

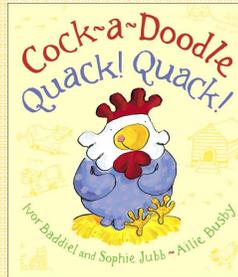
Theme 17: On the Farm

Additional Books:

Fiction:

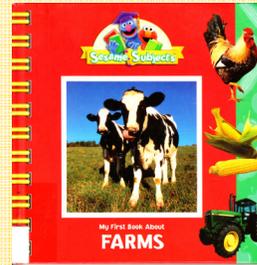
Cock-A-Doodle Quack! Quack! by Ivor Baddiel & Sophie Jubb

Baby rooster's job is to wake everyone up in the morning, but he doesn't know what to say! He goes around asking different animals what they would say and tries a new sound each morning. Much to baby rooster's dismay, nobody wakes up! One day he visits the wise old owl to ask him for help. The next morning, it works! He wakes everybody up!



Non-Fiction:

My First Book about Farms by Karma Einhorn



My First Book about Farms is full of fun facts about what happens on a farm. There are pictures and facts about farm animals, different machines, harvesting, farm buildings and food stands. The book has great vocabulary words! Grover (or rather Farmer Grover) from Sesame Street shares fun facts and thoughts about farms throughout the book.

Ideas for Reading the Books

Waking Up!

Before reading the book, *Cock-a-Doodle Quack! Quack!*, ask the children who wakes them up in the morning? How do they wake them up? Do they come to their room and call their name? Do they have an alarm clock (bring an alarm clock to show the children how an alarm clock works)? Remind the children that you have been talking about farm animals this week and that roosters sometimes wake everyone up on a farm.



Make sure they know what a rooster is (have a picture to show them) and talk about the sounds that roosters make – cock-a-doodle-doo! Tell the children that you are going to read a book about a baby rooster who was supposed to wake everyone up on the farm, but he didn't know what to say!

Animal Sounds



As you read *Cock-a-Doodle Quack! Quack!*, stop and let the children tell the rooster what to say. For example, when the baby rooster asks the cow what to say, see if the children will say moo. If you have a rooster puppet, use the puppet to tell the story or make a rooster puppet by cutting out a picture of a rooster and gluing it to a craft stick. You can also take pictures of different farm animals and glue them to craft sticks and then pass them out to the children. The rooster can ask the child what to say and the child can respond based on which animal puppet he is holding.

One of the shared writing activities for circle time in Theme 17 is to make an animal sounds chart. Since the book *Cock-a-Doodle Quack! Quack!* uses animal sounds, you could review this chart before reading the book to remind children of the sounds various farm animals make.

Have children say the "doodle-doo" part of *cock-a-doodle-doo* with different beginning sounds like *baby rooster does at the end of the book!*

Cock-a-noodle-noo

Cock-a-poodle-poo



Theme 17: On the Farm

Ideas for Reading the Books (continued)

New Song to Sing

In the Big Book of Rhymes and Songs for Theme 17, the children have been singing "Old MacDonald". After reading *My First Book About Farms*, have the children sing the song at the end of the book - Old MacGrover!

Or try singing the following beginning sounds version to the tune of Old MacDonald. (Print the words, so the children can see them as you sing the song):

What's the sound that starts these words:

Barn, boy and ball?

/B/ is the sound that starts these words

Barn, boy and ball.

With a /B/, /B/ here and a /B/, /B/ there,

Here a /B/, there a /B/, everywhere a /B/, /B/.

/B/ is the sound that starts these words:

* Try using words like Quack, Queen, and Quiet to practice the letter Q (the letter for theme 17).

Farm Life

Since *My First Book About Farms* discusses many different aspects of farm life, you can pick one or two areas to focus on with the children.

You might focus on farm animals, buildings, tractors and equipment or food! Point out objects that represent the vocabulary words you have been talking about in class as you walk around the farm.

If you are planning on visiting a farm, talk about the things that they will see at the farm. This will help them learn the vocabulary for the things they will see.

Listening

Act like you are baby rooster and have the children pretend they are sleeping. Say cock-a-doodle-doo in different ways like baby rooster does in the book (cock-a-doodle-moo, cock-a-doodle-oink, cock-a-doodle-quack).

Tell the children to listen really closely and when they hear baby rooster say – cock a doodle-doo, they can wake up.

This is a good phonological awareness activity, since children will have to listen closely to the sounds to know when to wake up.

Transition Time

Use the rooster puppet to say cock-a-doodle-doo during the day to let children know it is time to transition to another part of the schedule.

Make sure you tell them during circle time that the baby rooster will be helping them throughout the day by letting them know when it is center time, outside time, snack time or storybook time. When it is time to say cock-a-doodle-doo, invite a few children to help baby rooster!

Examples of Possible Vocabulary Words

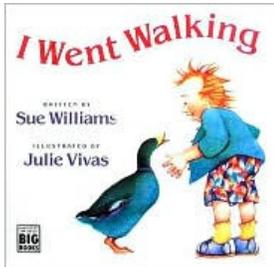
- Rooster/Hen
- Swather
- Puzzled
- Scarecrow
- Listened
- Plow
- Stalks of corn
- Pasteurized
- Wheat
- Silos
- Tractor
- Stable
- Baler/Bales of hay
- Barn



Theme 17: On the Farm

Field Trip Idea- Visit a Farm

Visiting a farm would be a great way for children to see all of the things that you have been talking and reading about. Try to pick a farm that has a variety of animals, buildings (farm house, barns, silos), equipment (tractors) and plants (flowers, corn, soy beans, tomatoes).



If you read the book *I Went Walking* by Sue Williams before you visit the farm (or if you have already read this book, bring it out to read again!), you could ask the children if they would like to make a classroom book after visiting the farm. The title of the book might be - *We Went Walking at the Farm* (We went walking what did we see? We saw a ____ looking at us). Have children point out things they would like you to take pictures of for their book as they walk around the farm.

During your visit, have a scavenger hunt!

Create a list of the animals, plants, buildings and equipment that the children want to see when they visit the farm. Once the list is created, make copies for the children so they can check off the animals, plants, buildings and equipment as they find them. It may be helpful to put pictures by the printed words to make it easier for children to know what they are looking for. Children could be in small groups with the list on a clipboard to use as they “hunt” around the farm.

Remember to talk about what is safe to touch and what is not.



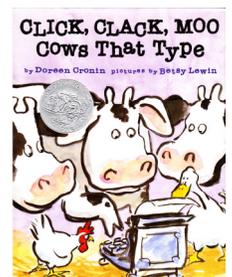
Sample Center Activities

When using any of the ideas listed below, remember to tell children about the activities and show examples of some of the things that they can do at the centers. Talk about how the activities relate to the book.

Sample: Writing Center

Make a farm book or write notes to the farmer from the animals:

- Make copies of pages that say : “Farmer, Farmer, what do you see? I see a _____ looking at me”. Have pictures of farm animals, so children can paste the pictures on the pages. Help write the words of the animals they pick.
- Read *Click, Clack Moo Cows That Type* to the children. Provide materials for the children to pretend they are the cows writing notes to the farmer.



Theme 17: On the Farm

Sample Center Activities (continued)

Sample: Dramatic Play Center

- Provide props so the children can act out the *Cock-a-Doodle Quack! Quack!* story. They can take turns being baby rooster while the other children pretend to be the farm animals who try to help baby rooster figure out what to say to wake everyone up. Have a small stool or platform that the rooster can stand on to try to wake everybody up. Children can pretend to sleep until the baby rooster says cock-a-doodle-doo!
- Place small farm objects in plastic eggs. Hide the plastic eggs in the dramatic play area. Have baskets for children to gather the eggs. Display a few cards with letters on them. As children find and open the eggs, help them name the object and then try to decide what the beginning sound is and put it on the matching card. For example, place a cow in the plastic egg, the child says “cow” and then places it on the “c” card.



Sample: Small Group



Make a set of puzzles by copying pictures of farm animals with the name of the animal written at the bottom of the page. Laminate each picture and then cut (zigzag cuts, straight cuts) between the letters to make a puzzle. Put each puzzle in a zip lock bag. Let children choose a bag and try to put the puzzle together. Talk about how the letters form words as they try to figure out how to put the puzzles together.

Sample: Art Center

- Provide animal farm rubber stamps, ink pads, markers, and paper. Let children choose their favorite farm animal to stamp on their paper. They can then draw “farm things” around their animal. For example, they might draw a pig pen or a barn for their horse. As children explain their drawings, write their words on the bottom of their pictures.
- You can also take small tractors and let the children roll the wheels in paint. They can then make pictures of farm tracks. For example, they might start at the farmhouse, then go to the corn fields, and then to the silos (good vocabulary activity).



Sample: Block Center



Provide materials for children to build a farm (farm house, animals, tractors, food/farm stand, oatmeal boxes for silos, paper and markers for making signs). This would be a great activity to have conversations with children as they build their farm and practice using the vocabulary words from the *My First Book about Farms* book.

