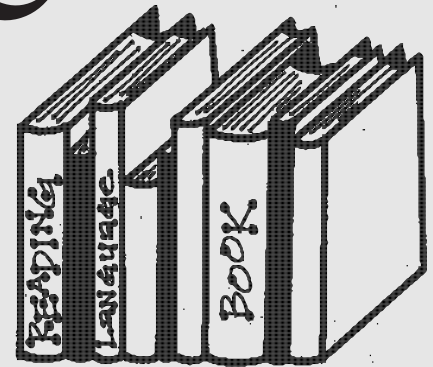
Turn your classroom into a farm museum. First, cut out farm pictures on a bulletin board. Fill your corner with books about farms, farm animals, farm machinery toys, and enlist the help of children to add to the museum. Encourage them to ask grandparents for things to add to the classroom museum. You'll be surprised how wonderful this will be!

Talk about the sounds different animals make. Make different sounds and let the children guess the animal you are making.

Ask the children "yes" and "no" questions about farms. For example: "Do elephants live on farms?", "Do farmers have to work hard?", "Are pigs dirty animals?"

## ANIMAL RIDDLES

Students take turns playing "What Am I?" by giving clues about the animal they are pretending to be.



## FARM PLAYS

Do some dramatic play with the children. "There are so many things to do on a farm. All of the animals need to be fed. Let's pretend we are on the farm and we are going to take care of the animals. Let's start with the chickens. Everybody get a bucket of wheat to feed the chickens. They like to eat their food right on the ground so we need to spread the wheat on the ground for them like this." (Make an underhand toss with your hand after pretending to get some wheat out of your bucket.) Sing "This Is The Way We Feed The Chickens" to the tune of "Here We Go Round the Mulberry Bush." Try other verses and actions such as, "This is the way we milk the cow ..."; This is the way we feed the horses ..."; This is the way we feed the pigs ..." Allow the children to make up other verses.

### Materials needed:

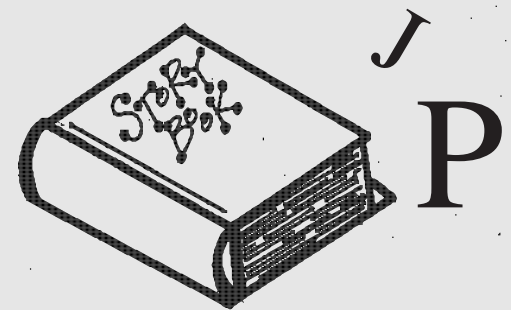
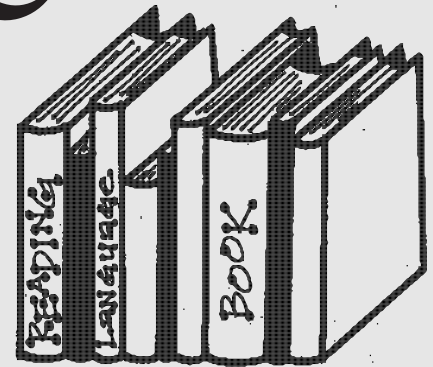
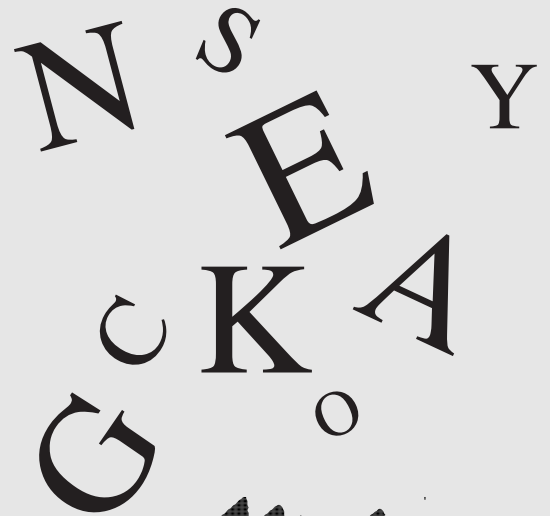
- Baby animals mounted on popsicle sticks
- Farmer puppet on stick

Give children hints, and let them guess which animal you are describing:

1) This animal is soft and white. It likes to eat grass with its mama. This animal says "Baa". (lamb) 2) This animal likes to sleep in the mud. This animal says, "Oink, Oink". (pig) 3) This animal is smaller than a lamb or pig. It is soft and yellow. It has feathers. It can swim. It says, "Quack, Quack". (duckling) 4) This animal is even smaller than a duck. It is soft, fluffy, and yellow. It says, "Peep, Peep". It likes to eat little bugs and worms. Its mama lays eggs and says "Cluck, Cluck." (chick) 5) This animal is bigger than a chick or duckling or a pig or a lamb. This animal likes to drink its mother's milk. It says, "Moo" and its mother says "Moo". (calf) 6) This animal is as big as a baby calf. It is soft and has long legs. When it grows big, this baby can give you rides on its back. It says "Neigh". (Show the stick puppet after each animal has been guessed.)

Also allow the children to imitate the animal sounds. Sing "Old MacDonald Had A Farm" using the animal puppets. Let one child hold the farmer.

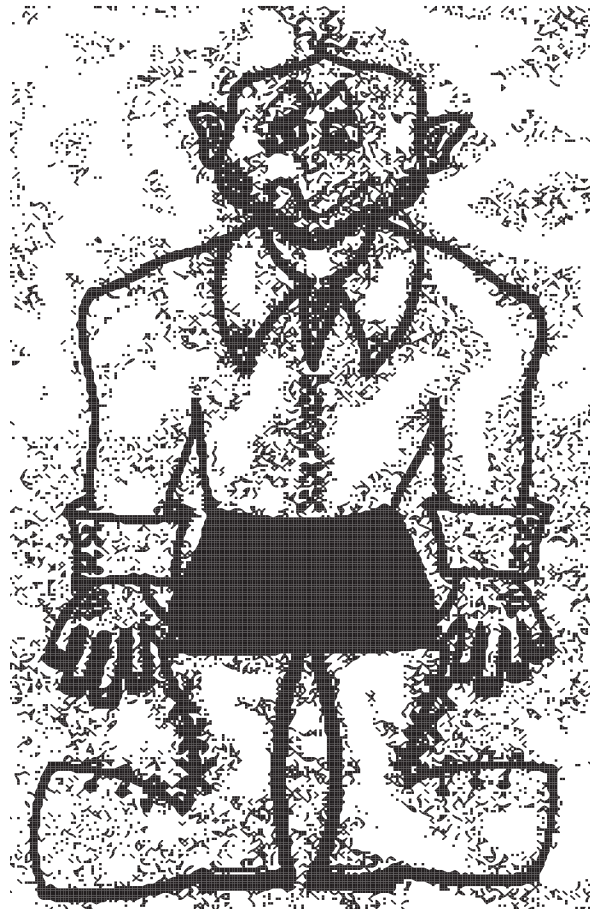
## LANGUAGE ARTS



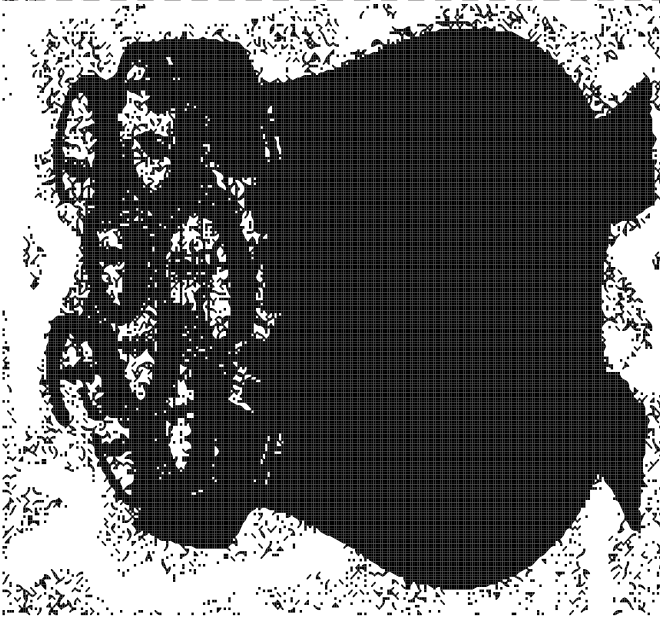
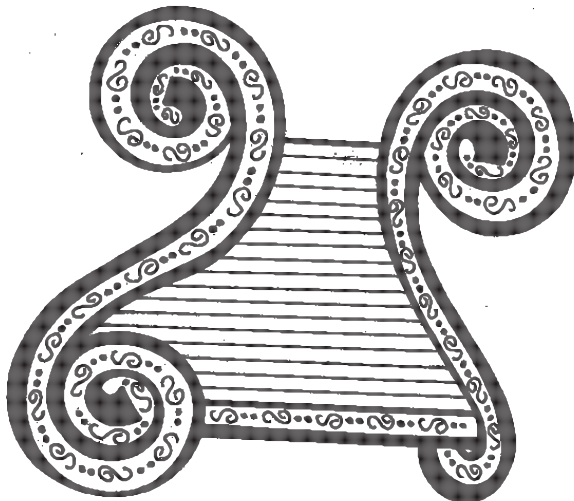
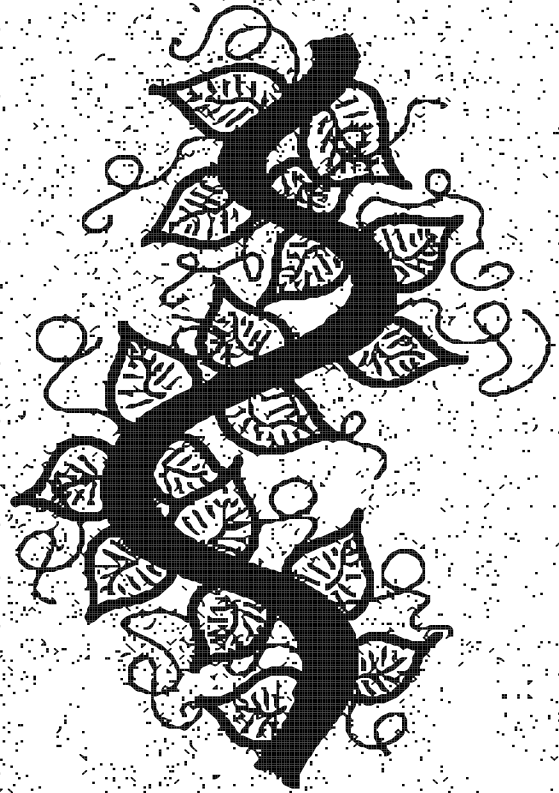
# LANGUAGE ARTS

## JACK and the BEANSTALK

Give each child a plastic sandwich bag and a copy of the reproducible on pages 26 and 27. Have the children cut out the pictures along the dotted black lines and place them in front of him/her. Then read the story of "Jack and the Beanstalk." As you read, ask each child to place the pictures of the people or things in the sandwich bag as they appear in the story. Afterwards, have students take the pictures out of the bag and name each one in the correct sequence.



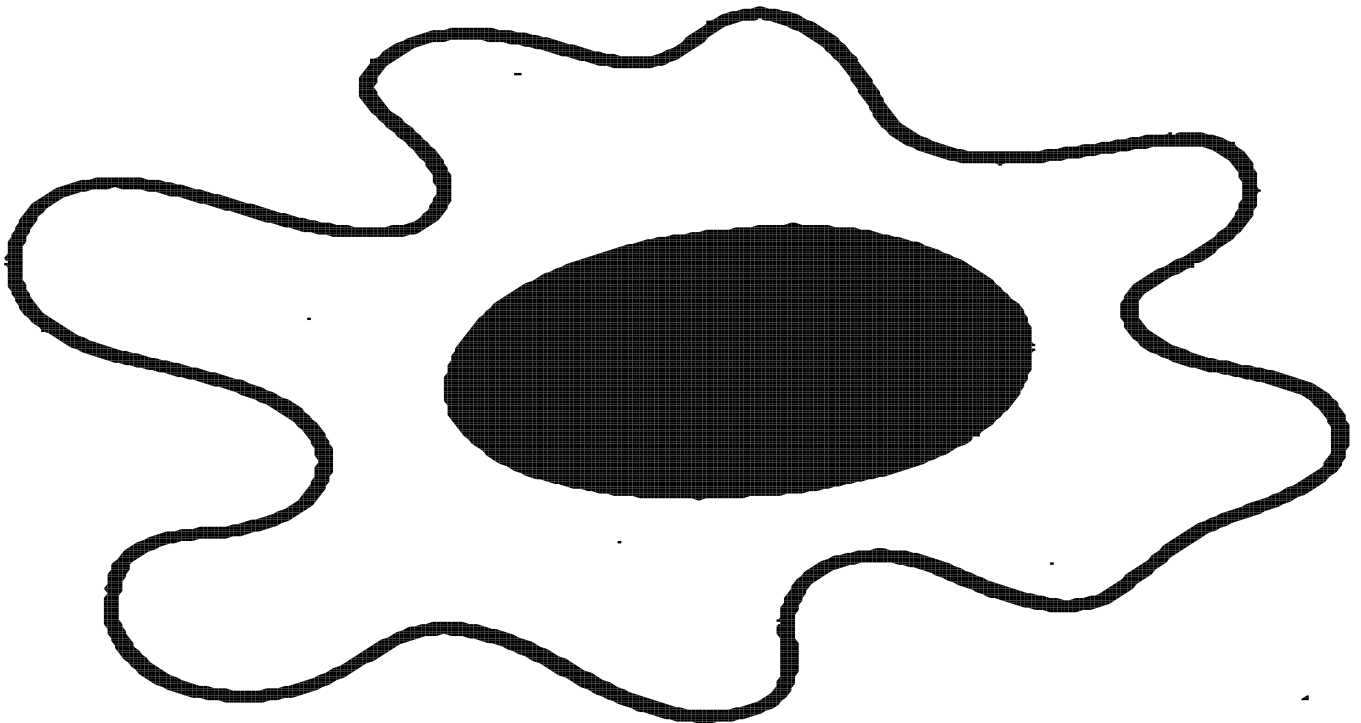
# LANGUAGE ARTS





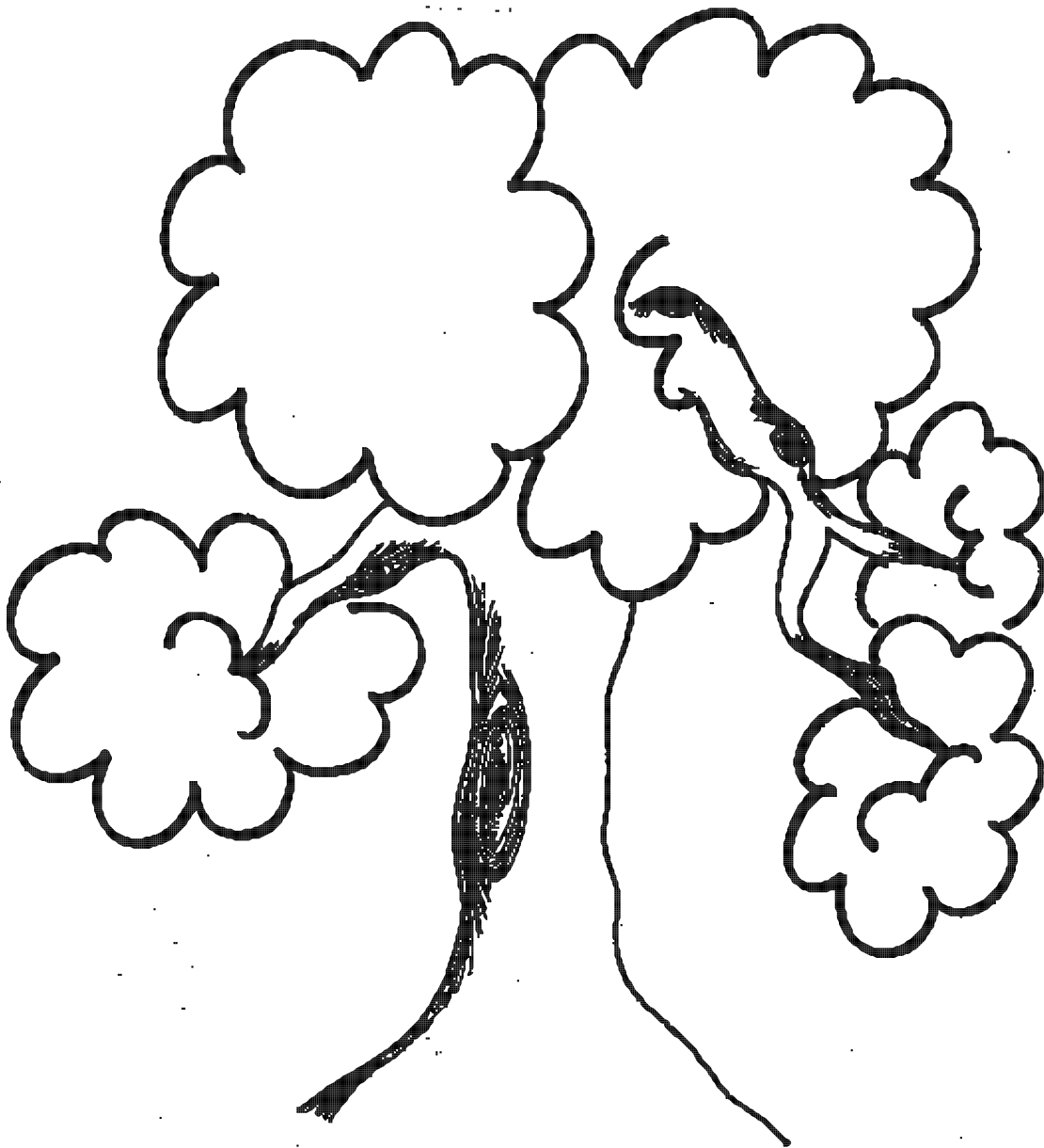
# E G G S

- Talk about the different ways eggs are prepared as food. Make a picture graph of the children's favorite way of eating eggs. Head each column with a picture of different kinds of eggs: scrambled, fried, hard-boiled. Children can indicate choices by signing their name on an egg shape (pattern is provided on page 41) and placing it in the appropriate column.
- Read "Humpty Dumpty." Remind the children Humpty was shaped like an egg. (Introduce the "oval.") Ask what kinds of animals lay eggs? Then read "Chickens Aren't The Only Ones" by Ruth Heller. If available, display and label pictures of some of the animals mentioned in the story.
- Read "Horton Hatches the Egg" by Dr. Suess.  
Discuss the following:
  - How was Horton faithful?
  - What do the words, "He meant what he said and he said what he meant", tell you?
  - Can elephants lay eggs?
  - Is this a real or make-believe story? (Compare it to "Chickens Aren't the Only Ones.")



## TREES

Read *"A Tree Is Nice"* by Janice Udry. Make a list of the many wonderful ways a tree enhances our lives. Cut a tree trunk and branches from butcher paper. Add leaves. On them, write student suggestions about "why trees are nice." Remind children that trees are our largest plants. Talk about ways to take care of the earth's plant life.



## LIFE - SIZE SCARECROWS

In *"Barn Dance"* by Bill Martin, Jr. and John Archambault, a good looking scarecrow leads all the farm animals in an unique barn dance.

Trace an outline of each child onto large butcher paper.

Then have students decorate "themselves" as friendly, funny scarecrows.

Put the finished scarecrows on display in a hallway or in the cafeteria!

### Materials needed:

- Tempera paint
- Fabric patches
- Yarn
- Wallpaper
- Pieces of yellow yarn, hay, or straw
- Bandana print fabric scraps for neck scarves



Read "Rosie's Walk" by Pat Hutchins. Then make word cards (a pattern and some examples are provided below) for the positional words that describe where Rosie went on her walk.

Include the words: across, around, over, past, through, and under. Bring the words along when you take a class on a walk around the playground. Find things for students to go across, over, under, around and through, just like Rosie! After you come inside, ask the class to help you write a new version of Rosie.

past

through

over

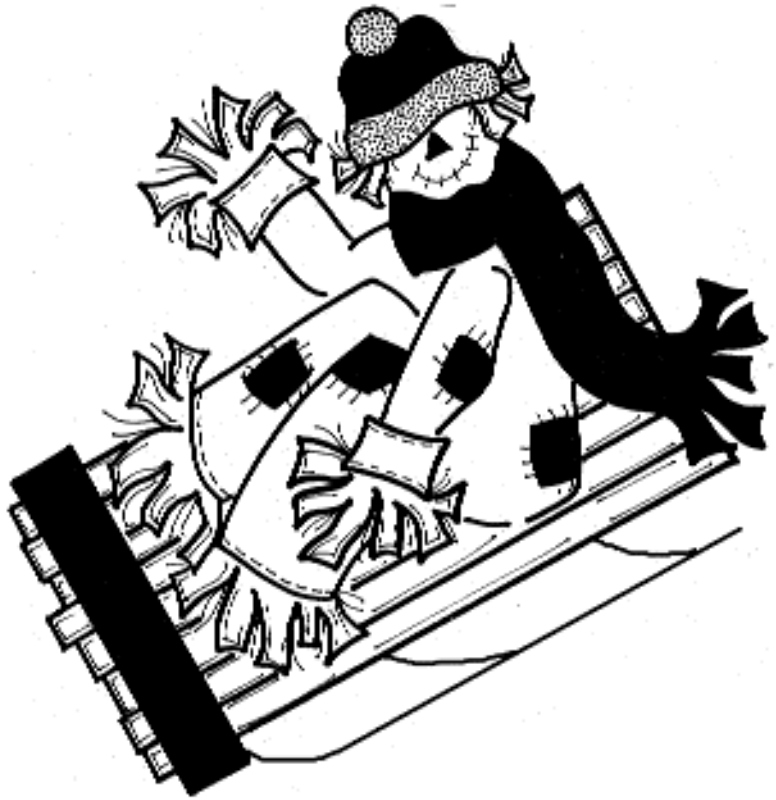
under

across

around



FROM SUZY SCARECROW



Hi there. Isn't snow wonderful?

Winter is my vacation time because I have no corn fields to guard and no blackbirds to chase away. I have on my snug snowmobile suit. I pulled a stocking cap on over my ears and I'm going to wear a safety helmet and goggles and nice warm gloves and tall boots. My friend Cal is taking me for a sled ride. I am riding with him because I know he follows the rules and drives safely. He travels on trails he has planned. We will not run into an old fence, or get caught on trash that is hidden in the snow. His trails are laid out across the farm.

Wow! Here comes Cal, and I am ready to go. The sled makes a lot of noise but all the animals on the farm are used to it. I guess I don't mind the noise. As we skim across the ground, I see the cattle in the feed yard. We pass the sheep flock and guess what? There are some lambs jumping about in the winter sunshine. I saw another building and I wondered what baby farm animals were in it. Grandma and grandpa still have a few chickens. A red rooster and some hens were out walking in the chicken yard outside the hen house.

Back home again. Cal asked me in the house for some cocoa. Over steaming cups of chocolate, Cal told me about how it is important to feed the animals well in the cold days of winter. Cal takes good care of his animals. They have the right kind of feed and the shelter they need. I'm ready to go sledding again. Sledding is a lot of fun, but just remember, Safety First!

## DAIRY FOODS

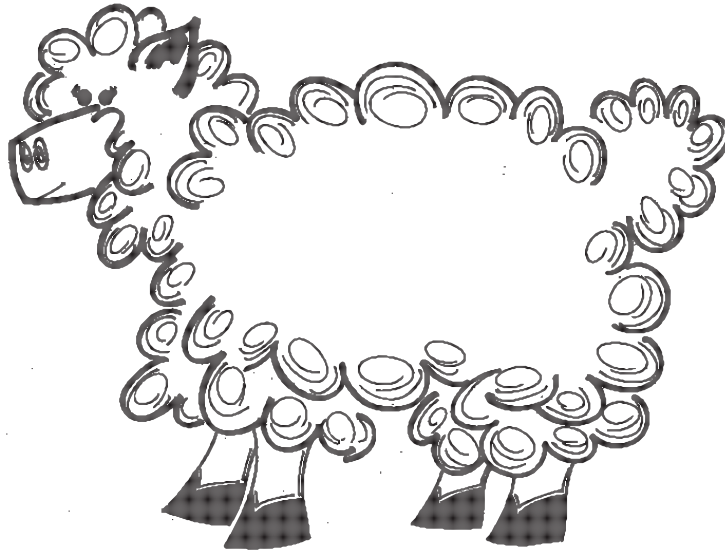
Discuss why bodies need good, nutritious foods. Show children food models or containers of dairy products such as:

- cheese
- milk
- yogurt
- ice cream



## FROM WHERE DOES MILK COME?

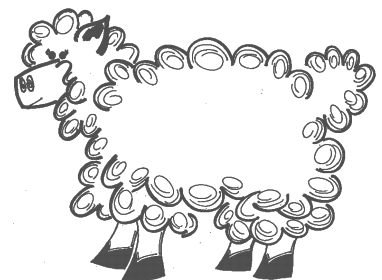
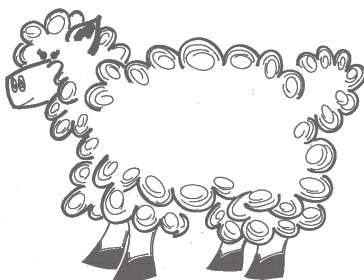
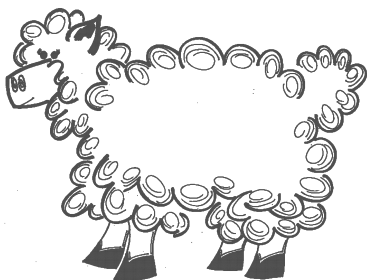
Read *"Breakfast on the Farm"* or any other short story about farm animals or products. Ask children where milk comes from. Let them respond. Hold up the cow figure. Point out the udder and explain how a cow is milked.



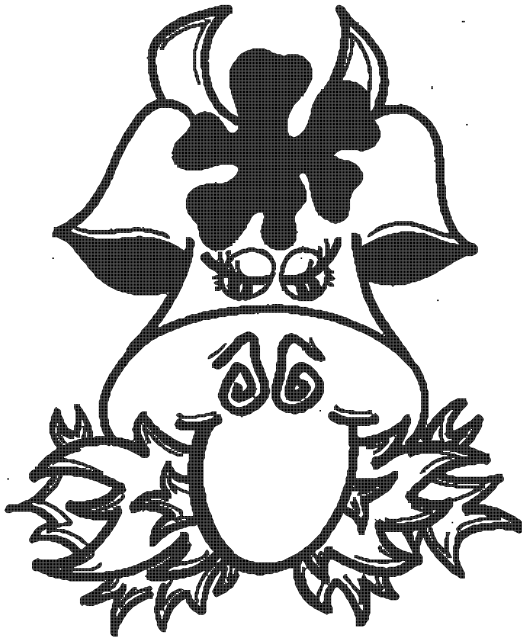
## SHEEP

... his fleece was white as snow ...

- Tell students that helping adults take care of sheep is a good job for children on a farm because sheep are gentle animals.
- Explain that sheep are highly valued for their wool and meat, and in some countries sheep's milk is used to make cheese.
- Sheep cost less to feed than cows because sheep can stay healthy on much poorer pasture than cattle can.
- Have children recite all the nursery rhymes they know that involve sheep.
  - Baa Baa, Black Sheep
  - Mary Had A Little Lamb
  - Little Bo Peep



# FINGER PLAYS



## “THE LITTLE COW”

This little cow eats grass.

*(point to thumb)*

This little cow eats hay.

*(point to index finger)*

This little cow drinks water.

*(point to middle finger)*

This little cow runs away.

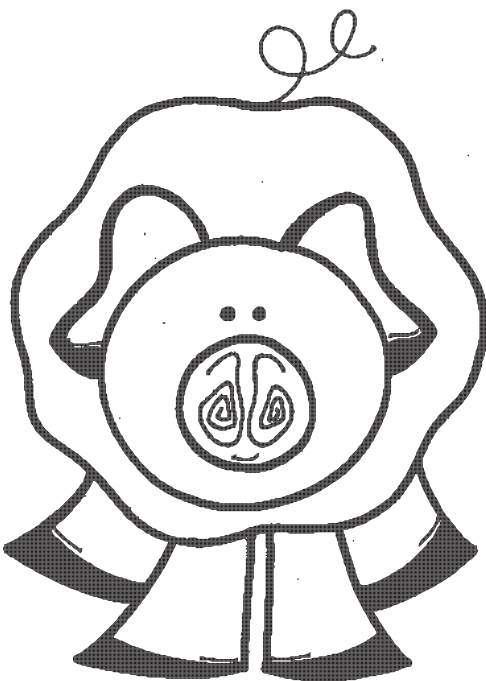
*(point to ring finger)*

This little cow does nothing,

*(point to pinkie finger)*

Just stands in the sun all day.

*(place hands under head like pillow)*



## “TWO MOTHER PIGS”

Two mother pigs live in a pen.

*(show thumbs)*

Each had four babies, and that made ten.

*(show fingers and thumbs)*

These four babies were black as night,

*(hold up one hand, thumb in palm)*

But all eight babies loved to play;

And they rolled and rolled in the mud all day.

*(roll hands over each other)*

At night, with their mother, they curled up in a heap,

*(make fists, palms up)*

And squealed and squealed until they went to sleep.



## "FIVE LITTLE FARMERS"

Five little farmers woke up in the sun, *(hold up five fingers)*  
For it was early morning and the chores must be done.  
The first little farmer went to milk the cow. *(hold up thumb)*  
The second little farmer thought he'd better plow. *(hold up first finger)*  
The third little farmer fed the hungry hens. *(hold up next finger)*  
The fourth little farmer mended the broken pens. *(hold up next finger)*  
The fifth little farmer took his vegetables to town, *(hold up last finger)*  
Baskets filled with cabbages, and sweet potatoes brown.  
When the work was finished and the western sky was red,  
Five little farmers tumbled into bed! *(hold up five fingers)*



## "THE FARMER"

First the farmer sows his seeds, *(pretend to sow seeds)*  
Then he stands and takes his ease,  
He stamps his foot, *(stamp foot)*  
And claps his hands, *(clap hands)*  
And turns around to view his lands.  
*(put hand over eyebrows and look to left and right)*

## NUMBER CONCEPTS

- Read Eric Carle's *"Rooster's Off to See the World"* and discuss the number concepts pictured throughout the book. Develop such vocabulary as:

HOW MANY LEFT  
HOW MANY IN ALL  
MORE  
LESS  
GREATER  
SMALLER

- Discuss the many products that come from farm animals, such as: cheese from cows, goats, and sheep; milk from cows and goats; eggs from chickens; meat from cattle, pigs and lambs, etc...

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## SHOP 'TIL YOU DROP

- In your classroom, set up a grocery store that sells only farm animal products.
- Have students bring empty containers from home (milk jugs, egg cartons, etc...) or make labels for empty boxes.
- Decide on prices for each product.
- Give each student a sum of money (use beans for younger students) and a list of products he or she needs to buy.
- Let everyone have a turn shopping and acting as the cashier.

## MATH



## SORTING APPLES

Ask each child to bring an apple to school. Put the apples in a bushel basket or box. Place the container of apples in a learning center. Have children sort the apples by color and size.

## SEED COUNTING

Clean ten baby food jars and the lids. Place the lids on the jars. Use a screwdriver to punch a hole in each lid large enough for a corn seed to fit through. Put a blank sticker on the front of each jar. Then use a marker to write a numeral on each sticker. Place the jars and container of corn seeds in a learning center. Have children put the correct number of seeds into jars.

## LEAST/MOST

Reproduce any set of farm cards (found on page 39 - 40.) Color the animals and attach to a sheet tagboard. Laminate and cut apart the individual cards. Glue a piece of felt to the back of each card. Place two cards side by side on a flannel board. Encourage children to look at the pictures of the animals. Have them tell which animal would weigh the most and which would weigh the least. Repeat this with different combination of cards.



## COUNTING CRITTERS

Make several copies of farm animal cards. Mount the cards on tag board. Then make a set of numeral cards using numbers one through nine. Laminate both sets of cards for durability. Place the cards in a learning center. Have each child in the learning center choose a numeral card and place the appropriate number of farm animal pictures beside it. To vary the activity, use plastic farm animals instead of the farm animal cards.

## SORT THE FARM ANIMALS

Set up a "count and sort" learning center with lots of plastic barnyard animals.

## CLASS COUNTING BOOK

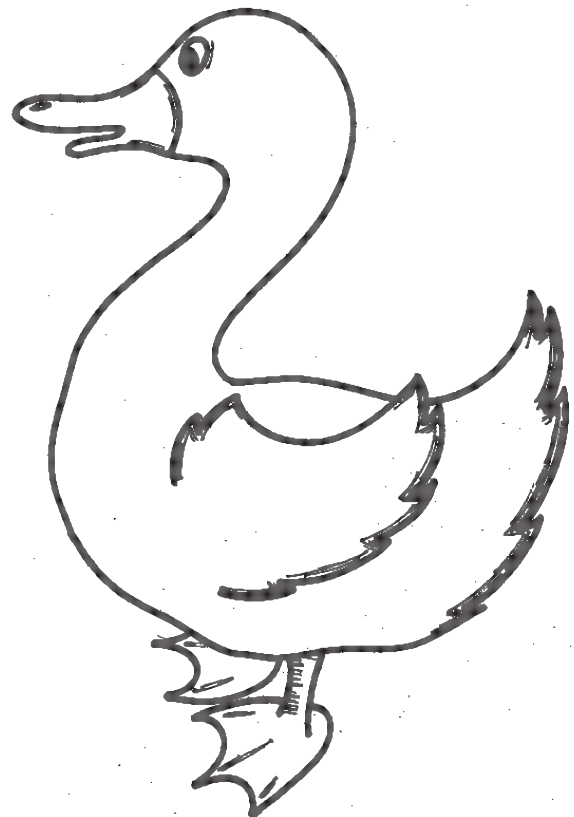
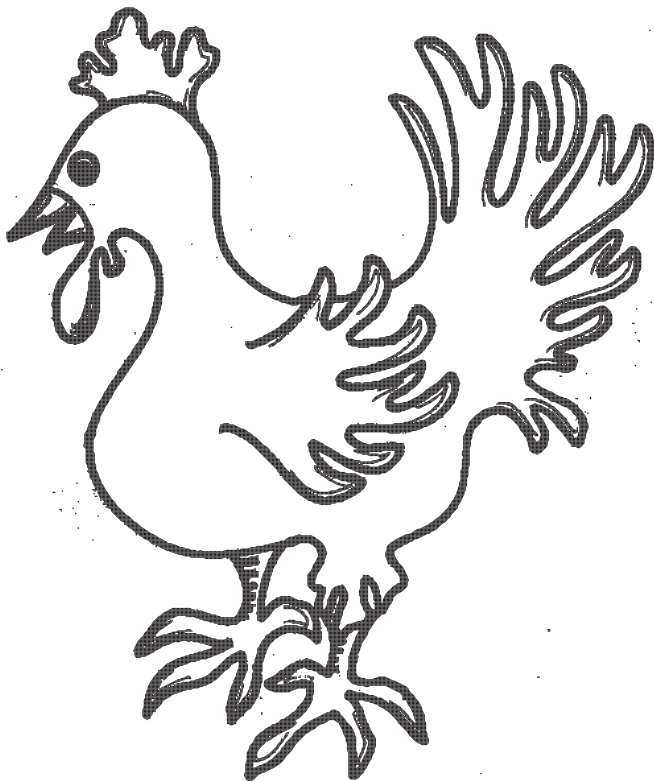
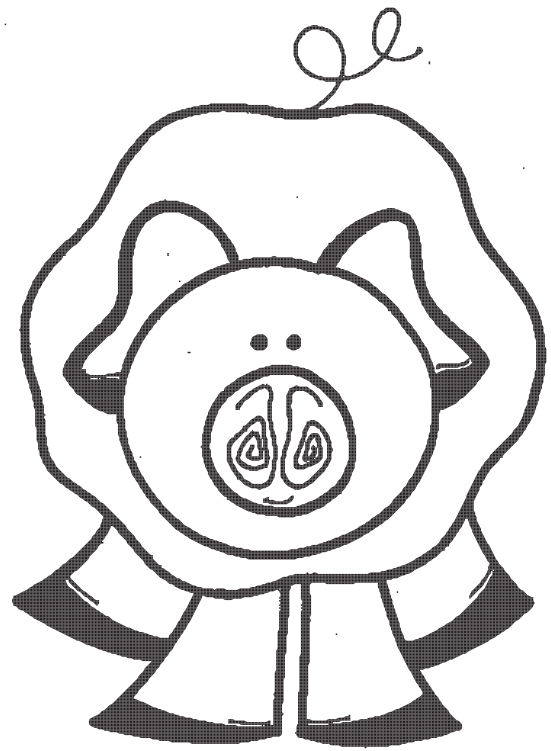
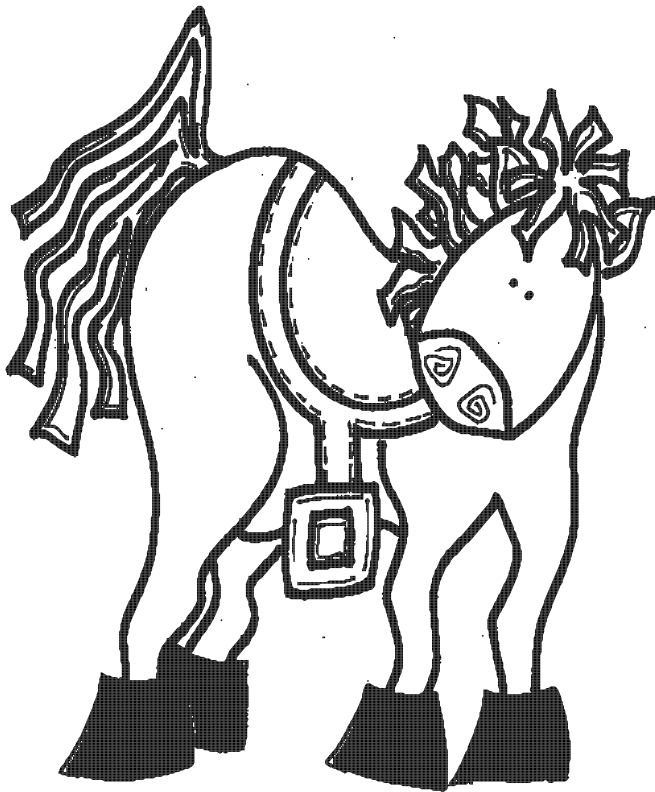
Read *"Farm County Book"* by Jane Miller and *"Rooster's Off to See the World"* by Eric Caryl. Then have the children contribute pictures and stories to a class counting book.

## ANIMAL PATTERNING

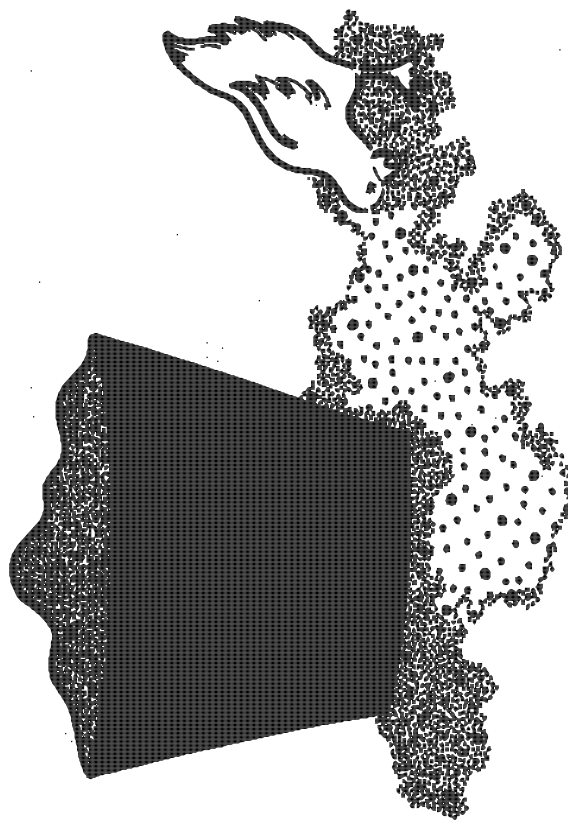
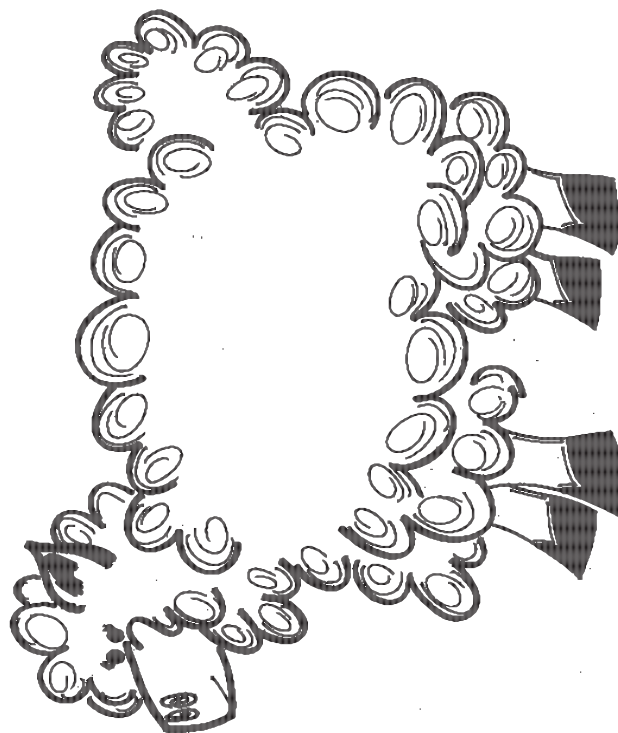
Use farm animal cards (pages 39 - 40) to play a patterning game. First, have children in a small group sit in a semicircle. Then place all the cards face-up in front of the children. Begin a simple pattern by selecting a few of the cards and placing them in a line. Have children in the group take turns adding cards to the line to make a pattern. Repeat this procedure creating several new patterns. Then let the children use the cards to make original patterns.







# MATH

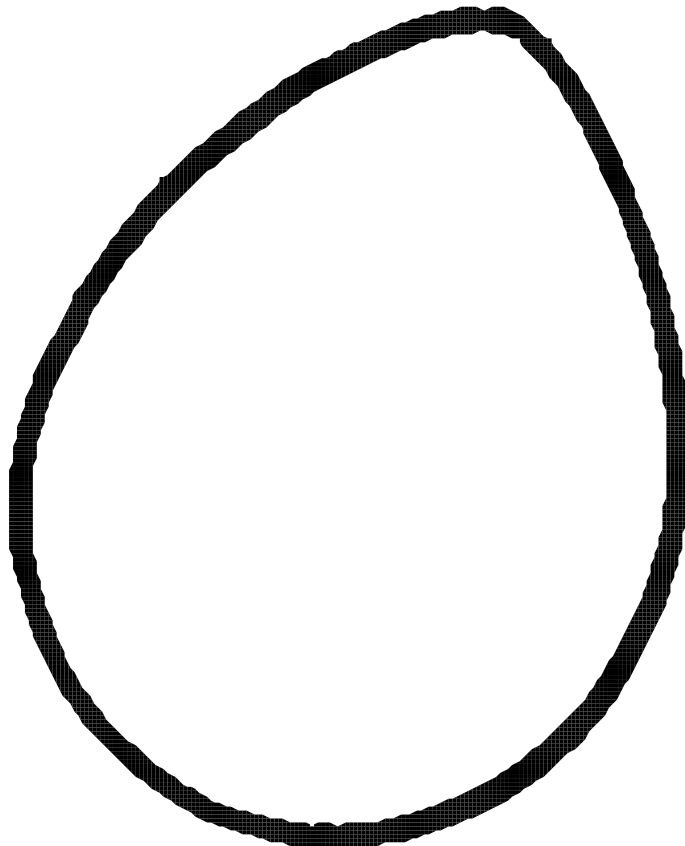


## MATCHING GAME

Make an egg number matching game by cutting egg shapes out of tag board (*pattern provided*), number them 0-10, and laminate them or make a copy of the following page and laminate. This game may be adapted to focus on math facts, specific numbers, number words, etc...

Sequence the eggs, then have the children count out an appropriate number of corn kernels to place on each egg for the chick to eat when it is hatched.

**Note:** *Dried corn can be purchased at a feed or pet store.*



0

1

2

3

4

5

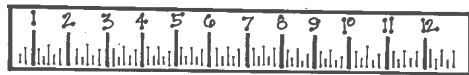
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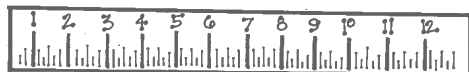
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10



For practice in measuring quantities, fill a large tub with dried corn.

Provide a variety of containers, spoons, and measuring cups so children can experiment with volume.



Also, put out some balance scales and some plastic eggs so children can compare weights.

Fill some of the eggs with corn and weigh them:

Balance a number of plastic eggs on one side of the scale with a quantity of corn on the other side of the scale.



For this activity you will need a can of fruit cocktail.

Talk about what the children think is in the can.

Ask questions such as: What kinds of fruit do you think is in the can?

How many pieces of fruit do you think there are all together?

Open the can and you might want to graph the different fruits you find in the can.

Was there more than one kind of fruit?

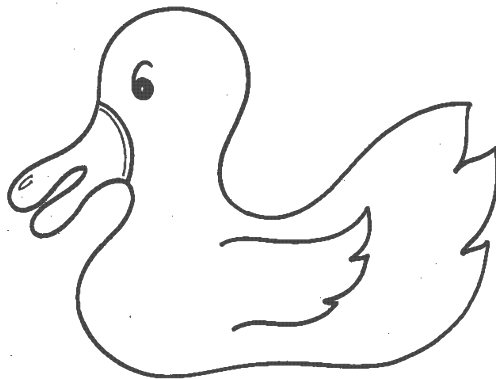
How many were there of each fruit?

Which kind had the most?

Which one had the fewest?



## IDENTIFYING DIRECTIONS

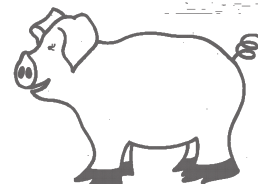
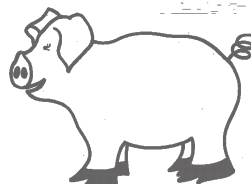
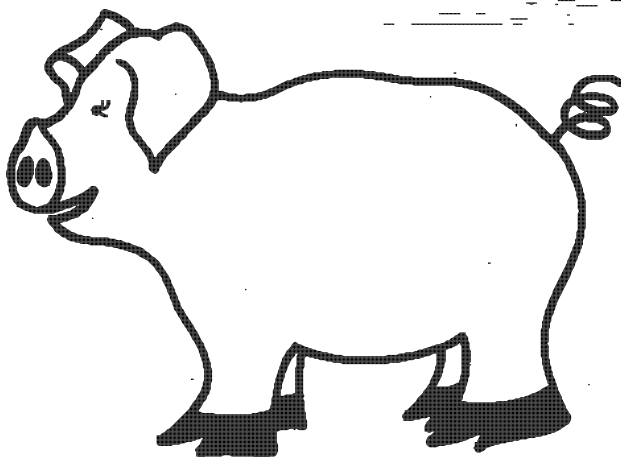


Use a rubber duck and a box to demonstrate position,  
i.e. inside, outside, next to, on top of, under, over,  
in front of, behind, etc...

Next, hold the duck in these positions  
and have the students tell you the duck's location.

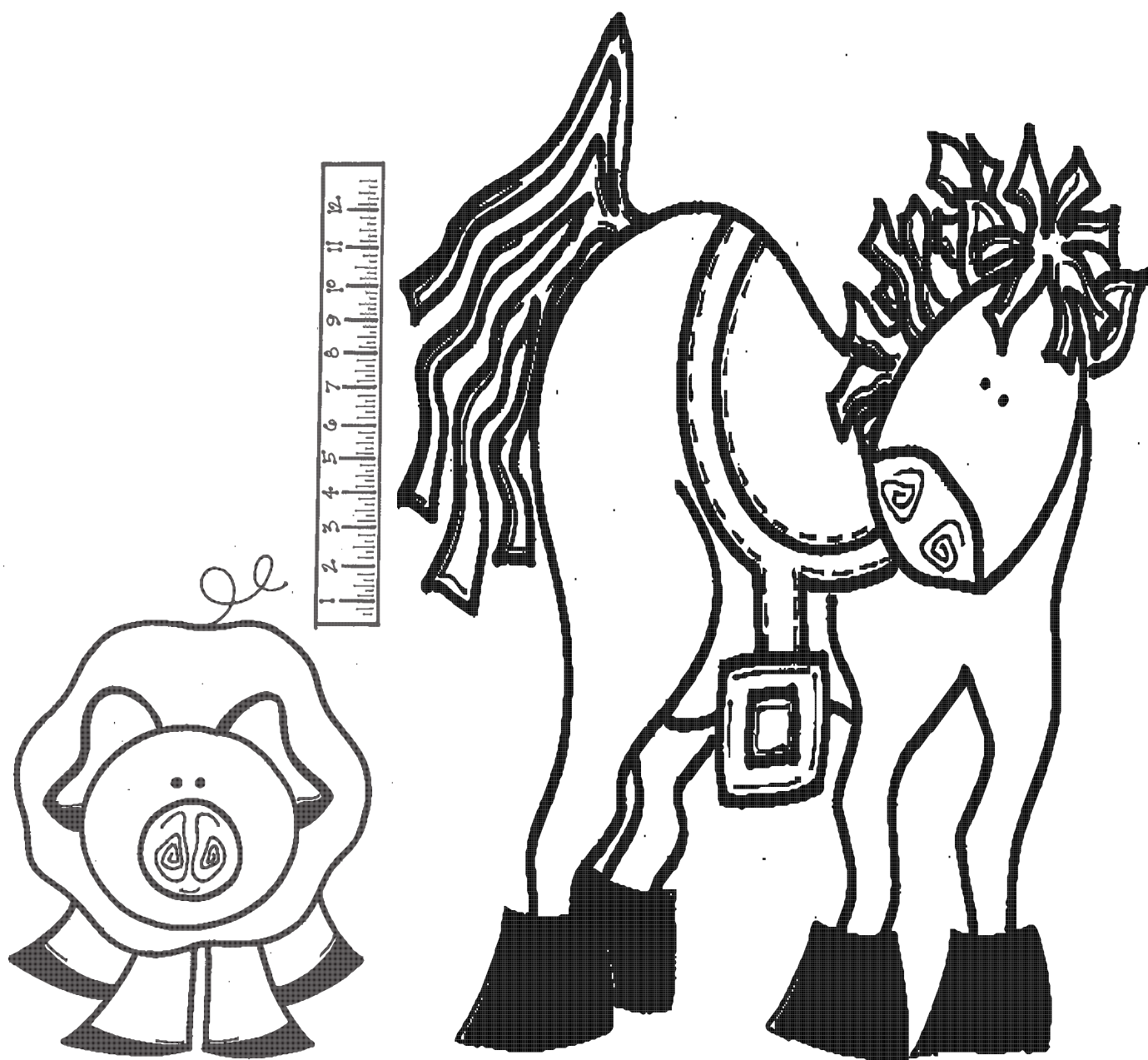
## HEAVY AND LIGHT

Discuss the concepts of heavy and light with the students. Explain that something heavy takes great effort to move or lift and something light takes little effort. Hold up pictures of farm animals and their babies and have the children tell you if they are heavy or light.



## THE LONG AND THE SHORT OF IT ...

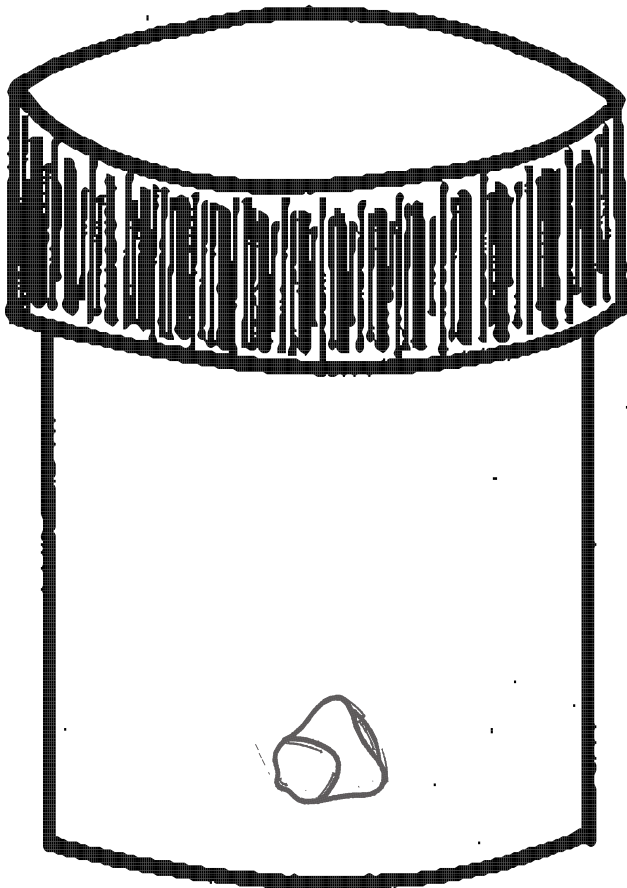
Hold up plastic farm animals or pictures  
and one by one have the children look at their tails.  
Ask them which tails are short and which are long.



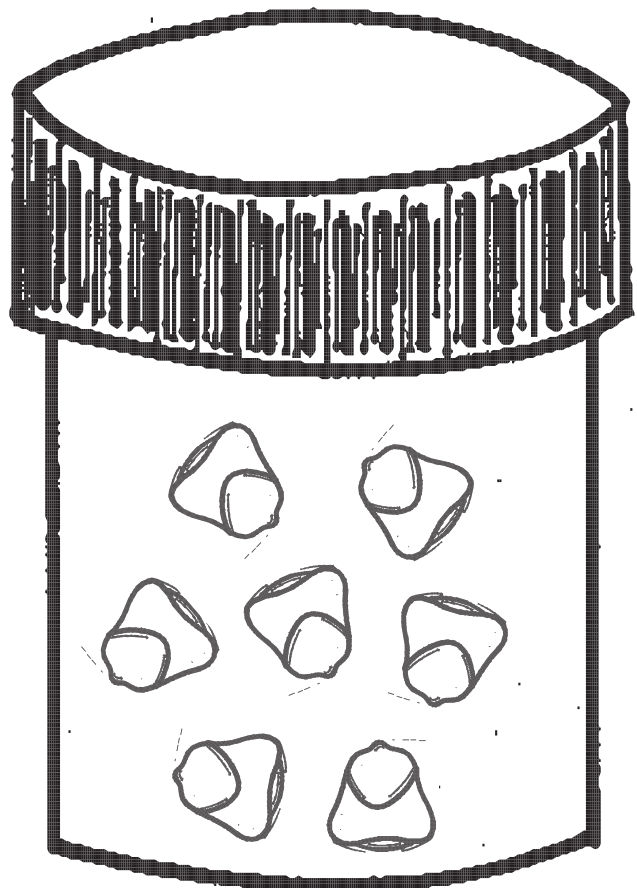
## ONE OR MANY



Gather several small containers and put corn kernels in them. Half of the jars should have only one kernel in them. The other half should contain one handful of kernels. Familiarize the students with the words “one” and “many”. Show the students the jars one at a time and ask the group to tell you whether the jar is holding one or many. Once the group has answered several times, call on one student at a time for a response.



One



Many



### TO THE MARKET, TO THE MARKET

Set up an egg market in your classroom with plastic eggs, several pennies, and a large basket.

- First, put a blank sticker or a small piece of tape on each egg.
- Then use a permanent marker to write a price on each egg and place the eggs in the basket.
- Place the basket in a learning center.
- Give each child in the center ten pennies to use at the egg market. Tell the child that he/she must spend all ten of his pennies when purchasing eggs.
- Then let him make his choices.

When everyone in the center has had a chance to shop for eggs, have the children compare their purchases to see who got the most for their money, who got the least, etc...

# MUSIC



There are several old favorite songs related to farm animals that children love to sing such as *"The Farmer in the Dell," "Baa - Baa Black Sheep,"* and *"B-I-N-G-O."*

Make up new words to a familiar song such as *"I'm a Little Teapot."* A sample is shown, but you could create many variation with piglets, chickens, kittens, puppies, etc...



## I'M A LITTLE DUCKLING

(Tune: *I'm a Little Teapot*)

I'm a little duckling

Soft as snow.

These are my webbed feet

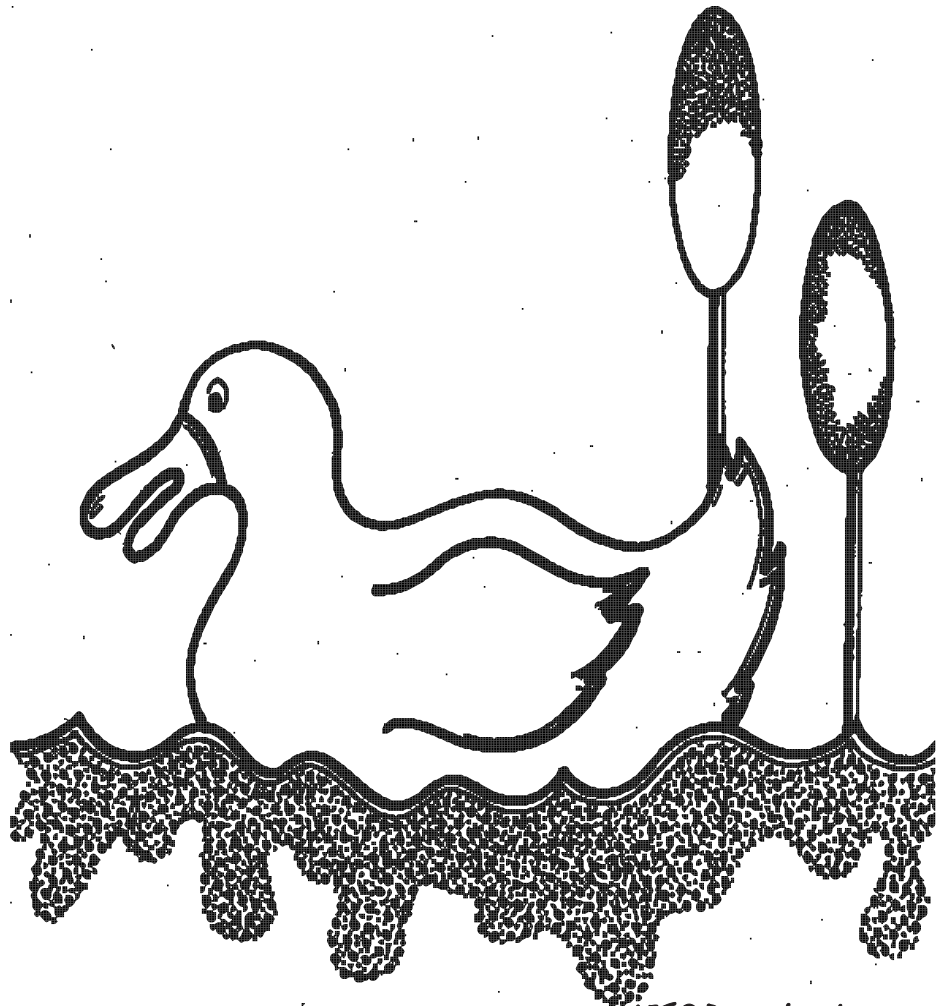
See how they go.

When I'm in the water

They move fast.

Come swim with me

But don't be last.

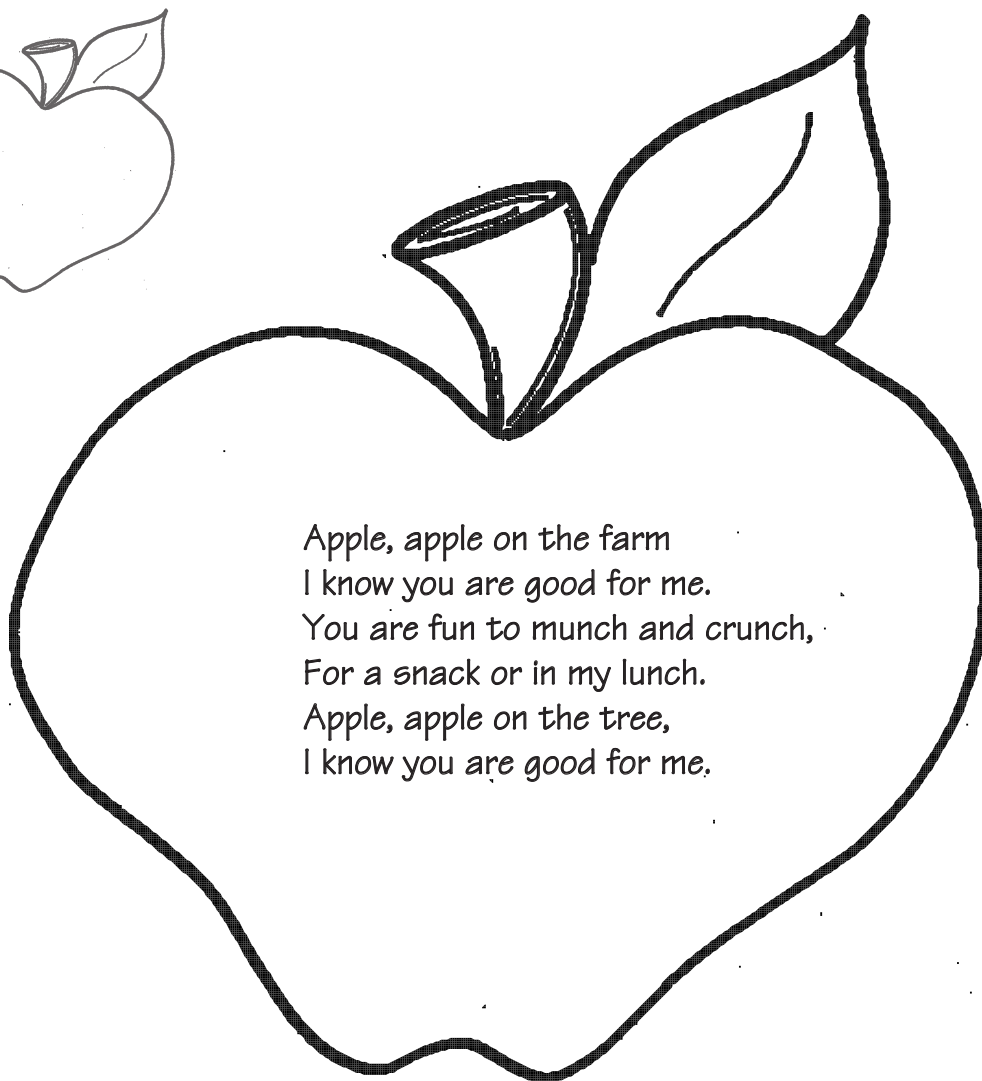
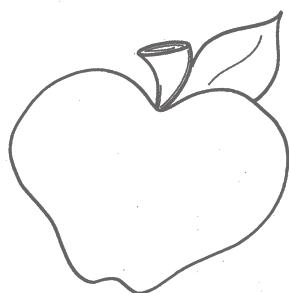
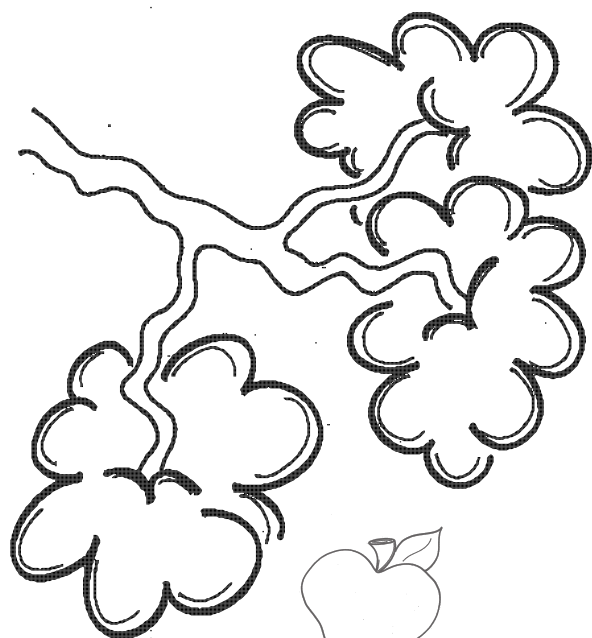




# MUSIC

## APPLE, APPLE ON THE FARM

*(Tune: Twinkle, Twinkle Little Star)*



Apple, apple on the farm  
I know you are good for me.  
You are fun to munch and crunch,  
For a snack or in my lunch.  
Apple, apple on the tree,  
I know you are good for me.



## THIS IS THE WAY WE MILK THE COWS

(Tune: *Here We Go 'Round The Mulberry Bush*)

Make up a farm version of the song:

This is the way we \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,

This is the way we \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,

(milk the cows, gather the eggs, feed the pigs, ride a horse, etc...)

So early in the morning.



## MILK, MILK, MILK THE COW

(Tune: *Row, Row, Row Your Boat*)

Milk, Milk, Milk the cow  
While sitting on a stool.  
Pulling, squirting,  
Pulling, squirting,  
Until the bucket's full.



## THE COW IN THE BARN

(Tune: *The Wheels on the Bus*)

The cow in the barn goes Moo, Moo, Moo,  
Moo, Moo, Moo; Moo, Moo, Moo  
The cow in the barn goes Moo, Moo, Moo,  
All the day long.

Continue with:

The chicken in the coop goes Peck, Peck, Peck.

The goose on the farm goes Honk, Honk, Honk.

The turkey in the pen goes Gobble, Gobble, Gobble.

The duck in the pond goes Quack, Quack, Quack.

The pig in the pen goes Oink, Oink, Oink.

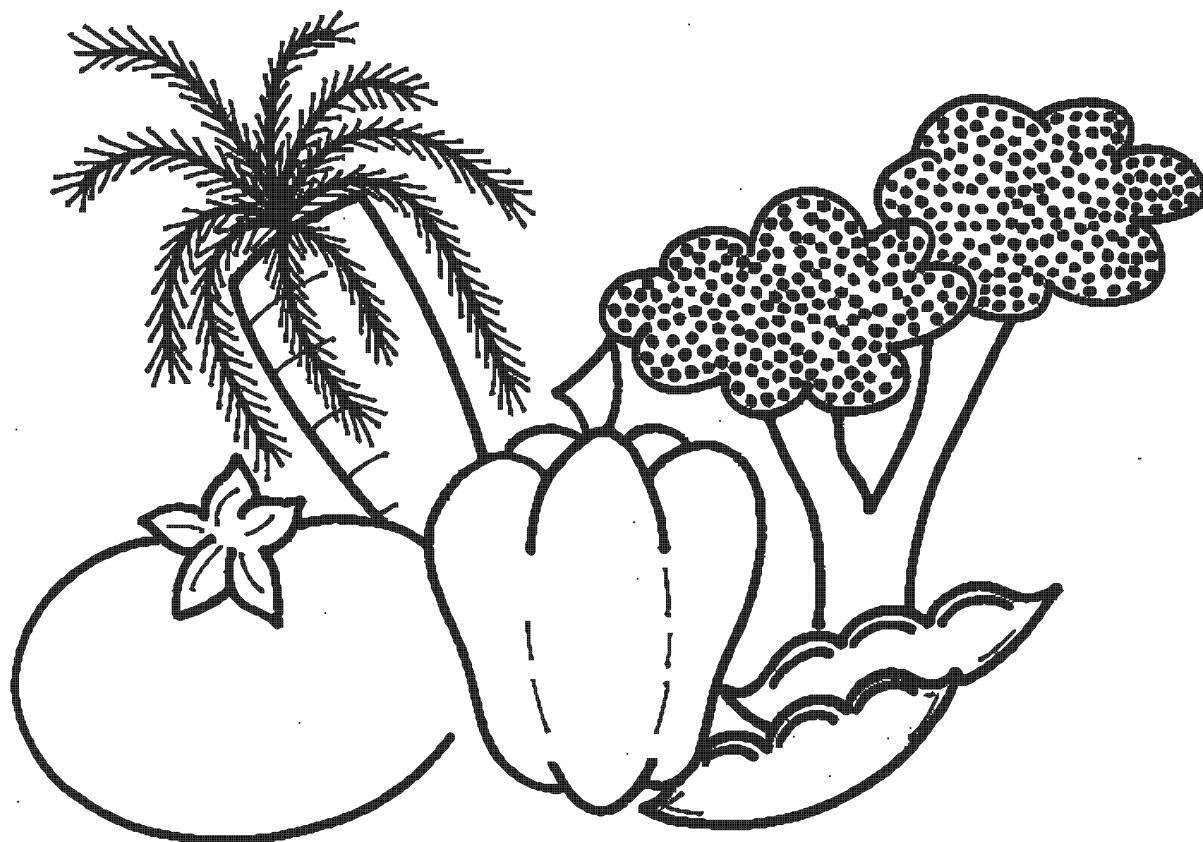


## VEGETABLE SOUP SONG

(Tune: *Baa, Baa Black Sheep*)

Buy some vegetables at the store,  
Corn and peas and beans and more.  
Wash the vegetables in the sink.  
Let's make vegetable soup for lunch.  
We love vegetable soup a bunch.

Put the vegetables in a pot.  
Cook with broth until they're hot.  
Use a bowl and big spoon, too.  
Vegetable soup is good for you!  
Let's make vegetable soup for lunch.  
We like vegetable soup a bunch.





## PLANT A SEED

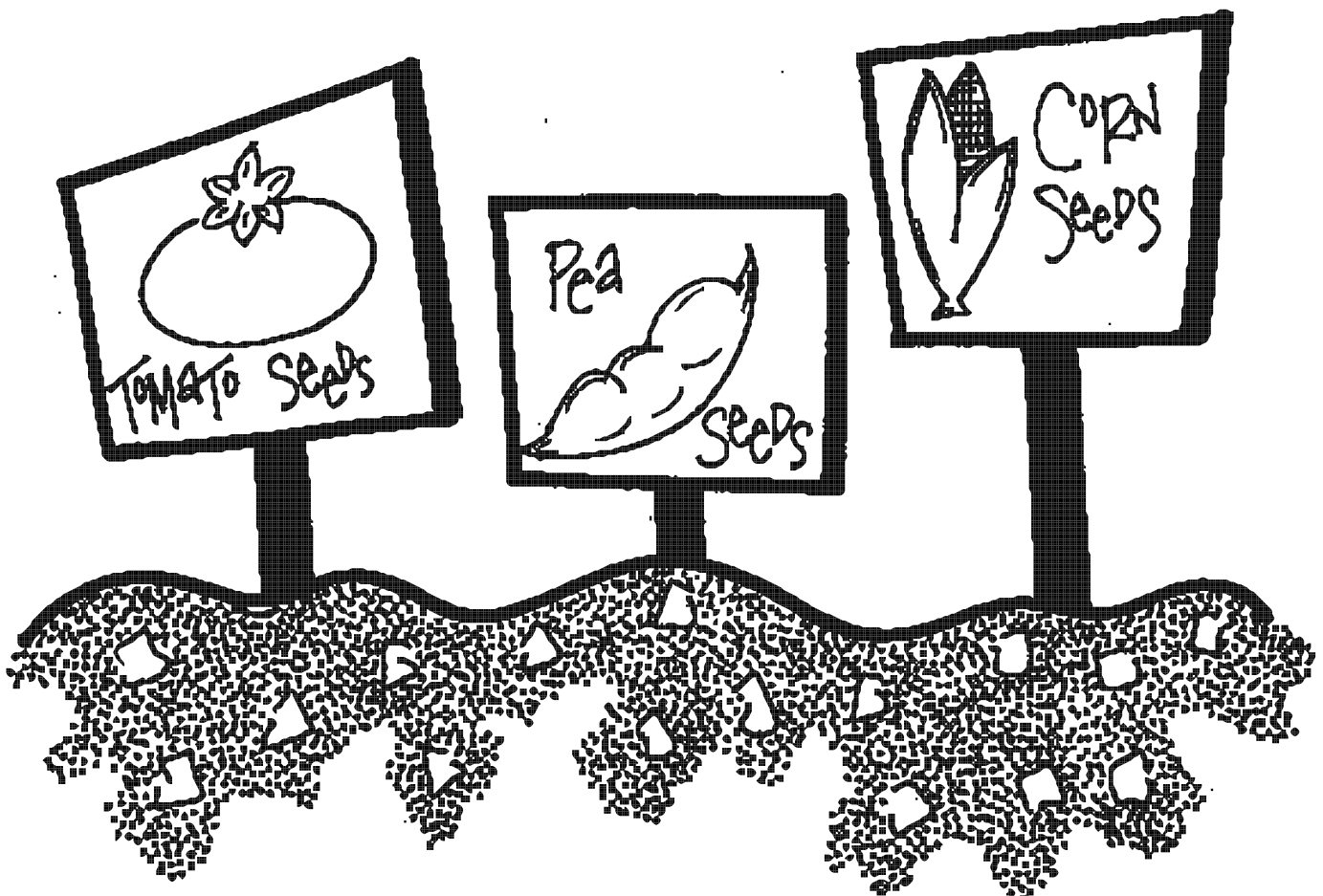
(Tune: Frere Jacques)

Plant a seed, plant a seed.  
Help it grow, help it grow.  
Cover it with soil, cover it with soil.  
Watch it grow, watch it grow.

Plant a seed, plant a seed.  
Help it grow, help it grow.  
Give it lots of sun, give it lots of sun.  
Watch it grow, watch it grow.

*Repeat verse replacing the 3rd and 4th lines with:*

Give it water showers, give it water showers.  
Soon you'll have sunflowers, soon you'll have sunflowers.



## THE PUMPKINS

*(Tune: The Farmer in the Dell)*

The pumpkins are here;  
The pumpkins are there.  
The pumpkins, the pumpkins are everywhere.  
The pumpkins are up;  
The pumpkins are down.  
The pumpkins, the pumpkins are all around.  
The pumpkins are in;  
The pumpkins are out.  
The pumpkins, the pumpkins are all about.  
The pumpkins are low;  
The pumpkins are high.  
The pumpkins, the pumpkins all say "Good-bye."





## LIVING and NON - LIVING



Have a class discussion on living and non-living things. What is living in our classroom? Let students answer with their own ideas.



Next, ask students what are some things that are non-living?



After this discussion, take the children outside for a walk to look for objects that are living and non-living.

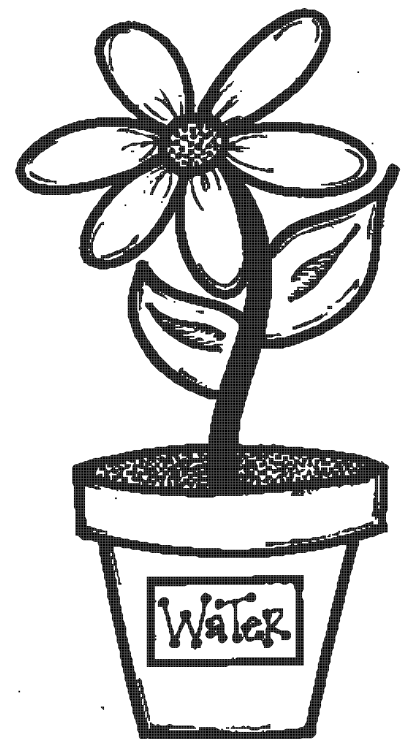


When you return to the classroom, let the children draw some things they saw, or you could let them cut pictures from old magazines that represent what they saw outdoors.



Here's a simple experiment to help your preschoolers understand that living things need water:

- 1 Bring two plants to school.
- 2 Label one "Water" and the other "Do Not Water."
- 3 Place both in the sunlight. With your class, check daily and discuss the changes you observe.



## SOIL, SUN, WATER, AND AIR

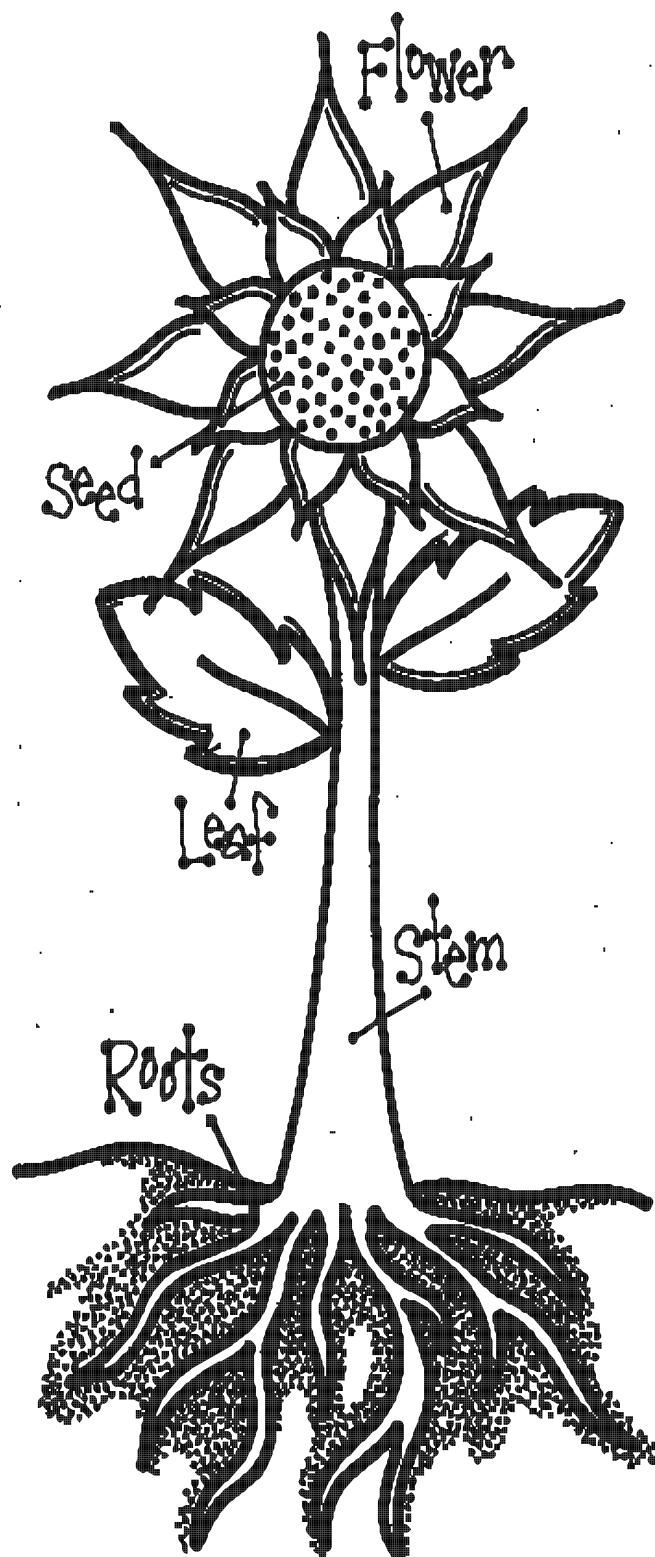
Find out what children already know about plants. Bring in plants of various sizes and kinds and talk about types of gardens. Brainstorm what plants need to grow.

## PLANT PARTS

Display pictures of plants and flowers and ask children to name some. Discuss size, parts, color, similarities, and differences between them. Go for a walk and observe plants.

## WE ARE GROWING

Ask students if plants are alive. List living things and decide what they all have in common; living things grow. After a simple measurement lesson with the class, measure each child. Prepare a few sunflower stencils. Have students color and cut out sunflower shapes. Put student names and heights in the center of flowers. Then cut strips of construction paper for stems and attach them to the flowers so that together they measure the correct height of each student. Display these on a wall or bulletin board labeled "We Are Growing".

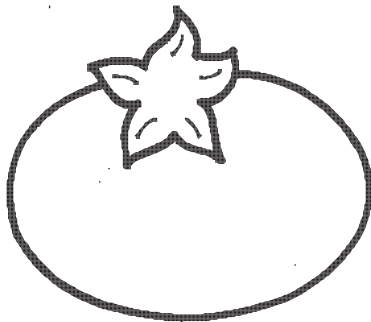




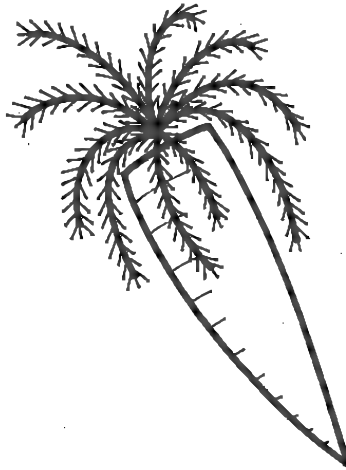
**BROCCOLI – FLOWER**

## PLANT PARTS WE EAT

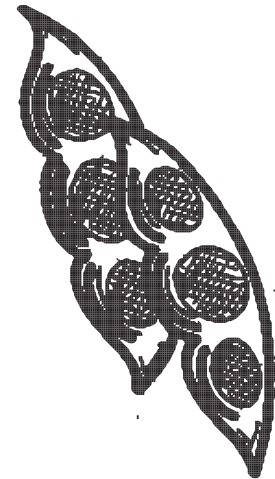
Discuss how different parts of plants may be eaten. Have the children look through magazines to find pictures of foods which are different parts of plants. Paste the pictures on a chart and label the part of the plant from which each comes.



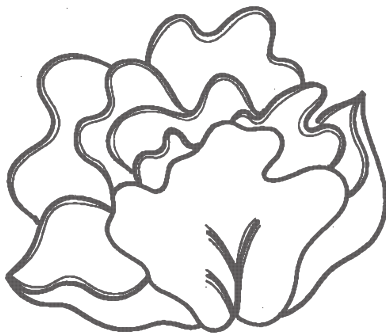
**TOMATO – FRUIT**



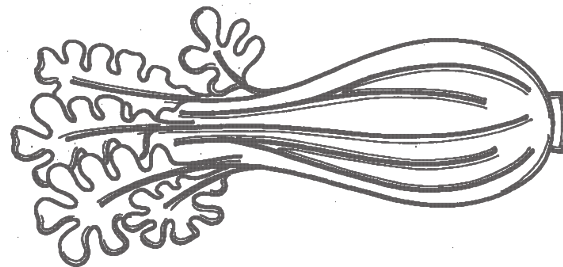
**CARROT – ROOT**



**PEAS – SEEDS**



**LETTUCE – LEAF**

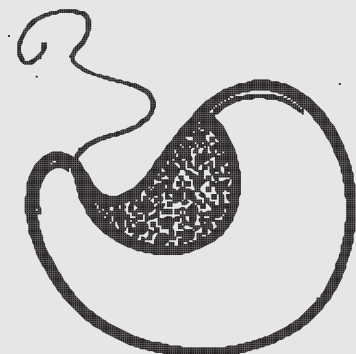
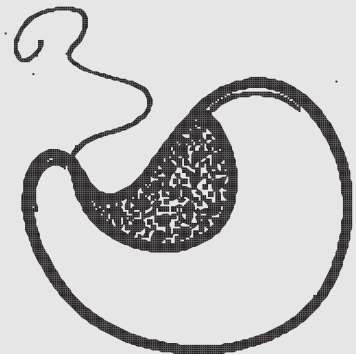
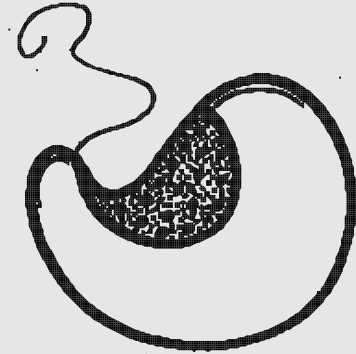


**CELERY – STEM**

- Find out what is inside a seed. Put corn or bean seeds into water to soak overnight. Gently open the seeds. Look inside each seed with a magnifying glass to see the tiny plant. Note the food the plant depends on until it can send out roots to get food from the soil.
- Put a carrot, onion, potato, or turnip in a glass jar with some water. Watch and study the new roots as they begin to grow. How long does it take? What happens if the water evaporates? How can you keep the roots growing?

## SEEDS

- Lead your class to discover that seeds come from plants.
- Show your class two or three package of different kinds of seeds such as beans or corn. Open the package, let the children take a good look at the seeds and then ask them where they come from.
- Now, show the class a fresh green bean and an ear of corn. Open them to show the seeds. Compare them to the packaged seeds and discover how they are alike.
- Talk to your class about how each plant makes its own seeds. By planting these seeds, we grow new plants and make more seeds. This is a good time to let each child plant a seed!
- Or, instead of individual plants, plant a “garden” in a child’s swimming pool. Let all the children participate in the planting and care of the group garden. *(Before filling the pool with soil, spread small rocks, or charcoal in the bottom of the pool for drainage.)*





# EGGS - P<sup>R</sup>iMENTS

1.

## CHICKEN HATCHIN'

- Borrow an incubator and some fertilized chicken eggs.
- Place several in the incubator and allow the students to look at the eggs.
- Explain to the students that the baby chicks are inside waiting to be born.
- Describe what will happen when the chicks are ready to hatch.
- Discuss the special care that the egg must receive to grow and hatch.
- Allow the students to examine the eggs daily and to watch closely as the eggs hatch. **NOTE:** *Make sure a farm or hatchery will take the chicks when this is over!*

2.

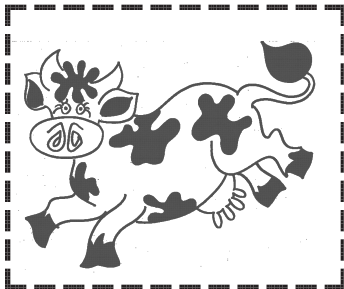
## VINEGAR EGGS

- Place a raw egg in a glass container filled with vinegar.
- Seal the container tightly.
- The vinegar will slowly dissolve the calcium shell and rubberize the egg.
- Have your children observe the changes in the egg daily.
- In approximately two days the shell will begin to soften and disappear.
- On the third day, take the egg out of the vinegar and let your youngsters hold it.
- The shell will be completely dissolved, and the egg will look and feel like a balloon filled with jelly.

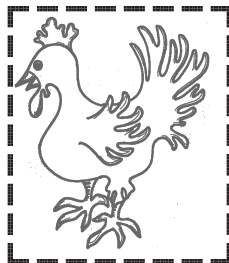


## ANIMAL POSTER BOARD

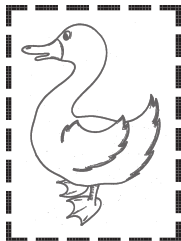
C U T - O U T S



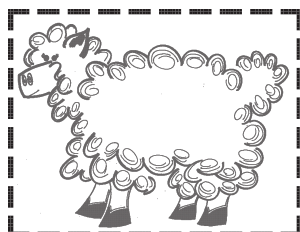
Make poster board cut-outs, sheep, goose, cow and chicken. *(Sample patterns are on the following pages.)* Have children discuss various products derived from each of the four animals.



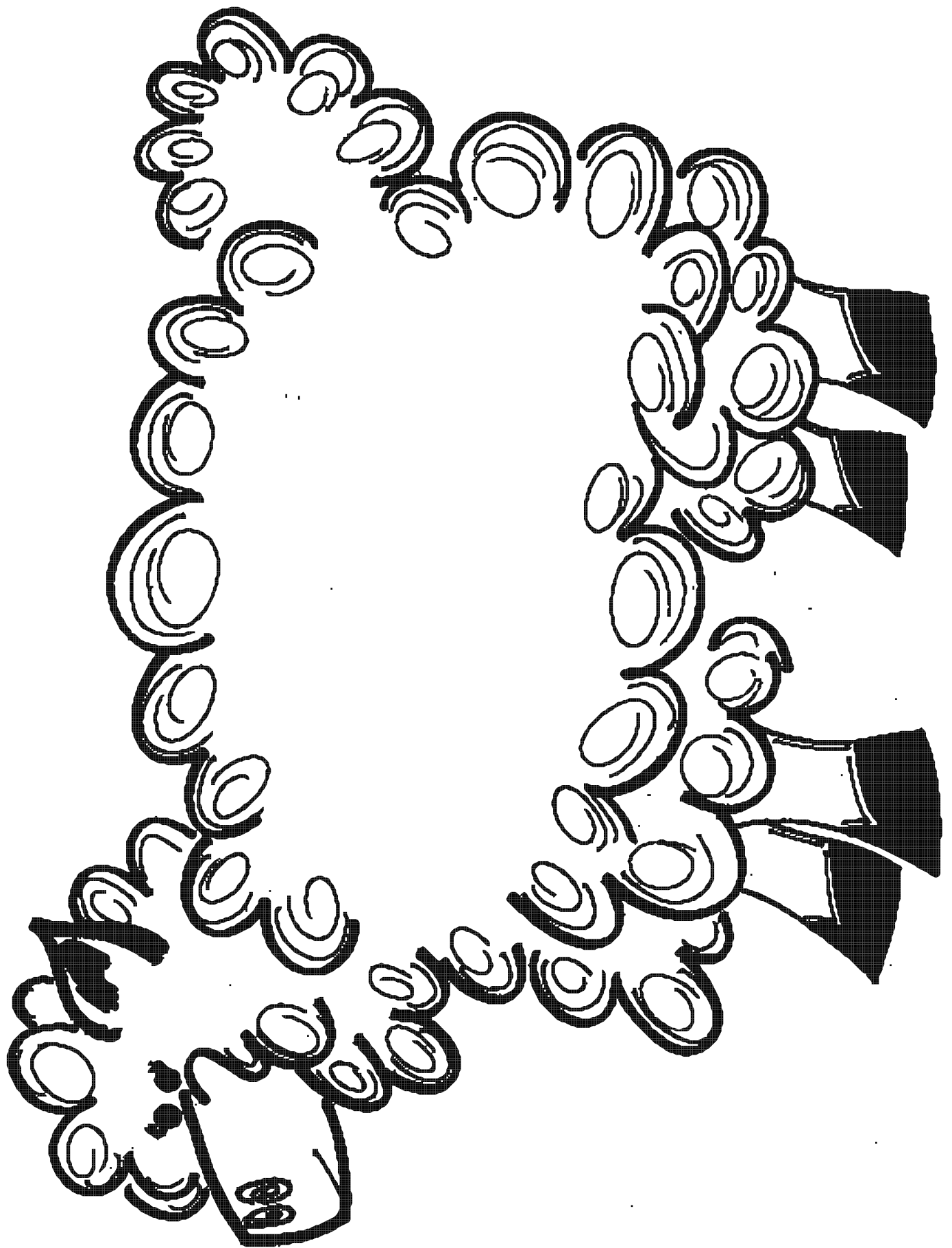
Then let each child look through an old magazine. Ask him/her to cut out pictures of some of the products mentioned in the discussion.

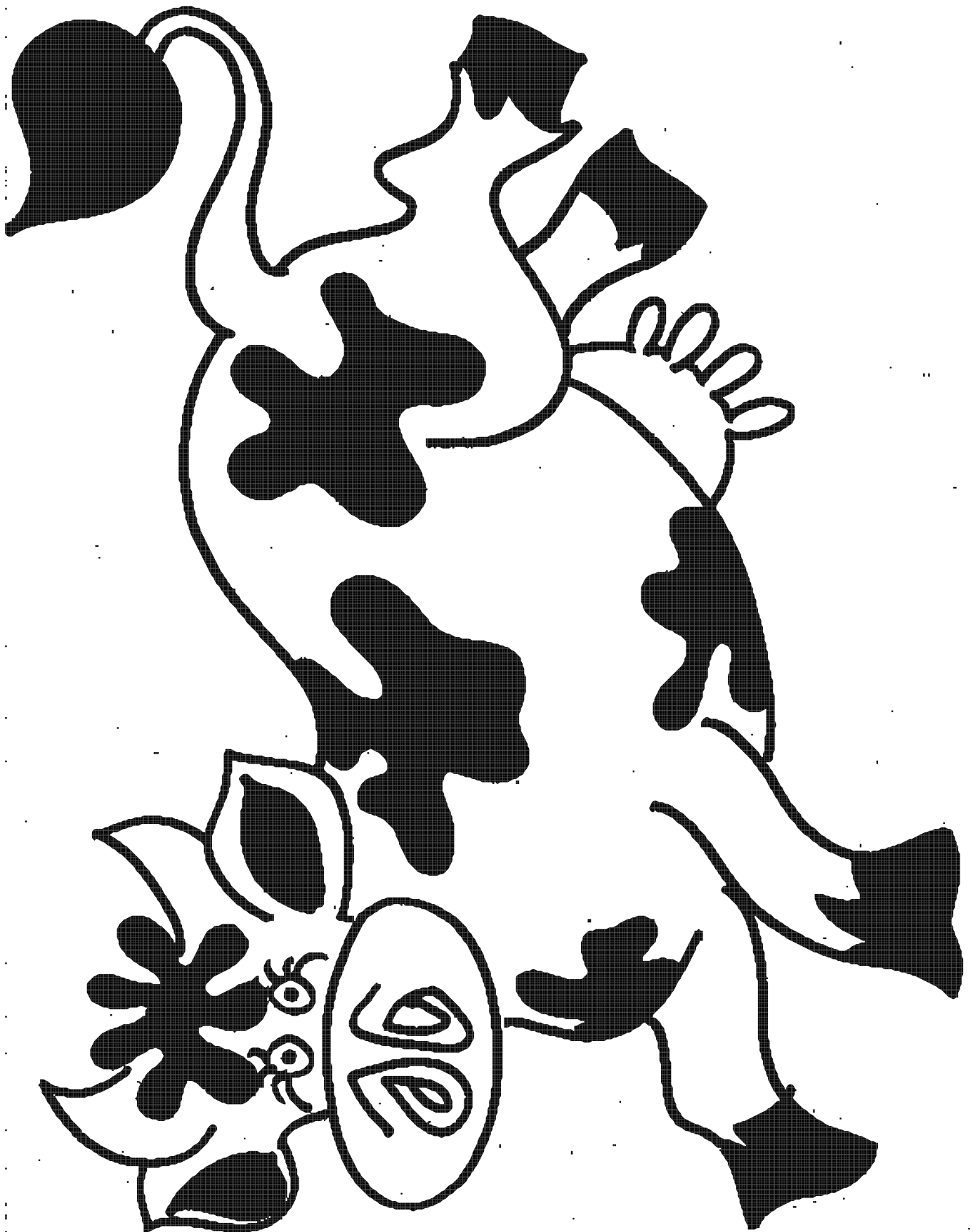


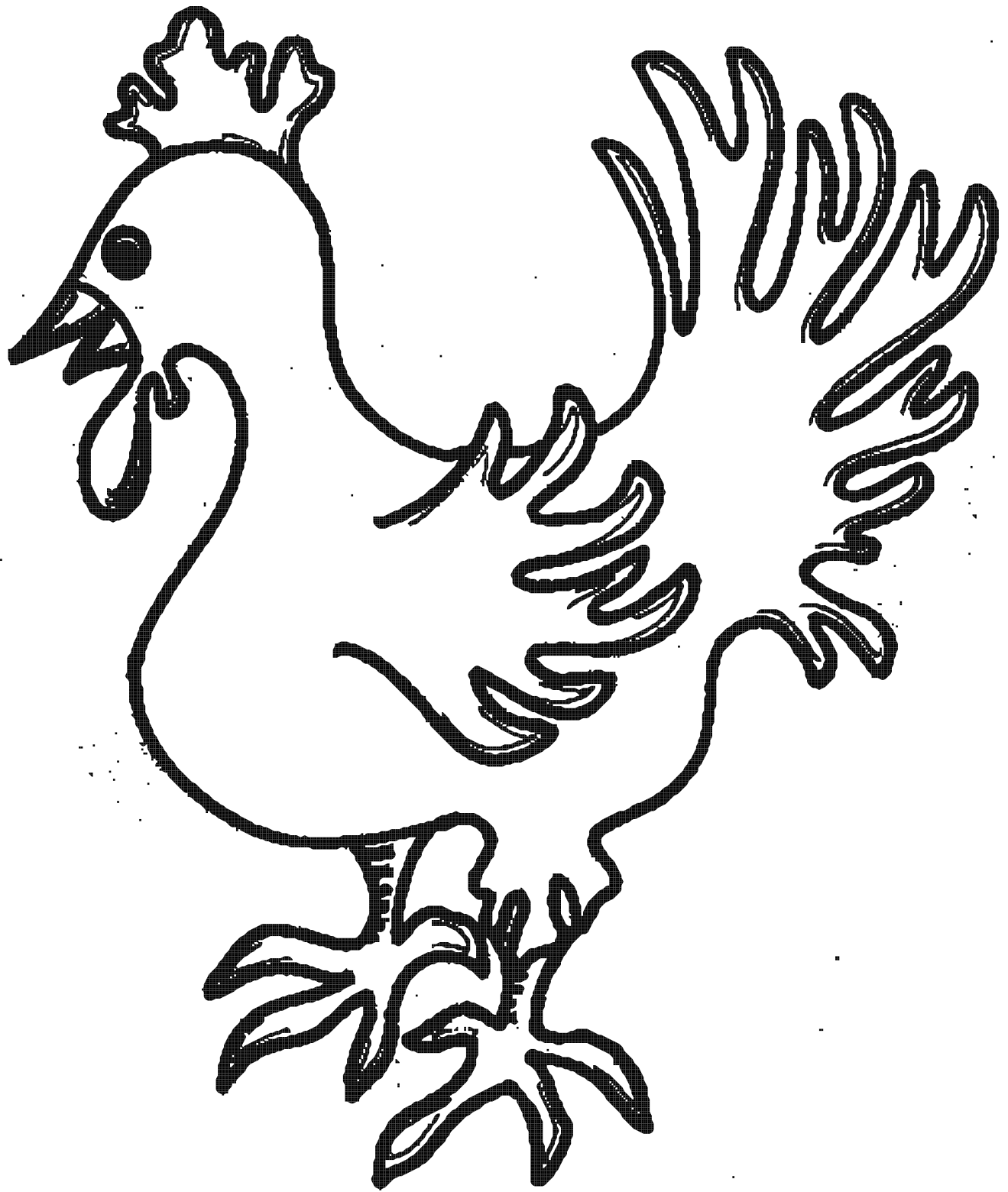
Glue each of the pictures to the animal cut-out.

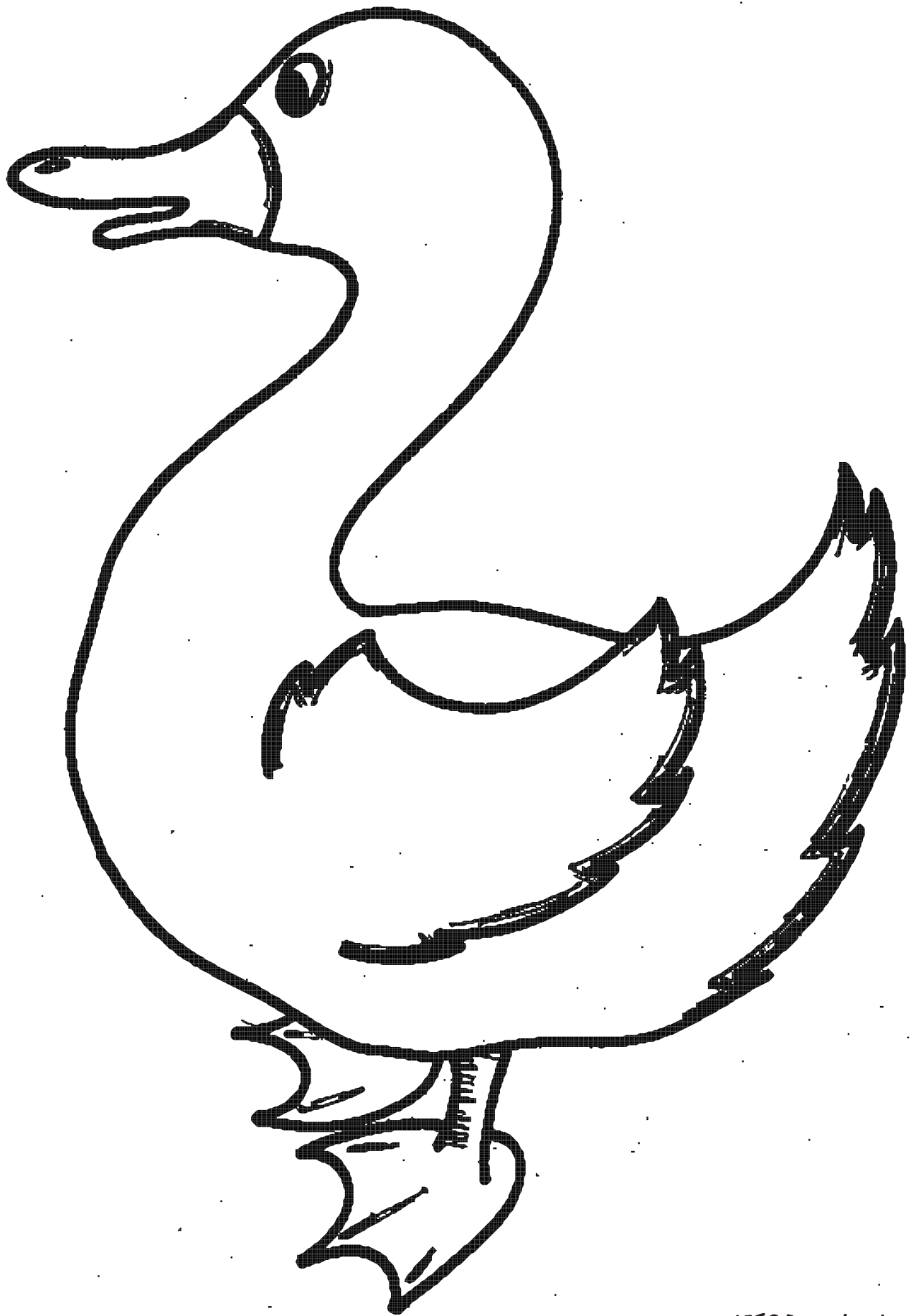


Draw a map of a farm on a large sheet of paper *(include a barn, silo, pond, pig pen, pasture, surrounded by a fence, garden, road, and farmhouse)*. Color the map with markers and laminate for durability.













## FARM MAGIC

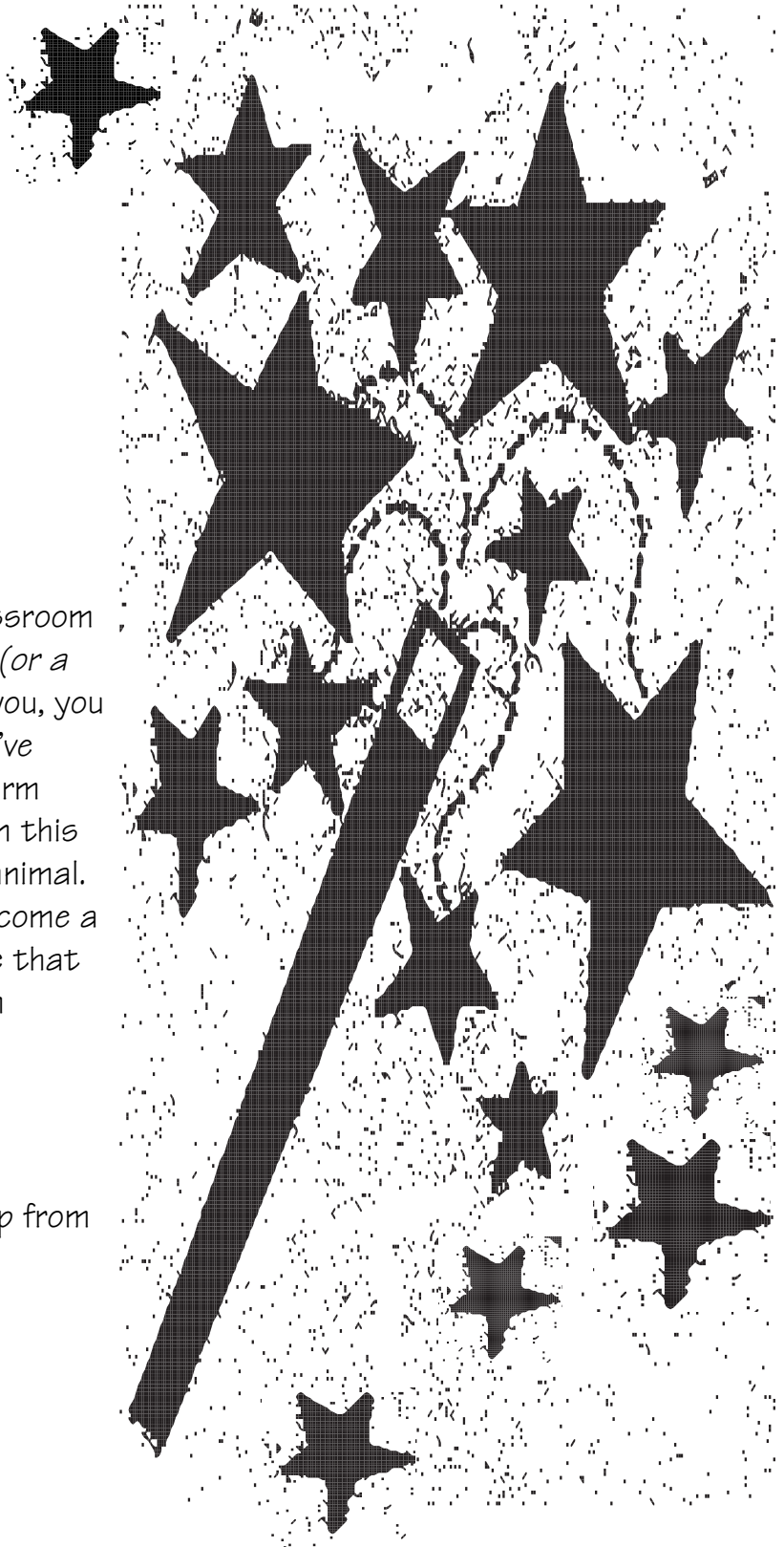
Read the following to students:

Today, I am going to turn the classroom into a farm! When I point my wand (or a long ear of corn if its available) at you, you must tell me which farm animal you've become and where you live on the farm (in the pasture, dairy barn, etc.) On this farm there will be only one of each animal. If we run out of animals, you can become a farmer, a tractor, or something else that belongs on a farm and has not been mentioned.

**Note:**

If a student cannot think of a response, he or she may ask for help from the class.

Continue until each student is "transformed".



## BEE HOUSE

### THE BUZZ ABOUT BEES

FROM WHERE DOES HONEY COME?  
WHY DO BEES PRODUCE HONEY?  
HOW DO BEES STORE HONEY?



#### Materials needed:

- Two or three jars of honey with the honeycomb still in the honey
- Plastic spoons
- Plastic plates
- Books on bees
- Pictures

#### What you do:

- Read a story about bees. Talk about beehives, honey, bees, and flowers, etc
- Put the honey on plastic plates.
- Give each child a plastic spoon, and encourage each child to take a spoonful of honey with the comb in it and taste it.
- Tell them not to swallow the comb, but to chew it like chewing gum.

#### What to talk about:

- Bees, honeycomb, food, nectar, storage, beehives
- Why do bees make honey for food?
- How do they store it? (They make honeycomb to hold it.)

