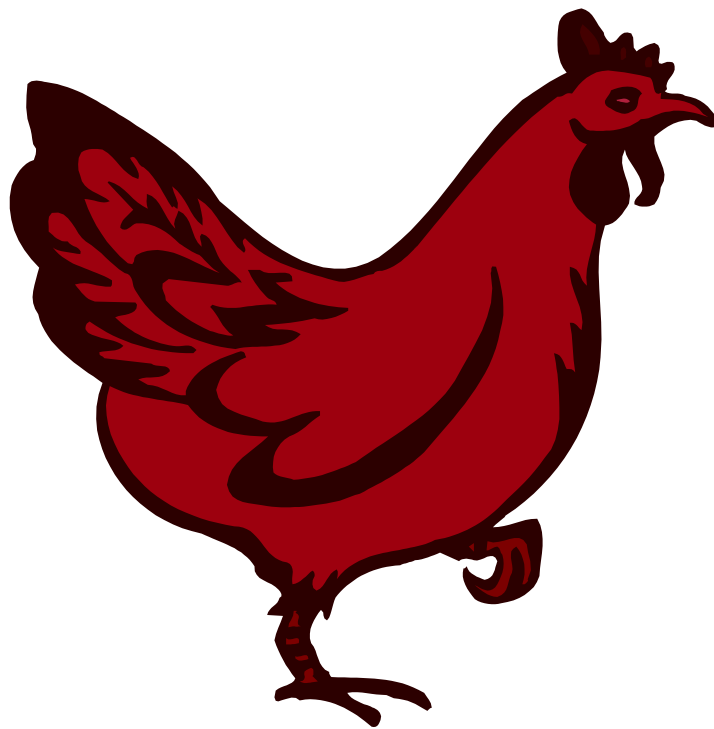


A guide for using
The Little Red Hen
in the Pre-K Classroom
2008-2009



Ideas compiled by:



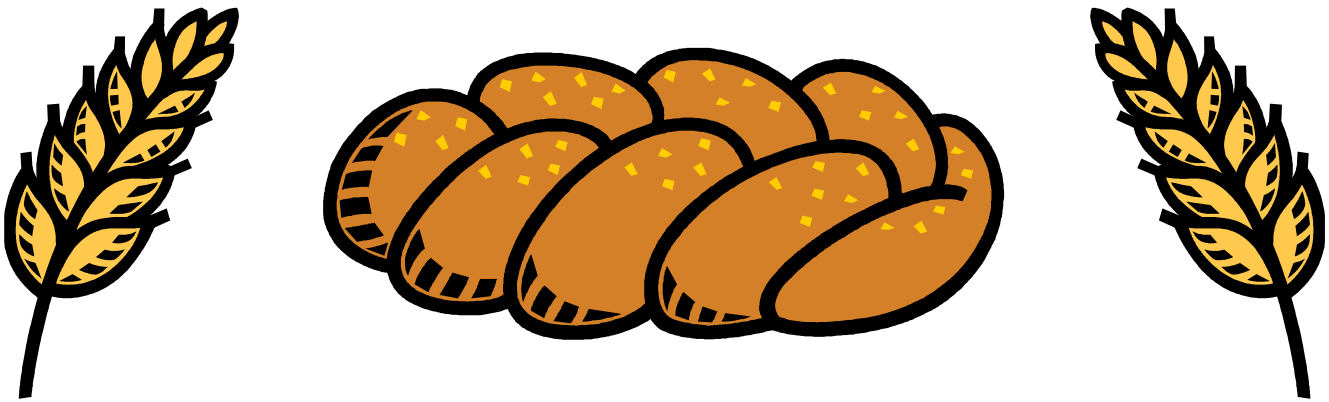
Georgia Department of Early Care and Learning

10 Park Place South, Suite 200
Atlanta, GA 30303
www.decal.state.ga.us
404-656-5957

About The Story

The Little Red Hen is an English folktale that has been passed on from storyteller to storyteller for many generations before it was written down. This whimsical book quickly captures children's attention with its comical illustrations and descriptions of four animal friends, who live together in a "cozy little house." The story follows a busy red hen as she tries to enlist her friends: the dog, the cat, and the mouse, to help with chores. The little red hen works hard to keep their home neat and tidy. When she asks for help planting some wheat, the other animals are not interested in helping; in fact, they are not interested in the wheat until it is baked into a delicious loaf of bread! At the end of the story the animals have learned a valuable lesson: if they work together, they can all share in the benefits of their work.

Children will enjoy the repetitive and cyclical patterns in the book, easily joining in as the dog, cat, and mouse say "Not I!" The book's format lends itself to easily incorporating props to help tell the story. Simple child-made masks for each of the main animal characters can be used, puppets can act out the story, and simple pieces can be created to re-tell the story on a flannel board. Encourage your children to create new endings for the story. Maybe the little red hen decides to share the bread; or maybe one of the animals helps make the bread. The possibilities are endless.



Author Study - Paul Galdone

Paul Galdone was born in Budapest in 1907 and immigrated to the United States in 1921. Galdone studied art at the Art Student's League and New York School for Industrial Design. He served in World War II in the U.S. Army, Engineers. Galdone held various jobs including bus boy, electrician's helper, and a fur dryer, in addition to spending four years in the art department at Doubleday (NY). Galdone illustrated most of the books by Eve Titus, including the Basil of Baker Street series, which was later translated to the screen in the animated Disney film, The Great Mouse Detective.

Galdone and Titus were nominated for Caldecott Medals for Anatole (1957) and Anatole and the Cat (1958). In 1971, those titles were named Caldecott Honor books. Galdone was known for illustrating hundreds of books and for retelling classic tales like The Little Red Hen, Three Billy Goats Gruff, The Town Mouse and the Country Mouse, and Jack and the Beanstalk.

Galdone died of a heart attack on November 7, 1986, in Nyack, NY. In 1996, he was posthumously awarded the Kerlan Award for his contribution to children's literature.

Vocabulary Development for *The Little Red Hen*

The following are words used in the story that can be explained, noticed, developed, or acted out.

Animals — characters in story (who?)

Hen—adult chicken

Cat

Dog

Mouse

Words for development (details?)

Cozy

Couch-sofa

Sunny

Porch

Fireside

Hammock—hanging cot

Housework—chores

Garden hoe

Ripe

Sheaves—bundle of cut grain

Cake batter

Delicious smell

Strolled

Crumb

Locations (where?)

Cozy little house

Porch

Kitchen

Rooms in house

Discuss where each character (animal) is in the cozy little house throughout the story.

Sleeping words (what?)

Sleep all day—cat—soft couch

Nap all day—dog—back porch—hammock

Snooze all day—mouse—fireside

Dreaming of ... (what?)

Sardines—small fish

Bone

Cheese

Chores (what did the little red hen do?)

Cooked the meals

Washed the dishes

Made the beds

Swept the floor

Washed the windows

Mended the clothes

Raked the leaves

Mowed the grass

Hoed the garden

Wheat and baking activities (why?)

Plant the wheat

Watered the wheat

Cut the wheat

Took wheat to the mill

Made a cake

Gathered the sticks

Made a fire in the stove

Mixed milk, sugar, eggs, butter, and flour

Poured batter into shining pan

Ate the cake

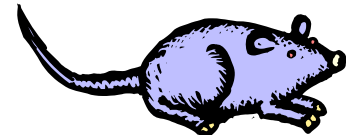
Vocabulary Development Continued ...

Observations: *Help children notice these details throughout the illustrations in the story*

Ladybug on wheat
Rake, watering can
Mailboxes with drawing of each animal
Couch with broken springs and a brick for one leg
Dog sleeping in hammock
Fly on bone
Pictures on mirror and mantel on fireplace
Spinning wheel to make yarn
Pin cushion and sewing basket
Oil lamp
Wash tub
Water pump in kitchen sink
Clothes on line hung outside
Green caterpillar with red head
Five orange flowers
Spider web with spider
Growing wheat
Sun on watering can
Morning glory vine
Sythe (sickle)
Water wheel
Smoke stack
Tea kettle
Water bucket
Broken leg on table
Wood (sticks) for fire
Caterpillar, bird, ant
Housecoat on mouse
Broom made of sheaves of straw
Wheat on cake
4 flowers in window seal
Animals on last page
Dog sweeping
Cat holding dust pan
Mouse dusting with feather duster



Language Activities for *The Little Red Hen*



- Create vocabulary cards from the story. Be sure to write the word as well as include a picture so you meet the needs of your readers and non-readers. Introduce the vocabulary cards during large group time and then add them to your writing center for children to use. You might also want to include other words about baking or cooking.

Pan	Muffin pans	Texture	Flavorings	Ingredients
Loaf	Muffin tins	Recipe	Nuts	Measure
Wheat	Oven	Slice	Fruits	Pour
Flour	Oven mitt	Measuring cups	Kneading	Mix
Water	Flour	Measuring spoons	Rising	Stir
Bread	Salt	Mixing bowl	Rolling	Spoon
Grain	Oil	Baking pan	Pre-heat	Bake
Taste	Sugar	Dough roller	Dough	Bowl

- Read the book Bread and discuss the looks and textures of different types of bread. Gather pictures/photos of pita bread, rice cakes, tortillas, loaves, muffins, etc.
- Bring in a variety of bread and discuss and chart some of the different types of bread. Have children talk about their favorite bread and different ways they like to eat it. Create a language experience chart to list children's descriptions and comparisons of the various types of bread.
- Practice writing recipes. After discussion and exploration, include some recipe cards in your writing center along with some cookbooks for children to explore. Ask your children, "What is a recipe?" and discuss how following directions is critical. Have the children share some of their favorite foods/snacks and what ingredients they think could be in the recipe. Choose a favorite food from the group and write a recipe on chart paper as children call out the ingredients and instructions. You can also have children pretend to write their own recipe. The teacher can take dictation and make into a class book.

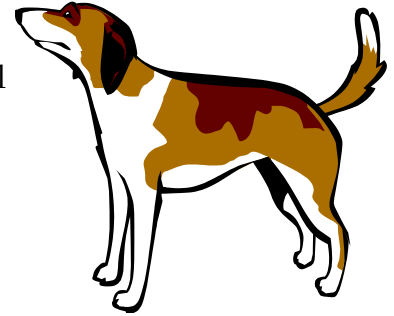
Cooking Activities for *The Little Red Hen*

- Bring in a stalk of wheat (available at Michaels stores)
 - discuss the foods in the grain group
 - discuss the value of wheat
 - describe the process of cutting and threshing in preparation to make bread
 - display other product that contain wheat and have a sampling
 - visit the website <http://www.mypyramid.gov/pyramid/grains.html>
- Have a Bread Bake! Bring in a bread machine or arrange oven use with the kitchen. Display and discuss ingredients to be used. Create and display word cards (mix, pour, stir, bake, and eat) and have children help sequence the order of each step. Complete a Venn diagram comparing how the little red hen made her bread and how your class made theirs.
- Everyone Helps, Everyone Eats! Tell the class you are going to make cookies, but unlike friends of the little red hen, everyone has to cooperate and



work together. Start by splitting the class into four groups. Give each group a variety of cookie ingredients (chocolate chips, sugar, peanut butter, oatmeal) or have all of the groups make sugar cookies and provide various choices of decorations. Discuss materials (cookie dough, cookie cutters, rolling pin, baking pans) and list them on a chart. The chart list can also include directions: stir the mix, spread the flour, roll the dough, use the cookie cutter to cut the dough, and place on baking pan. Discuss the sequence of steps that will be used to prepare and bake the cookies. As children are working, take photos of each of the steps as they are engaging in them. Use the photos to make a class book and have children dictate the story to match the photos.

- Take a trip to a local bakery. Contact Kroger, Publix or your local bakery for a fieldtrip or invite a professional baker to your classroom.



Picture Toast

Pour 1/4 cup of milk in a bowl and add food coloring. Give children a slice of bread and a new paintbrush. Allow them to paint on their slice of bread. When children are finished, toast the bread.

Bread Worms

Melt 1/4 cup of margarine and pour into a small bowl. Mix in one small bottle of food coloring and set aside. Divide a roll of biscuit dough into small pieces. Allow children to dip a piece in flour and roll into an “inchworm.” Place on a cookie sheet and add two raisins for eyes. With a small paint brush, allow children to paint their worm with the colored butter. Bake at 350 degrees for about 15 minutes.

Irish Soda Bread

4 cups whole flour
2 cups white flour
2 cups buttermilk
1½ teaspoons baking soda
1½ teaspoon salt

Mix all the dry ingredients together. Add just enough milk to form a stiff dough (stir with a wooden spoon). With floured hands, flatten dough into a circle 1” to 1½” thick on a lightly floured baking sheet. Make a cross in the dough with a floured knife. Bake at 425 degrees for 25 minutes; reduce the heat to 350 degrees and bake for an additional 15 minutes.

Ice Cream Bread

1 pint (2 cups) ice cream, softened
1½ cups self-rising flour

Stir together ice cream and flour, stirring just until flour is moistened. Spoon batter into a greased and floured 8x4-inch loaf pan. Bake at 350 degrees for 40-45 minutes or until a wooden toothpick inserted in center of bread comes out clean. Remove from pan, and cool on a wire rack. Note: Batter may be divided evenly between two greased and floured 5x3-inch loaf pans. Bake at 350 degrees for about 20-25 minutes or until a wooden toothpick inserted in center of bread comes out clean.

Corn Bread

2 eggs, beaten with a fork
1 cup cornmeal
1 cup flour
1 cup milk
2 teaspoons baking powder
1/4 cup vegetable oil
1 teaspoon salt
1 tablespoon sugar
1/2 cup corn (fresh, canned, or frozen if it's taken out of the freezer ahead of time and soft)



Utensils:

oven (You'll need help from your adult assistant.)
fork
large bowl
mixing spoon
square baking pan (8x8") coated with nonstick spray
knife
measuring cups and spoons

Preheat oven to 400 degrees. Put all the ingredients, except for the corn, into a large bowl. Beat all the ingredients together with a big wooden spoon. The mixture should be smooth. Stir in the corn and mix. Pour the mixture into baking pan coated with nonstick spray. Bake in the oven for 25 or 30 minutes or until the cornbread is light brown on top. Remove bread from the oven, cut it into nine pieces with a knife, and serve it warm for a lip-smacking treat!

Prep time: 40 minutes; Serves: 9

Bread in a Bag Recipe:

2 cups flour
1 package Fleischman's Rapid Rise yeast
3 tablespoons sugar
3 tablespoons nonfat dry milk
1 teaspoon salt
1 cup hot water
3 tablespoons oil
1 cup whole wheat flour

In a one gallon, heavy-duty freezer bag combine: 1 cup of flour, undissolved yeast, dry milk, and salt. Force air from the bag and shake to blend ingredients. Add hot water and oil and reseal bag. Mix by working with fingers. Add whole wheat flour, reseal and mix. Gradually add enough of the remaining flour to make stiff dough that pulls away from the bag. On a floured surface, knead dough two to four times until smooth and elastic. Cover dough with a towel and rest 10 minutes. Roll dough into a 12x7-inch rectangle. Roll up from narrow end. Pinch edges and ends to seal. Place in a 9x13 oiled loaf pan. Place pan on counter inside of an empty pan; fill with the empty pan with boiling water. Place cookie sheet on top of 9x13 pan and place loaf pan on the cookie sheet. Cover with towel. Let dough rise 20 minutes or until it doubles in size. Bake at 375 degrees for 25 minutes or until done.

Large Group Literacy Activity

After reading the story of *The Little Red Hen*, ask the children to act out the story using props for each character in the story. Also let the children act out the story by substituting the characters in the story with the children's names in your classroom.

Small Group Reading Activities

After reading the story *The Little Red Hen* in your small group:

- Ask open-ended questions: Why do you think the dog, cat, and the mouse would not help the little red hen? How do you think the little red hen felt when her friends would not help her? If you were the little red hen, what would you have done? Record the children's answers on chart paper.
- Make a class-made book based on the children's answers to the questions asked.
- Make a chart story by having the children retell the story in their own words.

Bread, Bread, Bread

Read *Bread, Bread, Bread* by Ann Morris (A Mulberry Paperback Book, New York, New York, 1989). Show the children the cover of the book. Tell them the names of the author and the photographer. Ask them questions like:

- What do you think that the book will be about?
- Do you like bread?
- What kind of bread is your favorite?

As you read the book to the children ask them questions such as:

- What shape is the bread you eat?
- Does your bread come in a package?
- Is your bread crunchy?
- When do you eat bread?
- What do you put on your bread?
- Why is a pizza bread?
- Where do you put bread at your house?
- Do you know anyone who makes bread?
- Where do you get bread?
- Who makes the bread in the store?



Social Emotional Learning Activities

- Develop a Job Chart and assign classroom jobs to children (daily or weekly). Develop a plan to assign a volunteer to complete a job if a child is absent. Discuss with the children that sometimes we must help others in order to get a job done.
- Role play the story and discuss with children how they would feel if they were the little red hen.
- Give each child a doll cut out. Have them draw a face to represent how they think the little red hen felt when her friends would not help her.
- Let children choose a project to show caring for the community such as a clean community campaign. Families may be invited to pick up paper and trash in the school environment.
- Recycle materials such as newspapers, plastic bottles, and aluminum cans.
- Let the children participate in a beautification campaign by planting flowers or adding a bird bath on the school grounds.
- Invite public officials to speak to the students about their jobs as community leaders.
- Ask children to draw pictures and dictate sentences about ways they can help at home.
- Read *The Little Red Hen*. Pass out story character cards and list a job for each character. Explain to children that they will take turns role playing story and learn what happens when someone does not do his or her job. Teacher will signal for a particular character not to do his job. Help them conclude that if the wheat doesn't get cut it can't be taken to the mill. If the wheat isn't taken to the mill, they can't bake bread, etc. The class will discuss how each job is important and how difficult it is to finish a task if they don't do their part.
- Review *The Little Red Hen*. List each job that the little red hen asked for help to complete. Discuss how the little red hen responded. Now change how the little red hen responded. Have children tell which response shows self-control. The teacher can link this activity to the Generosity/Kindness chain below.

Fingerplays and Rhymes

The Little Red Hen's Song

(Tune: One, Two, Buckle My Shoe)

This is the way I plant the seed, plant the seed, plant the seed

This is the way I plant the seed

So early in the morning!

Repeat using the following verses in the underlined portions:

Water the wheat

Cut the wheat

Go to the mill

Make the dough

Bake the bread

Eat the Bread



The Little Red Hen

Once there was a little red hen
Little red hen, little red hen.
Once there was a little red hen
Who found a grain of wheat.

Who will help me plant this wheat,
Plant this wheat, plant this wheat.
We can't help you plant the wheat,
Said the little hen's friends.

We will help you eat the bread,
Eat the bread, eat the bread.
We will help you eat the bread
Said the little hen's friends.
Sorry, but it's just for me
Just for me and my family.
Sorry but it's just for me
Said the little red hen.

Hens of Different Colors

This little hen is **BLACK** (hold up black hen)
She stands in the barnyard by a big hay stack.

This little hen is **RED** (hold up red hen)
She is very tired and won't get out of bed.

This little hen is **BROWN** (hold up brown hen)
She is feeling sad and wearing a frown.

This little hen is **YELLOW** (hold up yellow hen)
She's friends with the rooster; he's a handsome fellow.

This little hen is **WHITE** (hold up white hen)
She dances and plays, oh what a sight.

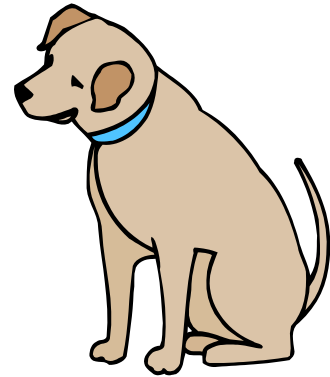
This little hen is **PURPLE** (hold up purple hen)
She spends her day running around in circles.

This little hen is **GREEN** (hold up green hen)
She is the silliest hen I've ever seen.

This little hen is **BLUE** (hold up blue hen)
She lays eggs for me and you.

This little hen is **PINK** (hold up pink hen)
She goes down to the pond to get a drink.

All of these hens live at the farm
Out in the big **RED** barn.



The Little Red Hen Chant

Little red hen works so hard,
In her home and in her yard.
Working, working everyday,
She has little time to play.

What Can a Hen Do?

A hen can lay a big brown egg.
A hen can stand on just one leg.
A hen can run.
A hen can walk.
A hen can say, "Bawk, bawk, bawk."
But do you know what a hen can't do?
A hen can't _____ just like you!

The Chickens

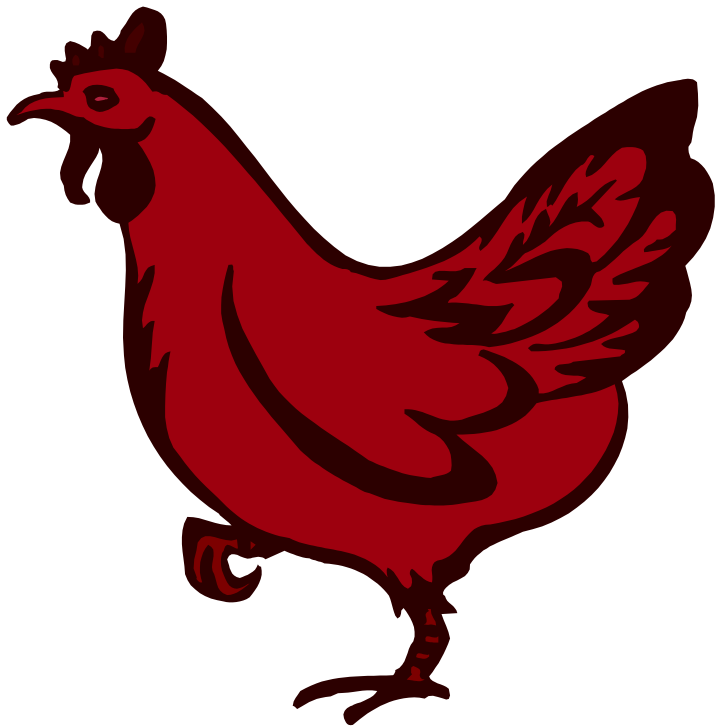
Said the first little chicken,
With a strange little squirm,
"I wish I could find
A fat little worm."

Said the next little chicken,
With an odd little shrug:
"I wish I could find
A fat little bug."

Said the third little chicken,
With a small sigh of grief,
"I wish I could find
A green little leaf!"

Said the fourth little chicken,
With a faint little moan,
"I wish I could find
A wee gravel stone."

"Now, see here! Said the mother,
From the garden patch,
"If you want any breakfast,
Just come here and scratch!"



Chickens

Known for its feather and wings and legs,
The chicken lays eggs and eggs and eggs!
Known for the comb atop its crown,
The chicken lays eggs of white and brown.
Known for its strut when taking a walk,
The chicken lays eggs! Ba-a-awk! Ba-a-awk! Ba-a-awk!

My Garden

This is my garden, I'll plant with care,
Here are the seeds I'll plant there,
The sun will shine,
The rain will fall,
The seeds will sprout and grow up tall.



The Little Plant

In the heart of a seed,
Buried deep so deep,
A tiny plant
Lay fast asleep.
“Wake,” said the sunshine,
“And creep to the light.”
“Wake,” said the voice
Of the raindrops bright.
And it rose to see,
What a wonderful,

Outside world might be.

Five Little Seeds

Five little seeds,
Five little seeds.
Three will make flowers,
And two will make weeds.

Under the leaves,
And under the snow,
Five little seeds are
Waiting to grow.

Out comes the sun,
Down comes the shower.
And up comes the three,
Pretty pink flowers.

Out comes the sun,
That every plant needs,
And up come two,
Funny old weeds.



I'm a Little Seed

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

I'm a little seed,
Brown and fat,
I haven't got a front,
And I haven't got a back.
Plant me in the earth,
Give me water each day,
I'll grow to be an apple tree,
While you play!

I dig a hole and plant a seed,
Cover it with dirt, and pull a weed.
Down comes the rain, and out comes the sun,
Up grows my plant,
Oh! What fun!



The Gardener Plants the Seeds

(Tune: "The Farmer in the Dell")

The gardener plants the seeds.
The gardener plants the seeds.
High ho the Derry-oh,
The gardener plants the seeds.
2nd verse: The rain falls on the ground.
3rd verse: The sun shines bright and warm.
4th verse: The seeds begin to grow.
5th verse: Flowers (wheat) grow(s) everywhere!

Little Brown Seeds

Little brown seeds so small and round,
Are sleeping quietly under ground.
Down come the raindrops
Sprinkle, sprinkle, sprinkle.
Out comes the rainbow,
Twinkle, twinkle, twinkle.
Little brown seeds way down below,
Up through the earth they grow, grow, grow.
Little green leaves come one by one.
They hold up their heads and look at the sun!



I Will Plant a Garden

(Tune: "Old MacDonald Had a Farm")

I will plant a garden green,
Then I'll watch it grow.
I'll dig some holes here in the dirt,
In a nice straight row.
With a dig-dig here,
And a dig-dig there,
Here a dig, there a dig,
Everywhere a dig-dig.
I will plant a garden green,
Then I'll watch it grow.

I will plant a garden green,
Then I'll watch it grow.
In the hole I'll drop a seed,
Then each seed I'll sow.
With a drop-drop here,
And a drop-drop there,
Here a drop, there a drop,
Everywhere a drop-drop,
I will plant a garden green,
Then I'll watch it grow.

I will plant a garden green,
Then I'll watch it grow.
I'll water each plant one by one,
They'll sprout up in a row.
With a squirt-squirt here,
And a squirt-squirt there,
Here a squirt, there a squirt,
Everywhere a squirt-squirt,
I will plant a garden green,
Then I'll watch it grow.

I will plant a garden green,
Then I'll watch it grow.
I'll water each plant one by one,
They'll sprout up in a row.
With a squirt-squirt here,
And a squirt-squirt there,
Here a squirt, there a squirt,
Everywhere a squirt-squirt,
I will plant a garden green,
Then I'll watch it grow.



Additional Ideas

Convert the dramatic play area into the Little Red Hen's Bakery. Let the children help you make a sign for their bakery. Combine your play dough with bowls, wooden spoons, cookie cutters, and measuring cups and let the students pretend to make dough. Add in other baking items as suggested below.

Bakery Prop Box Ideas

play dough	measuring spoons	rolling pins	measuring cups
apron	oven mitts	cookie sheets	drying rack
chef hat	muffin tins	cake pans	mixing bowls
mixing spoons	cookie cutters	sifter	empty spice bottles
empty boxes	recipes	cook books	flour shaker
cupcake liners	pictures of baked goods	signs for costs	cash register
order pads	pens	play money	empty baking containers
tin cans			

Little Red Hen Prop Box

masks for characters	wheat stalk	hoe	gardening gloves
baking materials	watering can	seeds	photos from story

Websites for Little Red Hen Activities

www.first-school.ws/activities/fairytales/redhen.htm

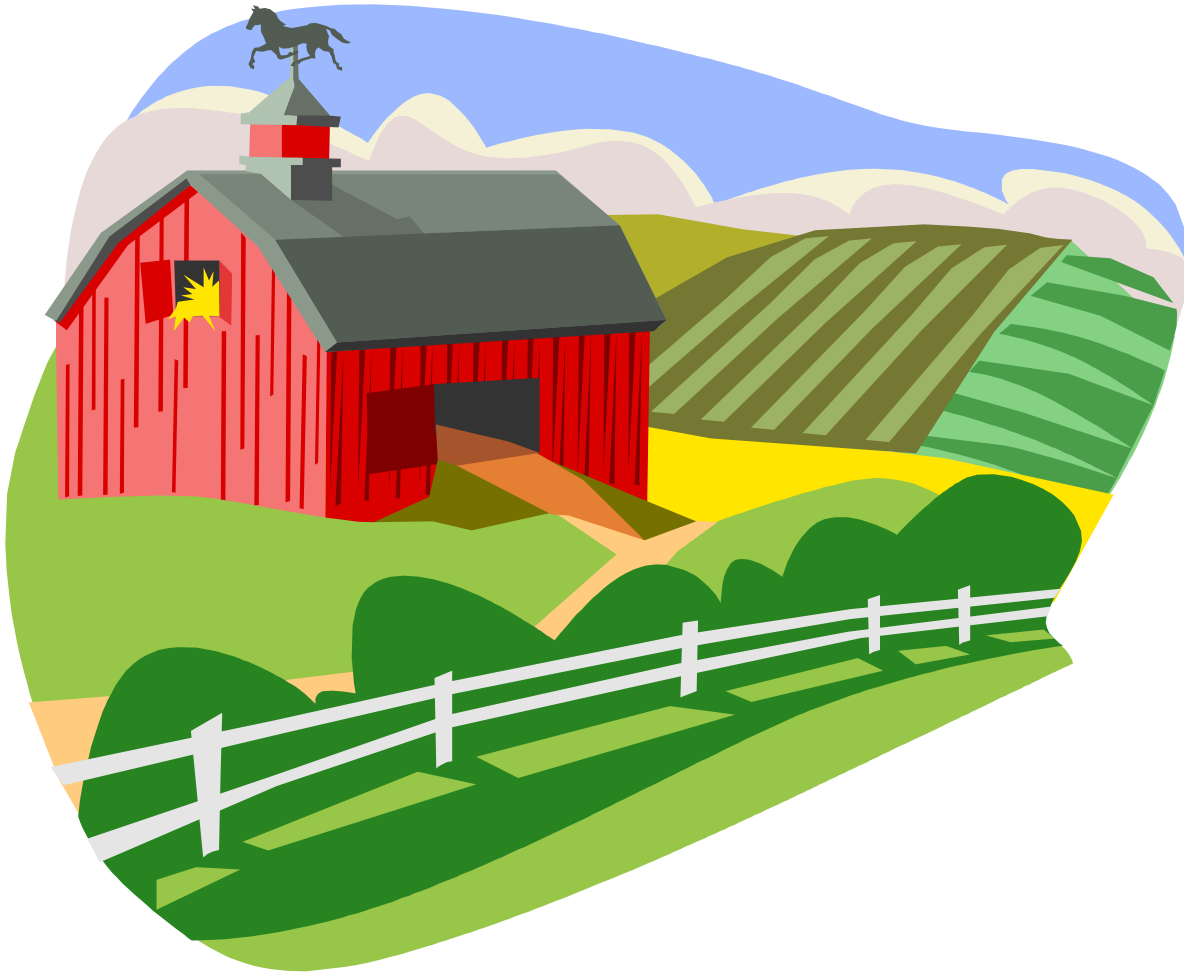
www.globaled.org/myself/bakingbread.html

Changes to Learning Area

TOPIC: <i>The Little Red Hen</i>	
<p>House/Dramatic Play Apron, masks for characters from the story, baking items (different sized mixing bowls, spoons, baking pans, measuring cups, etc.) and “Little Red Hen” prop box</p>	<p>Blocks Create blocks with characters from the story:</p> <ul style="list-style-type: none"> • barn • boots, gloves, straw hats, overalls, tin pails, plastic rakes, and hoes • sticks for fencing • farm animals <p>Real and found materials: Wheat or Hay</p>
<p>Toys/Puzzles/Math Concentration Memory Game – Sequencing cards Birthday Cake Game – Count candles on felt game Puffed Wheat Cereal</p> <p>Real and found materials: Measurement cups and seeds to sort</p>	<p>Art Corn Cob Painting Make paint brushes out of bundles of hay Make a cake out of a cardboard circle and decorate with collage materials</p> <p>Music “Old McDonald” “BINGO” “The Little Red Hen” song Little Red Hen Says (Simon Says)</p>
<p>Books for current topic or theme Compare and Contrast different versions of “Little Red Hen”</p> <p>Books representing cultures, abilities</p>	<p>Listening Record parents reading “The Little Red Hen”, so children can listen to the story. Take a picture of the parent reading the story and place near the listening center so children will know who the guest reader is.</p> <p>Computer</p>
<p>Science</p> <ul style="list-style-type: none"> • wheat grass seeds to plant • bread Comparison (variety of breads) • growing corn from kernels • variety of meal (flour, corn meal, wheat germ, etc.) • compare different feathers—duck, chicken, turkeys 	<p>Flannel Board Create flannel board pieces from the story so children can practice retelling the story. You can trace characters from the book using Pelon material found where fabric is sold.</p> <p>Sensory Table Add in baking items such as sifter, measuring cups, measuring spoons, and mixing bowls.</p>
<p>Cooking Experiences Bake bread or cake Make butter</p>	<p>Writing/Language Add vocabulary cards related to the story, recipe cards and recipe books. Chart repetitive words from story Create “I Can Help” coupons for parents</p> <p>Weekly large group literacy activity: Retell the story using props. Alternate different beginnings and endings</p>
<p>Social Studies Chart a story about working together Where does wheat grow? Does it grow better in specific parts of Georgia?</p>	<p>Outside Take turns kicking a ball back and forth with a friend Parachute (working together)</p>

Farm Ideas

(A continuation of ideas that could carry over after reading *The Little Red Hen*)



Compiled by:



Georgia Department of Early Care and Learning

Songs and Fingerplays

Farm Sounds

Tune: "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 around the farm.
The pig in the pen goes oink, oink, oink.
Oink, oink, oink. Oink, oink, oink.
The pig in the pen goes oink, oink, oink
All around the farm,
The hens in the coop go cluck...
The lambs on the hill go baa...
The ducks on the pond go quack...
The horses in the pasture go neigh...
The rooster on the fence goes cock-a-doodle-do...



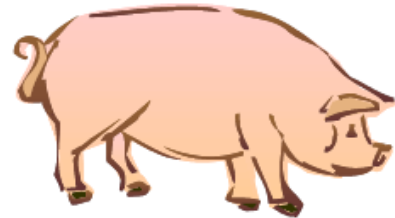
Ten Little Pigs

Tune: "Five Little Ducks Went Out To Play"

Ten little pigs rolled in the mud
Squishy, squashy, felt so good.
The farmer took one piggy out.
"Oink, oink, oink," the pig did shout!

Continue with 9, 8, 7, 6, etc. then...

No little pigs rolled in the mud.
They all looked so clean and good.



Take Me Out To The Barnyard

Tune "Take Me Out To The Ball Game"

Take me out to the barnyard
Take me out there right now
Show me the cows, pigs, and horses too.
I hear an oink and a neigh, and a moo
There are chickens laying their eggs
If they don't lay, it's a shame
Oh, it's one, two, three eggs today,
And I'm glad I came.



If I Were A Farmer

Tune: "Did You Ever See A Lassie?"

Oh, if I were a farmer, a farmer, a farmer
Oh, if I were a farmer, what would I do?
I would milk the cows each morning
Each morning, each morning
I would milk the cows each morning, that's what I'd
do.

Continue using:

I would feed the baby chickens
I would gather eggs for breakfast



Over In The Barnyard

Tune: "Down By The Station"

Over in the barnyard
Early in the morning,
See the yellow chickies
Standing in a row.
See the busy farmer
Giving them breakfast.
Cheep, cheep, cheep, cheep.
Off they go.
Substitute other barnyard animals.



Farm Chores

Sing the following song while vigorously acting out jobs
one might need to do
while working on a farm:

This is the way we _____

This is the way we _____

So early in the morning.

Some possible chores to perform might include mowing
the hay, feeding the
chicks, sowing the seeds, pulling the weeds, hoeing the
field, etc.



Oink, Oink, Oink, Oink, Little Pig

Tune: "Twinkle, Twinkle, Little Star"

Oink, oink, oink, oink, little pig,
Can you do a little jig?
In the bright light of the sun,
Are you having lots of fun?
Oink, oink, oink, oink, little pig,
I think that you will grow big.



Tractors, Tractors

Tune: "Daisy, Daisy"

Tractors, tractors, tractors help farmers work.
They pull plows that break up the clumps of dirt.
The farmer can work much faster
Because he has a tractor.
There's lots to do the whole year through.
Tractors help farmers do the work.



Who Are the Animals That Live on the Farm?

Tune: "Skip to my Lou"

Who are the animals that live on the farm
Who are the animals that live on the farm
Who are the animals that live on the farm
Let us learn their names.

The duck is an animal that lives on the farm.
The duck is an animal that lives on the farm.
The duck is an animal that lives on the farm.
Now we learned her name.

And so on.....



I Had a Little Rooster

I had a little rooster by the old barn gate
And that little rooster was my playmate
And that little rooster went cock-a-doodle-do
Dee-doodley-doodley-doodley-do
(substitute other animals)



Five and Five Eggs

Five and five eggs
(Hold up hands)
That makes ten.
Sitting on top is mother hen.
(Fold one hand over the other)
Crackle, crackle, crackle
(Clap hands three times)
What do I see?
(Fingers around eyes)
Ten fluffy chickens
As yellow as can be.
(Hold up ten fingers.)



Chickens

One, two, three little chickens.
(Count three fingers.)
Dear little downy things,
Cuddling away from every danger
(Nestle one hand under other arm.)
Under their mother's wings.
Peep, peep, when the baby's sleepy,
This is the song she sings.
(Assume a relaxing position.)
Sleep, sleep, sleep, little chicks,
Little chicks sleep in the night.



Creative Expression

Corn Cob Painting

Materials: Paint, paper plates, paper, and a corncob

Directions: Put paint on paper plates. Have the children dip the corncob in the paint and then paint designs on the paper. Encourage children to use the side of the cob and roll designs. Let the children dip the top of the cob in the paint and discover what designs they can make using only the top.

WSS Indicators that might be documented include: PDH B1 and B2, TA A3, and PS C1

Thumbprint Animals

Materials: Paper, pink paint, red paint, black paint, and markers

Directions: Have children put pink thumbprints on a piece of construction paper and make the prints into pigs. Use black paint for cows, red for roosters etc. Let children use markers to add legs, beaks, etc. Encourage children to think of other animals they could design.

WSS Indicators that might be documented include: PS C3, TA A3, and PDH B3

Barnyard Mural

Materials: A long sheet of butcher paper, paint, a paintbrush for each child, markers, or crayons

Directions: Draw a barn and the surrounding barnyard on the butcher paper. Allow children to draw or paint their favorite barnyard animal. For an added touch, have them dictate what sound their farm animal makes on the mural.

WSS Indicators that might be documented include: PS D2 and D3, LL A3, D1 and D2, TA A3, and PDH B3

Farm Weaving Idea

Materials: Chicken wire, tape, natural raffia, gingham ribbon, old blue jeans

Directions: Cut squares of small-holed chicken wire. Put masking tape around the sharp edges. Spread out assorted lengths of natural raffia, gingham ribbons and narrow strips ripped from old blue jeans. The children can weave them in and out of the holes.

WSS Indicators that might be documented include: PDH B1 and B2, and TA A3

Stick Horses

Materials: Wrapping paper tubes, wooden dowel rods, horse head stencils, collage materials (yarn, wiggly eyes, ribbon, faux fur, etc.), butcher paper, paint, crayons, and markers.

Directions: Use long tubes from wrapping paper or wooden dowel rods. Supply stencils of horse heads and pictures of horses along with large pieces of paper (butcher paper will be sturdy and work the best), collage. Be sure children add a long neck for stuffing into the tube. Have children trace using the stencils or draw their own while looking at pictures. They can then paint or color and then cut out horse heads. Stick the long neck into the wrapping paper tube or dowel rod and secure with rope, ribbon, or yarn. Teachers, you might have to secure the head and neck with a little hot glue or staples.

WSS Indicators that might be documented include: PDH B1, B2 and B2, and TA A3

Crayon Rubbings

Materials: Items for rubbings: feathers, straw, corn husk, crayons, paper

Directions: Ask children to place an item under the paper and rub over it with crayons. An imprint of the item will show through paper.

WSS Indicators that might be documented include: PDH B1 and B2, ST A1, and TA A3

Sponge Painting

Materials: Purchase or cut out sponges of farm animals, tempera paint, and paper

Directions: Have children place sponges in paint and place on paper creating their own farm design.

WSS Indicators that might be documented include: TA A3 and PDH B2 and B3

Hay Bundle Painting

Materials: Small bundles of hay, paint, and paper

Directions: Tie small bundles of hay together to form paintbrushes, allow children to paint at the easel or at the table with them.

WSS Indicators that might be documented include: TA A3 and PDH B3

Language

Farm Mural

Materials: Farming magazines, glue, scissors, butcher block paper

Directions: Ask children to look through magazines to choose and cut out pictures. Glue the pictures onto a large sheet of butcher block paper. Then write the words or sentences they dictate on the mural.

WSS Indicators that might be documented include: PDH B3, LL B1, B2, D1, and TA A3

Word Wall

Materials: Magazines, pictures, index cards

Directions: Create a word wall with pictures and words of items found on a farm. Post in an accessible location for children's use.

WSS Indicators that might be documented include: LL C2, C3, and D2

Concentration/Memory Game

Materials: Matching sets of animal pictures or pictures of adult animals and their young.

Directions: Laminate the pictures and place them face down on the table. Turn them over in sets of two until matches are made.

WSS Indicators that might be documented include: MT C1, ST A3, and LL B1 and B2

Retell the Ending

Materials: Chart paper, marker

Directions: Predict a new ending to the story – What if no one helped the Little Red Hen?

WSS Indicators that might be documented include: LL A1, B1 and B2, C1 and C4, and PS C3

Act Out the Story

Materials: Costumes/masks designed for the storybook characters in “The Little Red Hen”

Directions: Have children pretend to be the different characters and act out the story.

WSS Indicators that might be documented include: LL A1, C1 and C4, TA B2, and PS D3

Farm Guessing

Materials: Small plastic farm animals (adults and their young)

Directions: Match the animals – adult animals with their young. Use correct terms in identifying the animals. For example, the mother sheep is a ewe, and the baby is a lamb.

WSS Indicators that might be documented include: LL B1 and B2 and PS D1

Mud

Materials: Water, dirt, mixing bowl, large freezer bags

Directions: Ahead of time, mix water and dirt to form some thick mud. Divide the mud among several zipper-top freezer bags and close the top of each bag. Have the children practice printing numbers, letters, words, or drawing animals in the mud. Show them how to smooth the mud out so they can make new numbers, letters, etc.

WSS Indicators that might be documented include: LL C3 and D2, PDH B1 and B2

Math

Guess the Number

Materials: Cut out of a sheep on a poster board, large marshmallows or cotton balls, glue, and chart paper

Directions: Draw an outline of the sheep on the poster board. Allow each child to guess how many large marshmallows/cotton balls it will take to cover the animal's body. Note each child's guess on chart paper. Count and glue marshmallows/cotton balls to fill the sheep's body.

WSS Indicators that might be documented include: MT A1, B1, and PS D3

Milk Tasting

Materials: Different flavors of milk (white, chocolate, strawberry, and banana), cups, and chart paper

Directions: Allow each child to taste the different flavors of milk in order to decide which one is their favorite. Then graph each child's favorite flavor and discuss which one has more, less or the same flavor.

WSS Indicators that might be documented include: MT B1, LL B1, and B2

How Many Cookies?

Materials: Plastic jar, farm animal cookies, chart paper

Directions: Place farm animal cookies in a jar and ask children to estimate how many are in the jar. Write the estimates on chart paper, and during group, count the cookies together to reveal the actual number. Now eat and enjoy!

WSS Indicators that might be documented include: MT A1, B1, and PS D3

Sequencing

Materials: Pictures showing the sequence of a baby chick being born. Pictures can be obtained from this website:

www.poultrysupply.com/poultry/hatch.html

Directions: Place pictures on card stock paper or index cards and laminate. Share the story of how baby chicks begin as eggs then have children place the cards in order.

WSS Indicators that might be documented include: MT E1, and LL A1

Find the Other Half

Materials: Cut out or print pictures of animals then cut them in half and laminate.

Directions: Ask children to find the matching halves of the animals.

WSS Indicators that might be documented include: MT A1, and C1

Egg Toss

Materials: Egg carton and ping pong ball

Directions: Number the sections of the egg carton with a marking pen. Choose the numbers 1 through 12, or use only a few numbers and repeat them two or three times. Pretend that the ping pong ball is an egg. Ask the child to toss the egg into any section of the egg carton, and have the child call out the number of the section in which the egg lands.

WSS Indicators that might be documented include: MT B1, and PDH A2

Science

Soil

Materials: Different types of soil (sand, clay, potting soil, topsoil, etc.), and magnifying glasses

Directions: Allow the children to examine several types of soil. Have them use a magnifying glass to look closely at the soil and discuss how it is different and how it is alike. Then add to the science area.

WSS Indicators that might be documented include: ST A1, A2, A3, and LL B2

Sorting Animals into their Habitats

Materials: Pictures of animals or collections of different plastic animals such as farm animals, jungle animals, or forest animals

Directions: Talk about the different habitats that animals live in. Have the children sort the animals according to their habitats.

WSS Indicators that might be documented include: MT C1 and LL B2

Growing Corn

Materials: Dried corn, container, water

Directions: Have children pick off corn kernels (put these in a bowl to use for the Corn Transfer activity listed in Physical Development). Put corncob in container and add water. In one to two weeks, the cob will sprout.

WSS Indicators that might be documented include: PDH B1 and B2, ST A1, A2, and A3, and MT E2

Clean Mud

Materials: Toilet paper, bar of Dove soap (grated) or dry flake soap, warm water

Directions: Instruct children to tear toilet paper into strips. Next add warm water while mixing the paper and soap together. The more you mix, the better the consistency.

WSS Indicators that might be documented include: PDH B1 and B2, ST A1 and A2, and LL B2

What Products do we get from Corn?

Materials: Corn, corn on the cob, cornmeal, cornbread, popcorn, dried corn

Directions: Compare different products that are made from corn. Make popcorn, cornbread, or corn on the cob for the children. Eat and enjoy!

WSS Indicators that might be documented include: ST A1 and A3, LL B1 and B2

Feathers

Materials: Feathers from different animals (ducks, chickens, turkeys), magnifying glasses

Directions: Compare and contrast the different feathers. Add to the science area.

WSS Indicators that might be documented include: ST A1 and A3, LL B1 and B2

Wheat Grass

Materials: Shallow planter or bowl, wheat berries (you can find these at a health food store), potting soil or sponges, water

Directions: Soak wheat berries in water for 6 to 12 hours before planting. Spread some potting soil in your container, or if using a sponge, dampen it. Generously spread seeds over the soil or sponge and top with a little more moist soil or damp paper towels. Place containers in a sunny spot and check on them daily – they will grow very fast. Remember to keep the soil or sponge moist. Remove the paper towels when you see sprouts.

WSS Indicators that might be documented include: ST A1, A2, and A3, MT E2

Things to Touch

Materials: Farm items like an ear of corn, hay, sheep wool, turkey/chicken feathers, shoe box, old nylon stocking

Directions: Construct a feely box using a shoe box. Use the sense of touch to feel things in the box.

WSS Indicators that might be documented include: ST A1

Social Studies

Classroom Visitors

Invite a farmer to come visit the class to talk about his or her job. Record the children's comments on chart paper.

WSS Indicators that might be documented include: LL A1, B1 and B2, and SSB2

Dramatic Play

Milk a Cow

To help the kids understand more about cows, milk a glove! Make a pinhole in each fingertip of a latex glove. Hang a clothesline about three feet above the ground. Clip the prepared glove to the clothesline with a spring-type clothespin. Place a pail below the glove and a low stool or chair beside it. Fill the prepared glove with water. Let the kids take turns squeezing the fingertips of the glove as if milking a cow so that the water goes into the bucket. You could also cut out a big cow from plywood with a stand. Attach two thin latex gloves to the bottom of the cow; poke needle-sized holes in the fingertips. Now the kids can milk the cow! Another idea would be to take one saw horse, wrap numerous layers of newspaper around the middle and place a brown blanket on top. Add a yarn tail, paint some spots on the sawhorse legs, add cow face (made from a shoebox), and a rubber glove for utters. The children can milk it, ride it, or comb its tail.

WSS Indicators that might be documented include: LL D1 and TA A3

Barn

Make a barn out of a large cardboard box. Have the children help paint it. When dry, add to your dramatic play area. You can also add farm props such as boots, gloves, straw hats, overalls, tin pails, plastic rakes and hoes, and even a bale of hay.

WSS Indicators that might be documented include: TA A3 and PDH B3

Block Play

Penning the Animals

Encourage the children to build pens for toy farm animals. Children can build homes/pens using different kinds of blocks: unit blocks, cardboard blocks, color inch cubes, and Lincoln logs. You can also add small sticks to use as fence material.

WSS Indicators that might be documented include: MT A1, PDH B1 & B2; TA A2

Barn Building

Ask the children to build a barn using hollow blocks, unit blocks, or cardboard blocks

WSS Indicators that might be documented include: MT A1 and E1, TA A2

Physical Development

Rooster Crows

Play the Rooster Crows game. Remind the children that the rooster wakes up all the farm animals each morning. Encourage everyone to pretend to be a sleeping farm animal. When you crow, everyone should get up and imitate the animal they are role-playing. When you crow again, everyone should go back to sleep. After you model how this works, encourage children to take turns being the rooster.

WSS Indicators that might be documented include: PDH A1 and TA A2

Corn Transfer

Provide the children with tweezers, a bowl of corn kernels and one empty bowl. Have the children to transfer the corn from one bowl to another with tweezers.

WSS Indicators that might be documented include: PDH B1 and B2

Cooking Activities

Haystacks

You will need: 12 oz. butterscotch chips, 10 oz. Chinese noodles

Melt a bag of butterscotch chips in the microwave on high about 1 minute and 30 seconds. Add 10 oz. of Chinese noodles and mix. Place in small piles on a sheet of wax paper.

WSS Indicators that might be documented include: ST A1

Pig Slop

You will need: chocolate pudding, M&M's, nuts, raisins, coconut, cereal, candy sprinkles, chopped apples, and bananas

Combine together then serve to the children.

WSS Indicators that might be documented include: MT E2

“Purple Cow” Poem & Drink

I never saw a Purple Cow,
I never hope to see one;
But I can tell you, anyhow,
I'd rather see than be one.

Poem by: Mr. Burgess “The Purple Cow and Other Nonsense”

For each child you will need: 2 oz. of grape juice, 2 oz. of lemon-lime soda, and about 1/4 cup vanilla ice cream

Place one cup of grape juice and one cup of ice cream in the blender at a time and blend for 15 seconds or less. Fill small paper cups about half full of this mixture, then add the soda and serve. Make batches until you have enough for everyone.

WSS Indicators that might be documented include: MT E2 and LLA3

Pink Pig-Sicles

You will need: 2 cups plain yogurt, 12 oz. unsweetened frozen apple-cranberry juice concentrate, 2 tsp. vanilla

Mix together 2 cups plain yogurt, one 12-ounce can of unsweetened frozen apple-cranberry juice concentrate and 2 teaspoons of vanilla. Pour the mixture into small paper cups, and insert plastic spoons for handles. Chill in the freezer until set, and then serve as treats for snack time. Each batch makes 8 to 10 servings.

WSS Indicators that might be documented include: PDH C2 and ST A1

Pigs in the Mud

You will need: pink mini marshmallows, chocolate pudding mix

Make the pudding according to the package directions. Place the pudding into individual clear cups. Then drop pink mini marshmallows on top of the pudding. Place the cups in the refrigerator. After the pudding has set you can serve the “pigs in mud.”

WSS Indicators that might be documented include: MT E2 and ST A1

Pigs in a Blanket

You will need: hot dogs, refrigerated crescent rolls

Give each child a quartered piece of hot dog and a triangle-shaped piece of crescent dough. Have children roll the dough around their hot dog. Take the “pigs” and bake them in the toaster oven until done. Allow ample time to cool.

WSS Indicators that might be documented include: MT D1

Chicken Coop Nest

You will need: chow mein noodles, hard shell topping, and marshmallows (eggs)

Children should spread their chow mein noodles on the bottom of a paper bowl.

Squeeze the hard shell topping over your noodles and place into a refrigerator until stiff. Add marshmallow (eggs) on top after the nest has hardened and enjoy!

WSS Indicators that might be documented include: PDH B2 and ST A1

Grain in a Trough

You will need: small boxes, raisins, oat cereal, nuts, cheese crackers, and popcorn

Combine and serve in small boxes that resemble miniature troughs.

WSS Indicators that might be documented include: PDH C2 and TA A2

Butter

You will need: heavy whipping cream, baby food jars

Add whipping cream to baby food jars, and shake!

WSS Indicators that might be documented include: ST A1 and A3, and PDH B1

Bread

You will need: 2 tbsp. dry yeast, 4 to 5 cups of bread flour, 1 cup water, 1 tsp. salt, and a large mixing bowl

Pour warm water into a large mixing bowl and add the yeast. Stir it until it is dissolved.

Now add about 1 cup of flour and salt. Stir well. Continue to add the flour until it is too hard to stir and the mix is a loosely formed dough ball. Sprinkle a work area with flour and place the dough on it. Normally this is the time when the bread dough gets kneaded, but the children can play with it by punching it and stretching it and rolling it out – just keep it moving for about 10 minutes. Cover the dough and let it rise for about an hour. Now form the dough into the shape you desire. It can be a conventional bread loaf, or it can be little rolls, or it can be any shape you like. Lightly grease your baking container and add the dough. Let it rest again for about 40 minutes or until it has doubled in size. Preheat the oven to 375° and bake for about 30 minutes (depending on the size of your creation). Bread should be golden brown and sound hollow when thumped. Add to the fun by also making bread in a bread machine. Compare the processes.

WSS Indicators that might be documented include: MT E2, ST A1 and A3, PDH B1

Suggested Books

Title	Author
<i>A Visit To A Farm</i>	B.A. Hoena & Gail Saunders-Smith, PhD
<i>Animal Babies on the Farm</i>	Editors of Kingfisher
<i>Animal Noises</i>	Stephen Cartwright
<i>Barn Dance</i>	Bill Martin, Jr. & Jon Archambault
<i>Barnyard Banter</i>	Denise Fleming
<i>Barnyard Lullaby</i>	Frank Asch
<i>Big Fat Hen</i>	Keith Baker
<i>Big Red Barn</i>	Margaret Wise Brown
<i>Chickens</i>	Heather C. Hudak
<i>Click, Clack, Moo: Cows That Type</i>	Doreen Cronin
<i>Cows</i>	Rachael Bell
<i>Cows In The Kitchen</i>	June Crebbin
<i>Down On The Farm</i>	Merrily Kutner
<i>Farm Alphabet Book</i>	Jane Miller
<i>Farm Animals</i>	DK Publishing
<i>Farmer Duck</i>	Martin Waddell
<i>Farming</i>	Gail Gibbons
<i>Giggle, Giggle, Quack</i>	Doreen Cronin
<i>Hattie and the Fox</i>	Mem Fox
<i>Horses</i>	Rachael Bell
<i>Inside a Barn in the Country</i>	Alyssa Satin Capucilli
<i>Let's Go Visiting</i>	Sue Williams
<i>Living on Farms</i>	Allan Fowler
<i>Milk: From Cow To Carton</i>	Aliki
<i>Moo, Moo, Brown Cow</i>	Jakki Wood
<i>Mrs. Wishy-Washy</i>	Joy Cowley
<i>Mrs. Wishy-Washy's Farm</i>	Joy Cowley
<i>Old McDonald Had A Farm</i>	Pam Adams
<i>On The Farm</i>	Diane James
<i>Over On The Farm</i>	Christopher Gunson
<i>Pigs</i>	Rachael Bell
<i>Sheep</i>	Rachael Bell
<i>Spots, Feathers and Curly Tails</i>	Nancy Tafuri
<i>The Chicken Sisters</i>	Laura Numeroff
<i>The Cow That Went Oink</i>	Bernard Most
<i>The Cow Who Clucked</i>	Denise Fleming
<i>The Cows Are In The Corn</i>	James Young

Title	Author
<i>The Farmer in the Dell</i>	Pam Adams
<i>The Grumpy Morning</i>	Pamela Duncan Edwards
<i>The Little Red Hen</i>	Paul Galdone
<i>The Little Red Hen</i>	Carol Ottolenghi
<i>The Milk Makers</i>	Gail Gibbons
<i>The Red Tractor</i>	Heather Amery
<i>The Rusty, Trusty Tractor</i>	Joy Cowley
<i>The Vegetable We Eat</i>	Gail Gibbons
<i>This Year's Garden</i>	Cynthia Rylant
<i>Tops and Bottoms</i>	Janet Stevens
<i>Tractor</i>	DK Publishing
<i>Vegetable Garden</i>	Douglas Florian
<i>Wake Up, Sun!</i>	David Harrison
<i>When Cows Come Home</i>	David L. Harrison
<i>Who Took the Farmer's Hat</i>	Joan L Nodset