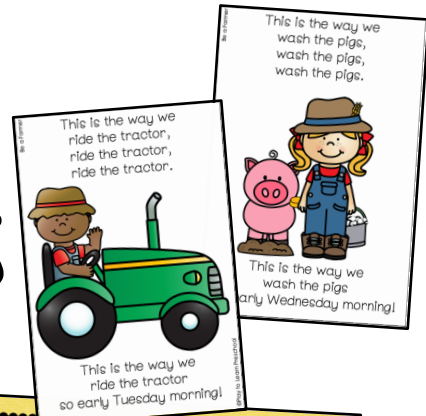


# Circle Time

# Farm Unit for Preschoolers



# Circle Time Lessons

## Day 1 Introduction - Farm

Introduce the new unit: **Farm**. Talk about farms and how they help the community. Take a poll "Have you ever been to a farm?" then sing the song "Be a Farmer."

**Introduction**  
Activate Prior Knowledge

Farms are land where crops are grown and animals are raised for food and clothing.

**Objectives:**

- The students will notice similarities and differences and ask questions.
- The students will answer questions.
- The students will follow oral directions.

**Activities:**

- Look at the map pictures and talk about what you see.
- Why do you think there is an ocean around?
- Take a poll: "Have you ever been to a farm?" Students will raise cards or post-it notes to show their answer on a bar graph. Alternatively, they can make a playdough graph by living up around the different readings.
- Sing "Be a Farmer" while showing the "Job" cards. The students can act out the different jobs.

**Extension Idea:** Learn the ABC "Farmers". Print out the "Farm" cards and use them to make a farm scene. Use the cards to make a farm scene.

## Day 2 Cows

Look at the real pictures of cows. Sing "Cow Hokey Pokey," then sort the farm and ocean animals.

**Cows**  
Milk Makers

Cows are one of the most useful animals. They provide milk which is turned into cheese, yogurt, and other products for humans.

**Objectives:**

- The students will notice similarities and differences and ask questions.
- The students will follow oral directions.
- The students will sort objects by category.

**Activities:**

- Look at the real pictures of the cows. Talk about how they are alike and how they are different. Discuss what the children think the farmer is doing.
- Sing the "Cow Hokey Pokey." Use the cards to show what is a farm animal. Sort the cards by cows starting with the cow card.

**Extension Idea:** Learn the ABC "Farmers". Print out the "Farm" cards and use them to make a farm scene. Use the cards to make a farm scene.

## Day 3 Sheep and Goats

Examine the real pictures of sheep and goats. Sing "Mary Had a Little Lamb." Recite the chip clip poem.

**Sheep and Goats**  
Grazers and Climbers

Sheep and goats are related. A baby sheep is called a lamb, and a baby goat is called a kid.

**Objectives:**

- The students will notice similarities and differences and ask questions.
- The students will use new vocabulary.
- The students will play with words, sounds, and rhymes.

**Activities:**

- Look at the real pictures. Talk about the similarities and differences between sheep and goats.
- Sing "Mary Had a Little Lamb." Use the cards as a visual aid.
- Play the chip clip game, "Bly Goats on a Mount." Take one silly goat off the mount as you count down.

**Extension Idea:** Learn the ABC "Farmers". Print out the "Farm" cards and use them to make a farm scene. Use the cards to make a farm scene.

## Day 4 Chickens

Inspect the real pictures of farm birds. Have fun with the "Cock-A-Doodle-Do" poem and the Farm Bird Action dice game.

**Chickens & Roosters**  
Farm Birds

Chickens are birds and roosters. They are important to a farm because hens produce eggs, and both hens and roosters eat insects that could destroy the farmer's plants.

**Objectives:**

- The students will apply previous knowledge to new experiences.
- The students will play with words, sounds, and rhymes.
- The students will demonstrate basic motor skills.

**Activities:**

- Look at the real pictures and notice the similarities and differences between a hen and a rooster. Are they the same color?
- Recite the poem "Cock-A-Doodle-Do" with the student. Print the attached cards and hold them up when that animal is called.

**Extension Idea:** Learn the ABC "Farmers". Print out the "Farm" cards and use them to make a farm scene. Use the cards to make a farm scene.

## Day 5 Pigs

View the real pictures of pigs. Play the "Sneaky Pig" carpet game, then sing "Old MacDonald."

**Pigs that Loves**

Pigs have an excellent sense of smell and use their noses to sniff around for food.

**Objectives:**

- Students will use new vocabulary.
- Students will draw and label items.
- Students will play with words, sounds, and rhymes.

**Activities:**

- Look at the real pictures and talk about what you see. With one pig playing hot.
- Play the color and number (card) board game, "Sneaky Pig." Lay cards out and hide Sneaky Pig under a barn while the children close their eyes. Students recite the poem and their teacher turns guessing where the pig is. Continue guessing until the pig is found.
- Sing the song "Old MacDonald" with students. Print the attached cards and hold them up when that animal is called.

**Extension Idea:** Learn the ABC "Farmers". Print out the "Farm" cards and use them to make a farm scene. Use the cards to make a farm scene.

# Unit overview

# Circle Time Lessons

## Day 6 Horses

Check out the real pictures of horses. Sing the HORSE song and play the Bingo game.

**Horses**  
Large Farm Animals

Horses are used for transportation, horse polo farmers to play polo and are ridden for fun. Some pairs of horses are used to pull heavy loads.

**Objectives:**

- The students will use new vocabulary.
- The students will label and describe.
- The students will compare objects by property.

**Activities:**

- Look at the real pictures of horses. Take about what the horses are doing for the farmer.
- Sing the H-O-R-S-E song to the tune of "Bingo". Display the letters H-O-R-S-E and sing the song. After singing the first verse, cover the letter H with a picture of a horse and sing the second verse as "Hopa, O-R-S-E".
- Play Bingo.

**Extension like:** Turn the all, I'm happy by forming the letter "H" with your right hand and then using the thumb and index finger to make the letter "O". Repeat for the letter "R" and "S".

**To Play the Game:**

- Students learn how to sing and use the letters H, O, R, S, E on their fingers.
- Using picture cards from the song, on a card and display of paper, draw a line of words. Students mark the them on their own 9 grid. There is a worksheet available.

## Day 7 Animal Roundup

View the real pictures of all the farm animals. Play the "Guess It!" game and sing the "Animal Sounds" song using the real pictures.

**Animal Roundup**  
Putting them all together

Farmers can take care of cows, horses, pigs, goats, sheep, chickens, and rodents on the farm.

**Objectives:**

- The students will express themselves using words and sentences.
- The students will play with words, sounds, and rhymes.
- The students will share and take turns with others.

**Activities:**

- See if the students can name each of the animals in the real photos.
- Bring "Animal Sounds" and hold up the farm animal cards while singing the song. Encourage students to name the noises and act like the animals.
- Print out the "Guess It!" cards or place small toys in a jar and let students guess something out of the jar and will label from the farm.

**Extension like:** Use picture cards and labels to make a farm scene.

## Day 8 Farm Machines

Look at the real pictures of farm machines. Label a tractor then find out who's driving it.

**Farm Machines**  
Tractors, Seeders, and Harvesters

Machines help farmers to gather the crops from the fields. It is less than 100 years old for the farmer to drive it by road.

**Objectives:**

- The students will notice similarities and differences and ask questions.
- The students will understand the purpose of writing.
- The students will share and take turns with others.

**Activities:**

- Look at the real pictures and discuss what the students think each machine does for the farmer.
- Label the different parts of the tractor. Copy the tasks and write the template for individual students to cut and glue the labels down.
- Play the farm animal identification game called, "Who Drives the Tractor?"

**Extension like:** Turn the all, I'm happy by making a big wheel with both and form.

**I can label the parts of a tractor**

## Day 9 Crops

Examine the real pictures of farmer's market food. Sort the food and then practice concepts of print by identifying the food at a farmer's market.

**Crops**  
Growing Food

Farmers grow fruits and vegetables on their farms. Some farmers bring their food to neighborhood markets to sell.

**Objectives:**

- The students will apply previous knowledge to new experiences.
- The students will sort objects by property.
- The students will use illustrations to guess the text.

**Activities:**

- Examine the pictures of the farmer's market. What vegetables do you see?
- Sort the pictures in to 2 groups: Grow on a Farm vs. Don't Grow on a Farm.
- Practice concept of word "I". See a Farmer's Market. Add each of the sentences to the pocket words to help emergent.

**Extension like:** Use picture cards and labels to make a farm scene.

## Day 10 Conclusion

Practice active listening skills by solving these riddles all about farm animals. Take a class poll on favorite farm animals.

**Conclusion**  
Unit Conclusion

To conclude the unit, ask the students to talk about what they liked most about the farm. If they were able to go to a farm, what would they like to see.

**Objectives:**

- The students will interact and participate in group work.
- The students will express themselves using words and sentences.

**Activities:**

- Circle riddle bags: Place a small farm toy for picture card provided in each bag and attach the corresponding riddle to the outside of the bag. Read the riddle while the students practice their active listening skills. They guess what farm animal is in the bag. Then reveal the riddle.
- Take a poll: What is your favorite farm animal? Students use name cards or post-it notes to show their answer on a bar graph. Alternatively they can make a physical graph by filling up behind the different headings.

**Extension like:** Place picture cards in a bag and play Hide the Riddle game. Students will guess the animal and use the picture cards to make a farm scene.

# Introduction

## Activate Prior Knowledge

Farms are land where crops are grown and animals are raised for food and clothing.

### Objectives:

- The students will notice similarities and differences and ask questions.
- The students will answer questions.
- The students will follow oral directions.

### Activities:

1. Look at the real pictures and talk about what you see. Why do you think there is so much open land?
2. Take a poll: "Have you ever been to a farm?" Students use name cards or post-it notes to show their answer on a bar graph. Alternately, they can make a physical graph by lining up behind the different headings.
3. Sing "Be a Farmer" while showing the "job" cards. The students can act out the different jobs.

This Farm has wide open fields for the cows to graze (eat grass) and relax.



A farm has many buildings like these barns and silos.

Have you ever been to a farm?



Yes, I have.



No, not yet.

Kate

John

James

Rose

Jin

Claire

**Extension Idea:** Learn the ASL for "farmer." First swipe your open hand across your face. Second, use both hands (palms turned in) and swipe down.



### Be a Farmer

Song to the tune of "This is the way"

This is the way we open the barn, open the barn, open the barn.  
This is the way we open the barn so early Sunday morning!

Verbs

milk the cows  
ride the tractor  
gather the eggs  
wash the pigs  
open the barn  
open the barn

Monday  
Tuesday  
Wednesday  
Thursday  
Friday  
Saturday  
Sunday





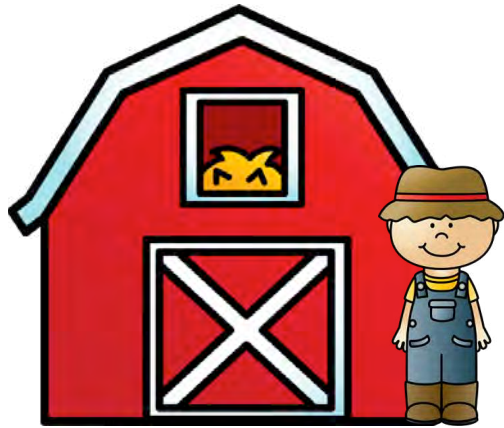
**A farm has many buildings  
like these barns and silos.**

**This farm has wide open fields for the cows to eat grass and relax.**

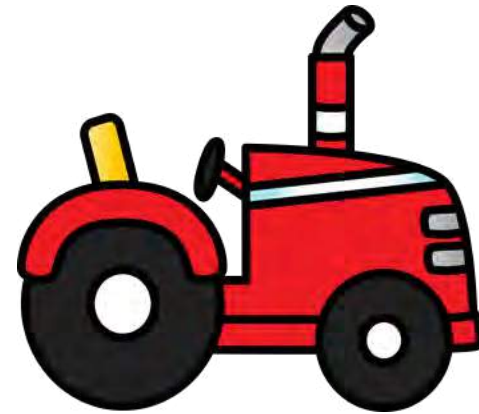


# Have you ever been to a farm?

©Play to Learn Preschool



Yes, I have.



No, not yet.

# Be a Farmer

Song to the tune of "This is the Way"

This is the way we  
open the barn, open the barn,  
open the barn.

This is the way we  
open the barn  
so early Sunday morning!

## Verses

- milk the cows - Monday
- ride the tractor - Tuesday
- wash the pigs - Wednesday
- gather the eggs - Thursday
- feed the horses - Friday
- jump in the hay - Saturday



What does the farmer do?



This is the way we  
open the barn,  
open the barn,  
open the barn.



This is the way we  
open the barn  
so early Sunday morning!

This is the way we  
milk the cows,  
milk the cows,  
milk the cows.



This is the way we  
milk the cows  
so early Monday morning!

This is the way we  
ride the tractor,  
ride the tractor,  
ride the tractor.



This is the way we  
ride the tractor  
so early Tuesday morning!

This is the way we  
wash the pigs,  
wash the pigs,  
wash the pigs.



This is the way we  
wash the pigs  
so early Wednesday morning!

This is the way we  
gather the eggs,  
gather the eggs,  
gather the eggs.



This is the way we  
gather the eggs  
so early Thursday morning!

This is the way we  
feed the horses,  
feed the horses,  
feed the horses.



This is the way we  
feed the horses  
so early Friday morning!

This is the way we  
jump in the hay,  
jump in the hay,  
jump in the hay.



This is the way we  
jump in the hay  
so early Saturday morning!

# COWS

## Milk Makers

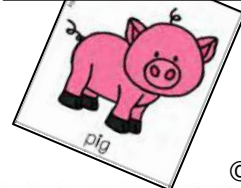
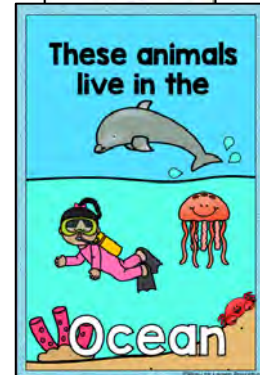
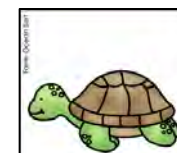
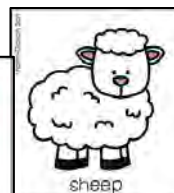
Cows are one of the most useful animals. They provide milk which can make cheese, yogurt, and other dairy products for humans.

### Objectives:

- The students will notice similarities and differences and ask questions.
- The students will follow oral directions.
- The students will sort objects by property.

### Activities:

1. Look at the real pictures of the cows. What colors are they? What is on their head? Discuss what the children think the farmer is holding.
2. Sing the "Cow Hokey Pokey." Use the cards to show what part is next.
3. Talk about how the cow is a farm animal. Sort the cards into "farm" or "ocean" animals starting with the cow card.



#### Extension Idea:

Learn the ASL for milk. Make a fist and alternately squeeze and relax it like you are actually milking a cow.

**Cows can eat around 24 pounds of grass a day. That's a lot of grass!**





**We use cow's milk to make butter, yogurt, and cheese.**

# Cow Hokey Pokey

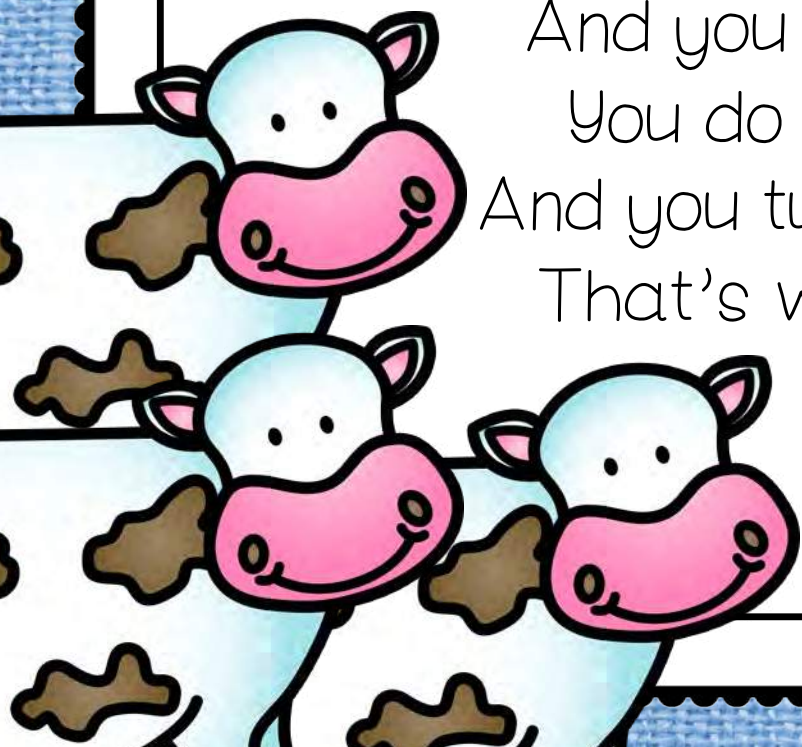
Song

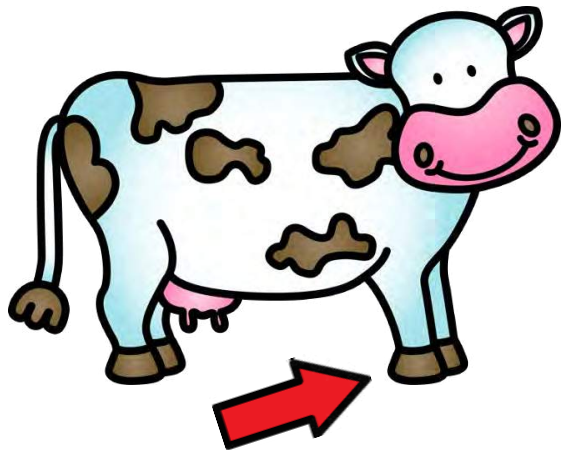
You put your front hoof in,  
You put your front hoof out,  
You put your front hoof in  
And you shake it all about.

You do the hokey pokey  
And you turn yourself around  
That's what it's all about.

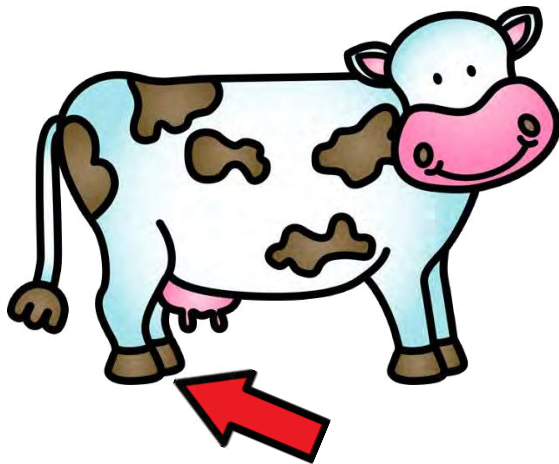
**Verses:**

back hoof  
tail  
ear  
snout  
shoulder

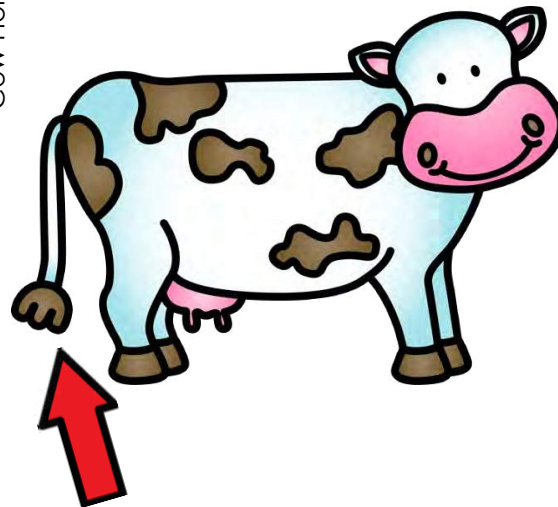




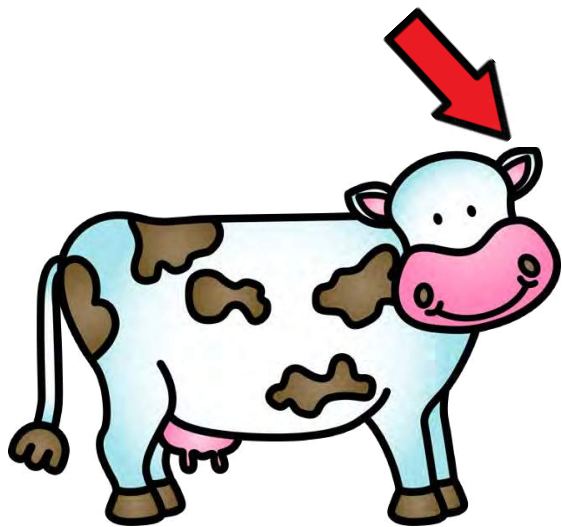
front hoof



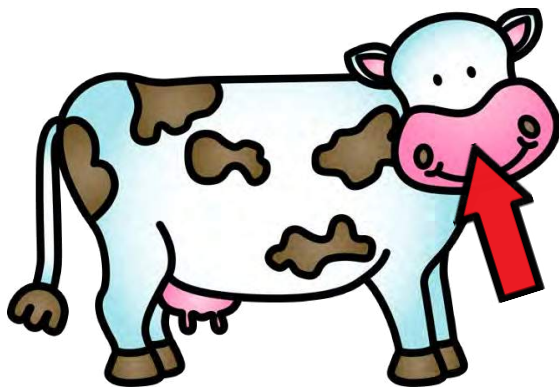
back hoof



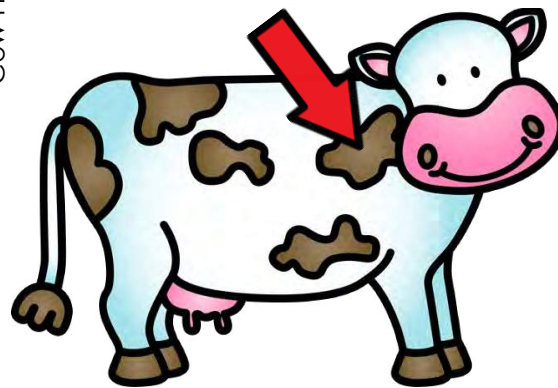
tail



ear

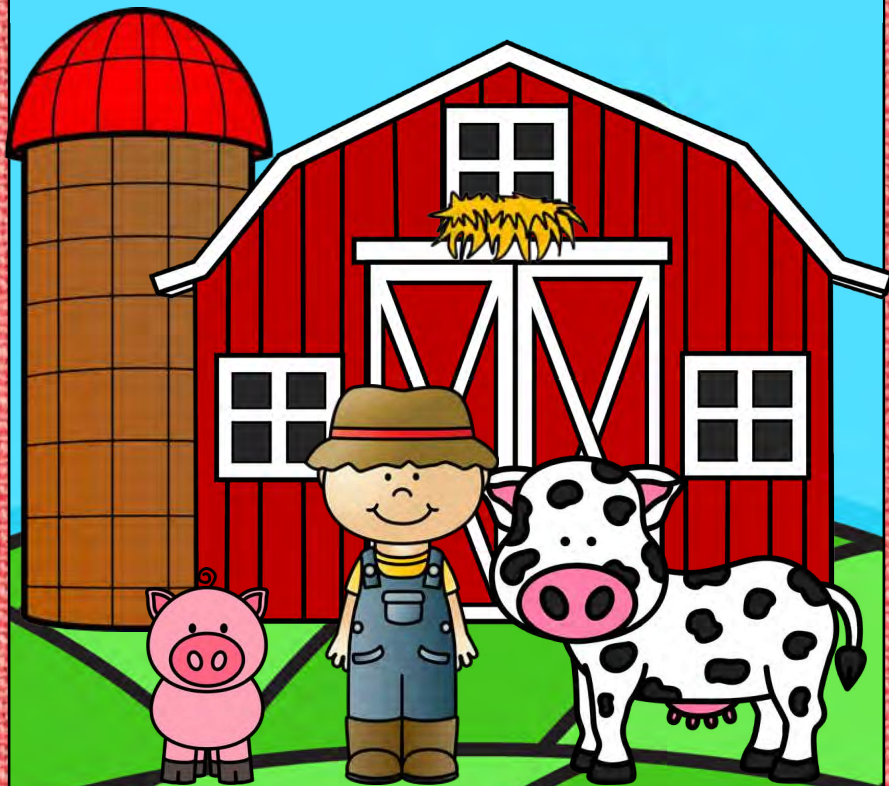


snout



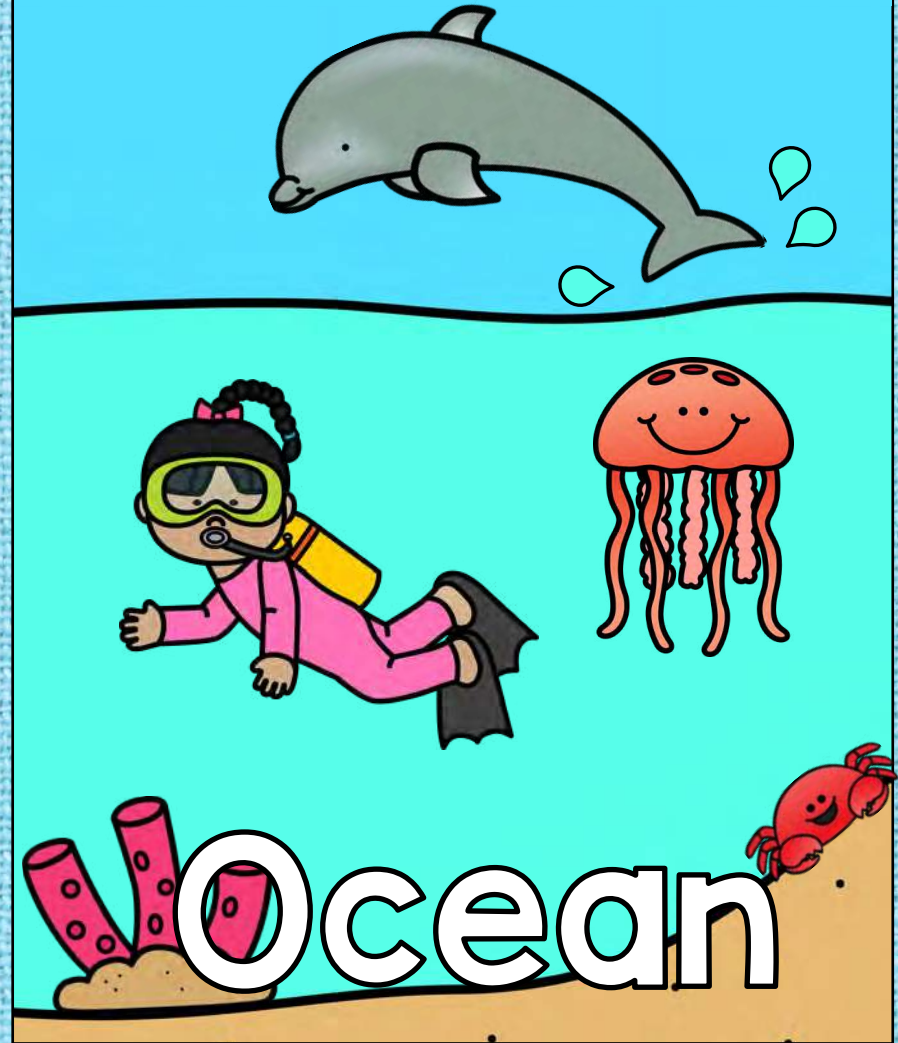
shoulder

These animals  
live on a

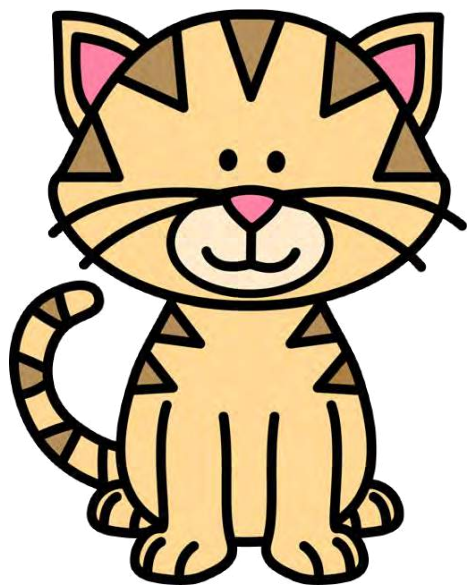


Farm

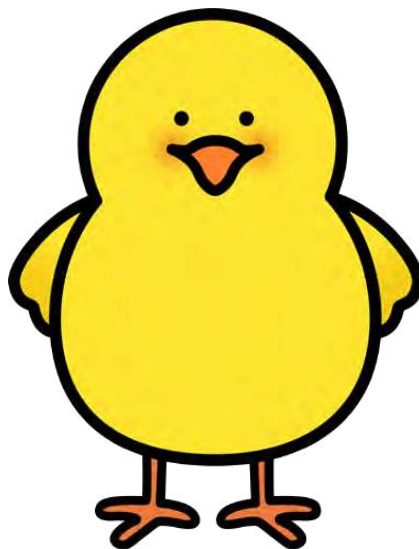
These animals  
live in the



Ocean



cat



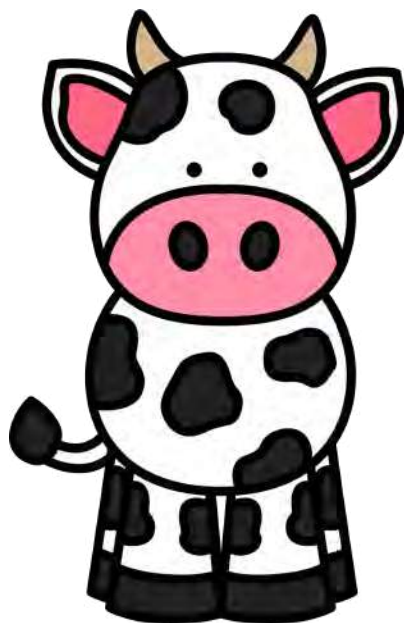
chick



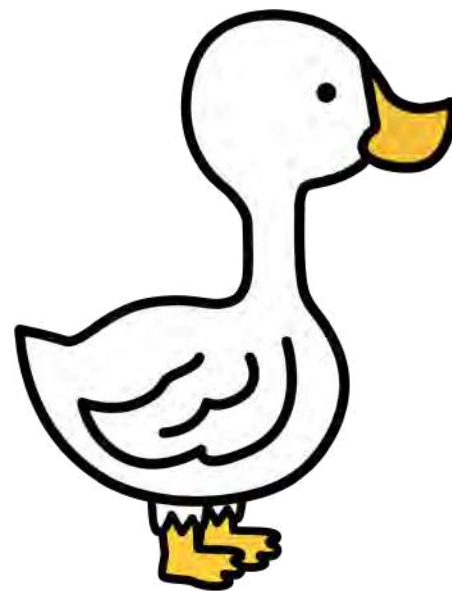
dog



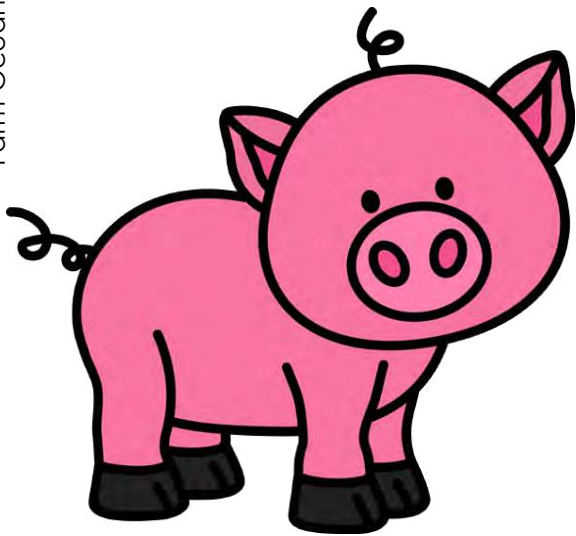
goat



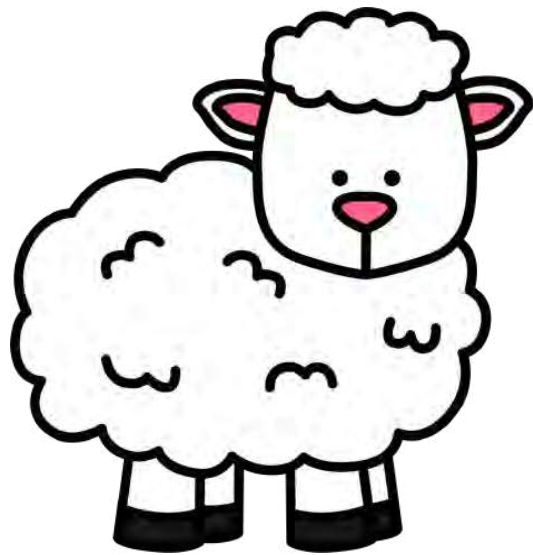
cow



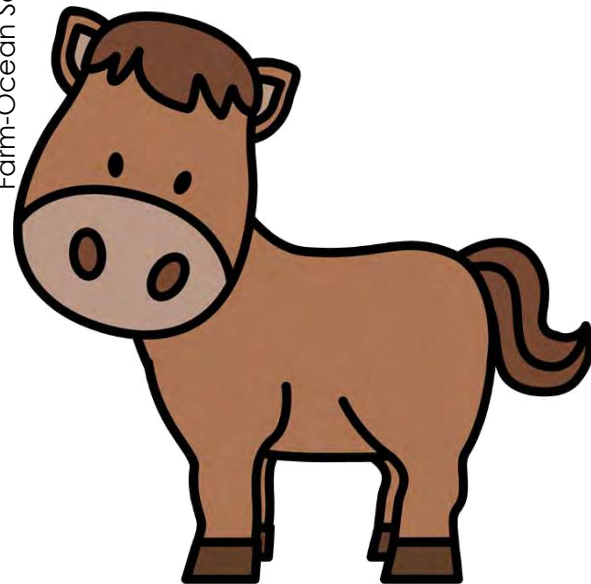
duck



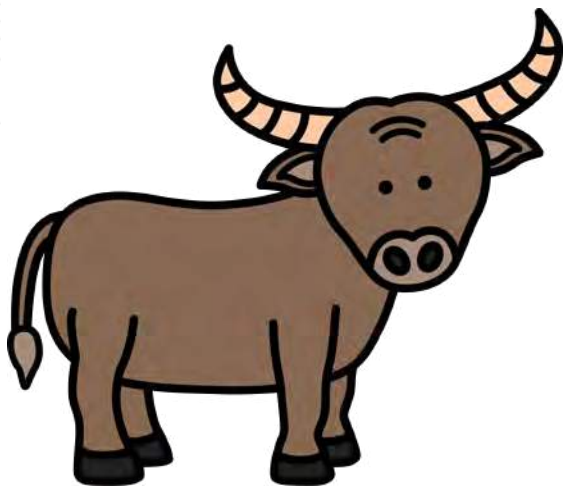
pig



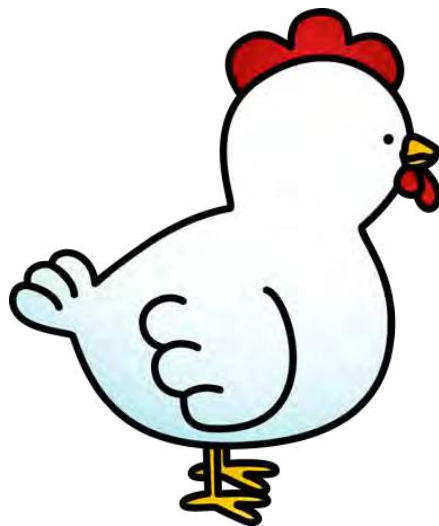
sheep



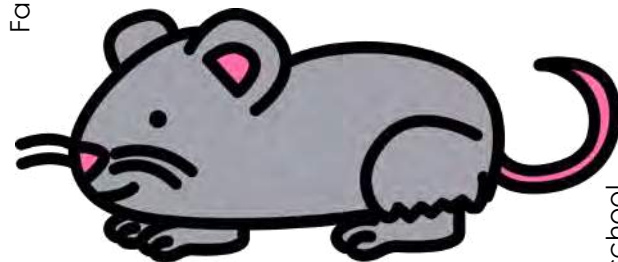
horse



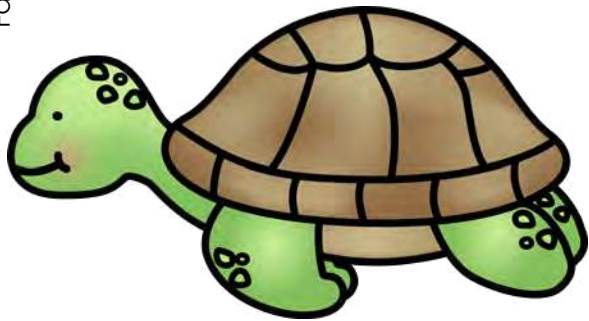
bull



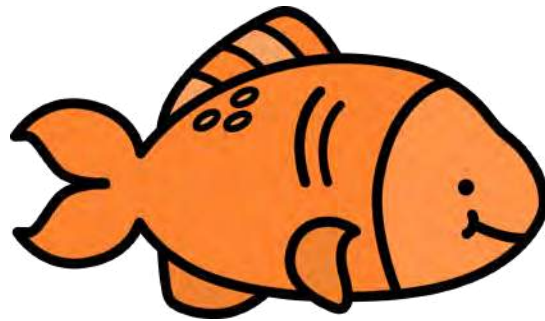
chicken



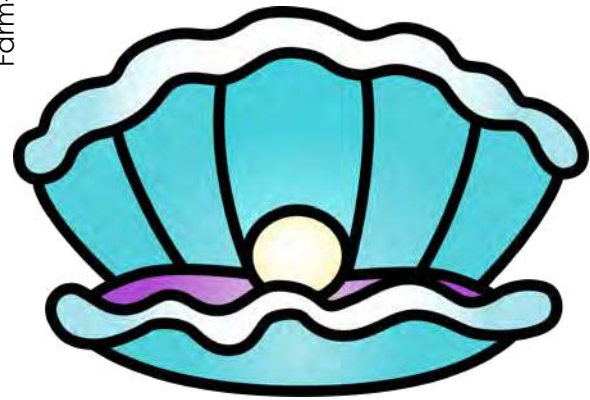
mouse



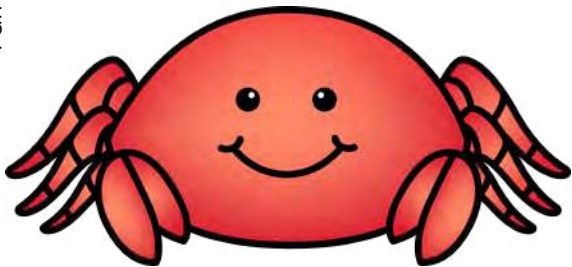
sea turtle



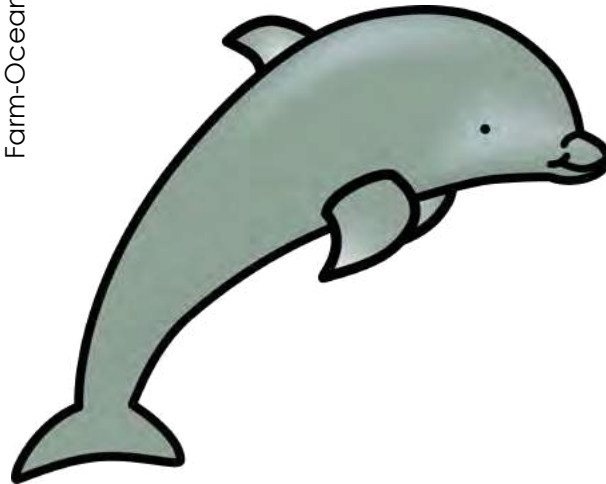
fish



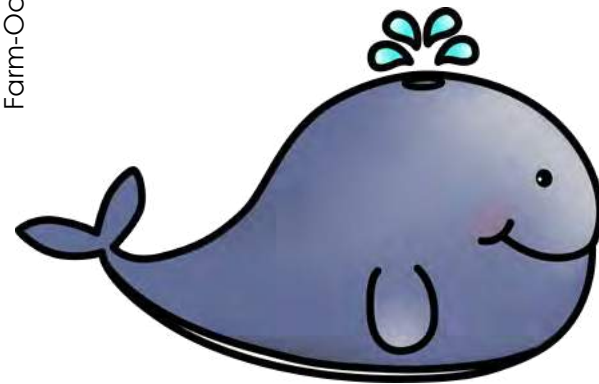
clam



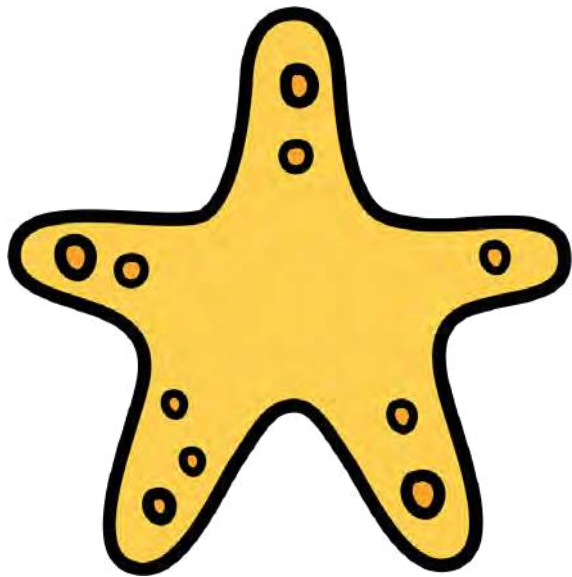
crab



dolphin



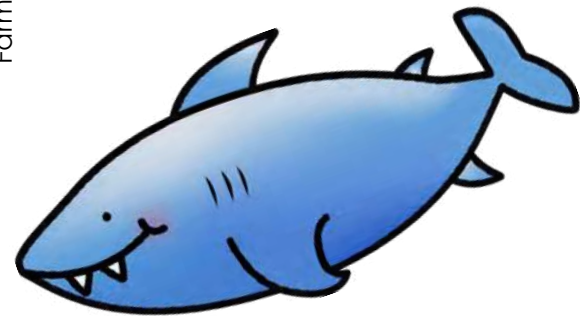
whale



starfish



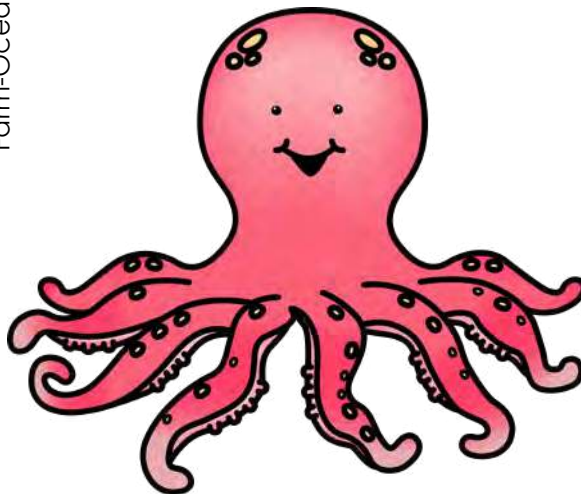
jellyfish



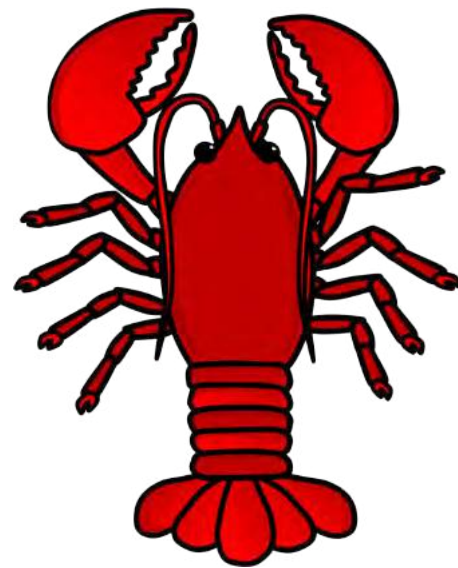
shark



seahorse



octopus



lobster

# Sheep and Goats

## Grazers and Climbers

Day 3  
Lesson  
Plans

Sheep and goats are related. A baby sheep is called a lamb, and a baby goat is called a kid.

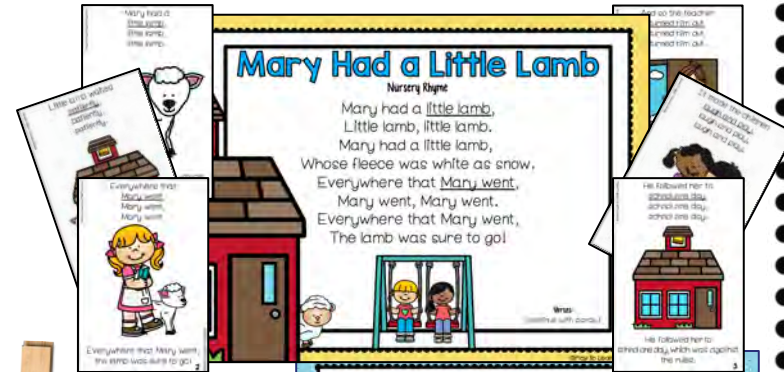
### Objectives:

- The students will notice similarities and differences and ask questions.
- The students will use new vocabulary.
- The students will play with words, sounds, and rhymes.



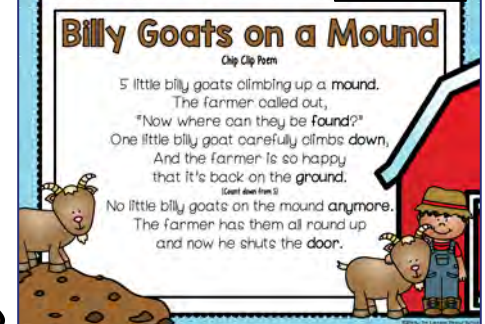
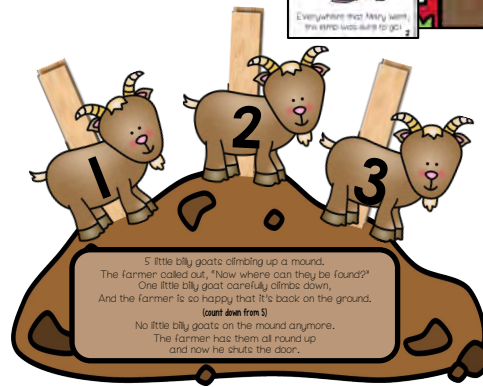
### Activities:

1. Look at the real pictures. Talk about the similarities and differences between sheep and goats.
2. Sing "Mary Had a Little Lamb." Hold up the cards as a visual cue.
3. Play the chip clip game, "Billy Goats on a Mound." Take one billy goat off the mound as you count down.



### Extension Idea:

Learn the ASL for sheep by making the letter "V" with your right pointer and middle finger. Put your left arm flat in front of you, palm down. Take the "V" and pretend to cut the hair off the left forearm.



**Farmers can make milk, cheese, and wool sweaters from sheep products.**





**Farmers can make milk and soap from goat's milk,  
and cashmere fabric from their trimmed fur.**

# Mary Had a Little Lamb

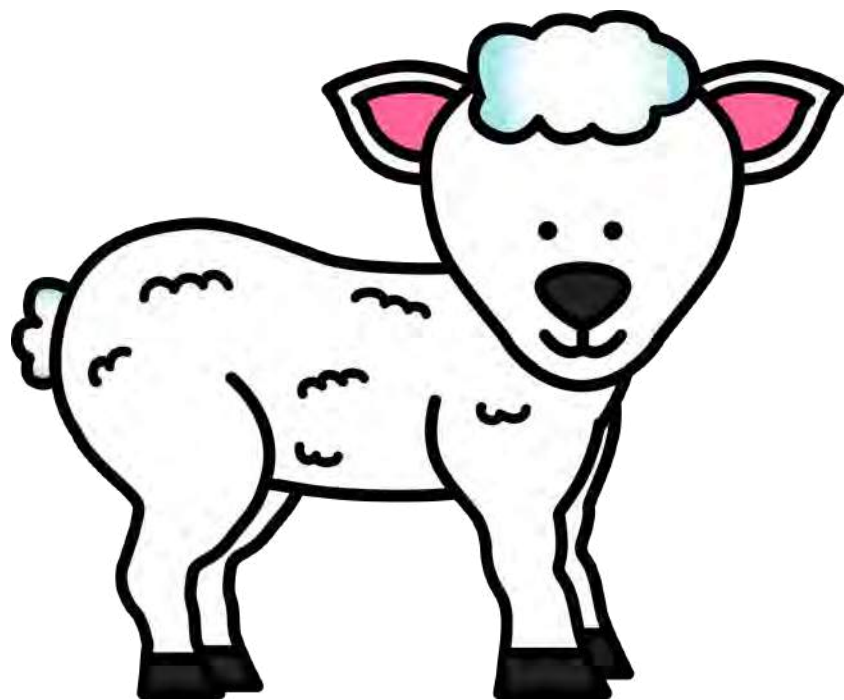
## Nursery Rhyme

Mary had a little lamb,  
Little lamb, little lamb.  
Mary had a little lamb,  
Whose fleece was white as snow.  
Everywhere that Mary went,  
Mary went, Mary went.  
Everywhere that Mary went,  
The lamb was sure to go!



Verses:  
(continue with cards.)

Mary had a  
little lamb,  
little lamb,  
little lamb.



Mary had a little lamb, whose  
fleece was white as snow.

(Repeat this verse at the end.)

**1&7**

Everywhere that  
Mary went,  
Mary went,  
Mary went.



Everywhere that Mary went,  
the lamb was sure to go!

**2**

He followed her to  
school one day,  
school one day,  
school one day.



He followed her to  
school one day, which was against  
the rules.

It made the children  
laugh and play,  
laugh and play,  
laugh and play.



It made the children  
laugh and play to see the  
lamb at school.

And so the teacher  
turned him out,  
 turned him out,  
 turned him out.



And so the teacher turned him  
 out, but still it lingered near.

5

Little lamb waited  
patiently,  
 patiently,  
 patiently.



Little lamb waited patiently 'till  
 Mary did appear.

6

# Billy Goats on a Mound

Chip Clip Poem

5 little billy goats climbing up a mound.

The farmer called out,

“Now where can they be found?”

One little billy goat carefully climbs down,

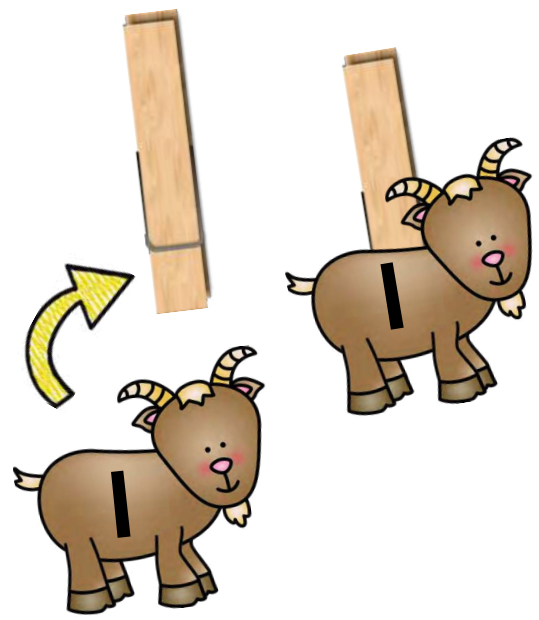
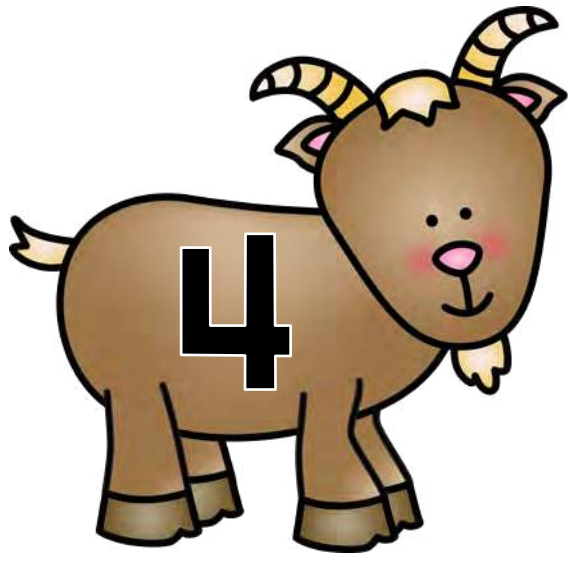
And the farmer is so happy  
that it's back on the ground.

(Count down from 5)


No little billy goats on the mound anymore.

The farmer has them rounded up  
and now he shuts the door.





# Billy Goats on a Mound



5 little billy goats climbing up a mound.  
The farmer called out, "Now where can they be found?"  
One little billy goat carefully climbs down,  
And the farmer is so happy that it's back on the ground.

**(count down from 5)**

No little billy goats on the mound anymore.  
The farmer has them all round up  
and now he shuts the door.

# Chickens

## Farm Birds

Chickens are hens and roosters. They are important to a farm because hens produce eggs and both hens and roosters eat insects that could destroy the farmer's plants.

### Objectives:

- The students will apply previous knowledge to new experiences.
- The students will play with words, sounds, and rhymes.
- The students will demonstrate basic locomotor skills.

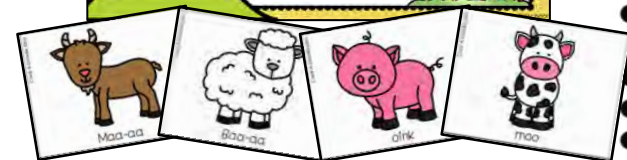
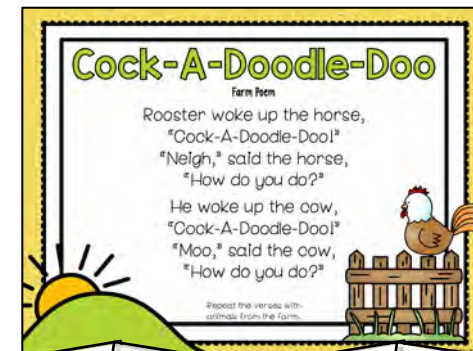
### Activities:

1. Look at the real pictures and notice the similarities and differences. Are the hens and rooster the same color and size/shape?
2. Recite the poem "Cock-A-Doodle-Do" with the students. Print the attached cards and hold them up when that animal is called.
3. Print out the "Farm Bird Actions" die. Cut and assemble it. Have the students take turns rolling the die and then acting out that bird movement.



#### Extension Idea:

Learn the ASL for "egg" by forming the letter "H" with your pointer and middle fingers on both hands. Put your right hand "H" on top of your left hand "H" then swipe hands down as if to break the egg.



**Hens live on the farm and lay eggs.**



**Adult male chickens are called roosters. They have brightly colored feathers.**



# Cock-A-Doodle-Do

## Farm Poem

Rooster woke up the horse,

“Cock-A-Doodle-Do!”

“Neigh,” said the horse,

“How do you do?”

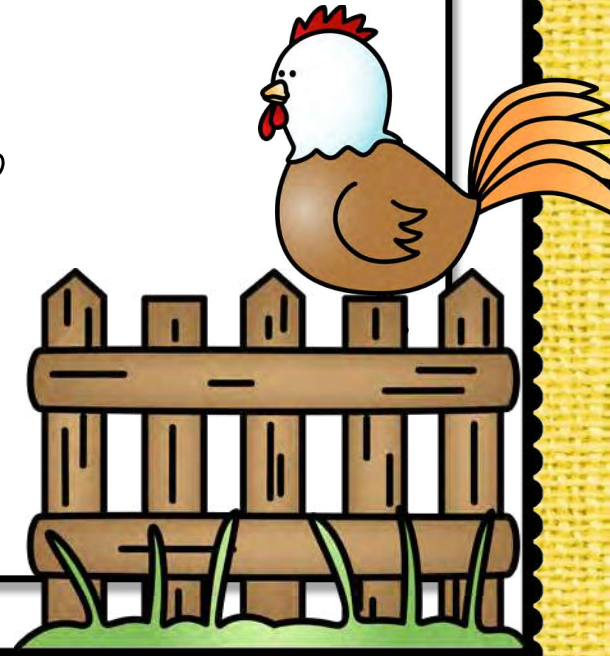
He woke up the cow,

“Cock-A-Doodle-Do!”

“Moo,” said the cow,

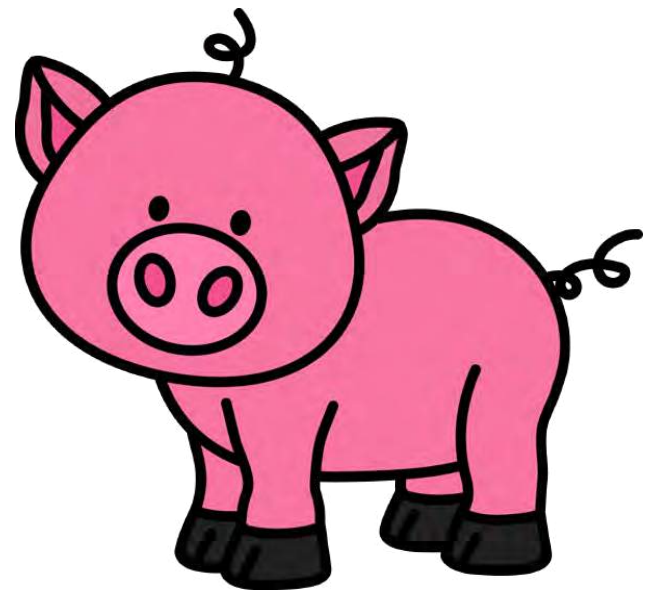
“How do you do?”

Repeat the verses with  
animals from the farm.

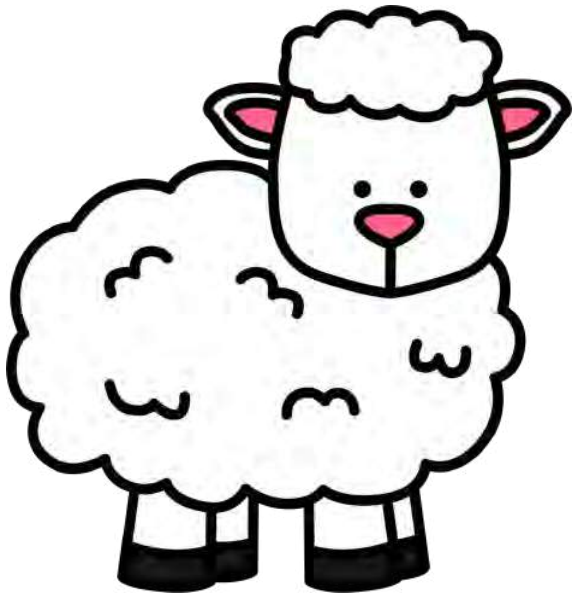




moo



oink



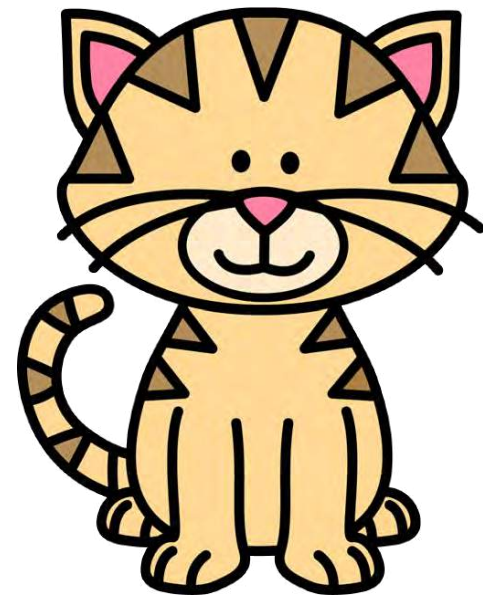
baa-aa



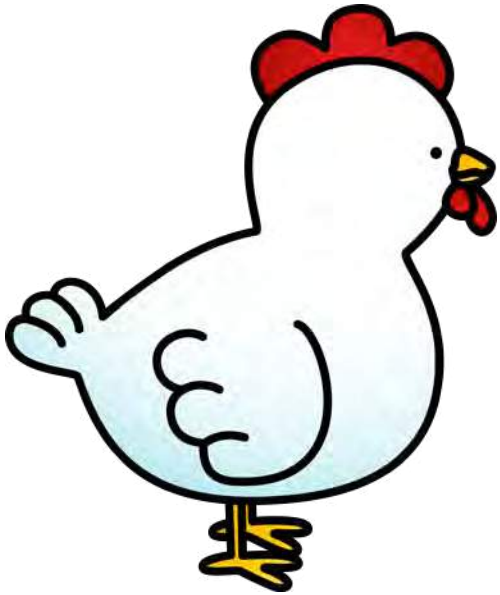
maa-aa



ruff-ruff



meow

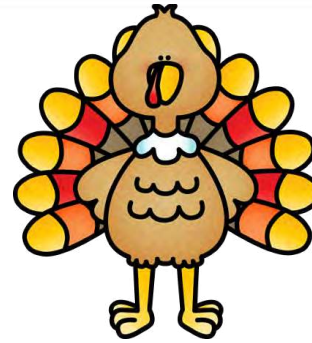


cluck, cluck

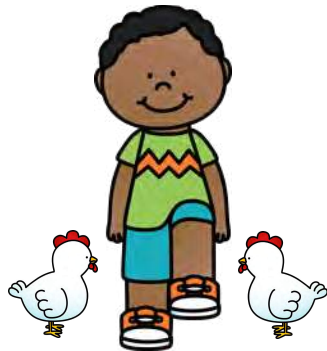


vroom, vroom

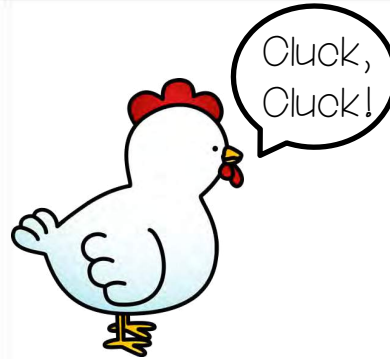
# Farm Bird Actions!



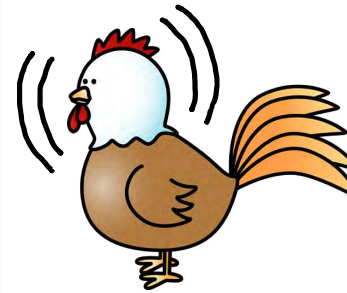
Flap your wings.



Strut like a chicken.



Cluck like a chicken.



Bob your head like a rooster.



Gather your eggs.



Sprinkle the food.

- Copy this template, cut it out and fold it into a die. Glue tabs to secure.
- Children take turns rolling the die.
- Everyone makes the sound or action of the farm bird rolled.

# Pigs

## Hogs and Swine

Day 5  
lesson  
plans

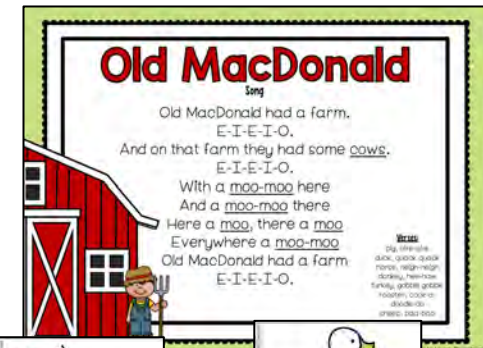
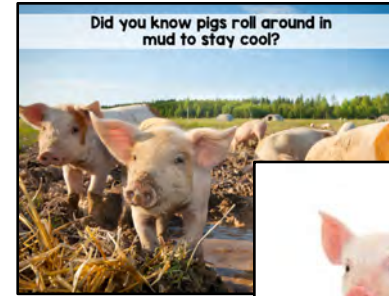
Pigs have an excellent sense of smell and use their noses, called snouts, to root around for food.

### Objectives:

- Students will use new vocabulary.
- Student will share and take turns.
- Students will play with words, sounds, and rhymes.

### Activities:

1. Look at the real pictures and talk about what you see. What are the pigs playing in?
2. Play the color and number identification carpet game, "Sneaky Pig." Lay the barns out and hide the Sneaky Pig under one of them while the children close their eyes. Students recite the poem and then take turns guessing where the pig is. Continue guessing until the pig is found.
3. Sing the song "Old MacDonald" with students. Print the attached cards and hold them up when that animal is called.



### Extension Idea:

Learn the ASL for pig by placing your flat hand under your chin, palm side down. Move all four fingers down at a right angle to your palm. Move the flat four fingers up and down.





**A baby pig is called a piglet.**

**Did you know pigs roll around in the mud to stay cool?**



# Sneaky Pig

Carpet Game

Sneaky Pig, Sneaky Pig,  
Where can he be?



Pick a barn. Let's look and see!

Sneaky Pig



Sneaky Pig



Sneaky Pig



Sneaky Pig



Sneaky Pig



Sneaky Pig



Sneaky Pig



Sneaky Pig



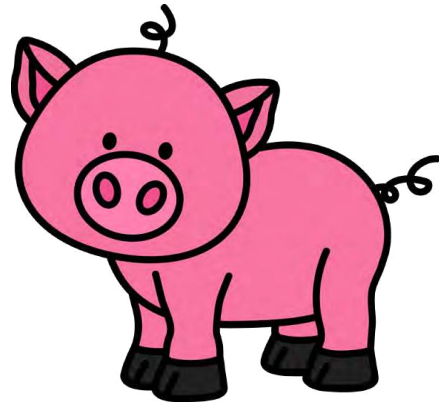
Sneaky Pig



Sneaky Pig



Sneaky Pig



# Old MacDonald

Song

Old MacDonald had a farm.

E-I-E-I-O.

And on that farm they had some cows.

E-I-E-I-O.

With a moo-moo here

And a moo-moo there

Here a moo, there a moo

Everywhere a moo-moo

Old MacDonald had a farm

E-I-E-I-O.

## Verses:

pig, oink-oink

duck, quack quack

horse, neigh-neigh

donkey, hee-haw

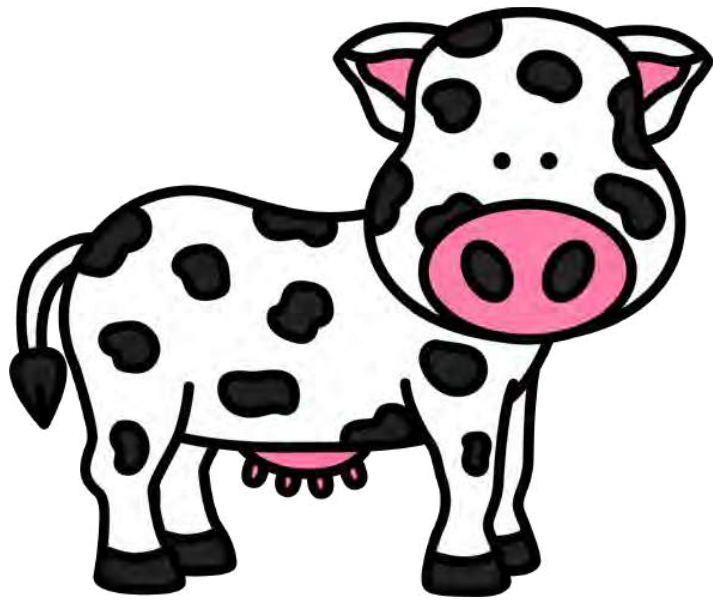
turkey, gobble gobble

rooster, cock-a-

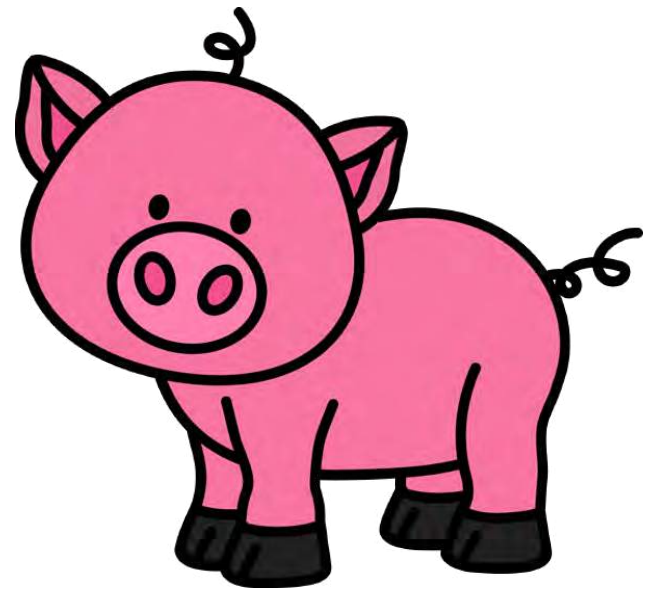
doodle-do

sheep, baa-baa

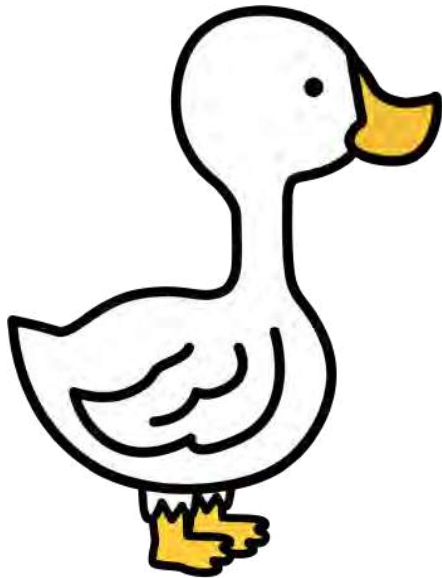




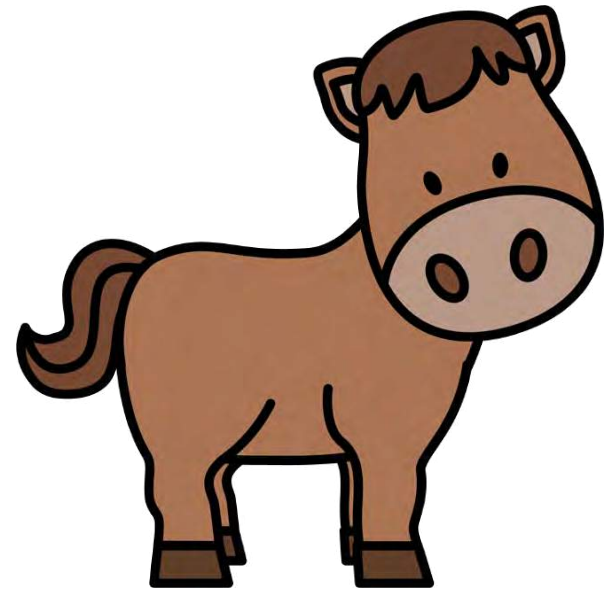
moo, moo



oink, oink



quack, quack



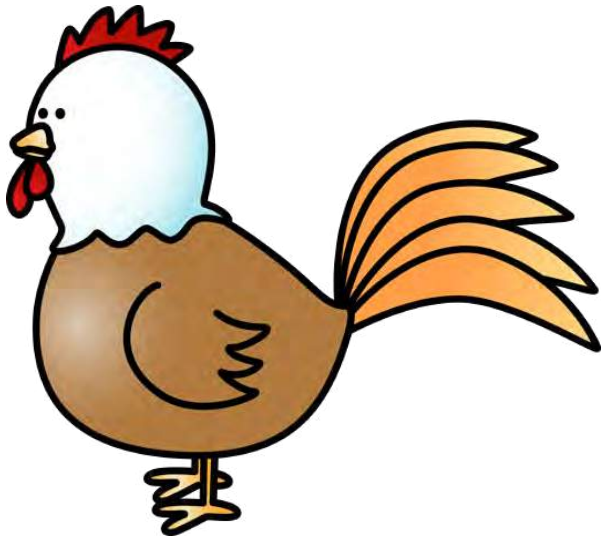
neigh, neigh



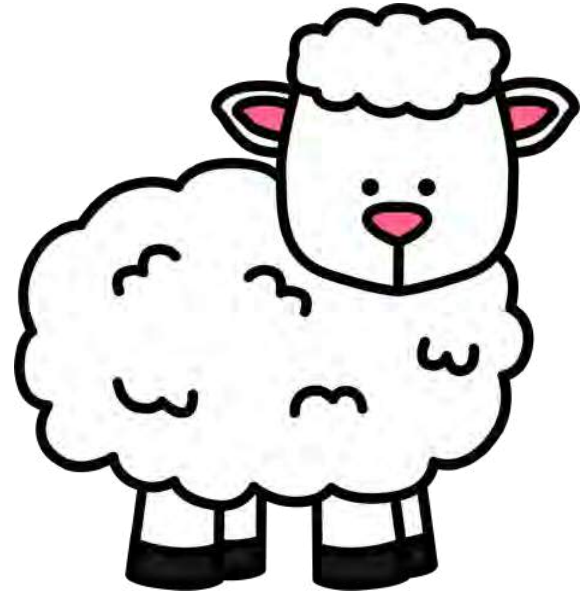
hee-haw



gobble, gobble



cock-a-doodle-do



baa, baa

# Horses

## Large Farm Animals

Horses are used for transportation. Horses help farmers to plow fields and are ridden for fun. Some police officers use horses to get around town!

### Objectives:

- The students will use new vocabulary.
- The students will follow oral directions.
- The students will compare objects by property.

### Activities:

1. Look at the real pictures of horses. Talk about what the horses are doing for the farmer.
2. Sing the H-O-R-S-E song to the tune of "Bingo". Display the letters H-O-R-S-E and sing the song. After singing the first verse, cover the letter H with a picture of the horse shoe. Sing the second verse as "neigh, O-R-S-E".
3. Play Barn Bingo.



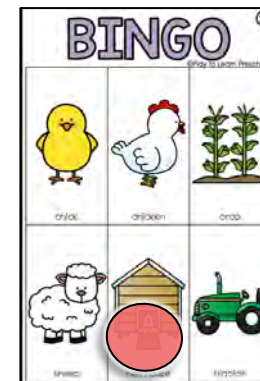
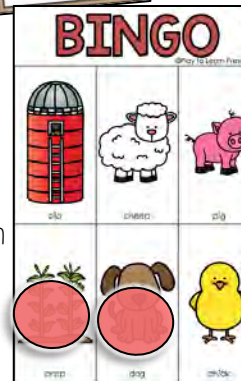
### Extension Idea:

Learn the ASL for horse by forming the letter "U" with your right hand and then placing the thumb of that hand just above your temple. Bend the two fingers up and down a couple of times.



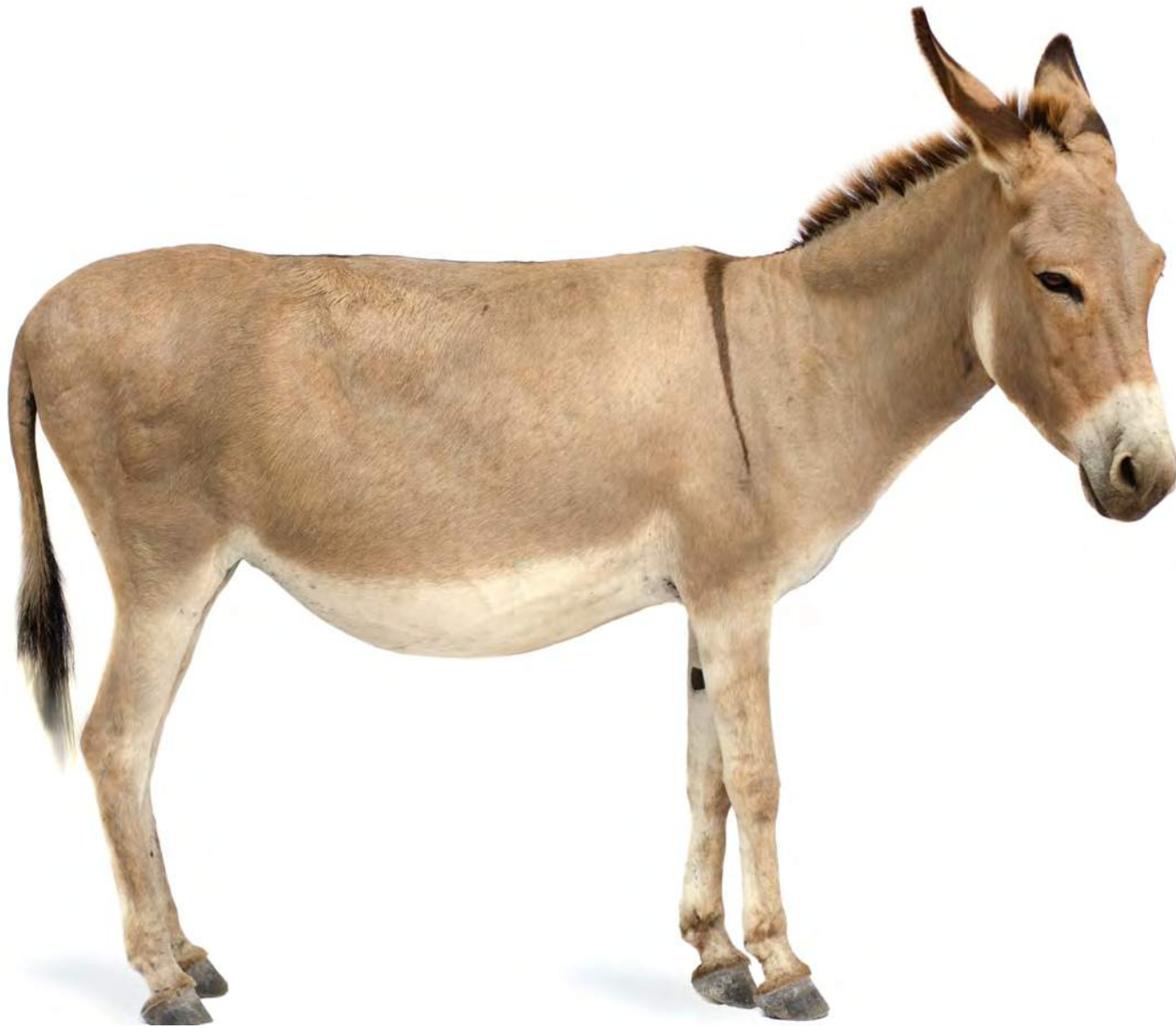
### To Play the Game:

1. Students each receive 1 bingo card. Use counters or plastic chips as bingo markers.
2. Using picture cards from the song, pull a card and display on pocket chart in front of room.
3. Students mark the item on their card if applicable. Three in a horizontal row wins.





**Did you know horses can sleep standing up?**



**Donkeys are related to horses and zebras,  
but have longer ears.**

**Horses and donkeys help farmers by pulling the plow that digs up the fields.**



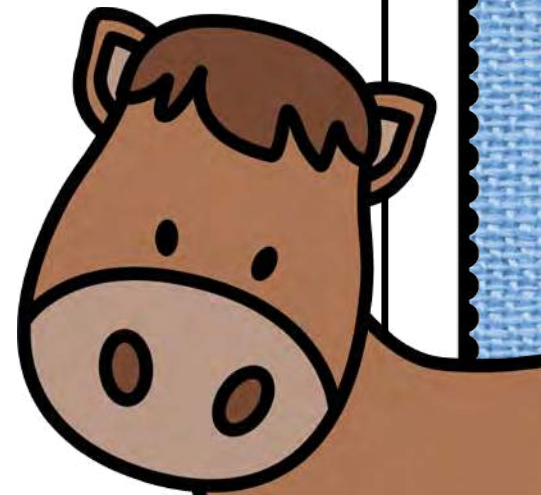
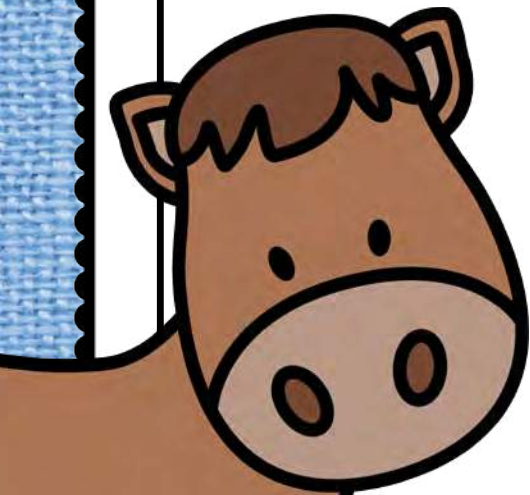
# H-O-R-S-E

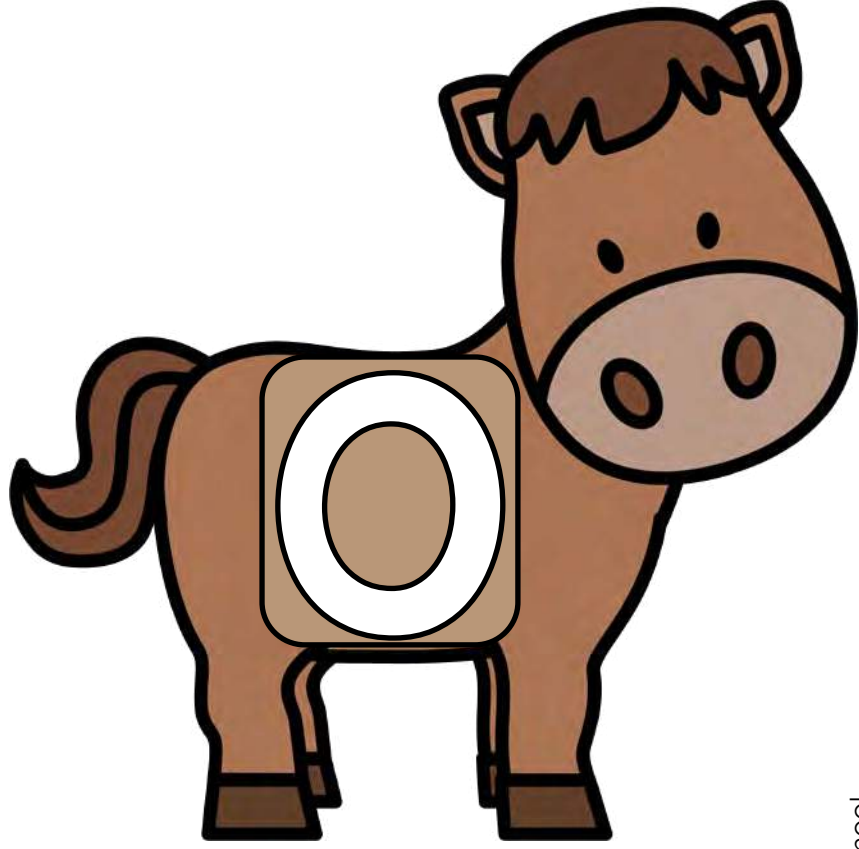
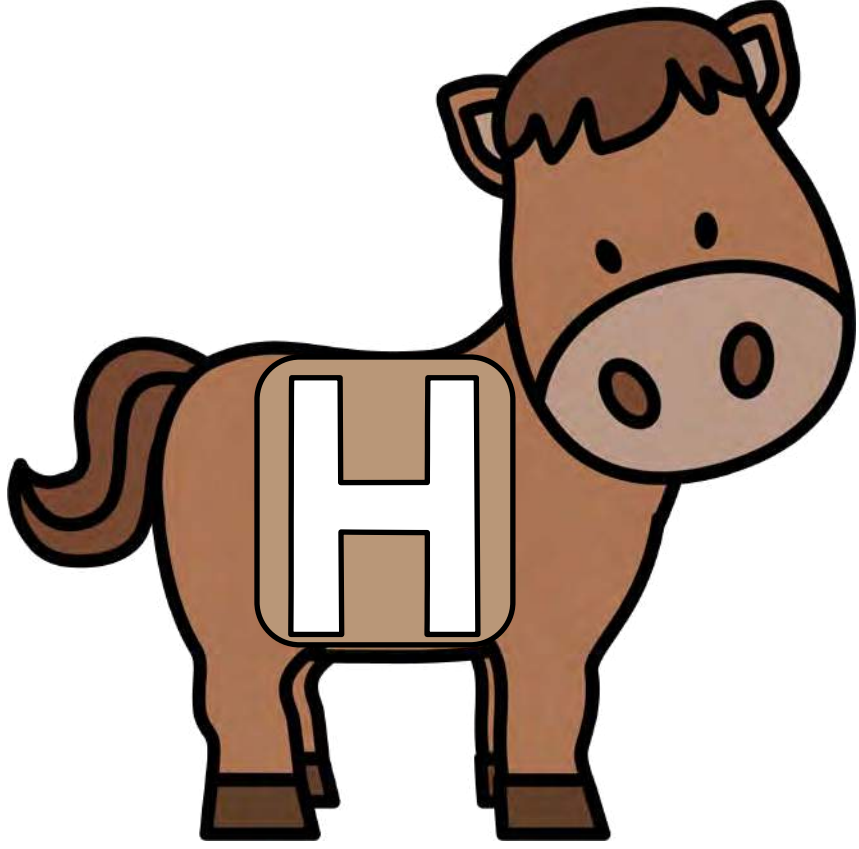
To the tune of Bingo

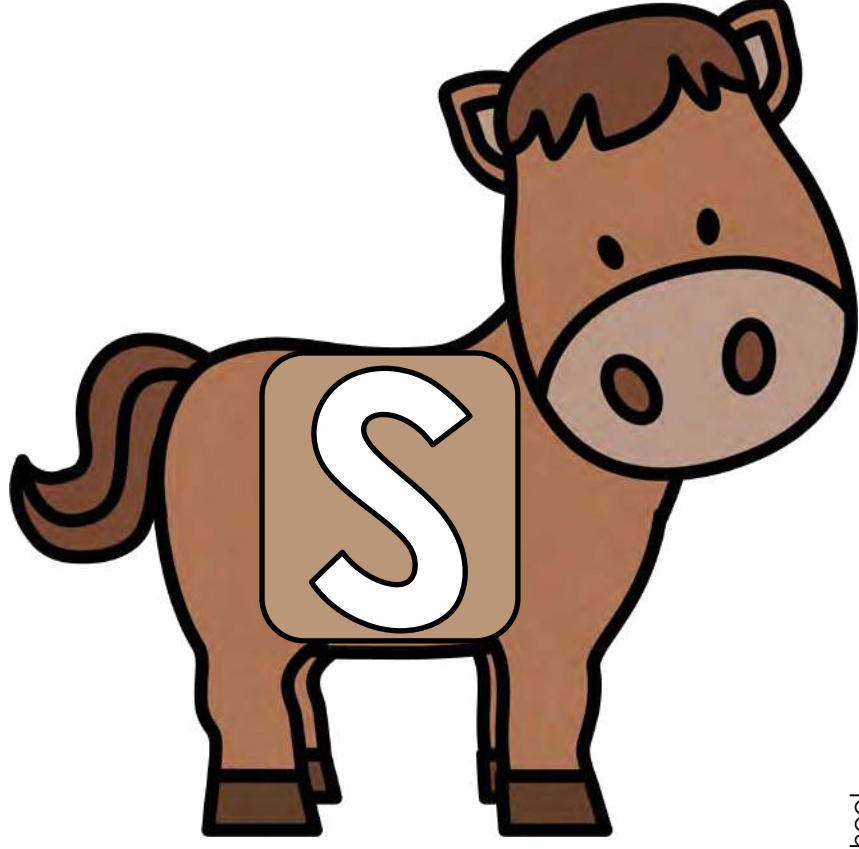
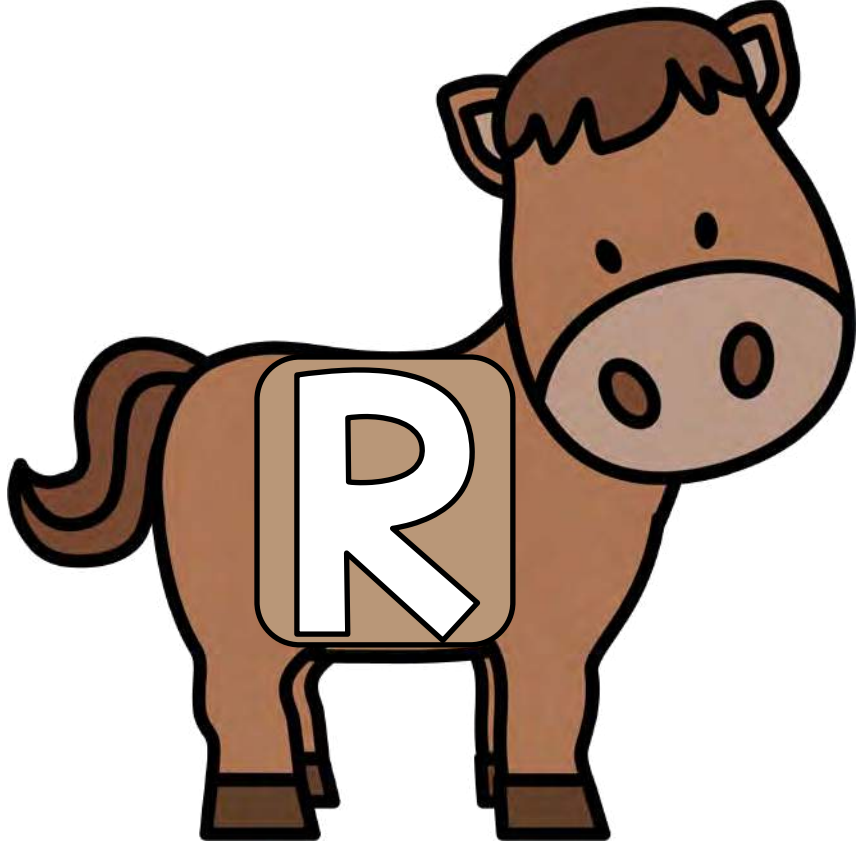
I have 4 hooves and like to trot.  
What do you think my name is?

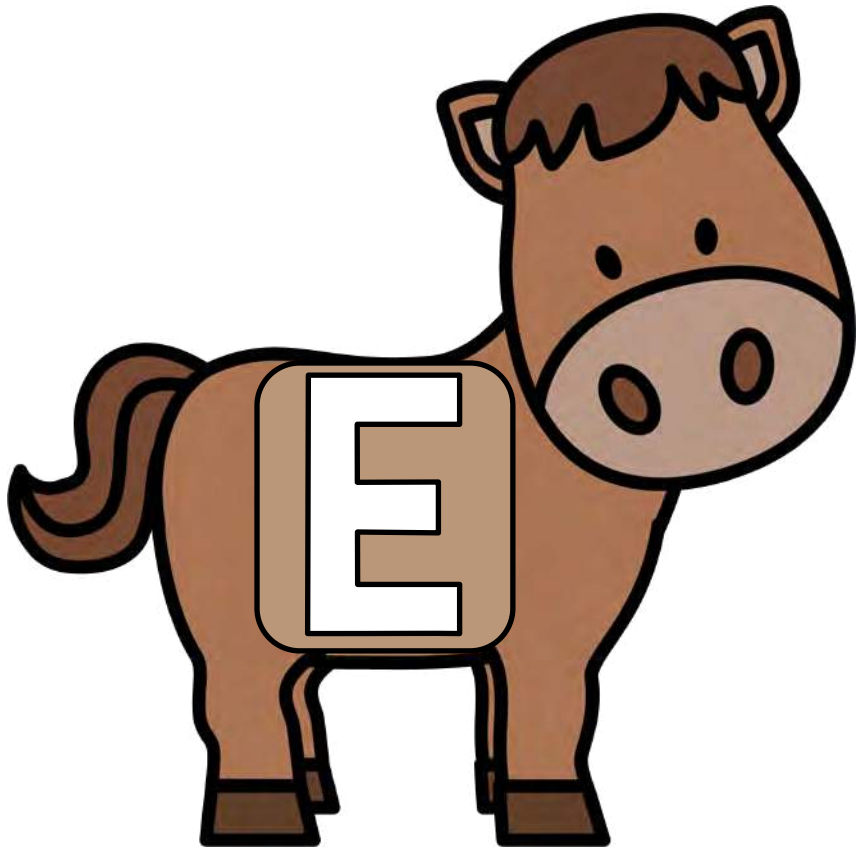
H-O-R-S-E  
H-O-R-S-E  
H-O-R-S-E

And horse is my name-o!









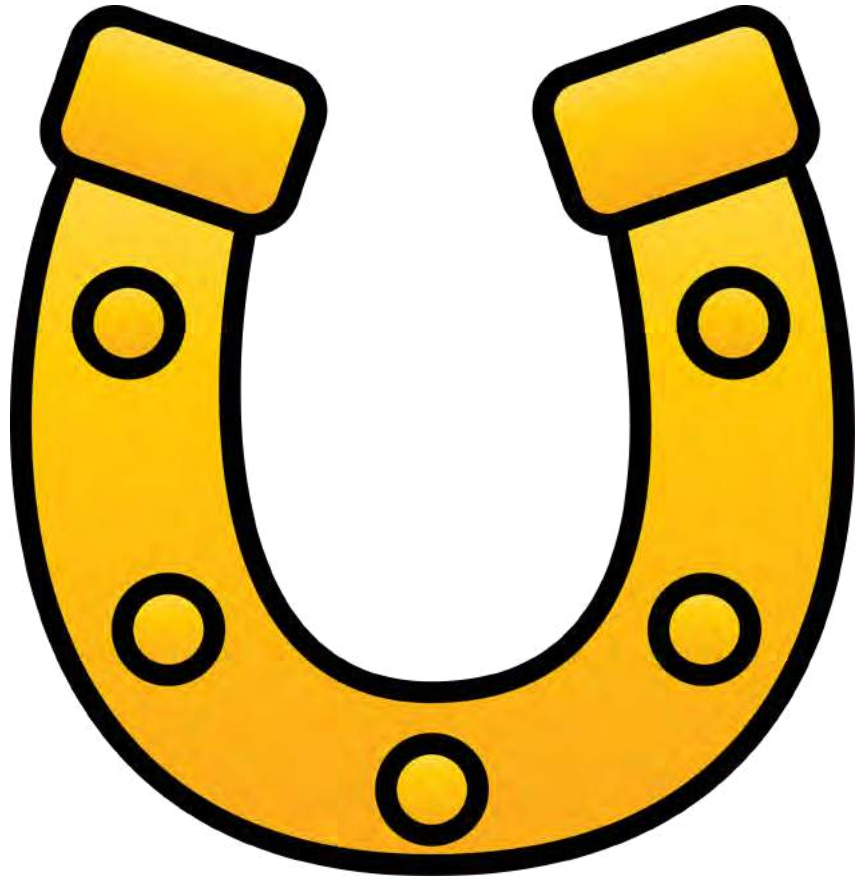
neigh



neigh



neigh



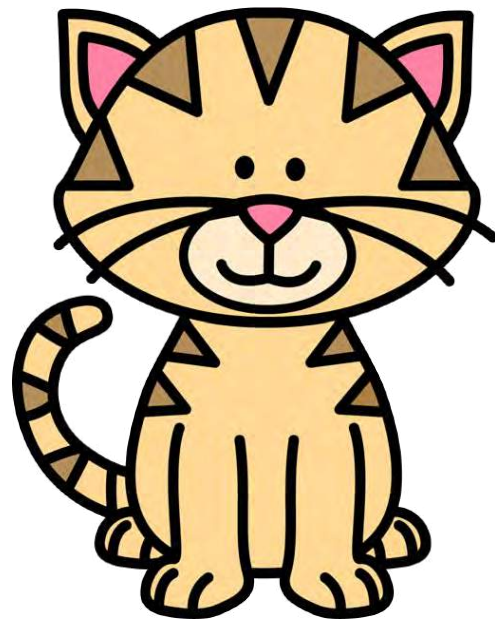
neigh



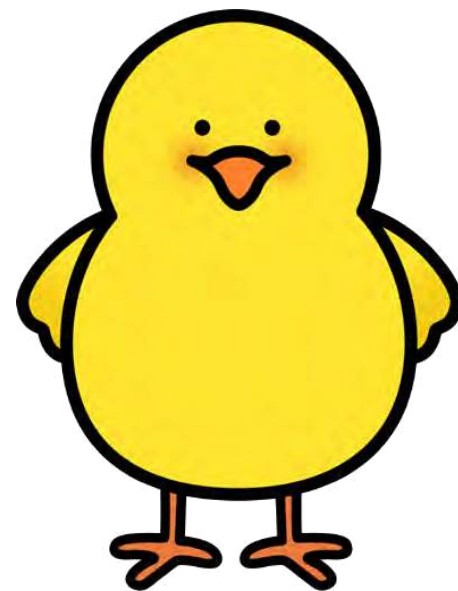
neigh



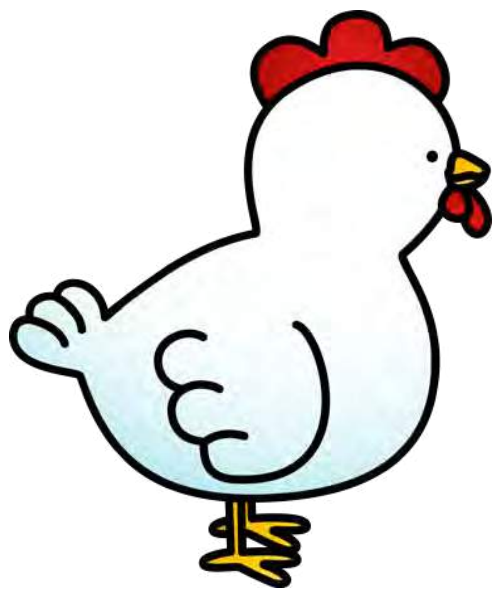
barn



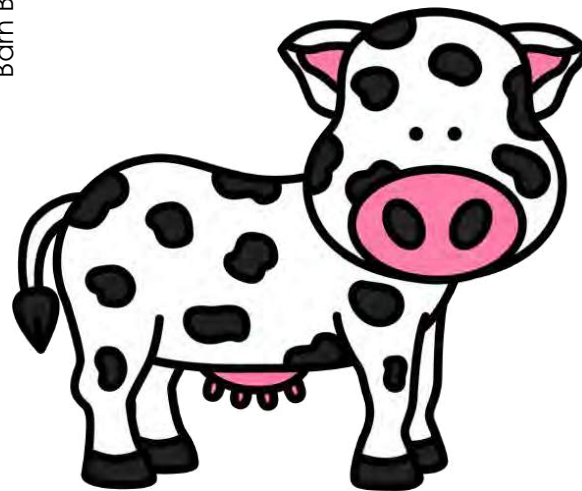
cat



chick



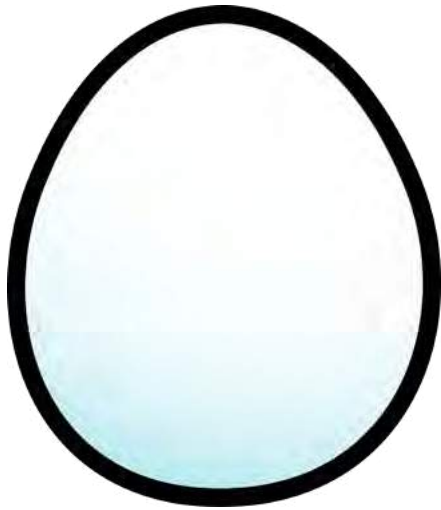
chicken



cow



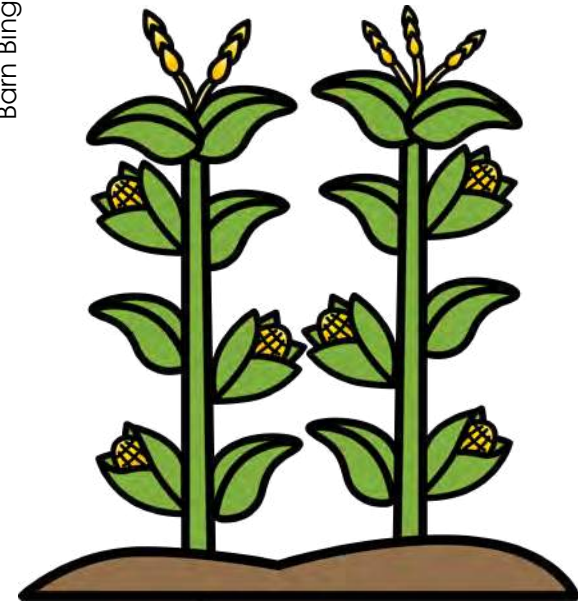
dog



egg



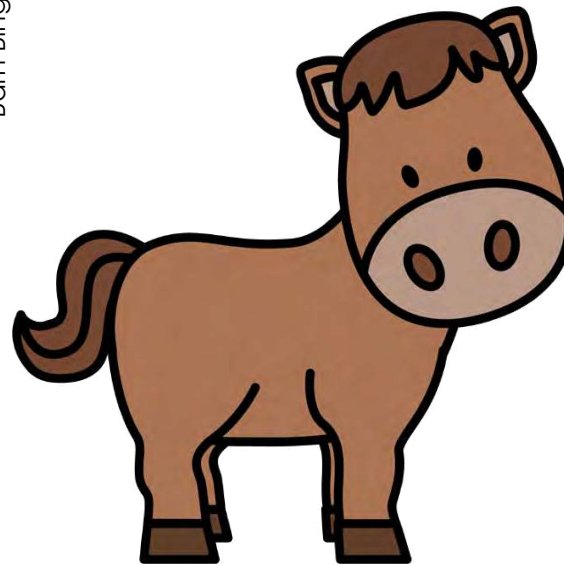
farmers



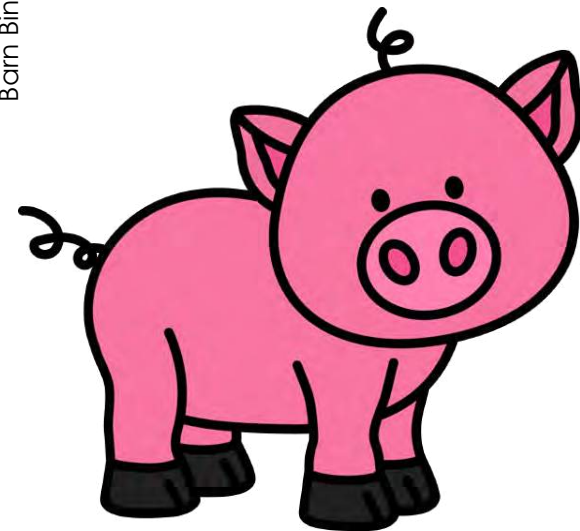
crop



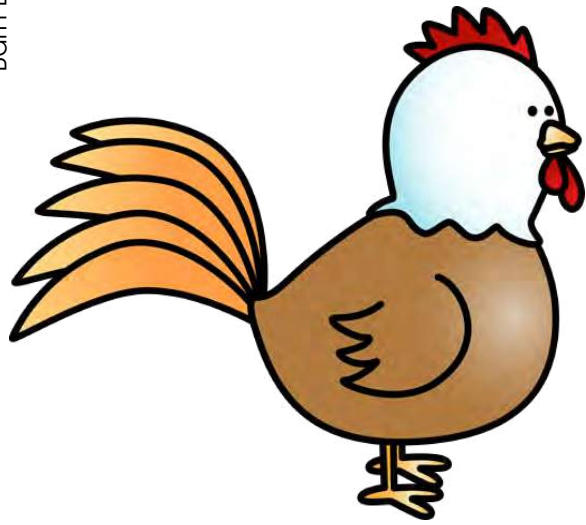
hen house



horse



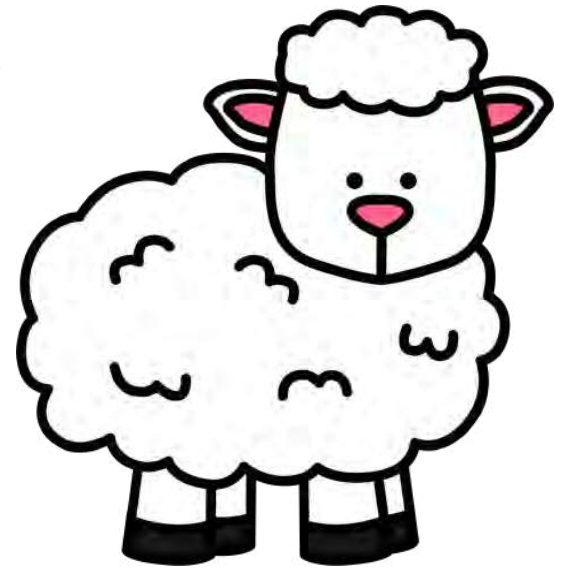
pig



rooster



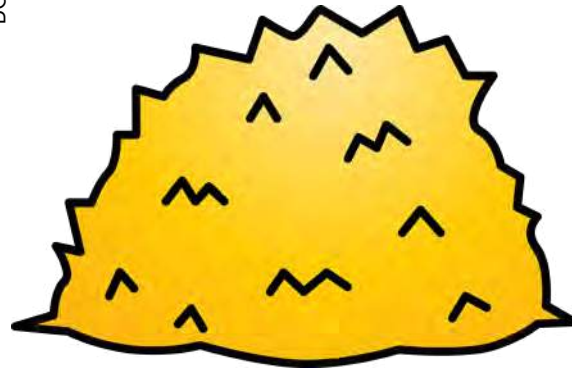
goat



sheep



tractor



hay



silo

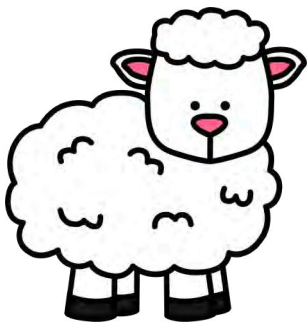
# BINGO



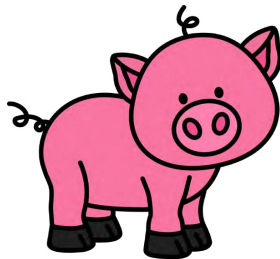
©Play to Learn Preschool



silo



sheep

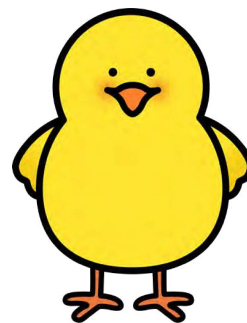


pig

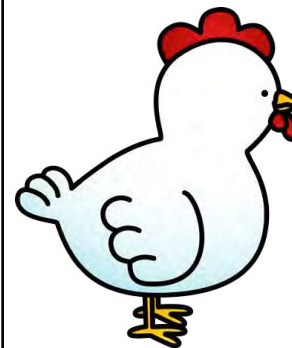
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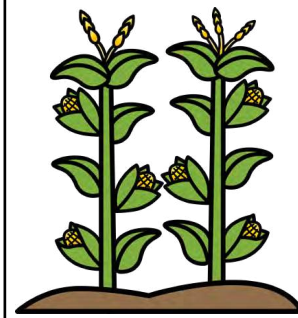
©Play to Learn Preschool



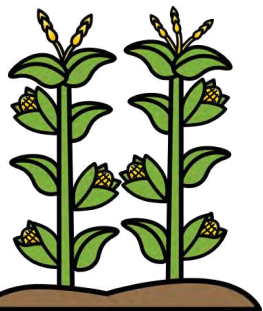
chick



chicken



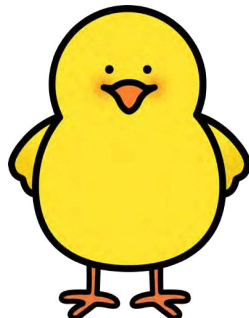
crop



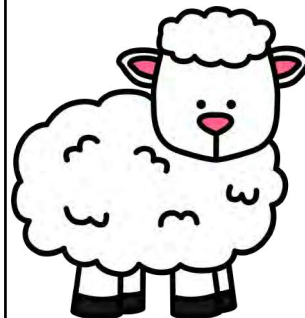
crop



dog



chick



sheep



hen house

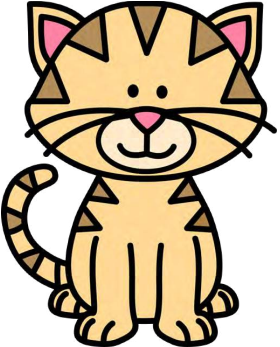



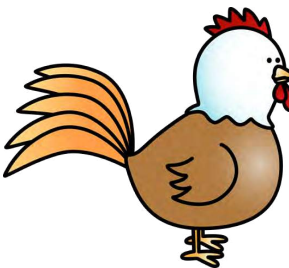
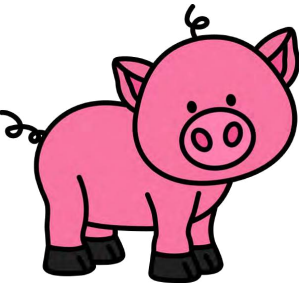


tractor

# BINGO



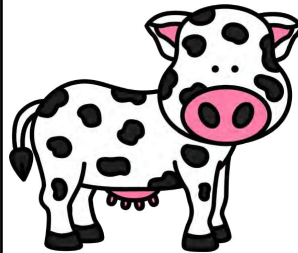

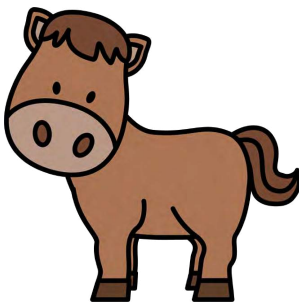
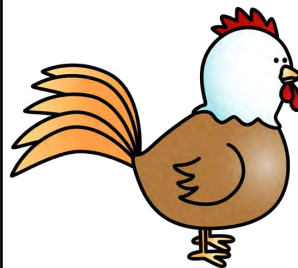
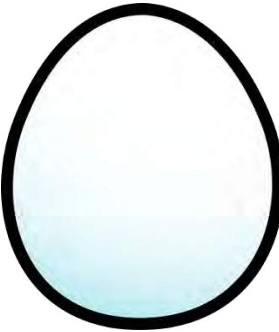
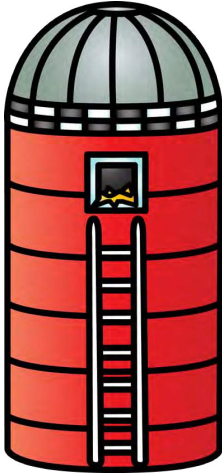
©Play to Learn Preschool

		
cat	barn	dog
		
hay	rooster	pig

# BINGO



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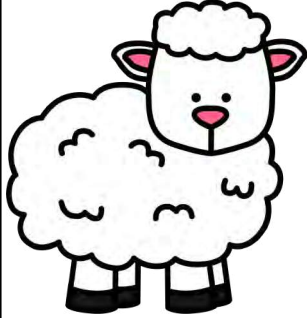
		
cow	goat	horse
		
rooster	egg	silo

# BINGO

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silo



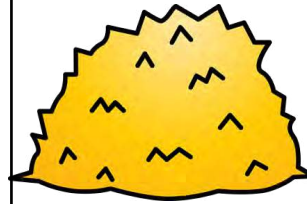
sheep



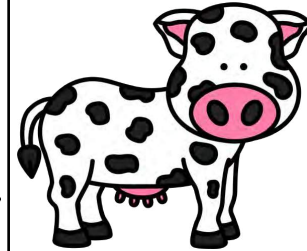
goat

# BINGO

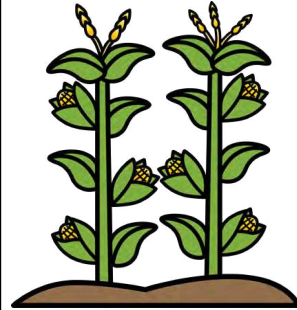
©Play to Learn Preschool



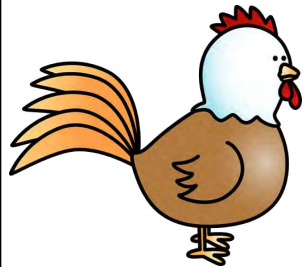
hay



cow



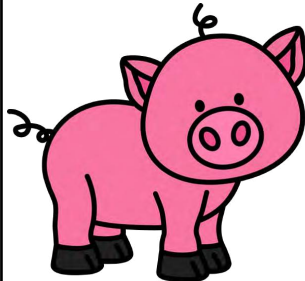
crop



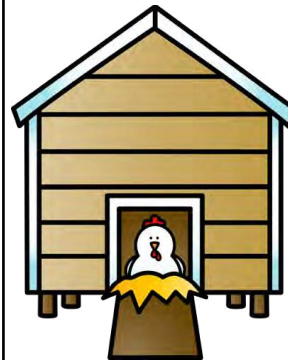
rooster



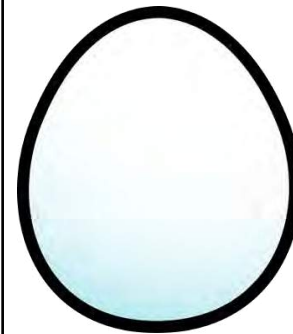
tractor



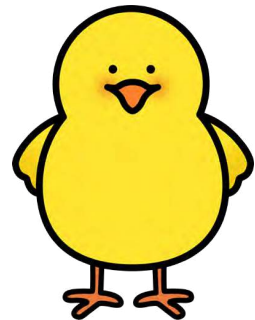
pig



hen house



egg

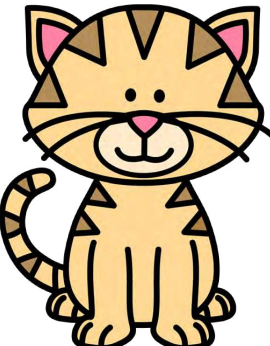
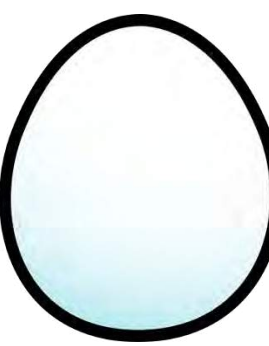
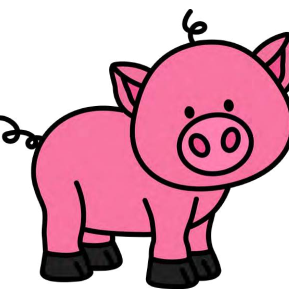




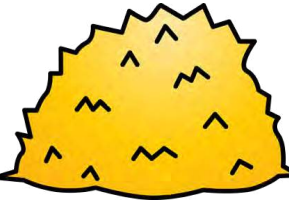
chick

# BINGO

0

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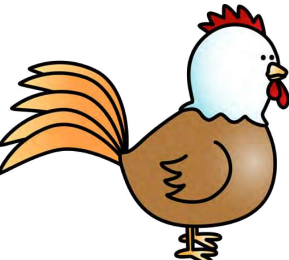
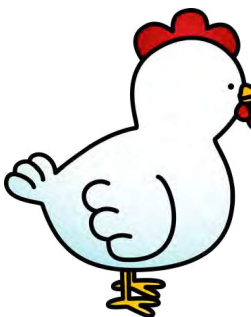
		
cat	egg	pig

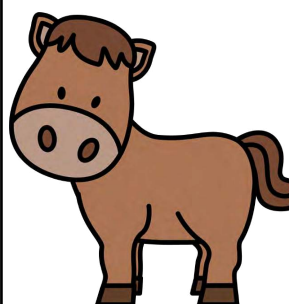


		
silo	dog	hay

# BINGO

◇

©Play to Learn Preschool

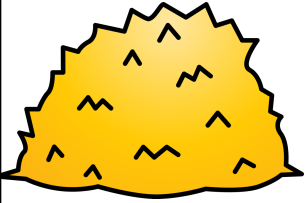
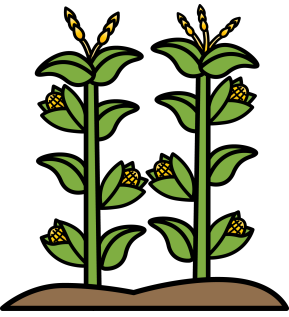
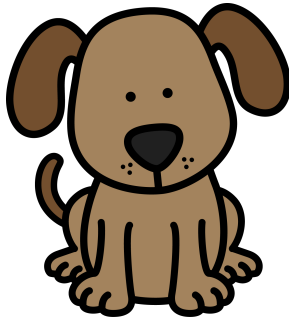
		
tractor	rooster	chicken


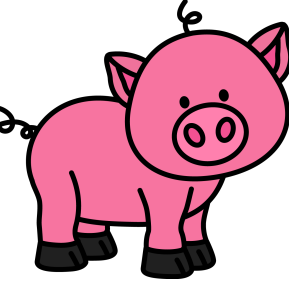
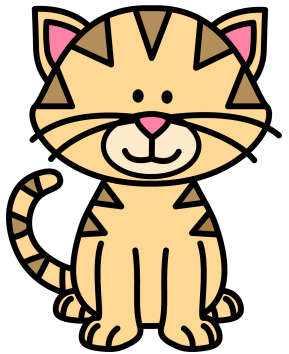
		
horse	hen house	goat

# BINGO



©Play to Learn Preschool


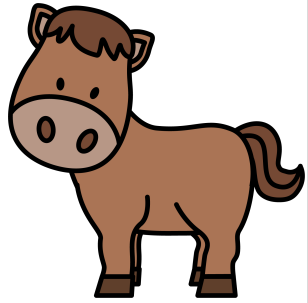

		
hay	crop	dog


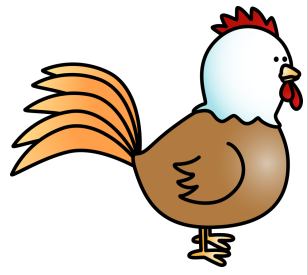

		
farmer	pig	cat

# BINGO



©Play to Learn Preschool

		
goat	horse	farmer

		
hen house	rooster	tractor

# Animal Roundup

## Putting Them All Together

Day 7  
Lesson  
Plans

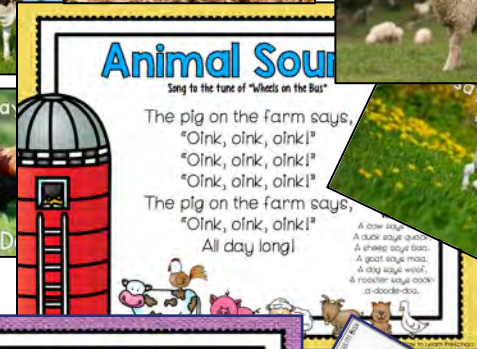
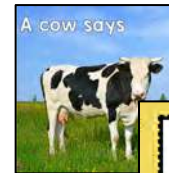
Farmers can take care of cows, horses, pigs, goats, sheep, chickens, and roosters on the farm.

### Objectives:

- The students will express themselves using words and sentences.
- The students will play with words, sounds, and rhymes.
- The students will share and take turns with others.

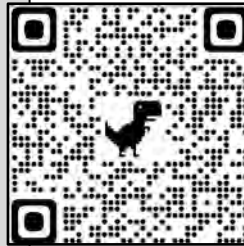
### Activities:

1. See if the students can name each of the animals in the real photos.
2. Sing "Animal Sounds" and hold up the farm animal cards while singing the song. Encourage students to make the noises and act like the animals.
3. Print off the "Guess It!" cards or place small toys in a box. (You could use a shoe box or tissue box.) Give each student a turn to take something out of the box and tell the class what they picked from the farm.



### Extension Idea:

Farm animals like cows, sheep, and goats make milk for their babies. The extra milk can be churned into butter for cooking and baking. Check out this website on how to make butter at home. <https://playtolearnpreschool.us/making-butter/> or scan the QR code with your phone.





**Horses, cows, sheep, pigs, chickens, and goats live on a farm.**

# Animal Sounds

Song to the tune of "Wheels on the Bus"

The pig on the farm says,

"Oink, oink, oink!"

"Oink, oink, oink!"

"Oink, oink, oink!"

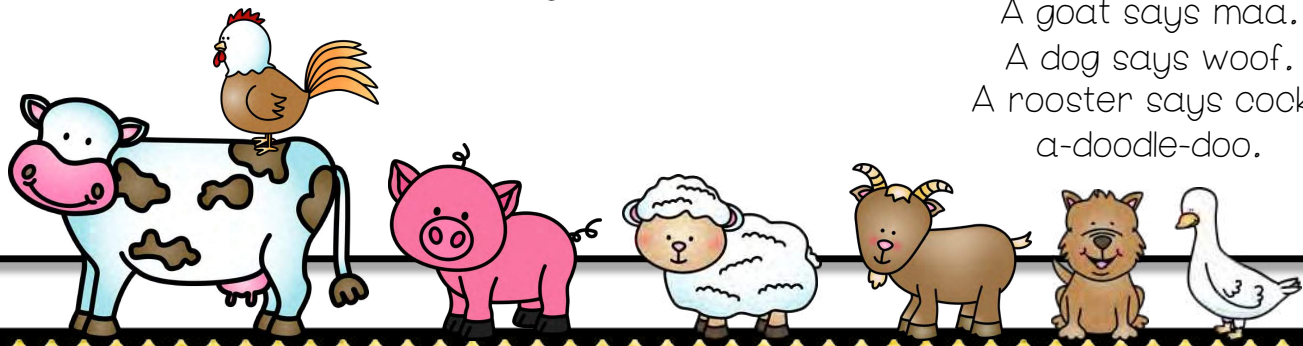
The pig on the farm says,

"Oink, oink, oink!"

All day long!

## Verses:

A cow says moo.  
A duck says quack.  
A sheep says baa.  
A goat says maa.  
A dog says woof.  
A rooster says cock-  
a-doodle-doo.





A pig says

OINK!



A cow says

MOO!

A horse says



NEIGH!

A sheep says



BAA!

A dog says



WOOF!

A duck says



QUACK!

**A goat says**



**MAA!**

**A rooster says**



**Cock-a-Doodle-DOO!**

# Guess It! Box

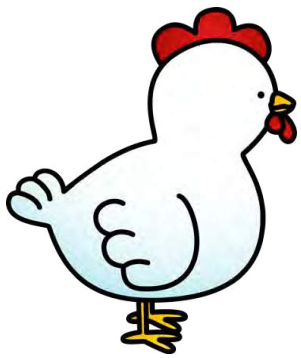
Reach right in and pull one out.

Tell us what it's all about.

What did you pick  
from the farm?

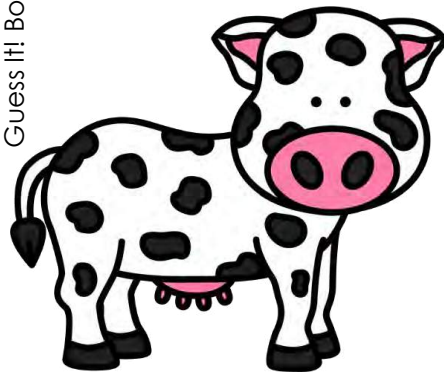


Guess It! Box



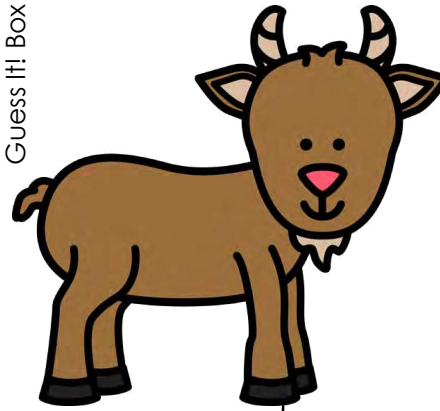
chicken

Guess It! Box



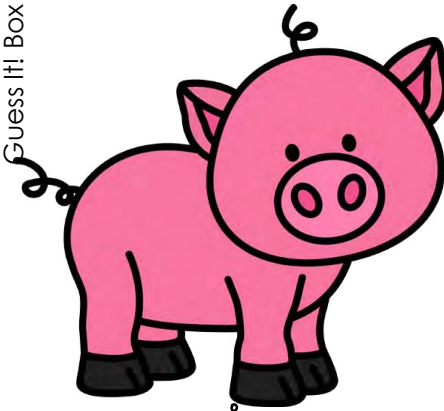
cow

Guess It! Box



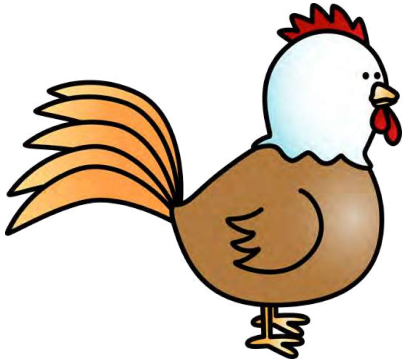
goat

Guess It! Box



pig

Guess It! Box



rooster

Guess It! Box



farmer

Guess It! Box



barn

Guess It! Box



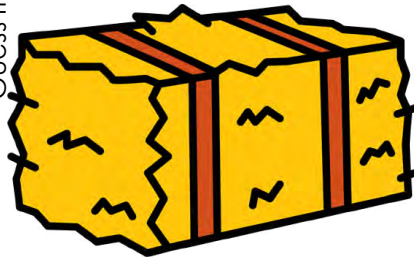
tractor

Guess It! Box



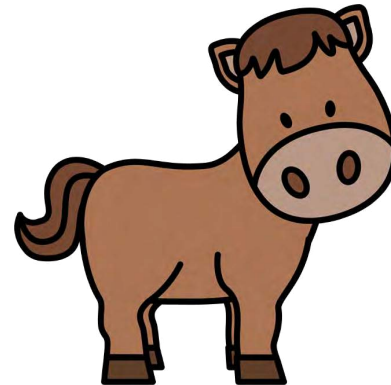
silos

Guess It! Box



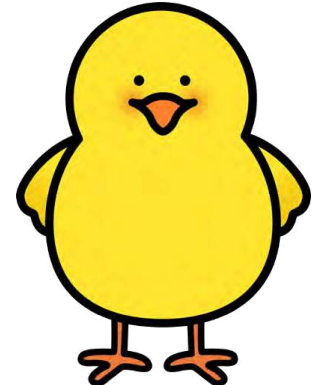
hay

Guess It! Box



horse

Guess It! Box



chick

# Farm Machines

## Tractors, Seeders, and Harvesters

Day 8  
lesson  
plans

Machines help farmers to gather the crops from the fields in less time than it would take for the farmer to pick it by hand.

### Objectives:

- The students will notice similarities and differences and ask questions.
- The students will understand the purpose of writing.
- The students will share and take turns with others.

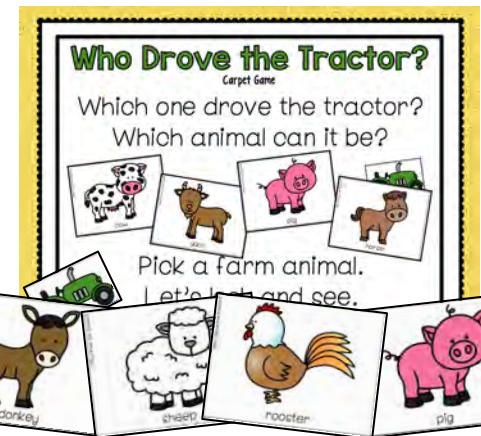
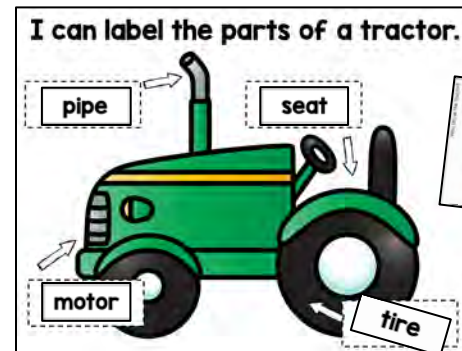
### Activities:

1. Look at the real pictures and discuss what the students think each machine does for the farmer.
2. Label the different parts of the tractor. Copy the black and white template for individual students to cut and glue the labels down.
3. Play the farm animal identification game called, "Who Drove the Tractor?"



#### Extension Idea:

Teach the ASL for tractor by moving a big steering wheel back and forth.



**This tractor is pulling a water tank and a plow.**



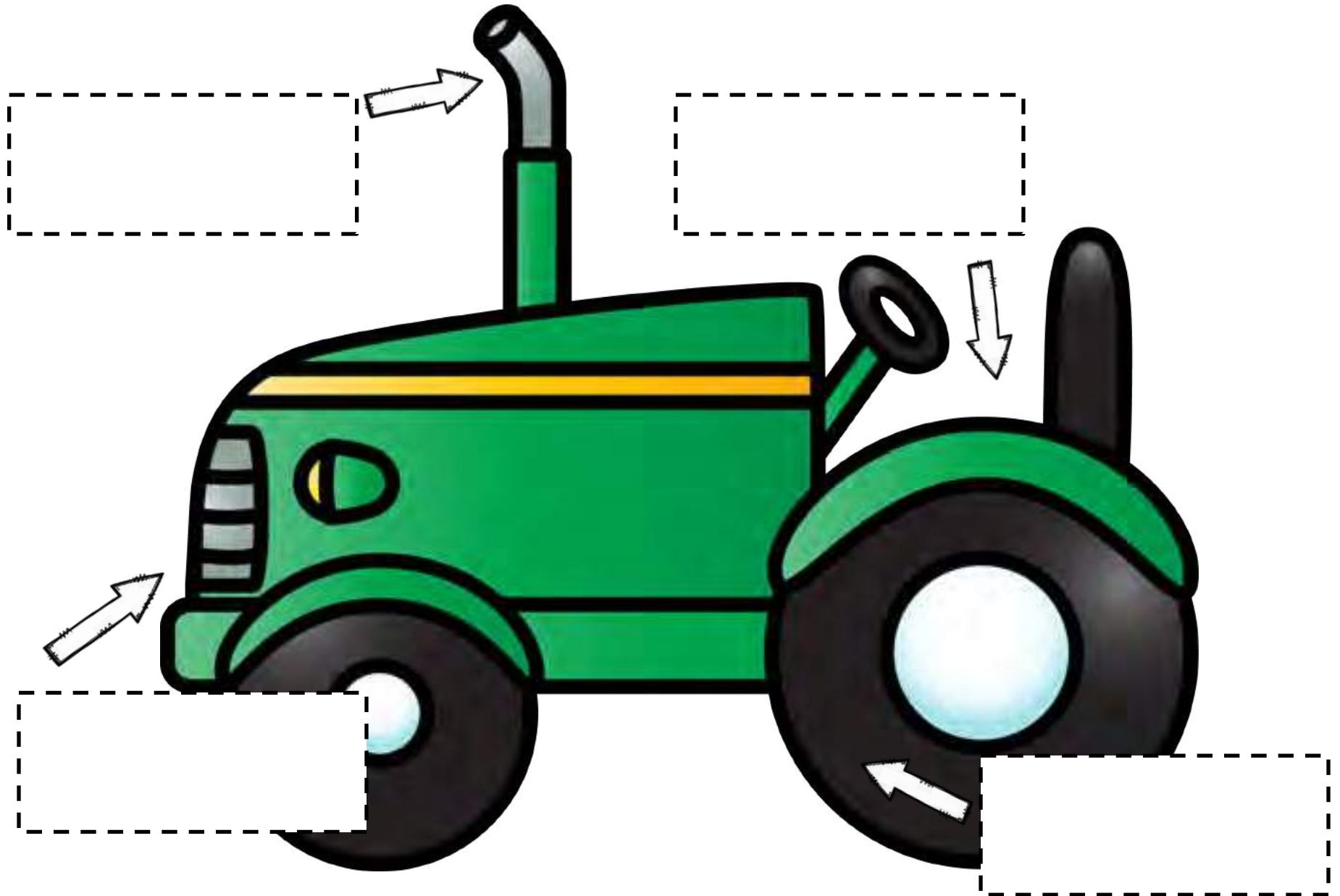
**This tractor and seeder are planting corn seeds in rows.**





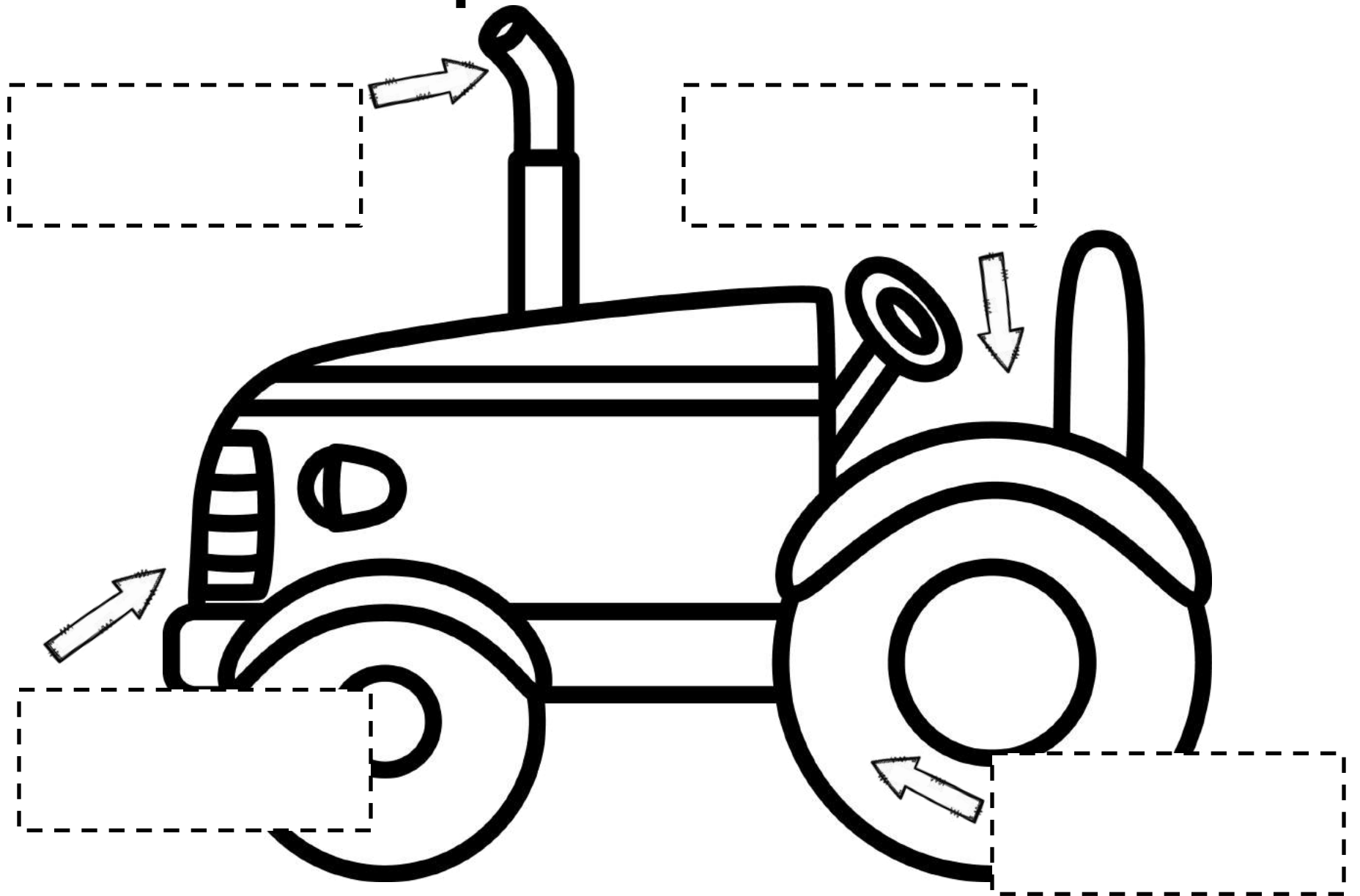
**This harvesting machine is picking the corn and dumping it in the truck.**

I can label the parts of a tractor.



Name \_\_\_\_\_

**I can label the parts of a tractor.**



Use these cards to label the parts of a tractor.

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**pipe**

**tire**

**motor**

**seat**

**pipe**

**tire**

**motor**

**seat**

**pipe**

**tire**

**motor**

**seat**

**pipe**

**tire**

**motor**

**seat**

**pipe**

**tire**

**motor**

**seat**

**pipe**

**tire**

**motor**

**seat**

**pipe**

**tire**

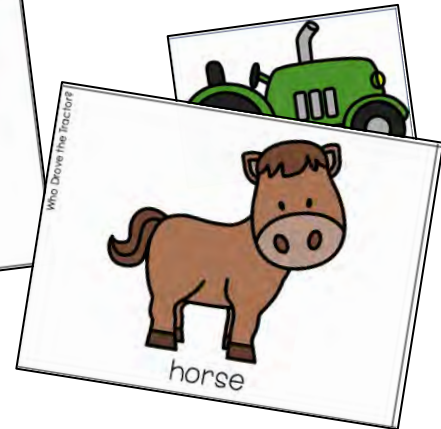
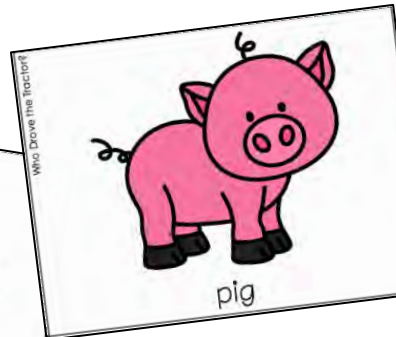
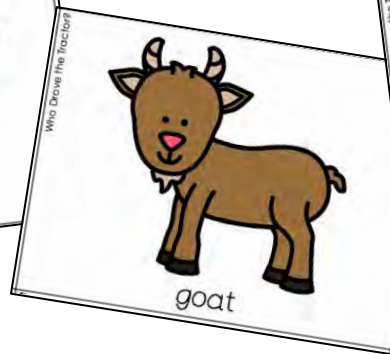
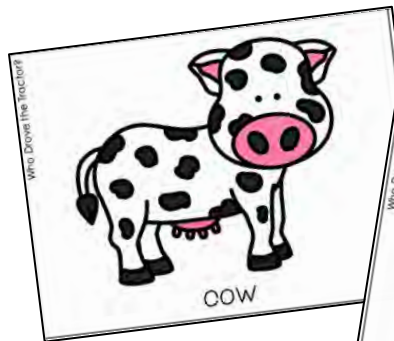
**motor**

**seat**

# Who Drove the Tractor?

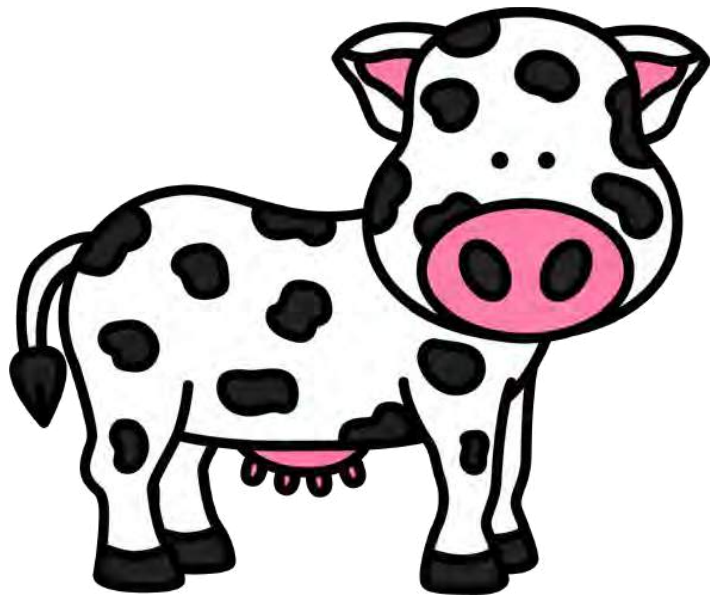
Carpet Game

Which one drove the tractor?  
Which animal can it be?



Pick a farm animal.  
Let's look and see.

Who Drove the Tractor?



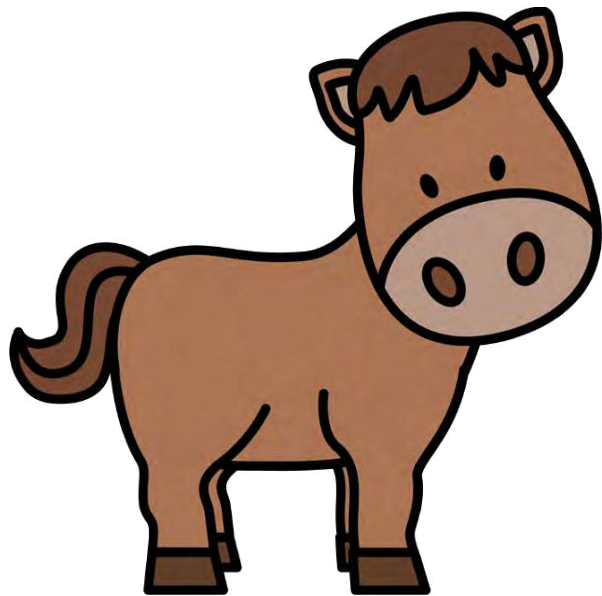
cow

Who Drove the Tractor?



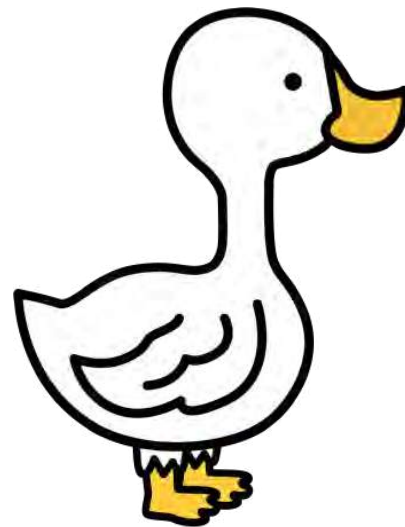
goat

Who Drove the Tractor?



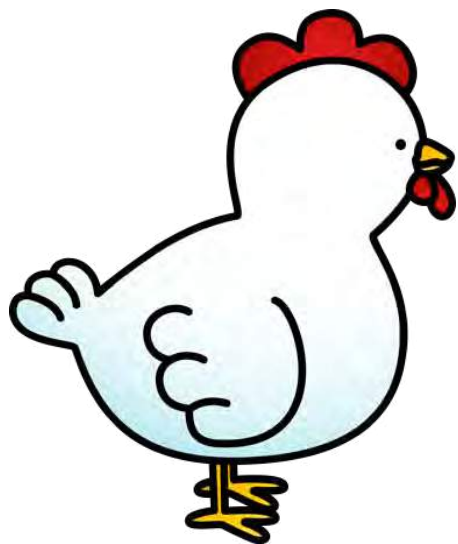
horse

Who Drove the Tractor?



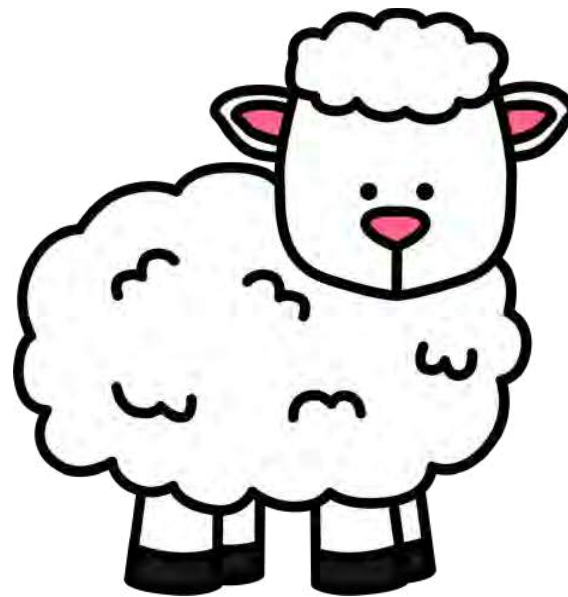
duck

Who Drove the Tractor?



chicken

Who Drove the Tractor?



sheep

Who Drove the Tractor?

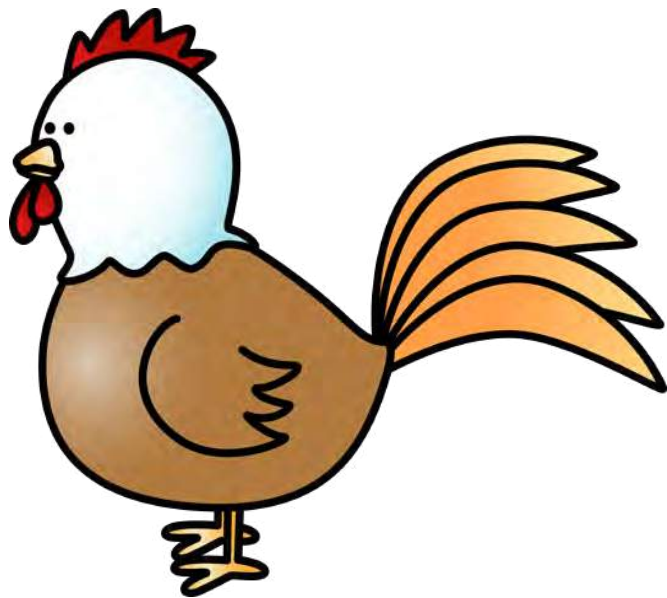


donkey

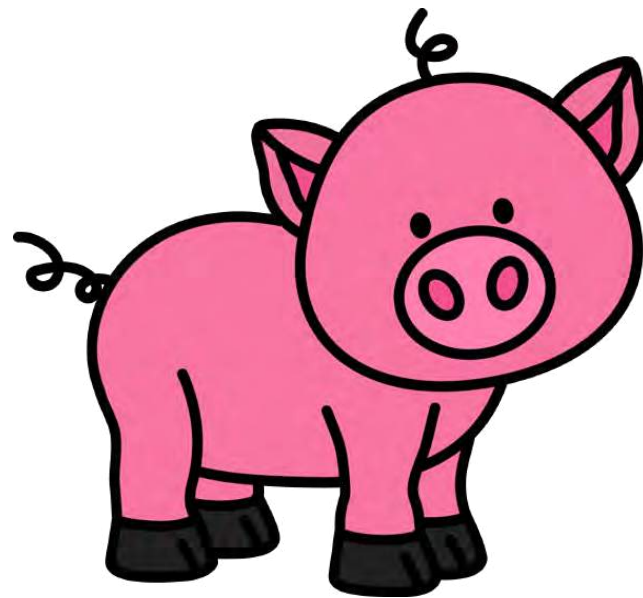
Who Drove the Tractor?



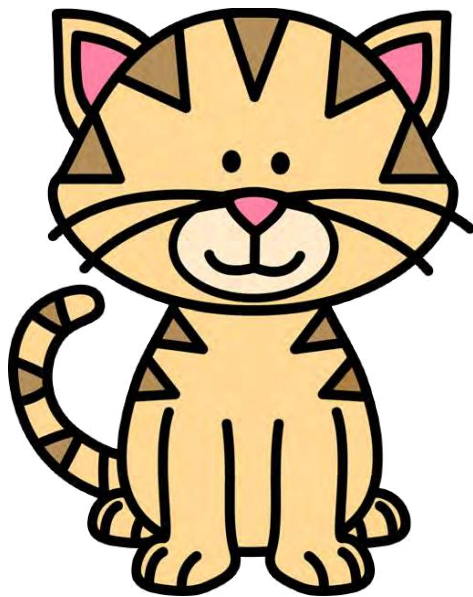
dog



rooster

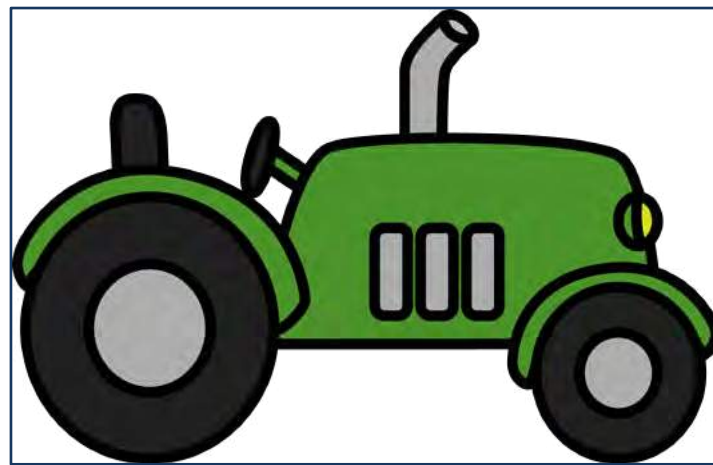


pig



cat

Cut out this tractor



# Crops

## Growing Food

Farmers grow fruits and vegetables on their farms. Some farmers bring their food to neighborhood markets to sell.

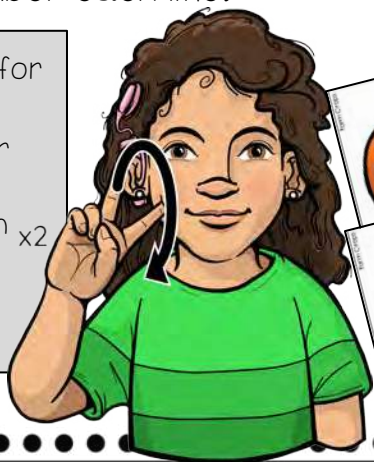
### Objectives:

- The students will apply previous knowledge to new experiences.
- The students will sort objects by property.
- The students will use illustrations to guess the text.

### Activities:

1. Examine the pictures of the farmer's market. What vegetables do you see.
2. Sort the pictures in to 2 groups: Grows on a Farm vs. Does Not Grow on a Farm.
3. Practice concept of word – "I See a Farmer's Market." Add each of the sentences to the pocket chart. Add the picture cards to help emergent readers remember each line.

**Extension Idea:** Learn ASL for vegetable by making the letter V with your pointer and middle finger. Touch the corner of your mouth  $\times 2$  with your pointer finger and pivot your hand at the wrist.





**These fresh vegetables are about to be sold at the farmer's market.**



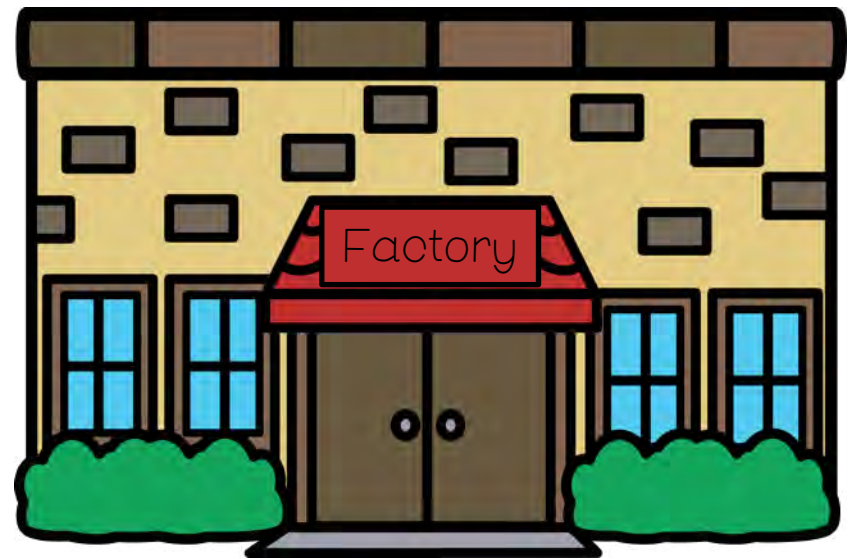
**This family is inspecting the farmer's fruit at the market.**

This food



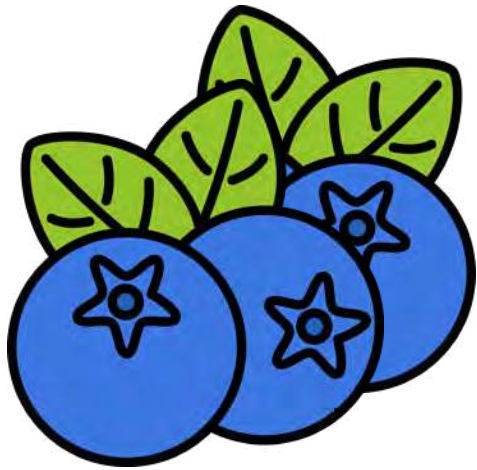
grows  
on a farm.

This food



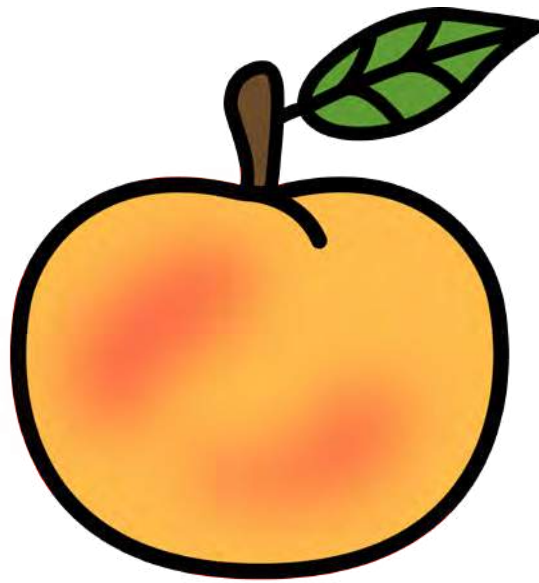
does NOT  
grow on a farm.

Grows on Farm Sort



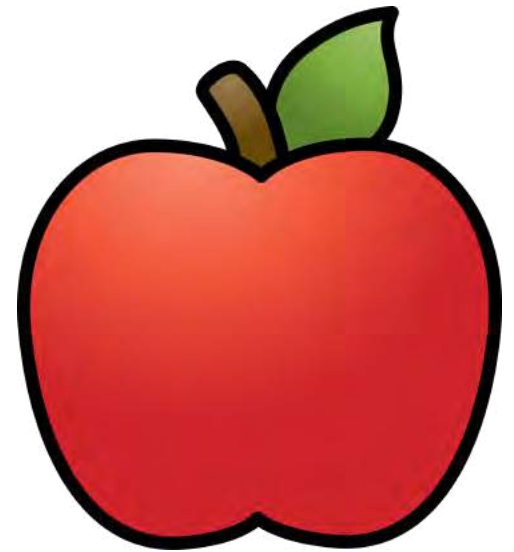
berries

Grows on Farm Sort



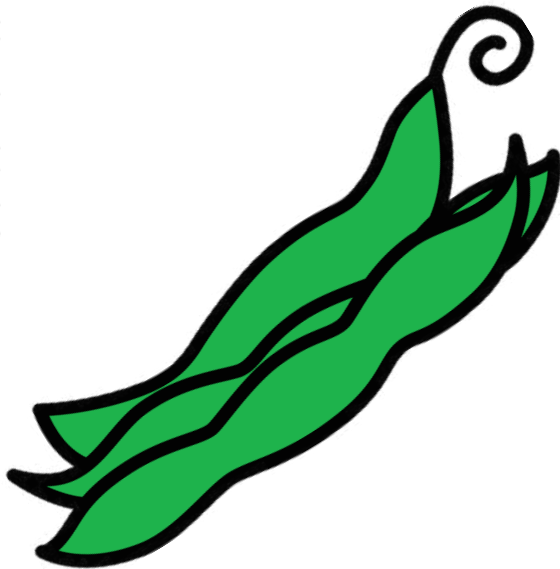
peaches

Grows on Farm Sort



apple

Grows on Farm Sort



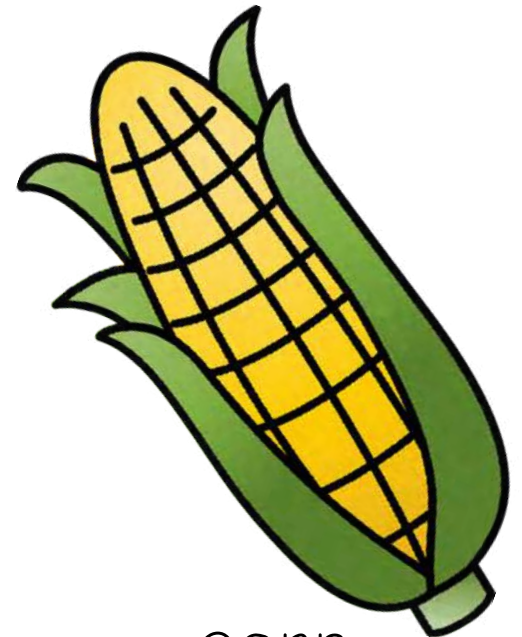
beans

Grows on Farm Sort



broccoli

Grows on Farm Sort



corn

Grows on Farm Sort



grapes

Grows on Farm Sort



pumpkin

Grows on Farm Sort



wheat

Grows on Farm Sort



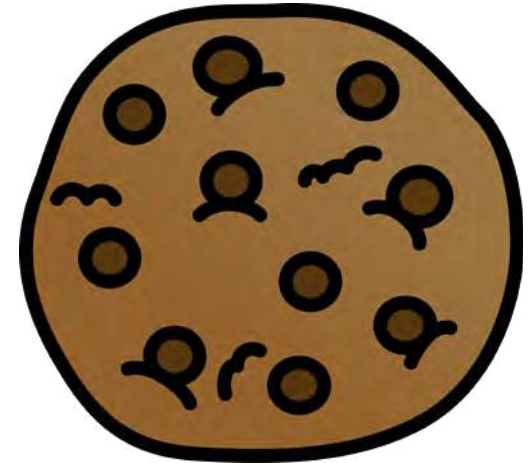
lollipops

Grows on Farm Sort



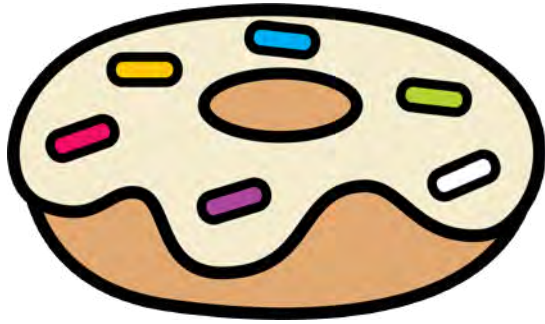
sandwich

Grows on Farm Sort



cookie

Grows on Farm Sort



donut

Grows on Farm Sort



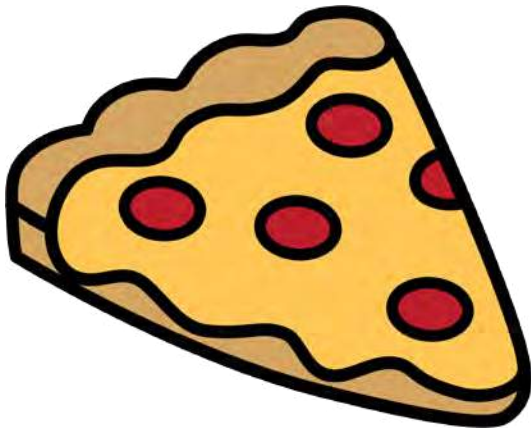
French fries

Grows on Farm Sort



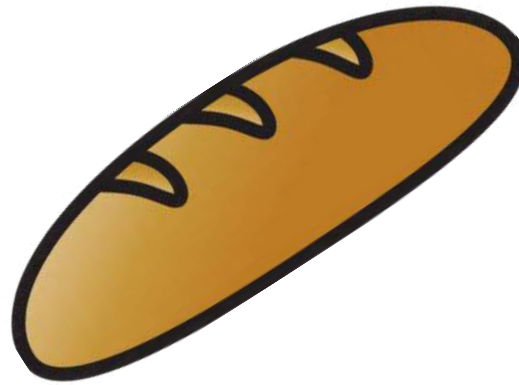
chips

Grows on Farm Sort



pizza

Grows on Farm Sort



bread

Grows on Farm Sort



cupcake

# I See a Farmer's Market

Concept of Word

I see carrots.

I see lettuce.

I see tomatoes.

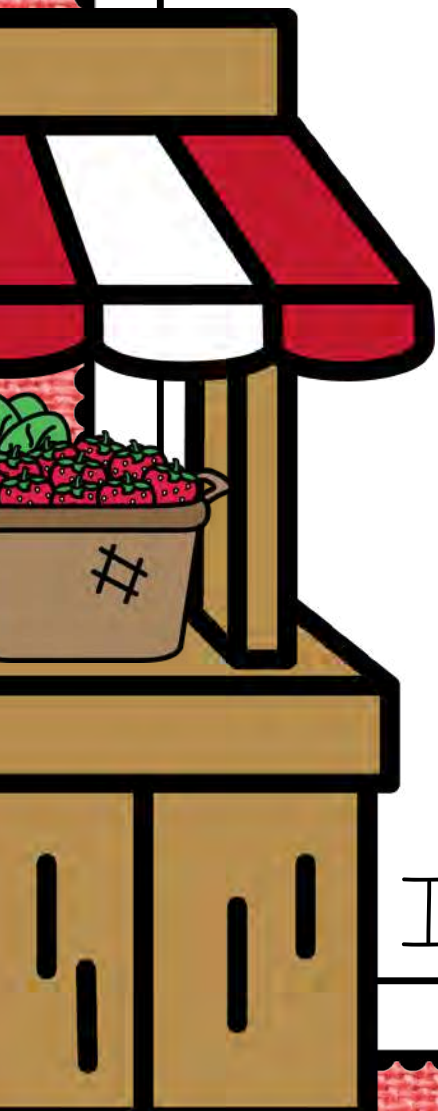
I see corn.

I see bell peppers.

I see grain.

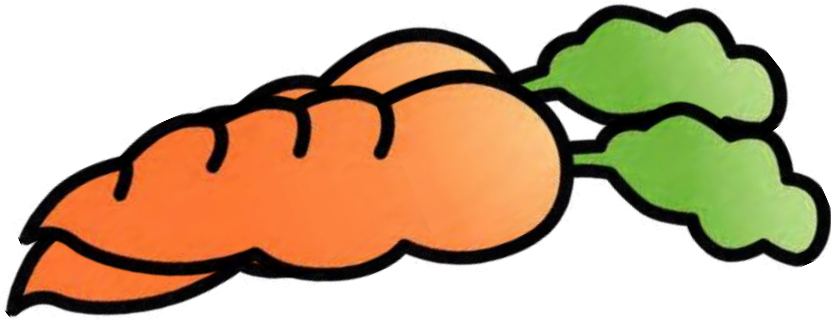
I see green beans.

I see a farmer's market!



I see

carrots.



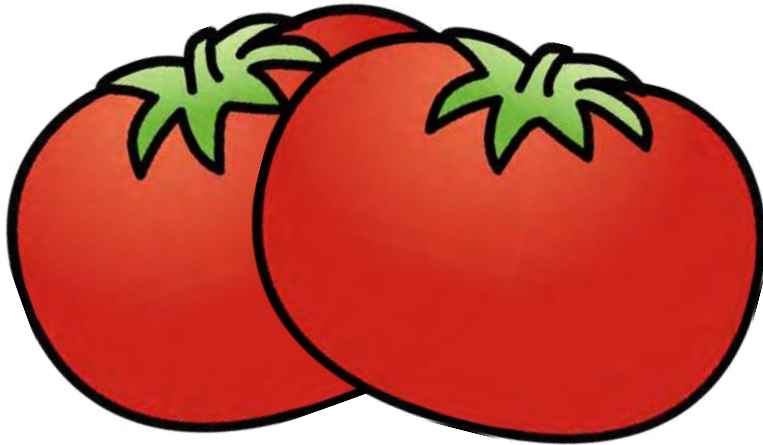
I see

lettuce.



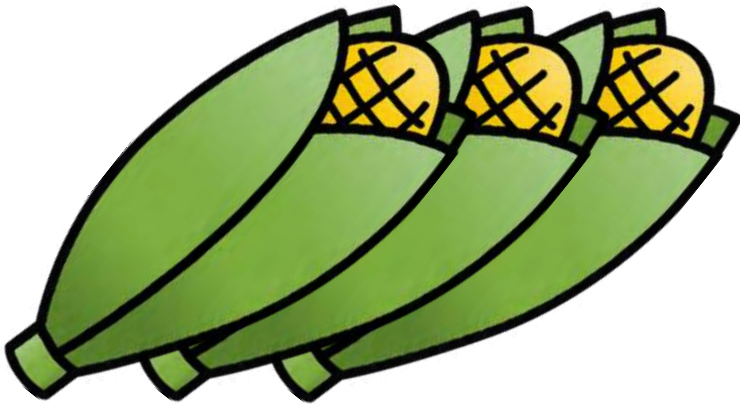
I see

tomatoes.



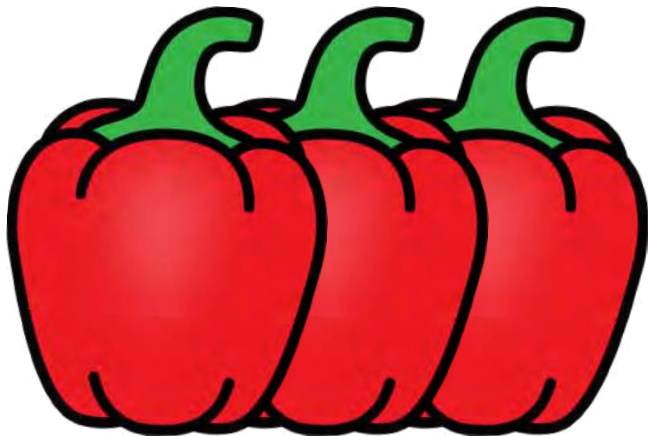
I see

corn.



I see

bell peppers.



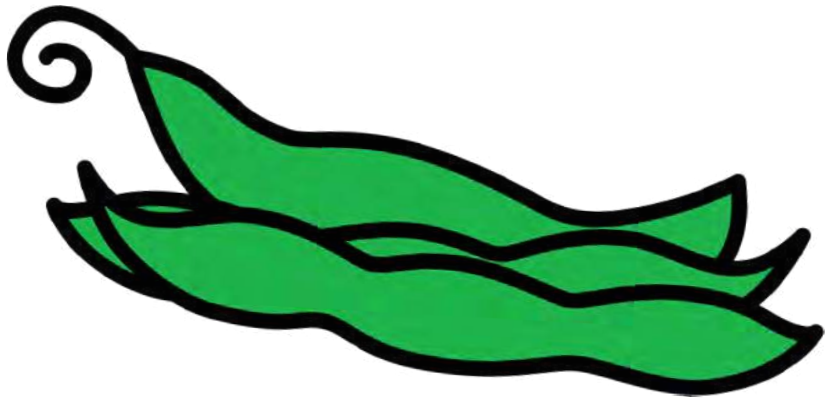
I see

grain.



I see

green beans.



I see a

farmer's



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market!

# Conclusion

## Unit Conclusion

To conclude the unit, ask the students to talk about what they liked most about the farm. If they were able to go to a farm, what would they like to see?

### Objectives:

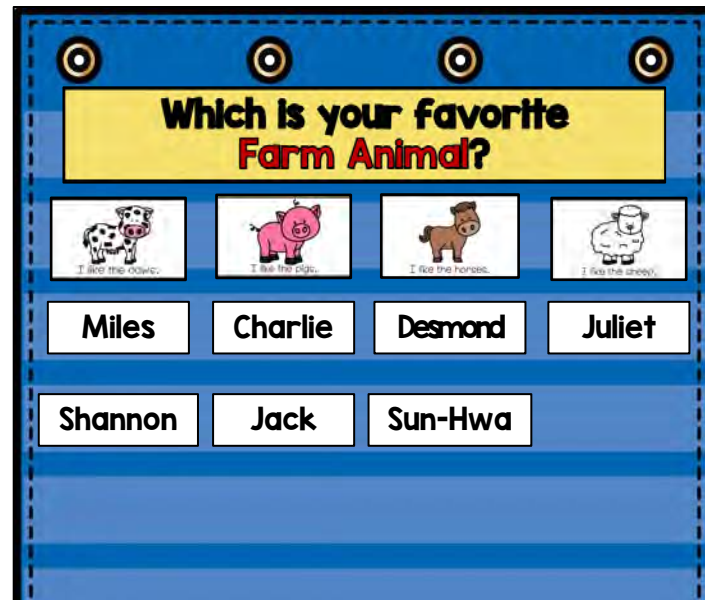
- The students will interact and participate in circle time.
- The students will express themselves using words and sentences.

### Activities:

1. Create riddle bags. Place a small farm toy (or picture card provided) in each bag and attach the coordinating riddle to the outside of the bag. Read the riddle while the students practice their active listening skills. They guess what farm animal is in the bag, then check inside.
2. Take a poll: "What is your favorite farm animal?" Students use name cards or post-it notes to show their answer on a bar graph. Alternatively, they can make a physical graph by lining up behind the different headings.

#### Extension Idea:

Place popcorn kernels in a bin or tray. Have the students pretend they're farmers and use toy tractors and trucks to scoop and move the kernels.



## Riddle #1

I hatch out of an egg. My mother is a hen. My father is a rooster.

What am I?

**Answer:** a chick

## Riddle #2

I have wings and I lay eggs. I say "cluck, cluck."

What am I?

**Answer:** a hen

## Riddle #3

I can be brown, black, and white. I make milk and I say "Moo."

What am I?

**Answer:** a cow

## Riddle #4

The farmer puts a saddle on me and rides me around the farm. I can pull a plow.

What am I?

**Answer:** a horse

## Riddle #5

I love to roll in the mud to  
keep cool. My tail is curly.  
I use my round snout to  
smell everything.

What am I?

**Answer:** a pig

## Riddle #6

My job is to wake the  
farmer up every morning  
with my loud noises.

What am I?

**Answer:** a rooster

## Riddle #7

The farmer shears my  
wool. People make  
sweaters with it. I say  
baa-baa.

What am I?

**Answer:** a sheep

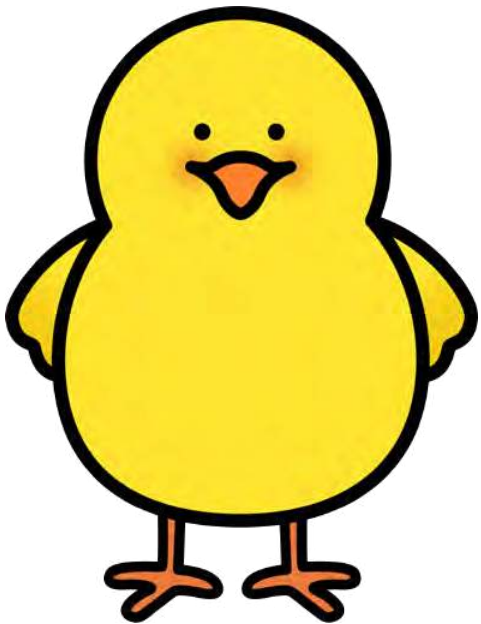
## Riddle #8

I like to climb and butt  
heads with my friends. I  
am not a picky eater.  
I say maa-maa.

What am I?

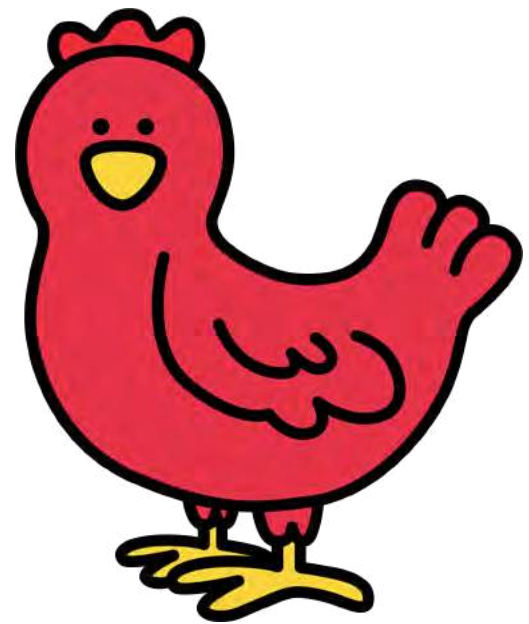
**Answer:** a goat

Riddle #1



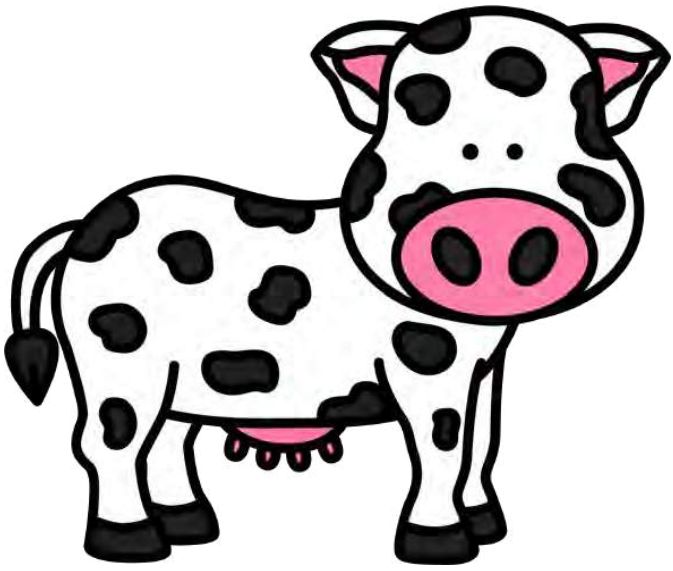
chick

Riddle #2



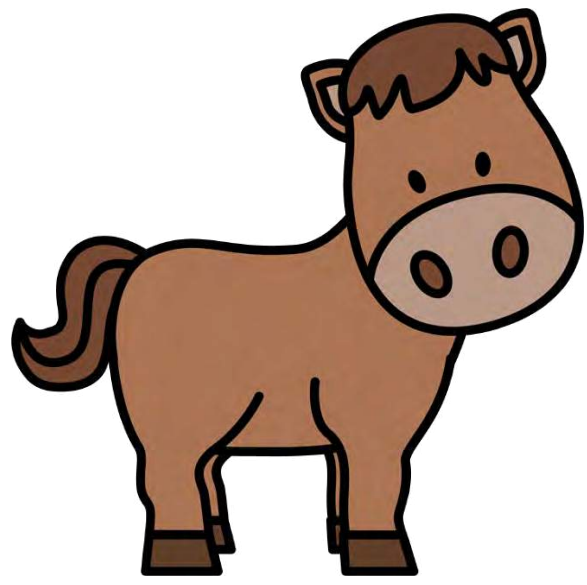
hen

Riddle #3



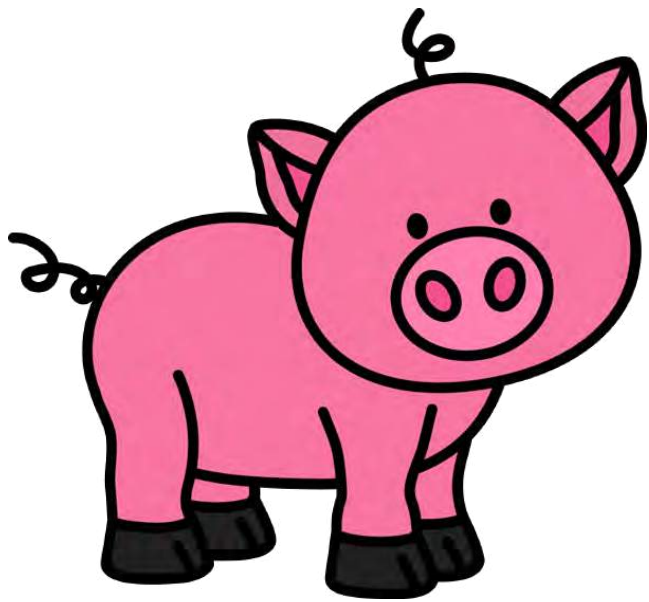
cow

Riddle #4



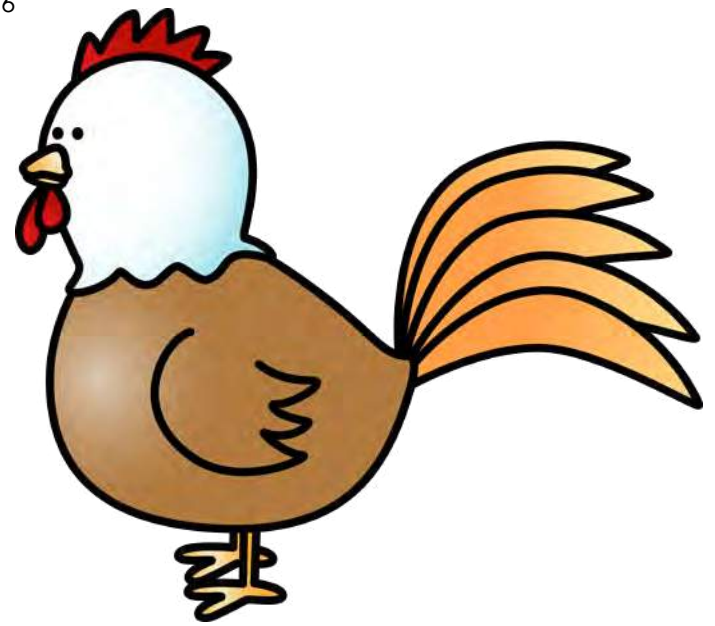
horse

Riddle #5



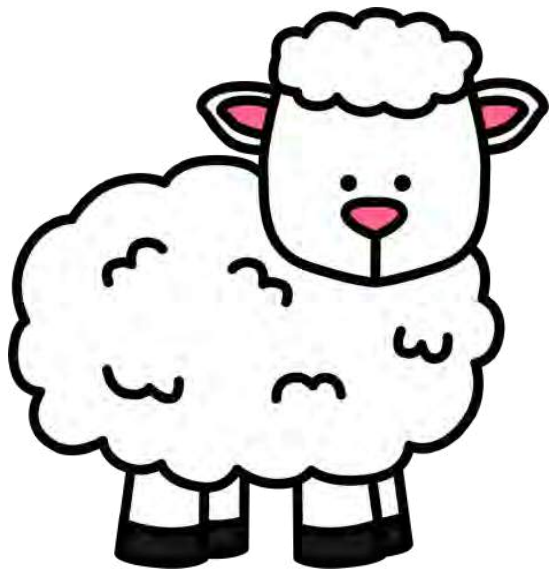
pig

Riddle #6



rooster

Riddle #7



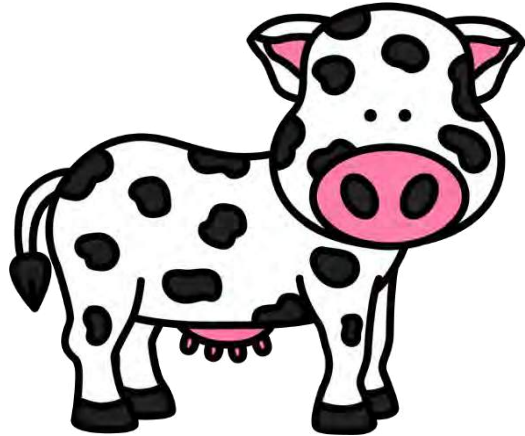
sheep

Riddle #8

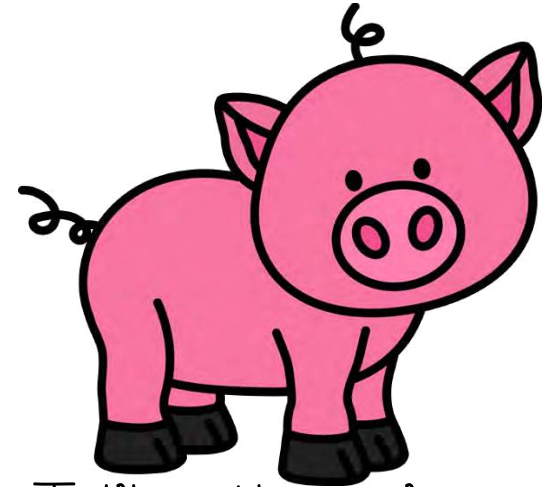


goat

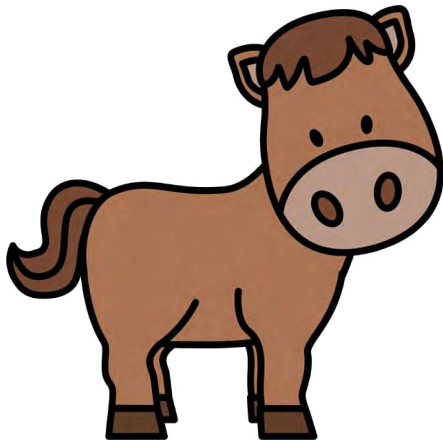
# Which is your favorite Farm Animal?



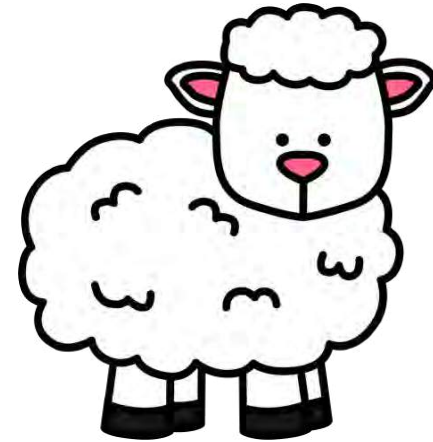
I like the cows.



I like the pigs.



I like the horses.



I like the sheep.

# Center Activities

# Centers

- Word Wall Cards
- Line Tracing
- Beginning Sound Sort
- Rhyming
- Writing Practice
- Count & Clip Cards
- Shape Sorting
- Farm Patterns
- Clap the Syllables
- Journaling
- Book List (recommendations)

### Word Wall Cards

**Literacy Center**

Use the cards in a pocket chart to make a farm word wall.

Provide pencils, crayons, paper, markers, etc. in the writing center and encourage the students to write letters and words from the wall.

### Line Tracing

**Literacy Center**

**Objective:** The students will understand the purpose of writing.

**Preparation:** Print and laminate these tracing cards. Another option is to place them inside a plastic sleeve. Provide dry erase markers. (Glue a corn-pom onto the lid of the marker for the students to use as an eraser.)

### Beginning Sound Sort

**Literacy Center**

**File Folder Game**

**Objectives:** The students will identify the beginning sound of each word.

**Preparation:** Copy the picture cards. Glue the cover page on the front of a file folder and the sorting mats on the inside. Cut and laminate the smaller pieces.

**Procedure:** Students sort the pictures by their beginning sound.

### Rhyming

**Literacy Center**

**File Folder Game**

**Objectives:** The students will play with words, sounds, and rhymes.

**Preparation:** Copy the picture cards. Glue the cover on the front of a file folder and the sorting mats on the inside. Cut and laminate the smaller pieces. For younger children, just choose two animals for rhyming.

**Procedure:** Students sort the pictures by their rhyming sound.

### Writing Practice

**Literacy Center**

**Objectives:** The students will write letters.

**Preparation:** Copy each page and place into a plastic sleeve (or print on cardstock and laminate).

**Procedure:** Students use a dry erase marker to trace the word.

### Count and Clip Cards

**Math Center**

**Objective:** Students will practice one-to-one correspondence and number recognition (on pg. 12).

**Preparation:** Print the cards, mat, laminate and cut apart.

**Procedure:** Students count the pictures on each card and mark the correct answer with a clothes pin.

### Shape Sorting

**Math**

**Objective:** The students will sort objects by shape.

**Preparation:** Print, laminate and cut all pieces.

**Procedure:** Students identify the shape on the egg and place it in the matching hen house.

### Farm Patterns

**Math Center**

**Objective:** The students will identify and extend simple patterns.

**Preparation:** Print the pattern cards and pieces, mat, laminate and cut pieces.

**Procedure:** Students identify the pattern and extend it by placing the rest pieces.

### Clap the Syllables

**Literacy**

**Objectives:** The students will identify syllables.

**Preparation:** Print, laminate, and cut apart the "Clap the Syllable" pictures.

**Procedure:** Students name the picture, clap the syllables, and place into the column.

**Clap the Syllables.**

1 syllable	2 syllables
cow	cat
horse	chicken
pig	farmer
egg	tractor
egg	egg
egg	egg

### Journaling

**Literacy Center**

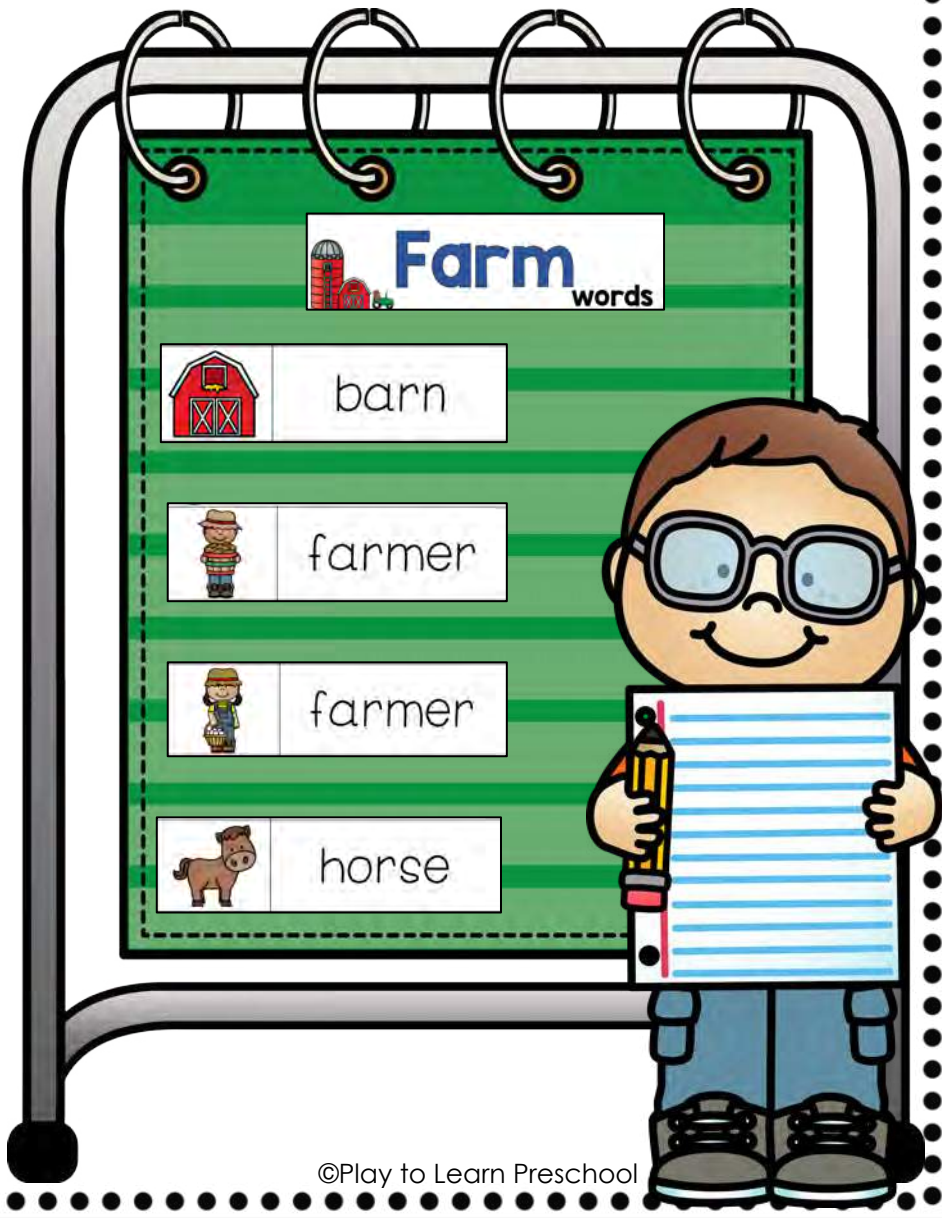
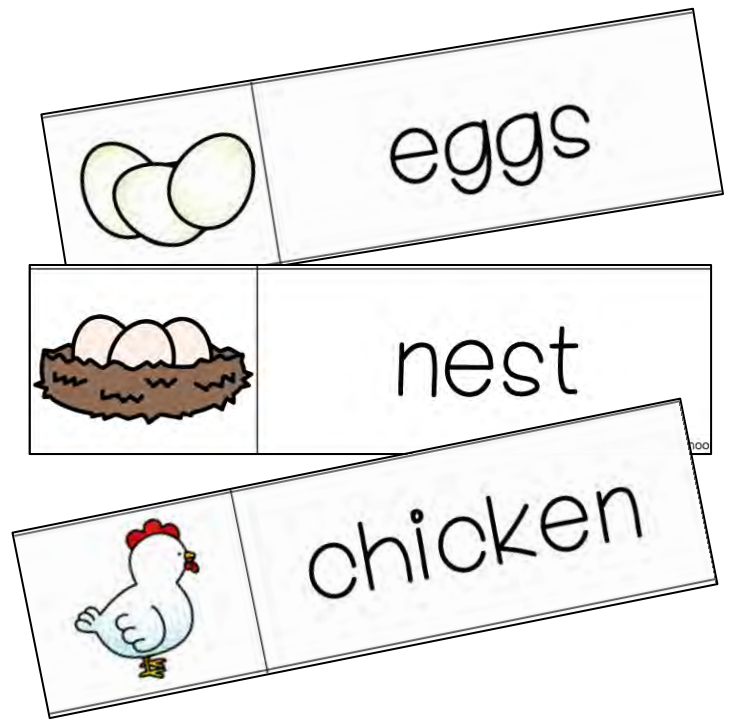
**Objective:** The students will understand the purpose of writing.

**Procedure:** Print the Journal sheets. Students can use the Journal prompts to write and draw a picture. The words can also be written for the student if necessary.

# Word Wall Cards

Use the cards in a pocket chart to make a farm word wall.

Provide pencils, crayons, paper, markers, etc. in the writing center and encourage the students to write letters and words from the wall.





# Farm

words



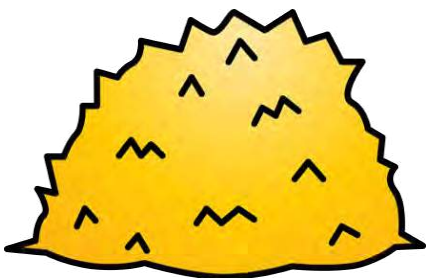
farmer



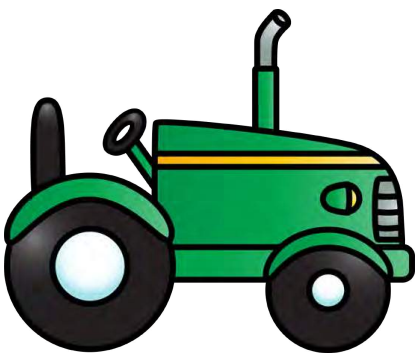
farmer



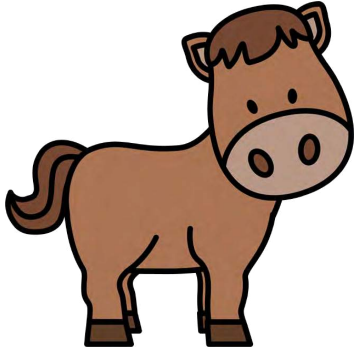
barn



hay



tractor



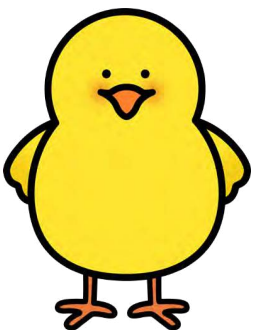
horse



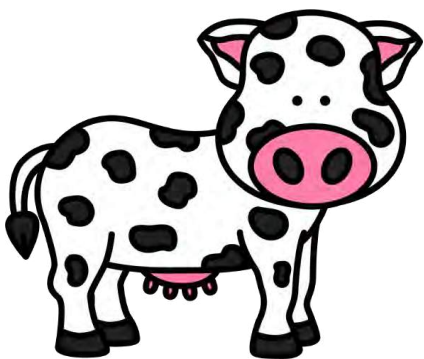
goat



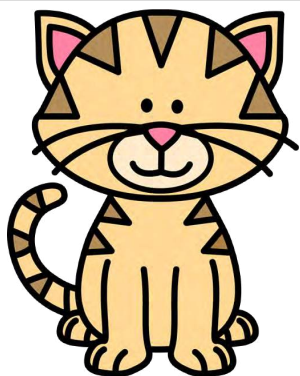
dog



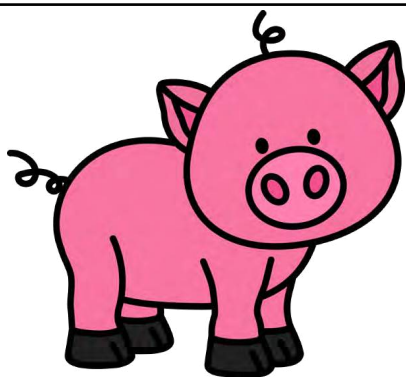
chick



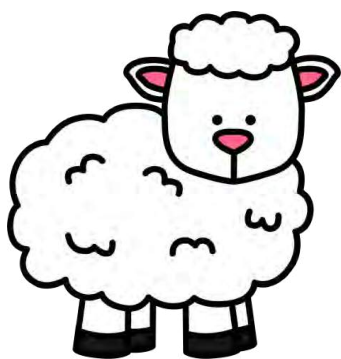
cow



cat



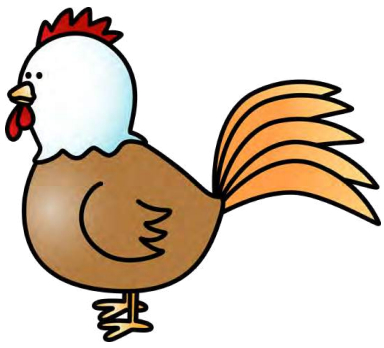
pig



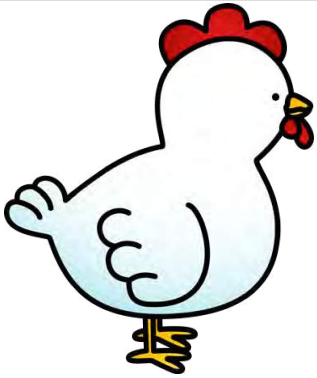
sheep



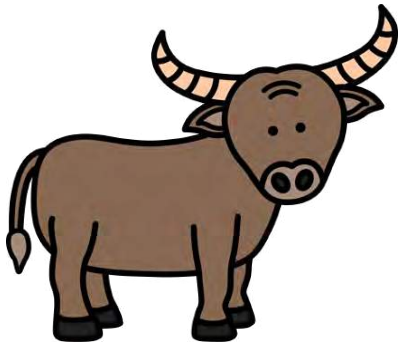
silo



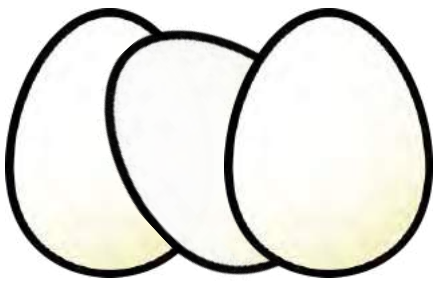
rooster



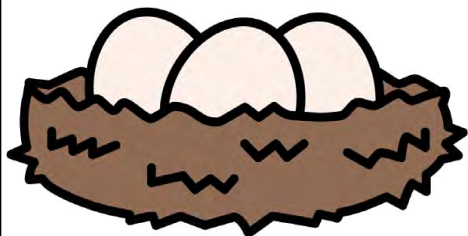
chicken



bull



egg

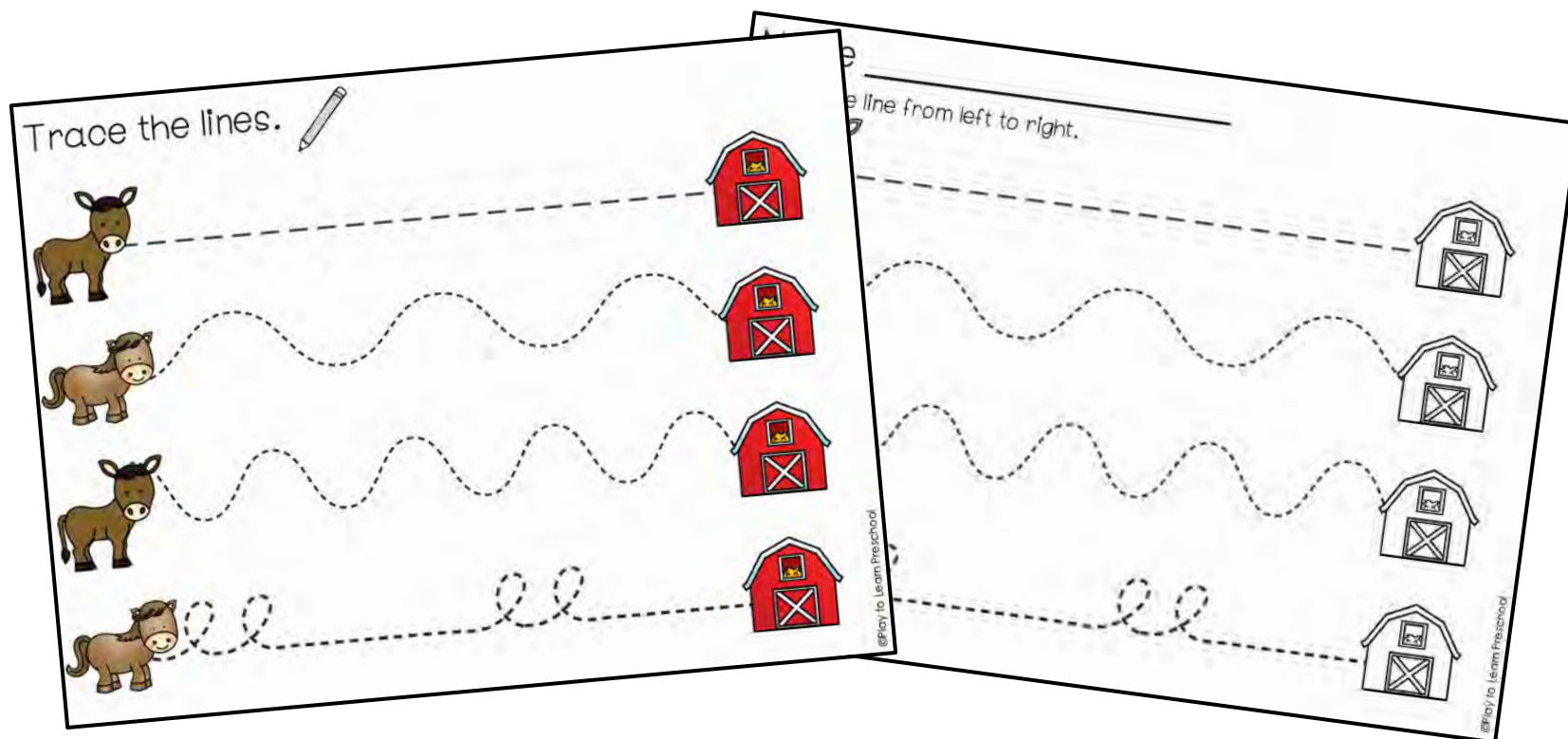


nest

# Line Tracing

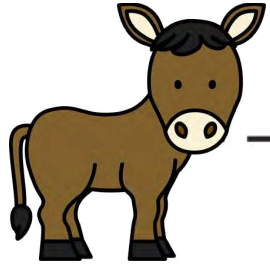
**Objective:** The students will understand the purpose of writing.

**Preparation:** Print and laminate these tracing cards. Another option is to place them inside a plastic sleeve. Provide dry erase markers. (Glue a pom-pom onto the lid of the marker for the students to use as an eraser!)

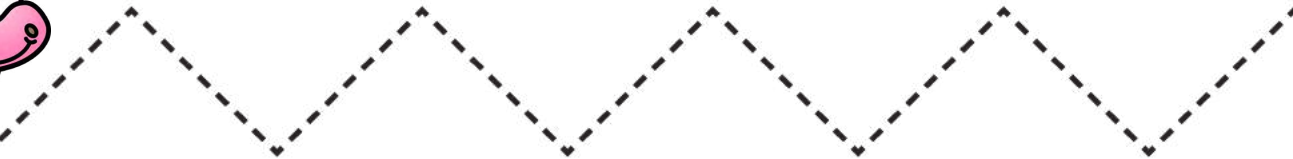
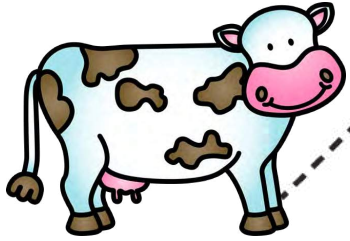
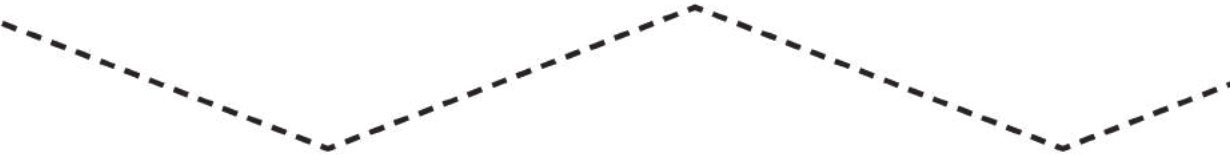
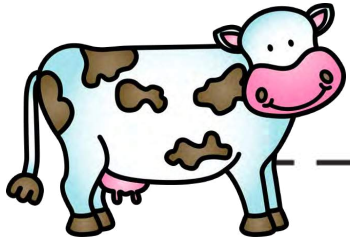


**Procedure:** The students will trace the dotted lines from left to right to practice fine motor skills.

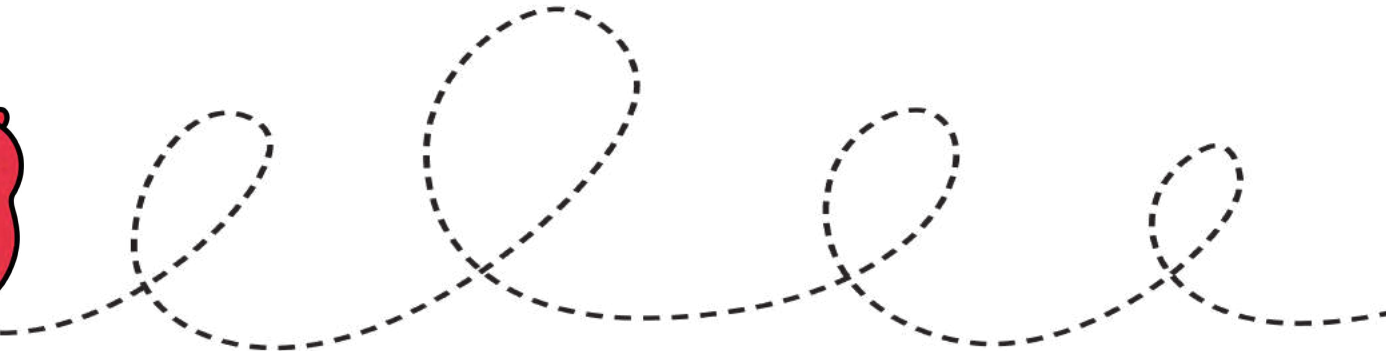
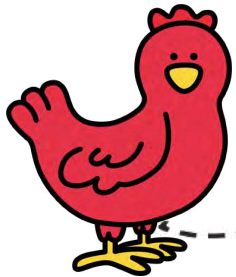
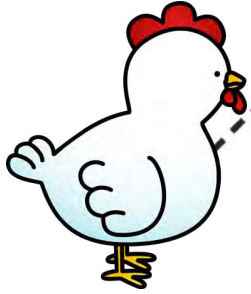
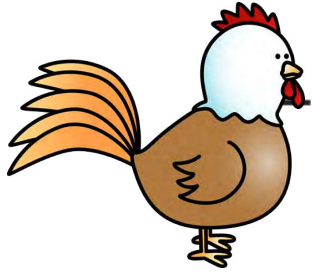
Trace the lines. 



Trace the lines. 

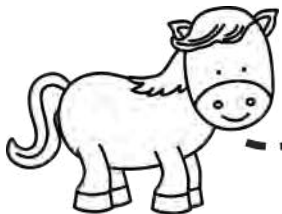
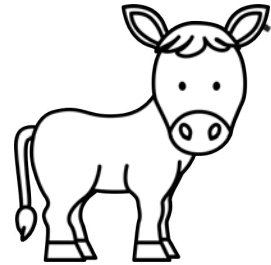
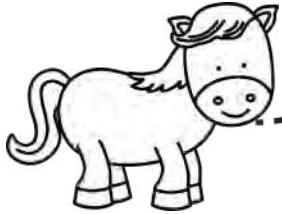
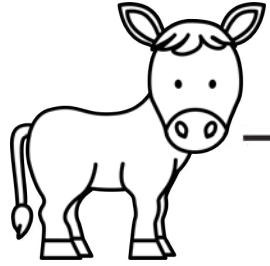


Trace the lines. 

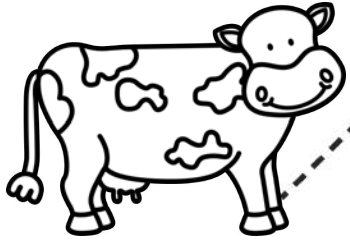
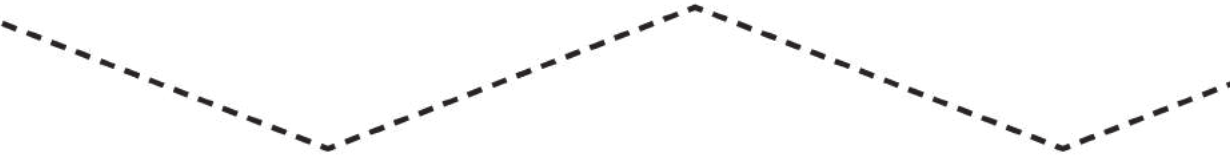
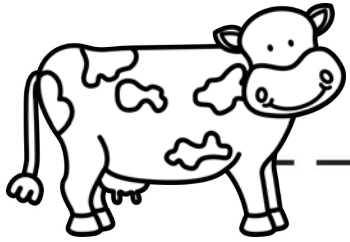


Name \_\_\_\_\_

Trace the line from left to right.

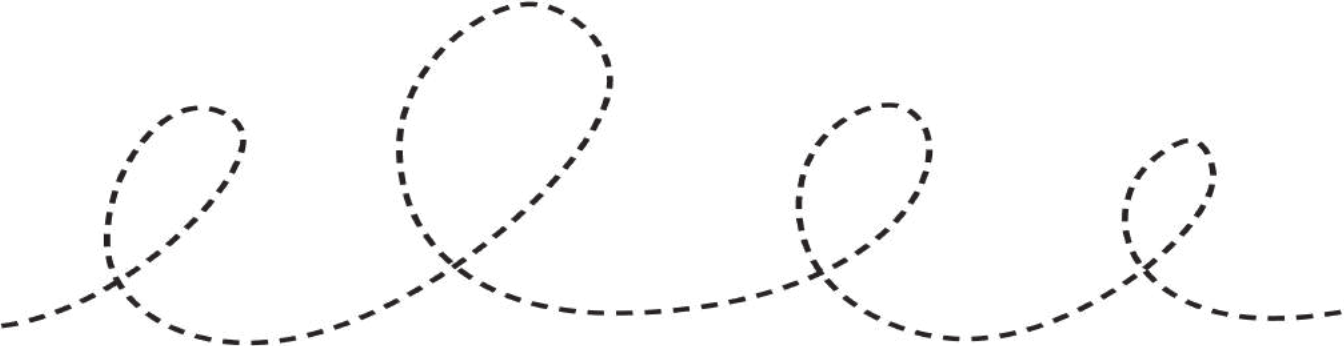
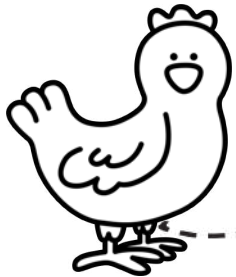
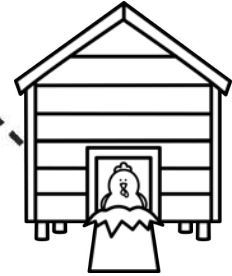
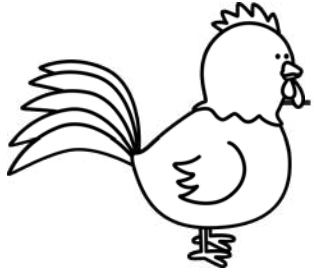


Trace the lines. 



Name \_\_\_\_\_

Trace the line from left to right.



# Beginning Sound Sort

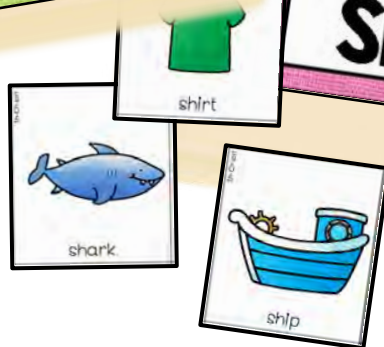
## File Folder Game

**Objectives:** The students will identify the beginning sound of each word.

**Preparation:** Copy the picture cards. Glue the cover page on the front of a file folder and the sorting mats on the inside. Cut and laminate the smaller pieces.

**Procedure:** Students sort the pictures by their beginning sound.

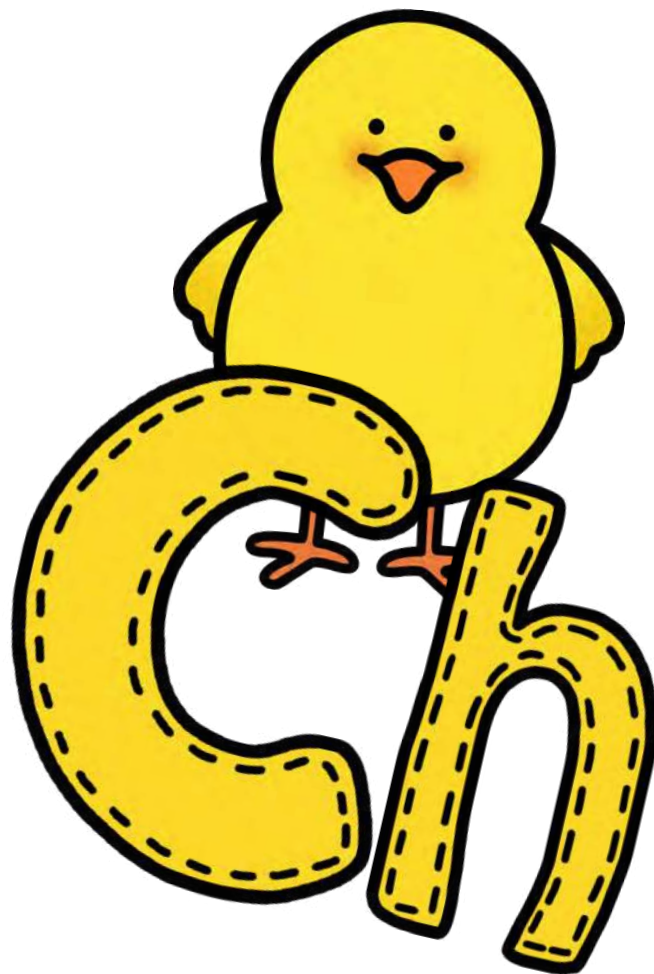
Beginning Sound Sort



Beginning Sound Sort

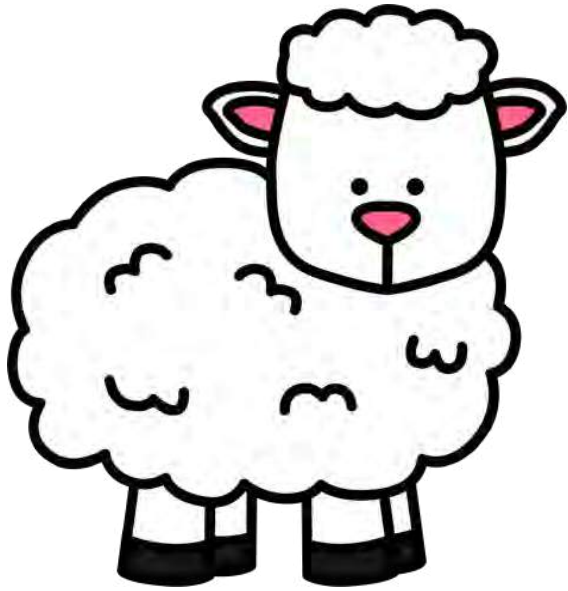


&



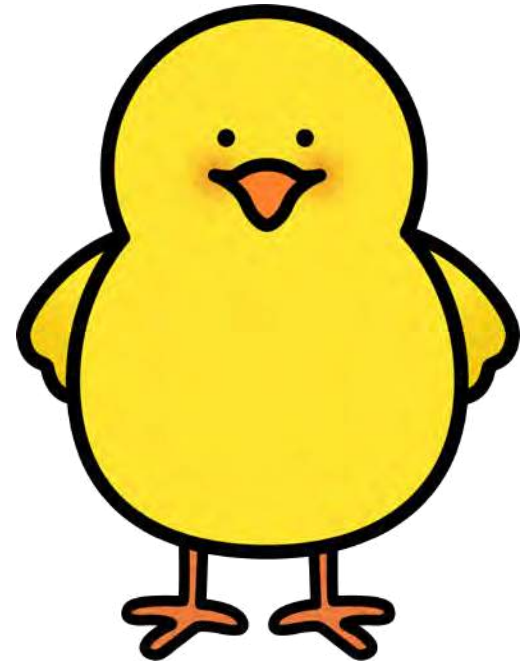
# Beginning Sound Sort

**Sh** is for



**Sheep**

**Ch** is for



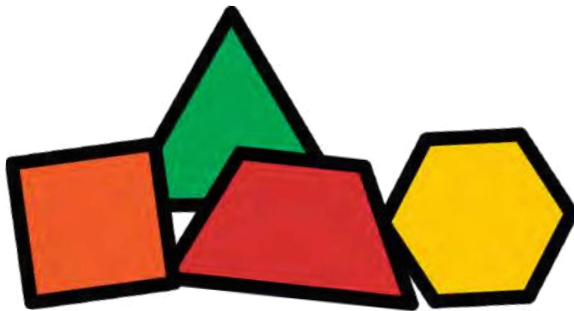
**Chick**

Sh-Ch sort



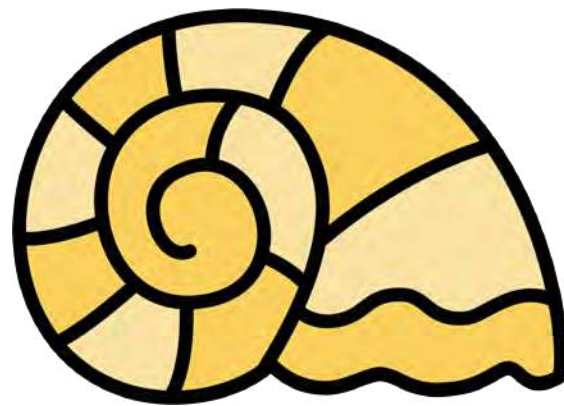
shopping cart

Sh-Ch sort



shapes

Sh-Ch sort



shell

Sh-Ch sort



shoe

Sh-Ch sort



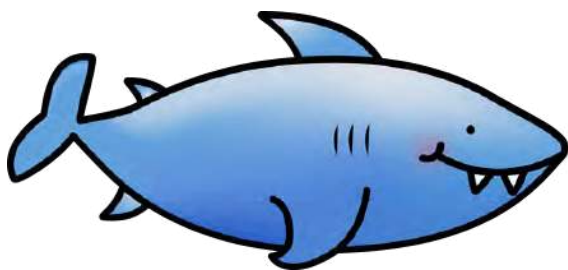
shamrock

Sh-Ch sort



shake

Sh-Ch sort



shark

Sh-Ch sort



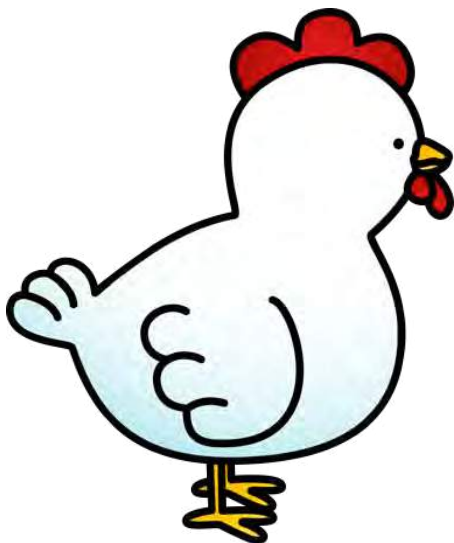
ship

Sh-Ch sort



shirt

Sh-Ch sort



chicken

Sh-Ch sort



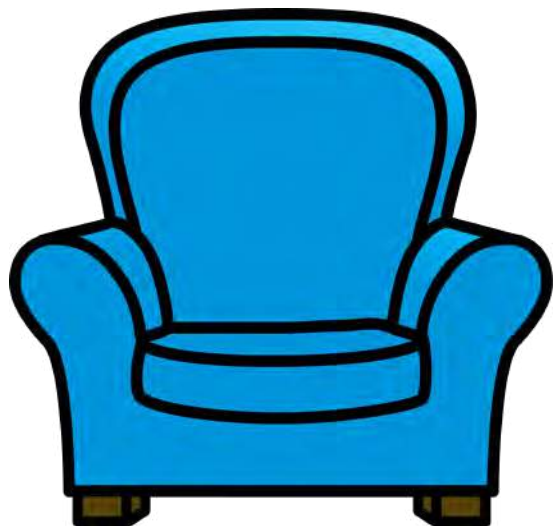
check

Sh-Ch sort



chimney

Sh-Ch sort



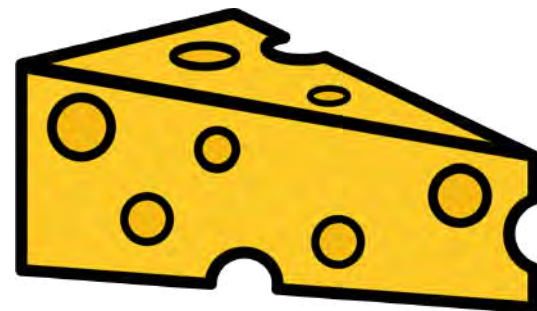
chair

Sh-Ch sort



chocolate

Sh-Ch sort



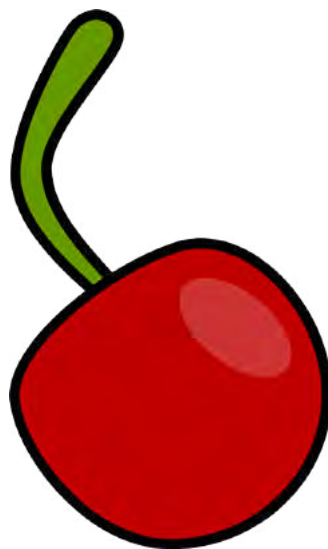
cheese

Sh-Ch sort



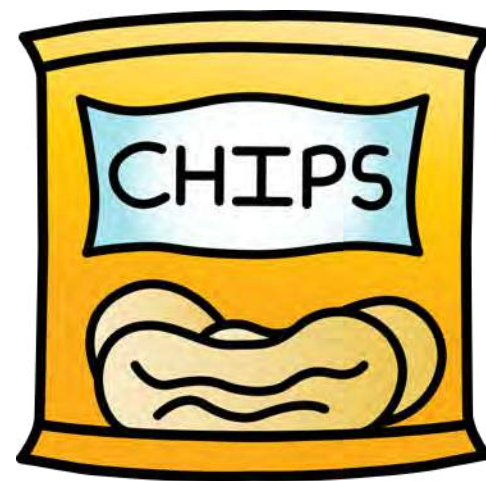
chipmunk

Sh-Ch sort



cherry

Sh-Ch sort



chips

# Rhyming

## File Folder Game

## Rhyming

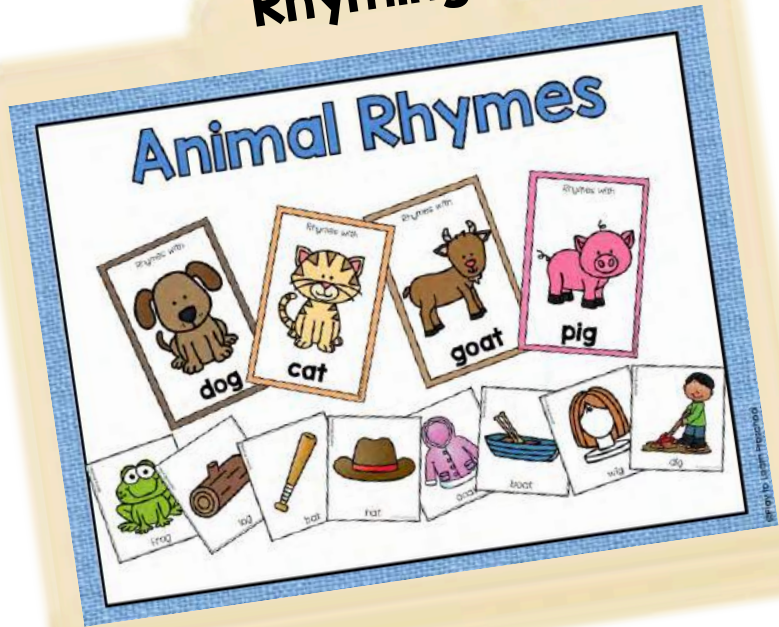
**Objectives:** The students will play with words, sounds, and rhymes.

**Preparation:** Copy the picture cards. Glue the cover on the front of a file folder and the sorting mats on the inside. Cut and laminate the smaller pieces. For younger children, just choose two animals for rhyming.

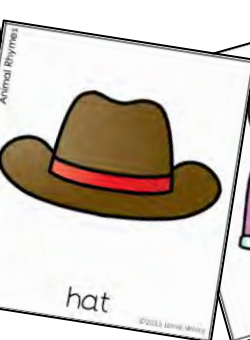
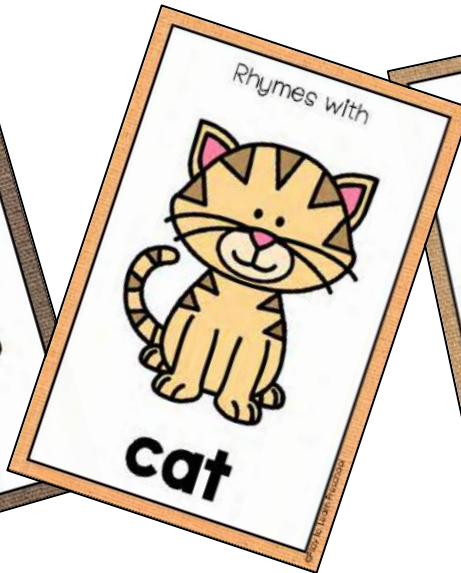
**Procedure:** Students sort the pictures by their rhyming sound.



## Rhyming



# Animal Rhymes

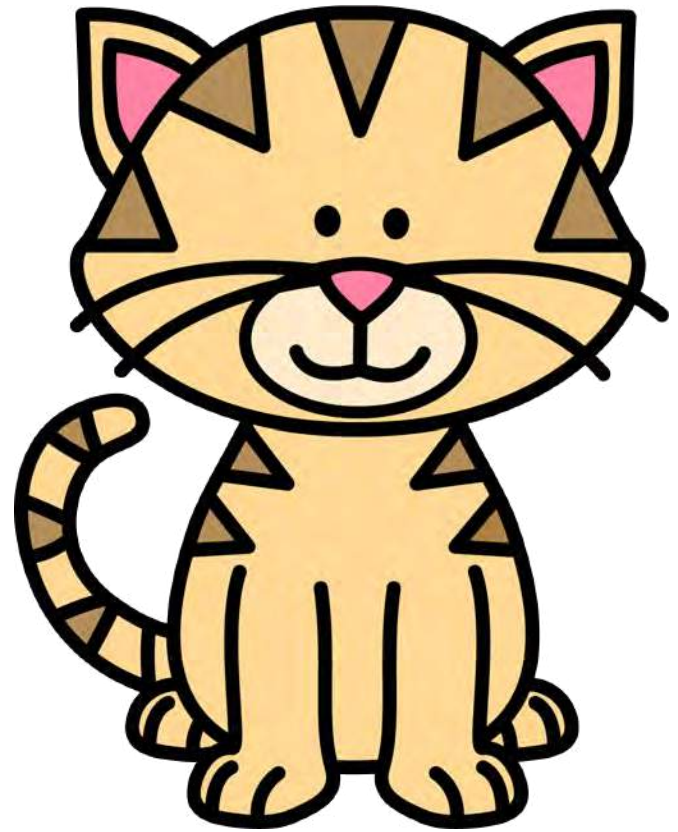


Rhymes with



**dog**

Rhymes with



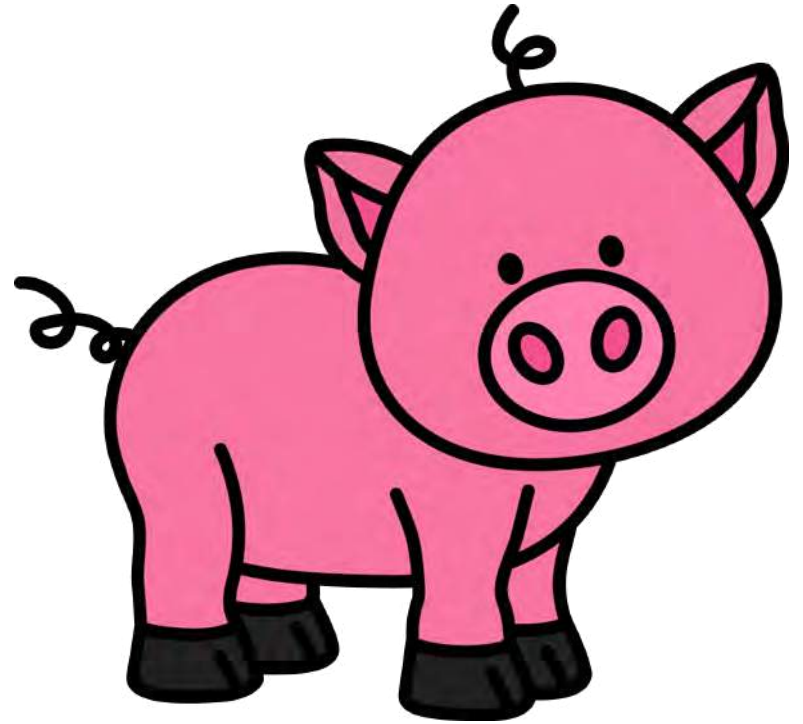
**cat**

Rhymes with

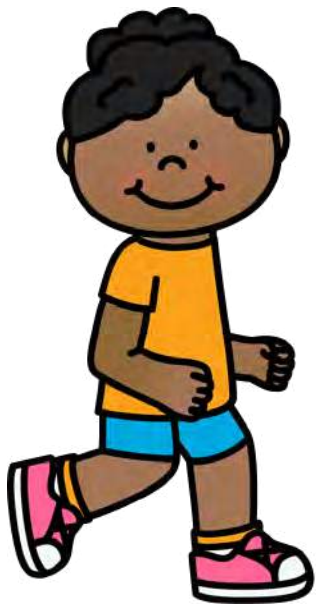


**goat**

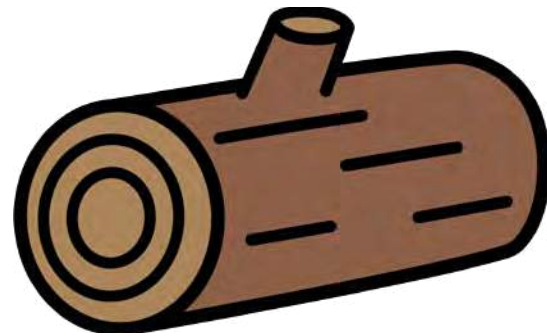
Rhymes with



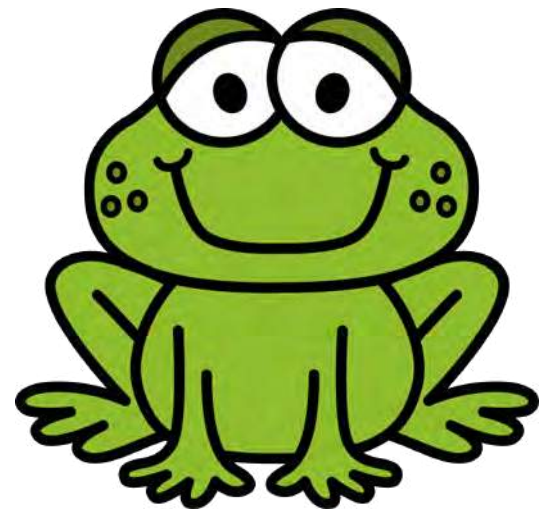
**pig**



jog



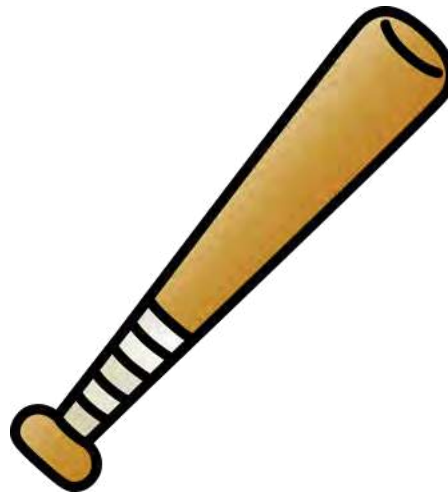
log



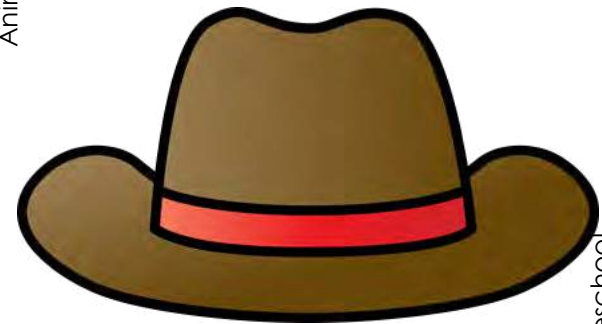
frog



rat



bat



hat



boat



coat



float



big



wig



dig

# Writing Practice

**Objectives:** The students will write letters.

**Preparation:** Copy each page and place into a plastic sleeve (or print on cardstock and laminate).

**Procedure:** Students use a dry erase marker to trace the word.



cow



sheep



horse



chick



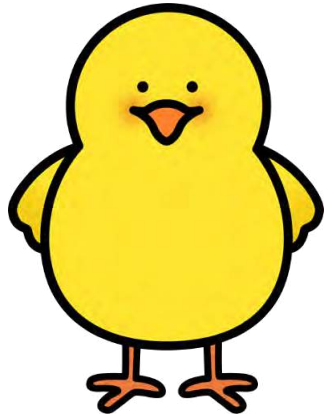
pig



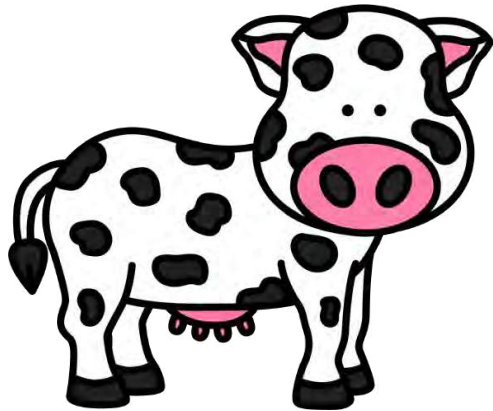
cat



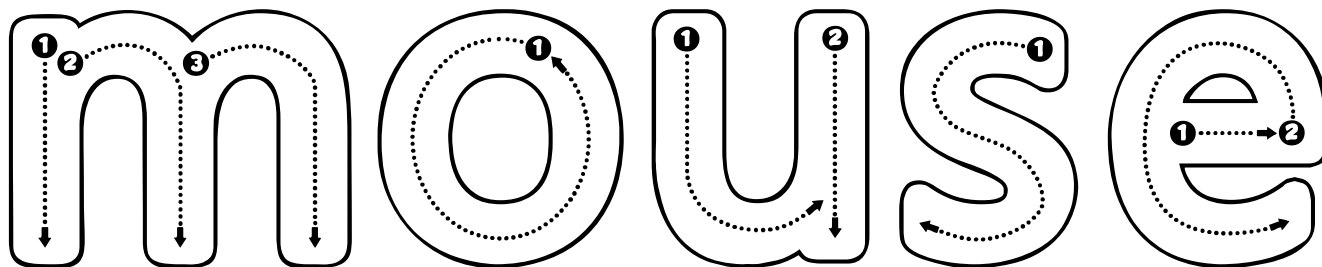
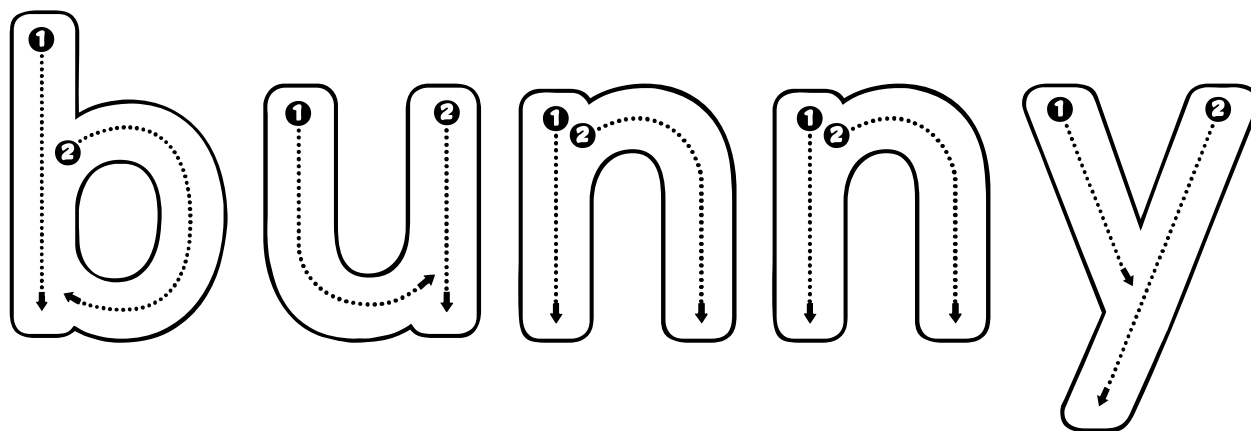
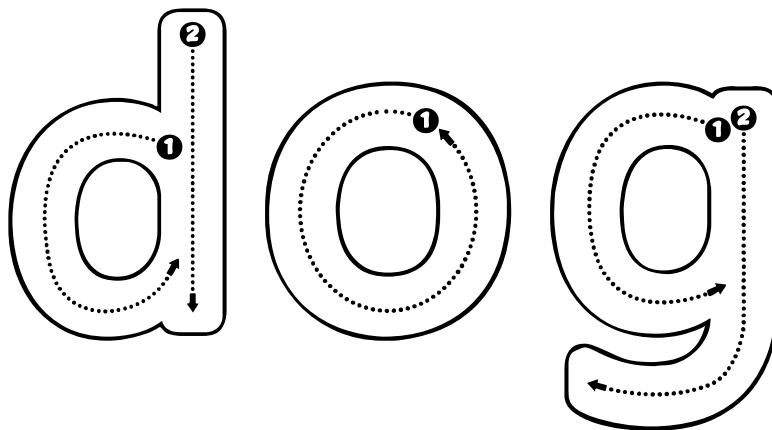
c a t



chick



c o w

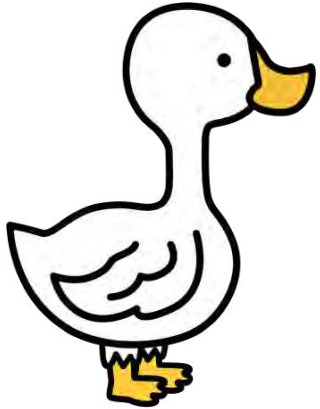




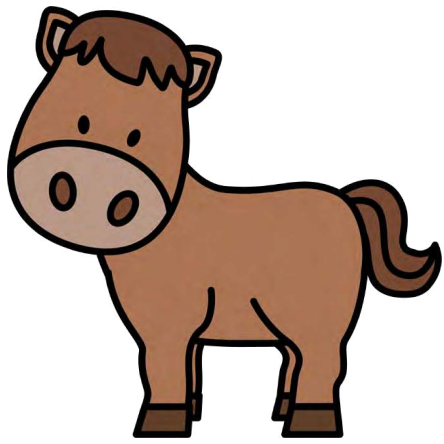
t u r k e y



g o o a t



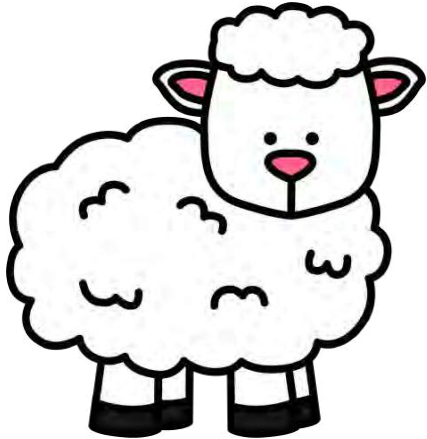
g o o s e



h o r s e



p i g



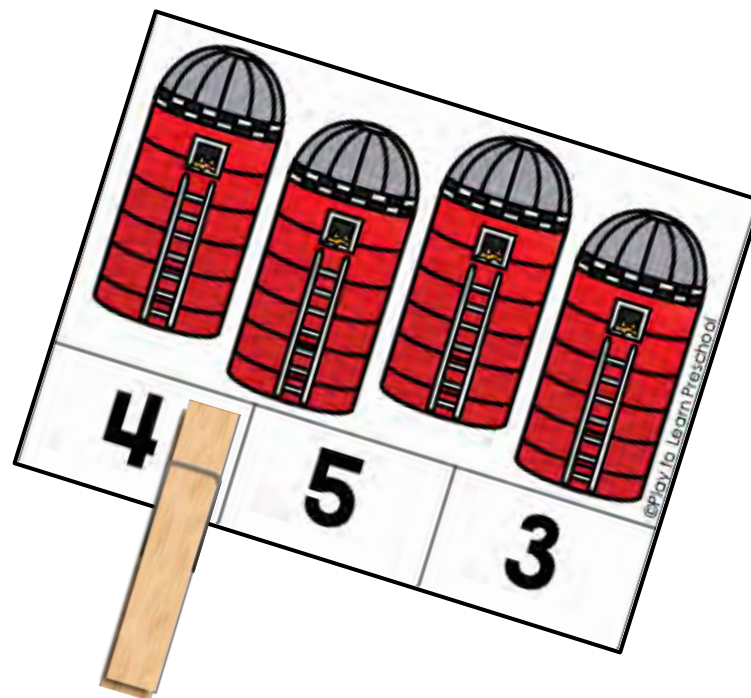
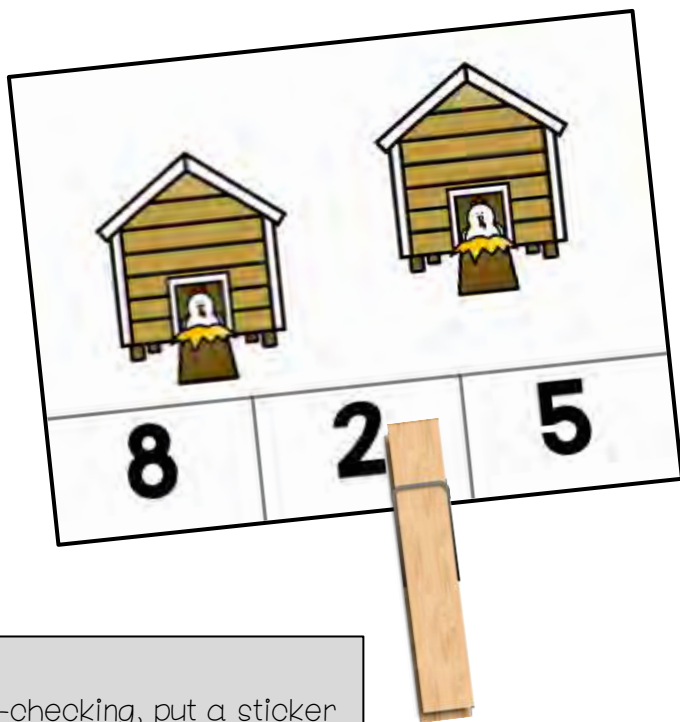
s h e e p

# Count and Clip Cards

**Objective:** Students will practice one-to-one correspondence and number recognition to 12.

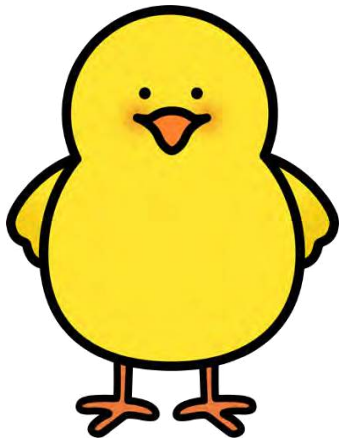
**Preparation:** Print the cards, mat, laminate and cut apart.

**Procedure:** Students count the pictures on each card and mark the correct answer with a clothes pin.



## Helpful Hint:

For easy self-checking, put a sticker on the back that will match the clothes pin if the answer is correct.



1

4

7

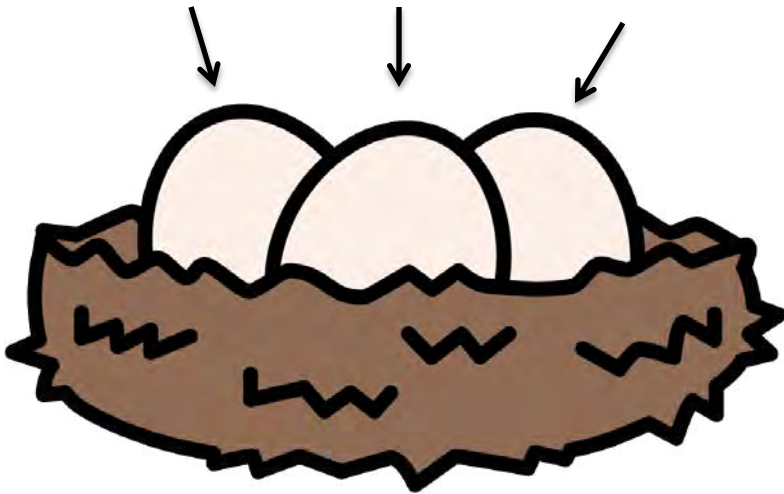


8



2

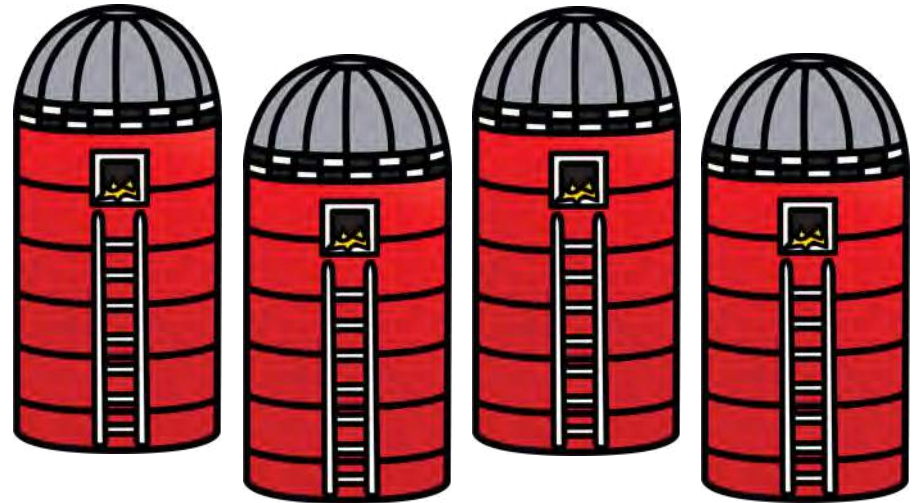
5



6

3

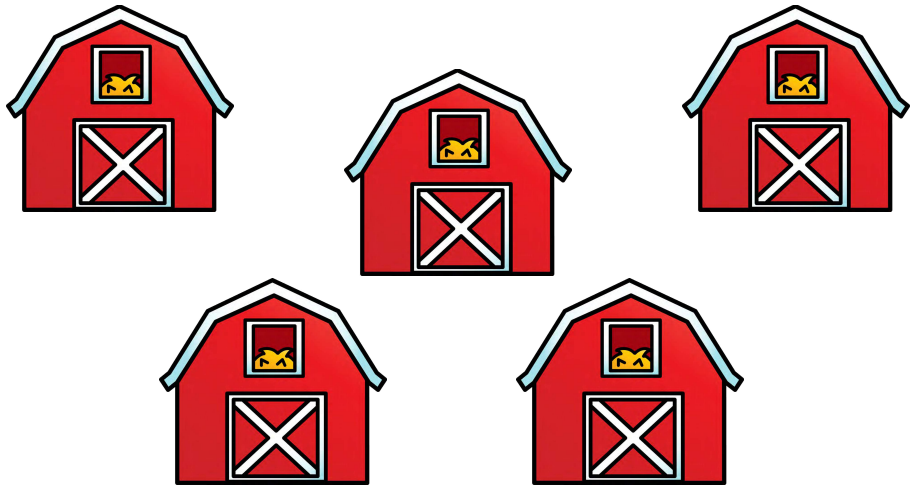
9



4

5

3



5

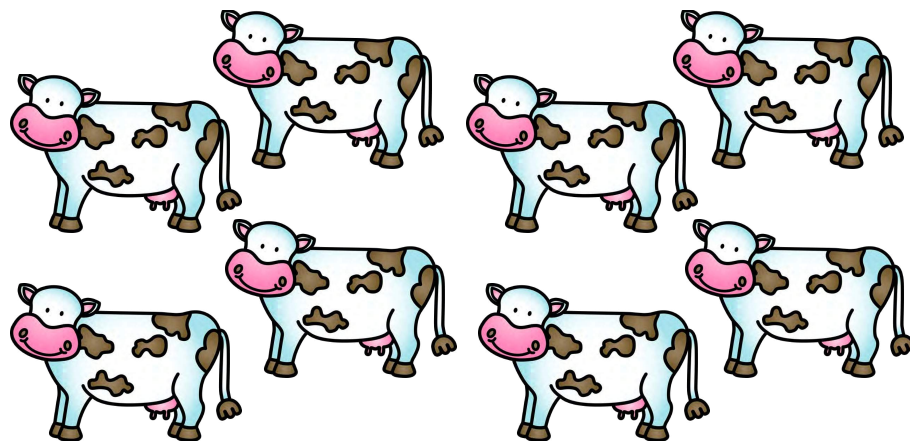
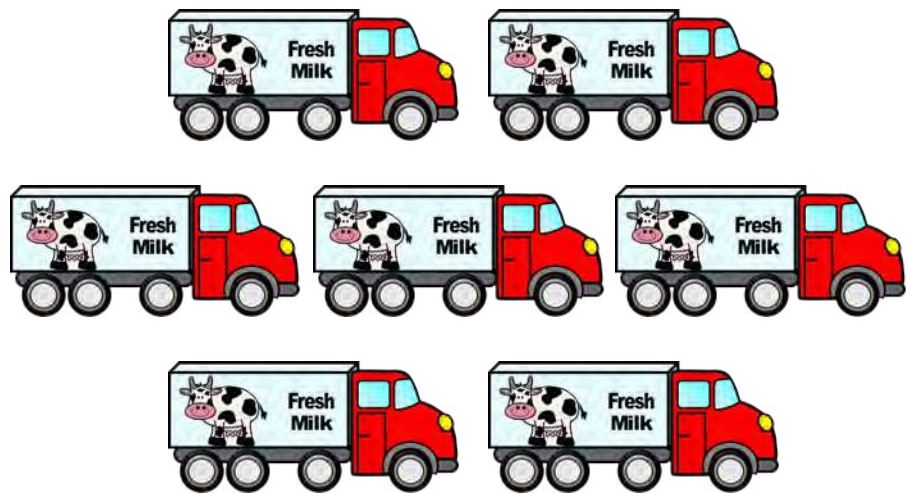
6

7

2

6

9



10

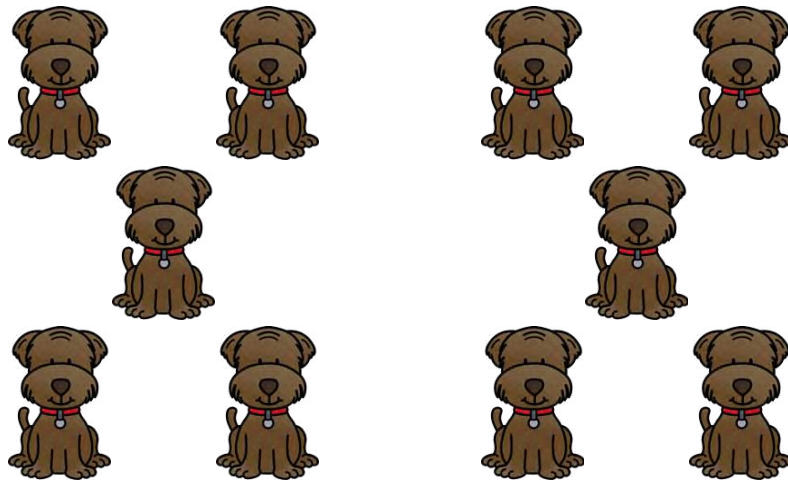
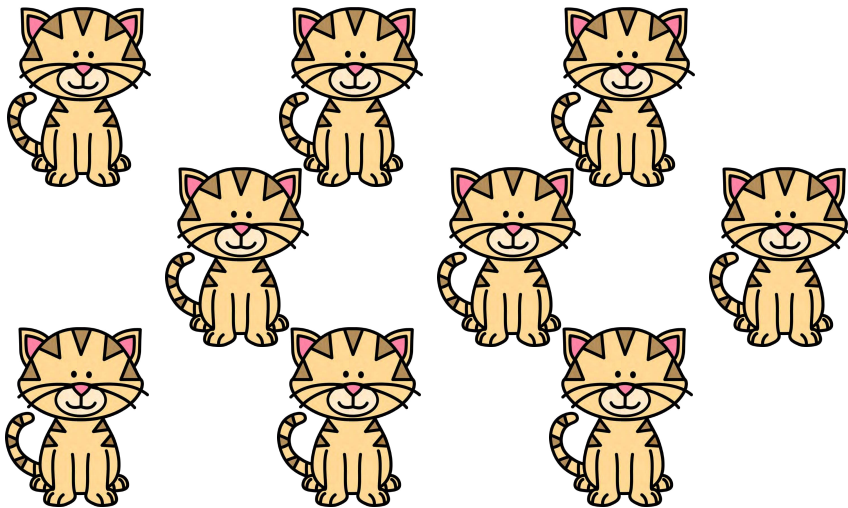
7

3

8

10

4



8

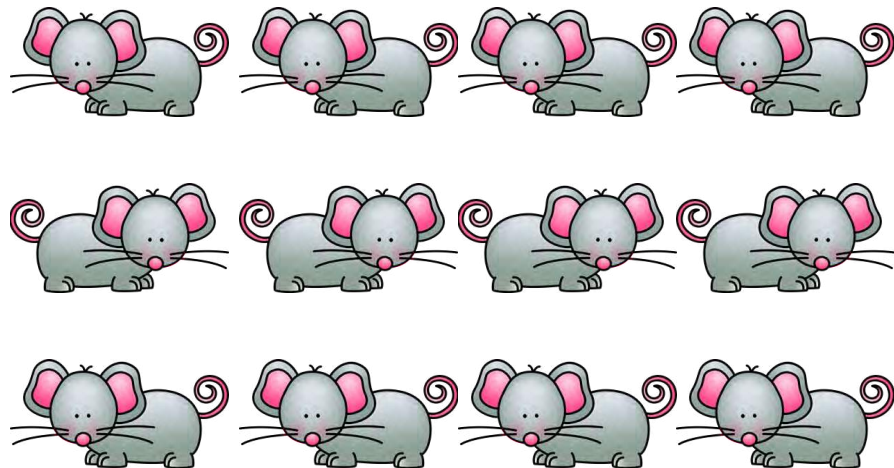
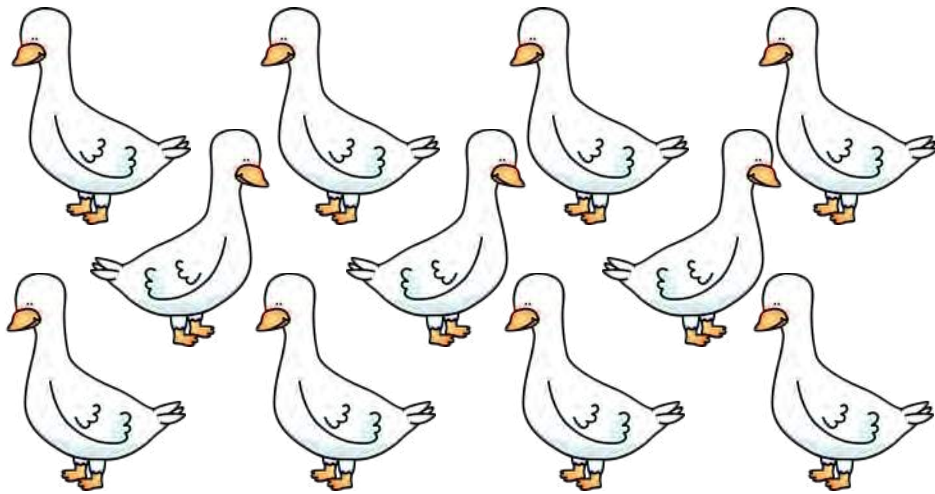
2

9

11

10

12



7

6

11

12

10

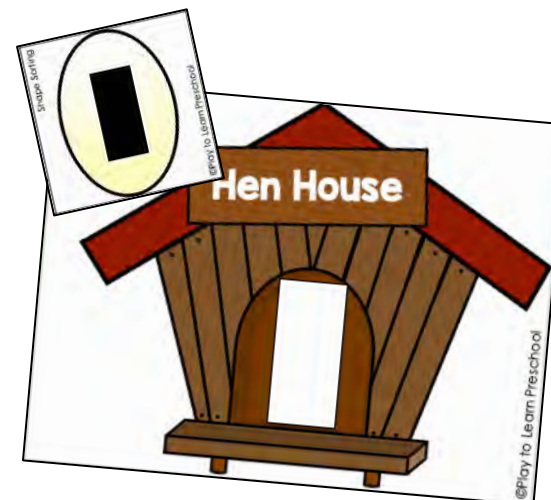
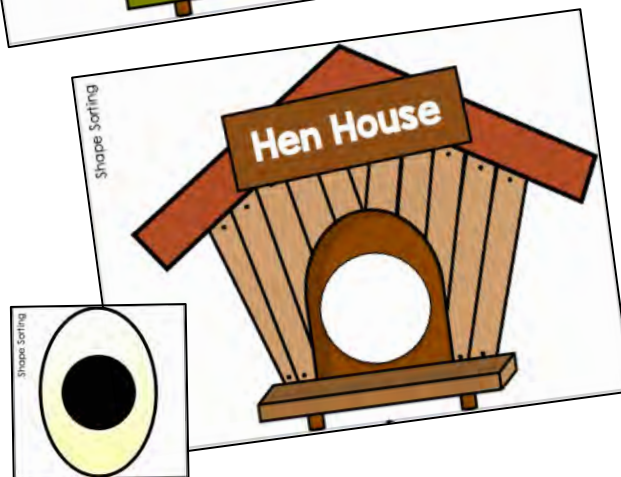
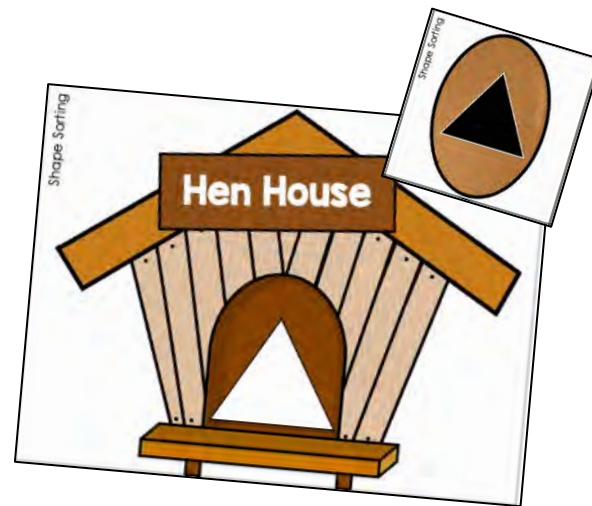
5

# Shape Sorting

**Objective:** The students will sort objects by shape.

**Preparation:** Print, laminate and cut all pieces.

**Procedure:** Students identify the shape on the egg and place it in the matching hen house.



Shape Sorting



Shape Sorting



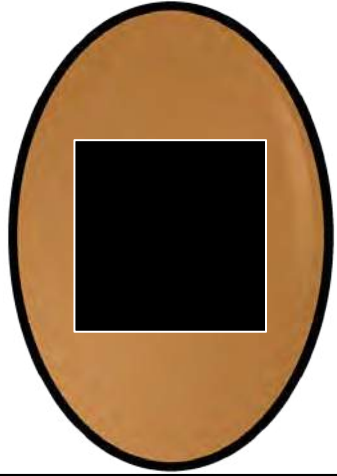
Shape Sorting



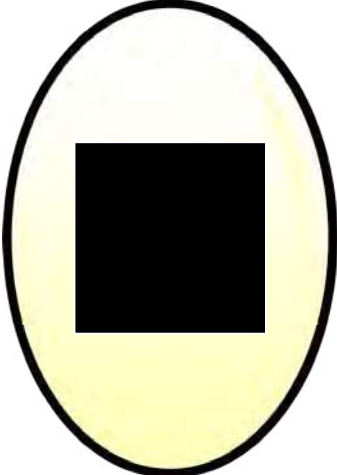
Shape Sorting



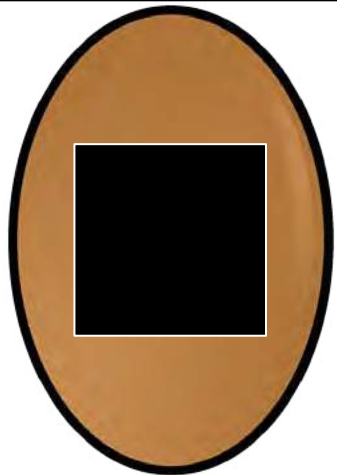
Shape Sorting



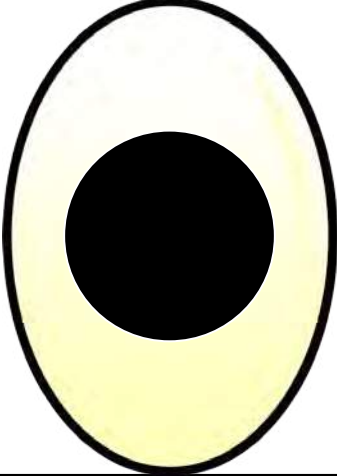
Shape Sorting



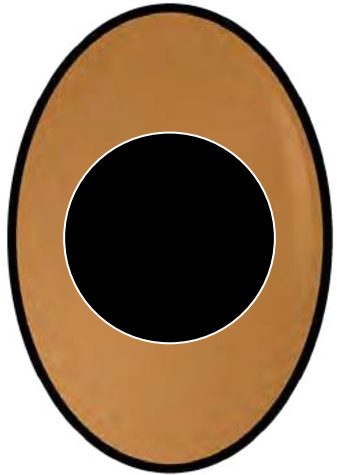
Shape Sorting



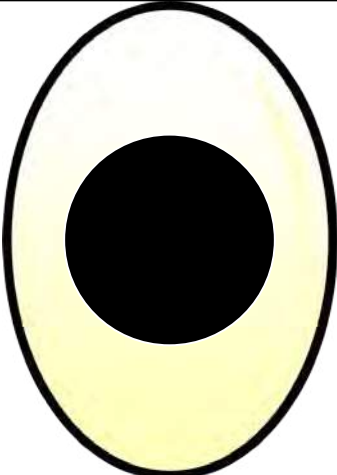
Shape Sorting



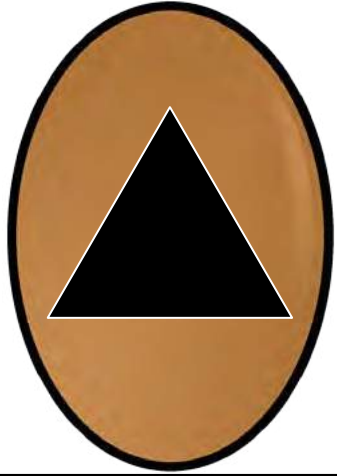
Shape Sorting



Shape Sorting



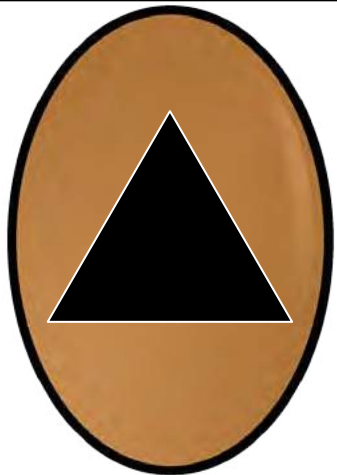
Shape Sorting



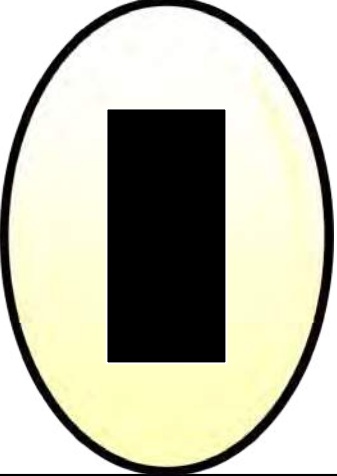
Shape Sorting



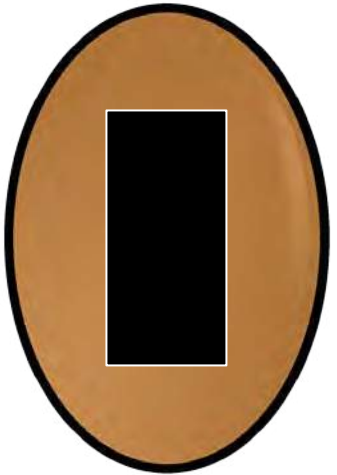
Shape Sorting



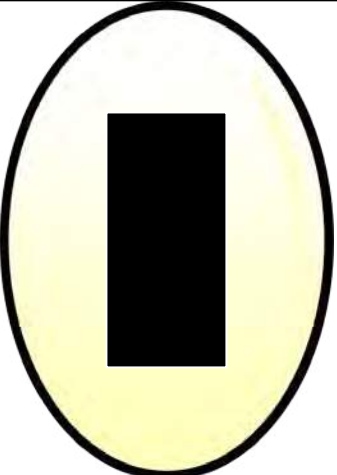
Shape Sorting



Shape Sorting



Shape Sorting



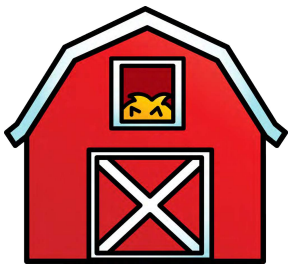
# Farm Patterns

**Objective:** The students will identify and extend simple patterns.

**Preparation:** Print the pattern cards and pieces, then mat, laminate and cut apart.

**Procedure:** Students identify the pattern and extend it by placing the next correct piece.





barn



silo



barn



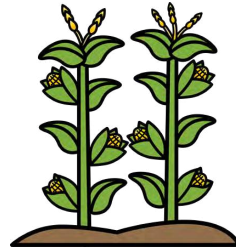
silo



corn



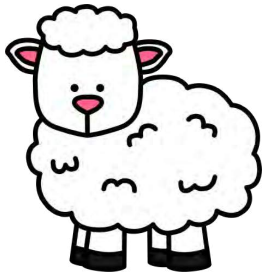
tractor



corn



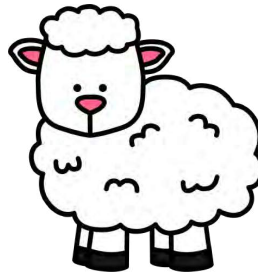
tractor



sheep



goat



sheep



goat



farmer



wheelbarrow



farmer

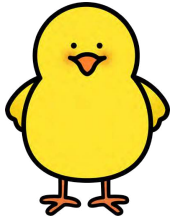


wheelbarrow





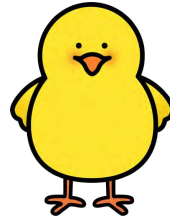
hen house



chick



hen house



chick



hay



farmer



hay



farmer



farmer



chicken



farmer



chicken



market



vegetables

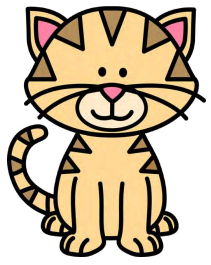


market



vegetables

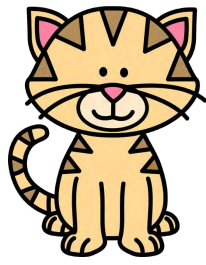




cat



mouse



cat



mouse



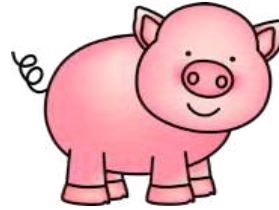
farmer



pig



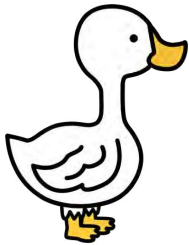
farmer



pig



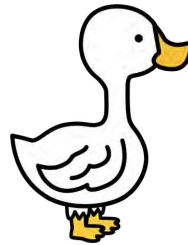
cow



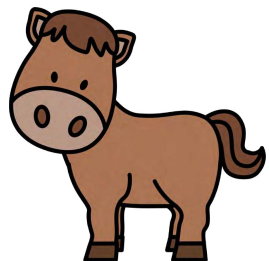
goose



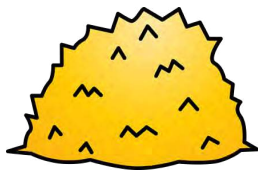
cow



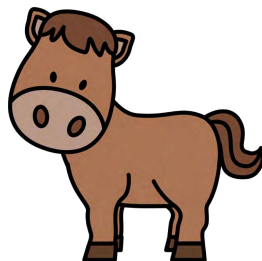
goose



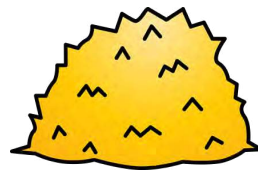
horse



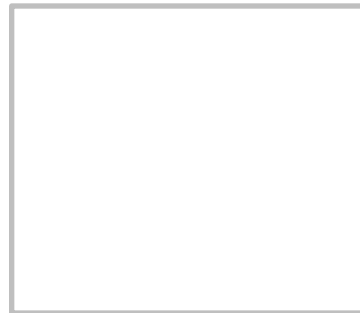
hay



horse



hay



# Farm Patterns - Moveable Pieces



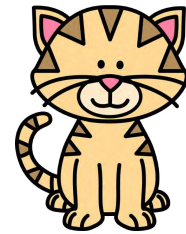
barn



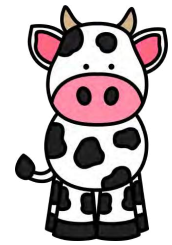
hen house



farmer



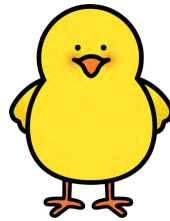
cat



cow



corn



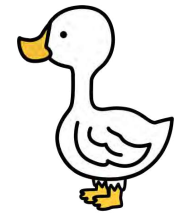
chick



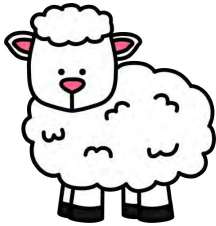
chicken



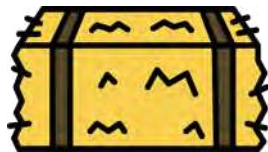
mouse



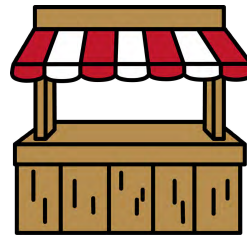
goose



sheep



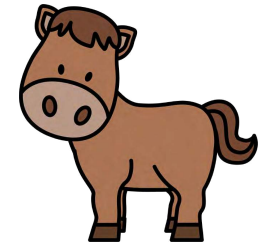
hay



market



farmer



horse



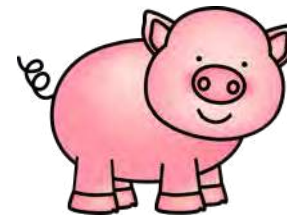
farmer



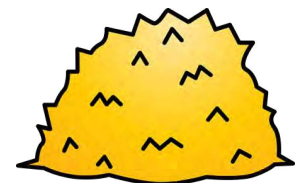
farmer



vegetables



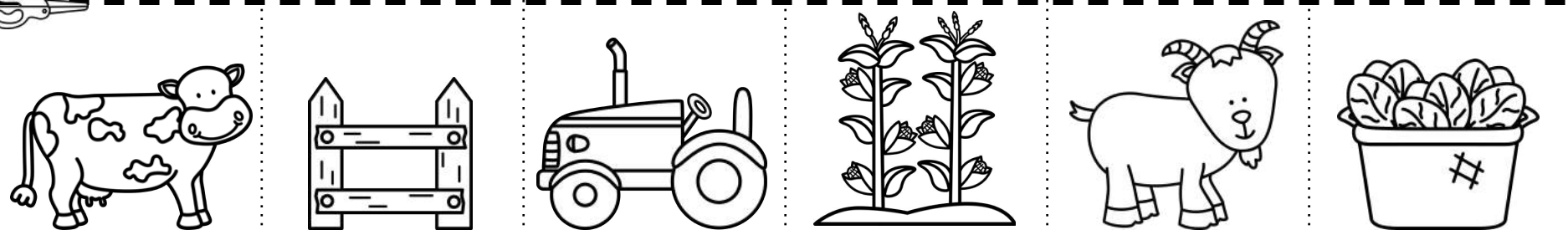
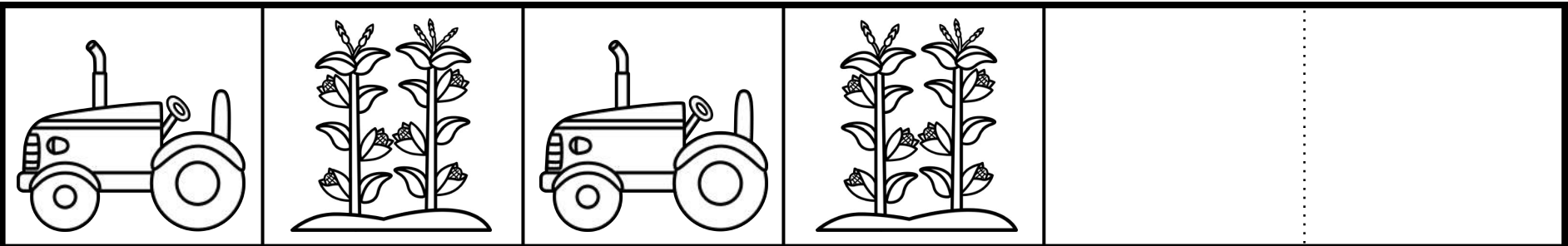
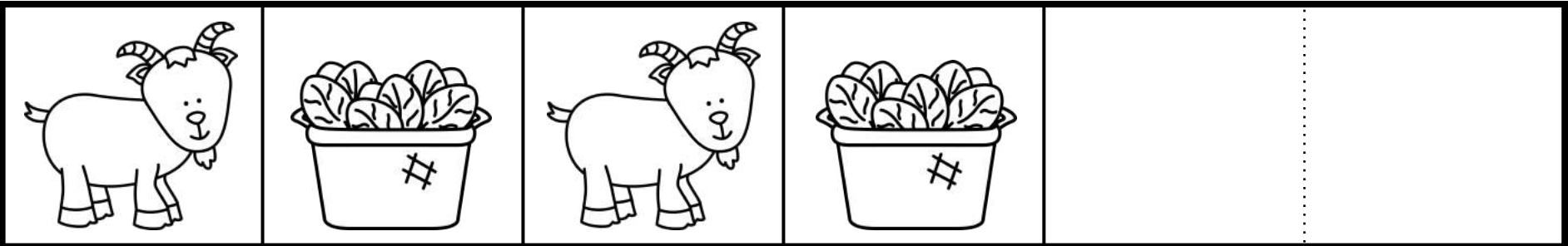
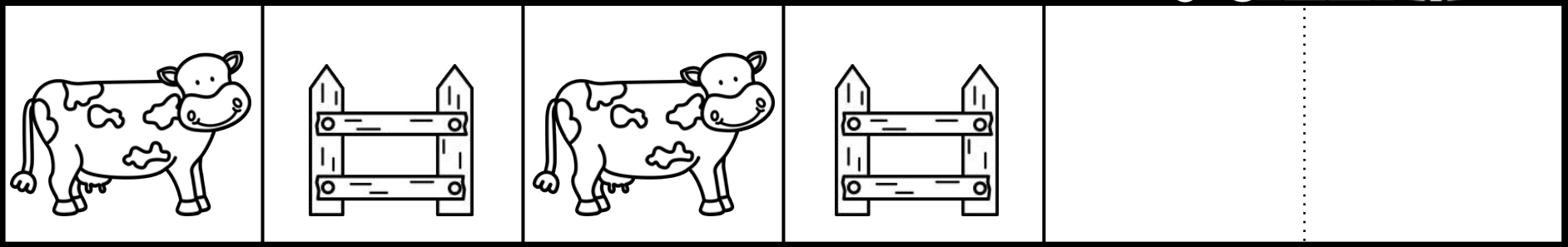
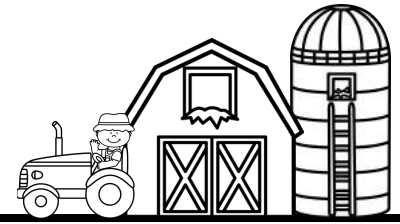
pig



hay

Name \_\_\_\_\_

Cut apart the pieces at the bottom of the page.  
Use them to complete the farm patterns.












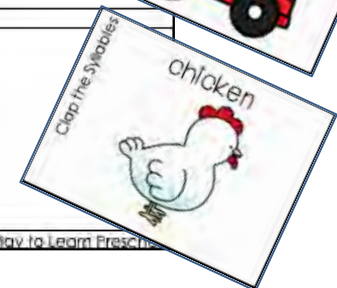
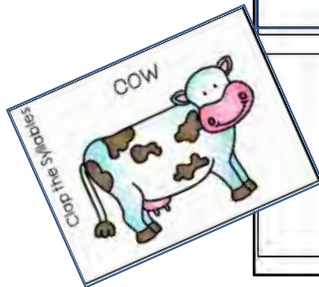
# Clap the Syllables

**Objectives:** The students will identify syllables.

**Preparation:** Print, laminate, and cut apart the "Clap the Syllable" pictures.

**Procedure:** Students name the picture, clap the syllables, and place into the correct column.

 <h2>Clap the Syllables</h2> 			
1 syllable		2 syllables	
<p>Clap the Syllables</p> <p>goat</p> 	<p>Clap the Syllables</p> <p>cat</p> 	<p>Clap the Syllables</p> <p>bunny</p> 	<p>Clap the Syllables</p> <p>turkey</p> 
<p>Clap the Syllables</p> <p>pig</p> 	<p>Clap the Syllables</p> <p>dog</p> 	<p>Clap the Syllables</p> <p>farmer</p> 	





# Clap the Syllables



**1** syllable

**2** syllables

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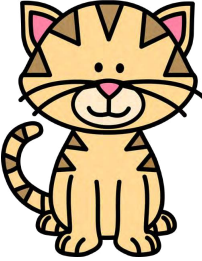


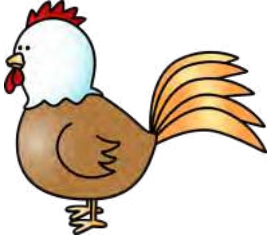



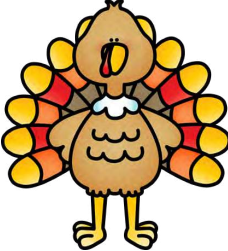
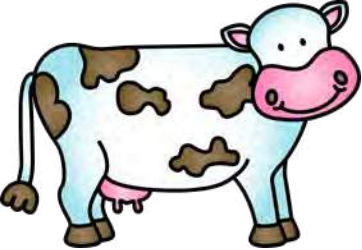



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# Clap the Syllables

## Sorting Cards

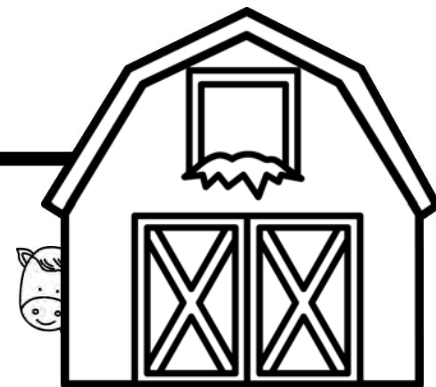
Clap the Syllables cat 	Clap the Syllables goat 	Clap the Syllables tractor 	Clap the Syllables rooster 
Clap the Syllables pig 	Clap the Syllables mouse 	Clap the Syllables farmer 	Clap the Syllables turkey 
Clap the Syllables cow 	Clap the Syllables dog 	Clap the Syllables chicken 	Clap the Syllables bunny 



Name: \_\_\_\_\_

What is your favorite farm animal?

Draw the animal below.



Name: \_\_\_\_\_

If you could grow anything in your garden, what would you plant? Draw the crop below.



A large, empty rectangular box with a thick black border, designed for a child to draw their chosen crop.



Two sets of horizontal lines for handwriting practice, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Name: \_\_\_\_\_

What farm machine would you like to ride?

Draw a picture of it below.



A large rectangular box with a thick black border, intended for drawing a picture of a farm machine.



# Farm Books

## for Preschoolers



### Farm

- *Big Red Barn* by Margaret Wise Brown
- *Down on the Farm* by Merrily Kutner
- *Old MacDonald had a Farm* by Jane Cabrera
- *A Squash and a Squeeze* by Julia Donaldson
- *Dooby Dooby Moo* by Doreen Cronin and Betsy Lewin
- *The Farmyard Surprise* by Eve Bunting
- *Baa! Moo! What will we Do?* by A.H. Benjamin
- *Down by the Barn* by Will Hillenbrand
- *Cock-a-doodle-doo! Barnyard Hullabaloo* by Giles Andreae
- *Click, Clack, Splish, Splash* by Doreen Cronin and Betsy Lewin
- *The Grumpy Morning* by Pamela Duncan Edwards
- *Farm Babies* by Camilla de la Bedoyere
- *Farm Flu* by Teresa Bateman
- *Inside a Barn in the Country* by Alyssa Satin Capucilli
- *Mrs. Wishy-Washy's Farm* by Joy Cowley
- *Little Blue Truck* by Alice Schertle
- *Who Wakes Rooster?* by Clare Hodgson Meeker

### Sheep

- *No Sleep for the Sheep!* by Karen Beaumont
- *Sheep in a Jeep* by Nancy Shaw
- *Sheep out to Eat* by Nancy Shaw
- *Sheep in a Shop* by Nancy Shaw
- *Lambslide* by Robin Preiss Glasser

### Pigs

- *Pig's Egg* by Katherine Sully
- *Ribbit!* by Rodrigo Folgueira
- *Pignic* by Matt Phelan
- *Little Oink* by Amy Krouse Rosenthal

### Chickens, ducks and other birds

- *Roosters off to See the World* by Eric Carle
- *Cock-a-doodle-hooooooooo!* by Mick Manning
- *Duck on a Bike* by David Shannon
- *Click, Clack, Peep!* by Doreen Cronin and Betsy Lewin
- *Stuck in the Mud* by Jane Clarke
- *Cock-a-Moo-Moo* by Juliet Dallas-Conte
- *Hattie Peck* by Emma Levey

### Cows

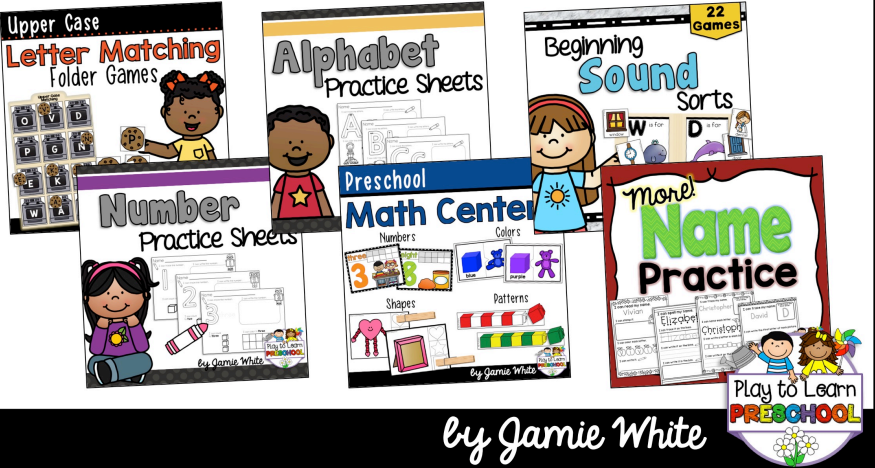
- *The Cow Said Neigh! A Farm Story* by Rory Feek
- *When Cows Come Home* by David L. Harrison
- *The Cow who Clucked* by Denise Flemming
- *The Cow Loves Cookies* by Karma Wilson
- *Click, Clack, Moo Cows that Type* by Doreen Cronin
- *The Cow that Laid an Egg* by Andy Cutbill

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