

On the Farm with PreSchool



A collection of lessons for the PreSchool classroom full of activities and make-and-takes investigating farm animals and the job of the farmer.



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Autumn Turkey

Content Area

Life Processes

Objective

Students will:

- Understand that turkeys live on the farm
- Create a turkey craft

Materials

- Paper plates
- Various leaves from trees
- Construction paper
- Glue
- Scissors
- Crayons/markers

Background Knowledge

Virginia ranks fourth nationally in turkey production. 22 million turkeys are grown in the state each year. Most of the turkeys in Virginia are raised in the Shenandoah Valley. Turkeys are grown in large houses holding thousands of birds. Farmers grow white turkeys. The brown ones we generally think of are wild turkeys.

Procedure

1. Ask students if they can name different animals that live on a farm. Tell them that one example of a farm animal is a turkey.
2. Go on a nature walk and collect various colored leaves that have fallen from the trees. *You may choose to skip the nature walk and have the leaves already in the classroom for students.*
3. Give each student a paper plate and have them glue it to the middle of a large piece of construction paper. This will form the turkey's body.
4. Next, glue the leaves around the turkey to form feathers.
5. Trace each student's foot on a piece of construction paper and cut out. Glue onto the plate to form the turkey's head and neck.
6. Use markers to draw eyes and a beak.



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Baby Chick Paper Plate

Content Area

Science: Life Processes

Mathematics: Number and Number Sense

Fine Motor: Manipulative Movement

Literacy: Vocabulary

Objective

The student will be able to:

- Identify adult animals and offspring

Materials

- 2 white paper plates
- Feet template
- Orange construction paper
- Crayons
- Staplers
- Tape
- Book about baby animals such as *Who Grows Up on the Farm* by Theresa Longenecker

Background Knowledge

Introduce the term for baby and adult animals. Discuss the names of babies and adults.

Calf	Cow
Chick	Chicken
Lamb	Sheep
Foal	Horse
Kid	Goat
Piglet	Pig

Specify the difference between the look of a chick and a chicken.

Procedure

1. Color the paper plates yellow.
2. Cut one plate in $\frac{1}{2}$. Use $\frac{1}{2}$ to form a chick head.
3. Cut the other $\frac{1}{2}$ plate in two again to form $\frac{1}{4}$ pieces. These will form the wings.
4. Cut out the feet from the template page and color orange.
5. Cut a small triangle from the scrap template page to form a beak.
6. Using the second plate as the body, staple or tape the head and wings onto the plate.
See picture below.
7. Attach legs and beak with staples or tape.
8. Draw eyes on chick face with crayon.



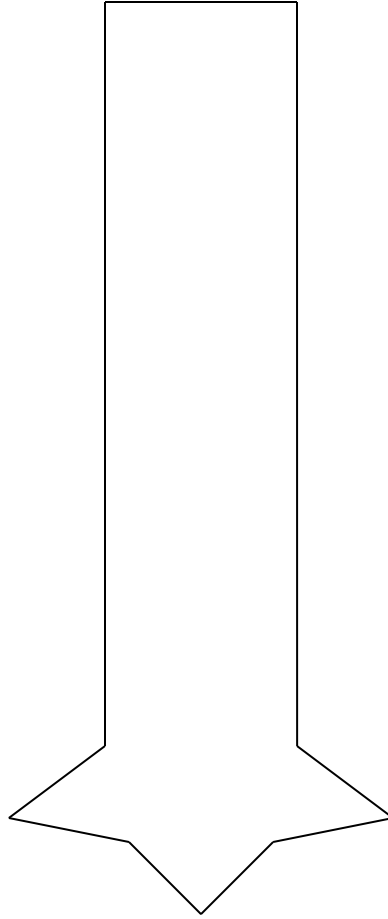
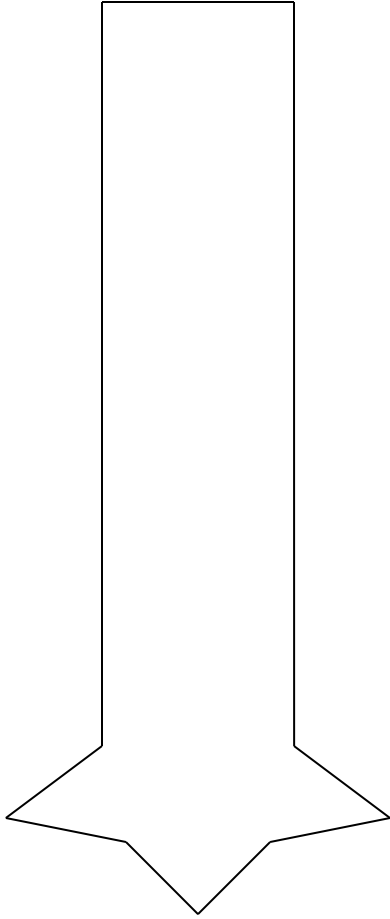
Extension

Use paper plates to create other animal faces.

Chick Feet Template



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Chicken Life Cycle

Content Area

Life Processes

Objective

Students will:

- Correctly sequence the steps in a chicken's life cycle

Materials

- White paper plates
- Yarn
- Tape
- Scissors
- Brads (metal fasteners)
- Markers/crayons
- Construction paper
- Stapler
- Hole punch
- Template, attached

Background Knowledge

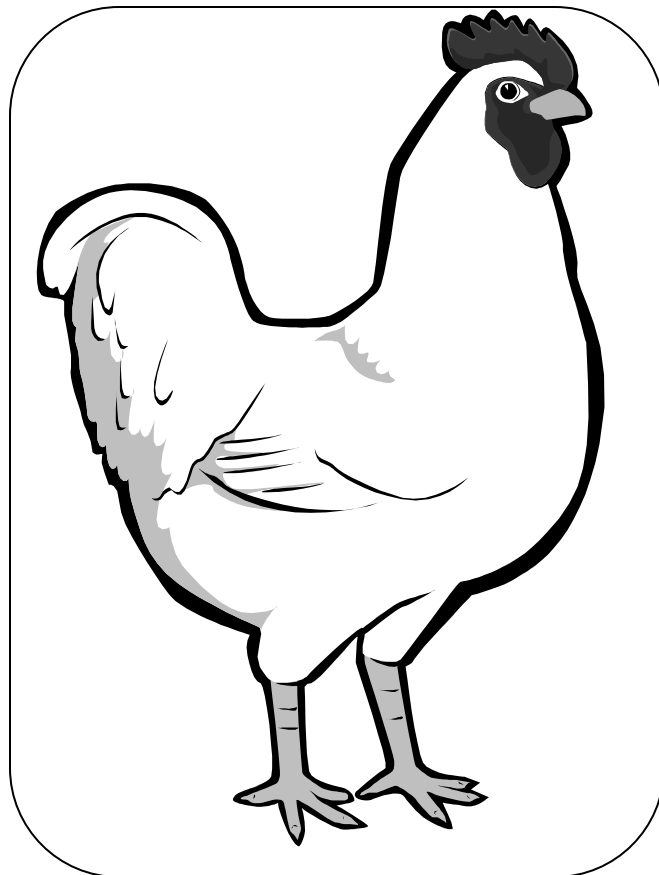
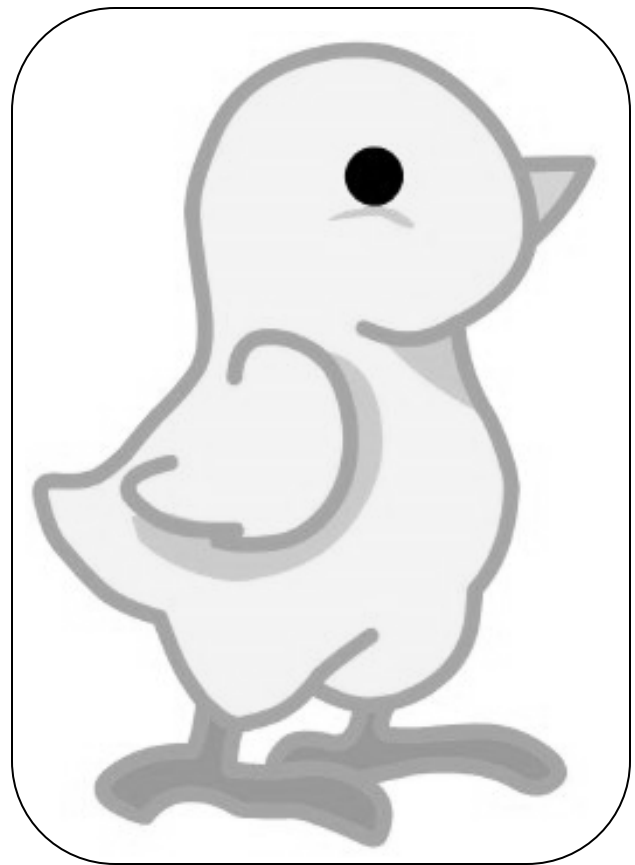
Chickens are a source of both meat and eggs. Broiler chickens, those that are bred for their meat, are Virginia's top agricultural commodity. The chicken's life cycle has 3 stages – egg, chick, and adult (rooster or hen). It takes 21 days for an egg to hatch after having been laid by the hen and then 6 weeks for the chick to grow to maturity. Hens lay an egg approximately every 25 hours.

Procedure

1. Review the steps in the chicken's life cycle. Suggested books include:
A Chicken's Life by Nancy Dickmann
Down on the Farm: Chickens by Hannah Roy
2. Give each student one whole paper plate and one half plate. Instruct students to cut a squiggly line across the middle of the whole plate. Staple the half plate to the back of one of the "squiggly" plates. Use a brad to reattach the other squiggly plate so that it will look like a hatching egg with a pocket on the back.
3. Explain to students that first the egg hatches, then it is a baby chick and then it grows into a mature chicken. Color and cut out the template images that demonstrate these stages.
4. Sequence the pictures in the correct order and tape to a piece of yarn. Attach the yarn to the paper plate egg with the mature chicken furthest away. The pieces of the life cycle chain will then fit in the pocket on the back of the egg.
5. In pairs have students use their models to tell the story of the chicken's life cycle.



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Count and Color

Content Area

Mathematics: Number and Number Sense

Fine Motor: Manipulative Movement

Materials

- Crayons
- Copy pages
- Farm animals book

Background Knowledge

Virginia has over 47,000 farms. Our farms grow a variety of crops and livestock. Traditional animals raised in Virginia include cattle, hogs, chickens, turkeys, and sheep. Farmers also raise horses for competition, breeding stock, and as companion animals. Horses are also known as equine. More recently aquaculture has become an important type of farming which includes clams, crabs, oysters, and fish.

Procedure

1. Share a farm book with your class. *Down on the Farm* by Merrily Kutner is a good read aloud.
2. Ask what animals live on a farm. Discuss the different types of farms. Include aquaculture in your discussion.
3. Count the animals in your highlighted book.
4. Count the animals on each handout.
5. Provide time to count and write the number to answer the handout questions.
6. Color the animals.

Recommended Books

Down on the Farm by Merrilyn Kutner

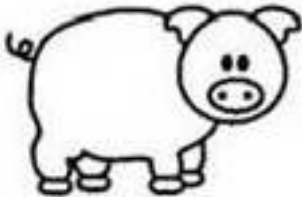
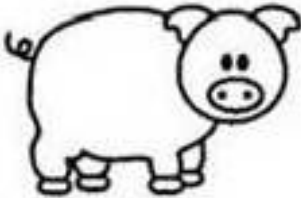
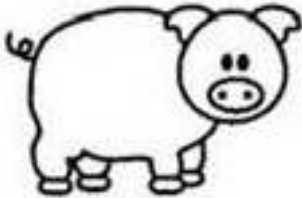
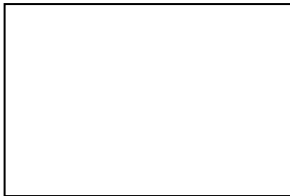
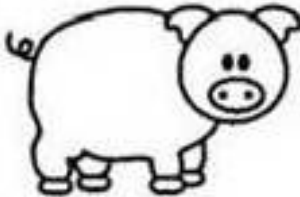
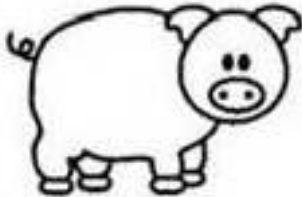
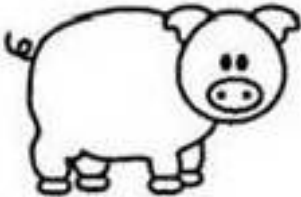
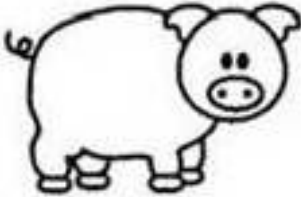
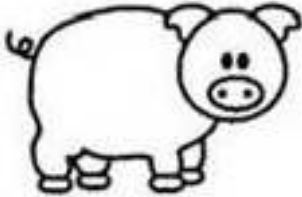
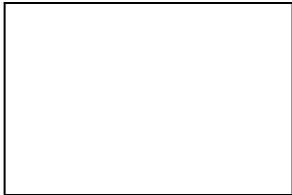
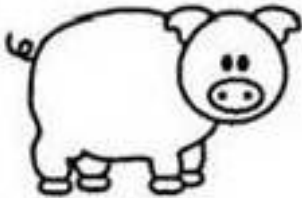
On the Farm by Scholastic

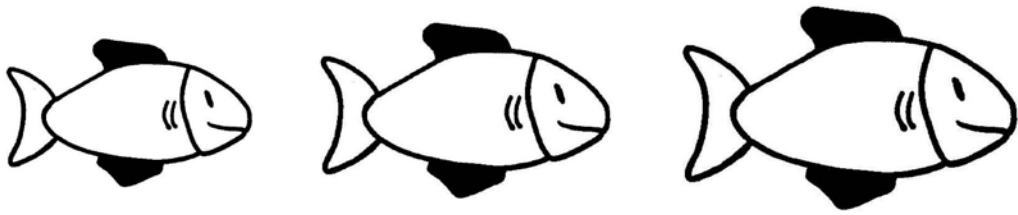
1001 Things to Spot on the Farm by Usborne



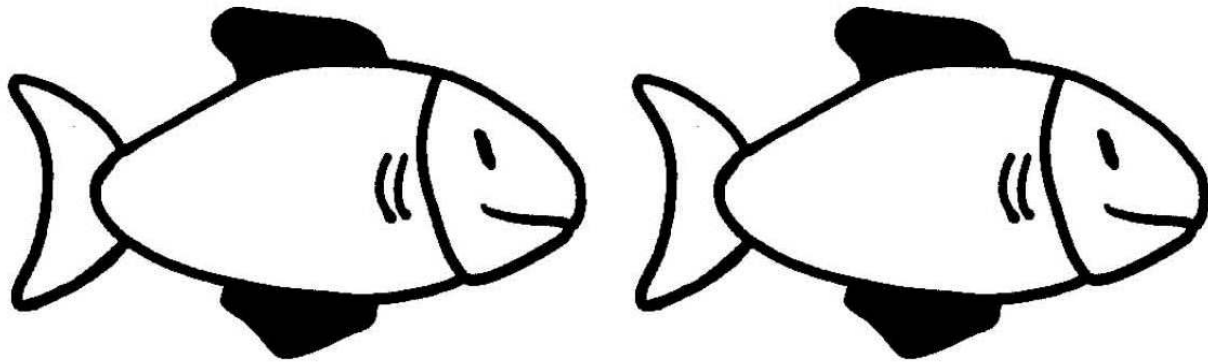
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Count and Color





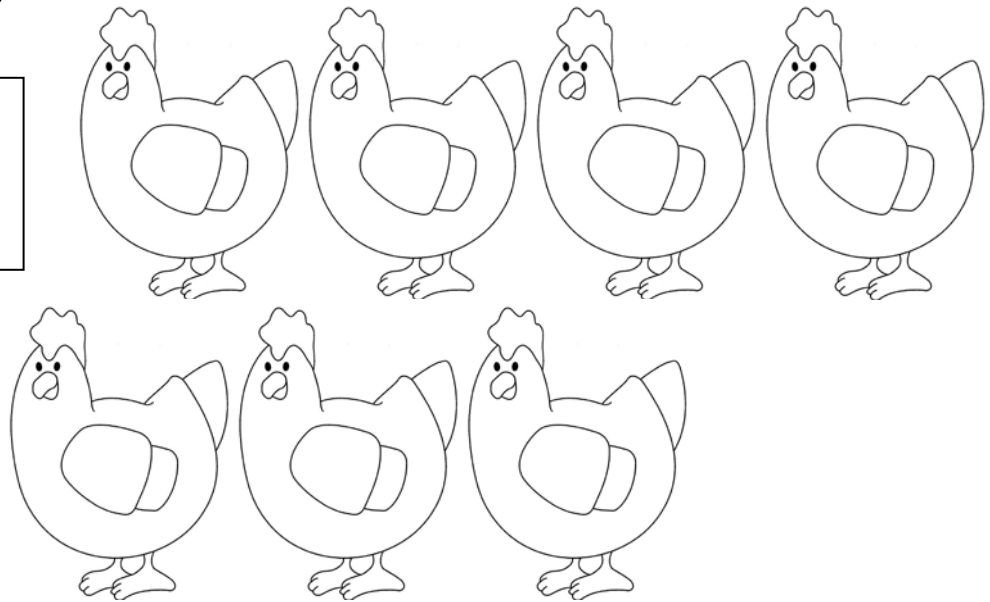
How many little fish?



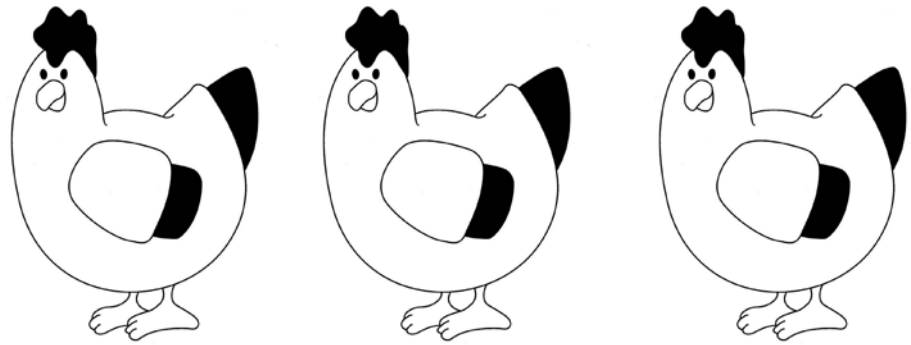
How many big fish?



How many?



How many?



Down On the Farm Concentration

Content Area

Science: Life Processes

Literacy: Memory, Vocabulary

Objective

The student will be able to identify commonly themed farm items.

Materials

- A book about farm animals
- Concentration cards (1set per group)
- Construction paper

Background Knowledge

Concentration games are fun, creative ways to help children to learn to concentrate and remember what they learn. This game can be used with any book that introduces children to farm animals.

Procedure

1. Print out the following cards twice (so each picture has a match).
2. Glue a piece of construction paper to the back of the cards so the children cannot see through.
3. Cut out individual cards
4. This equals one set of playing cards; you will need one set per group. (Find out ahead of time how many children you will be visiting with so you can prepare the appropriate number of sets of cards)

Directions for Playing

1. Break up children into small groups (4-6)
2. Provide each group with the playing cards
3. Have children shuffle cards and lay them face down on a desk, floor, etc.
4. Each child takes a turn flipping over cards
5. If the cards match, the child keeps the cards and goes again. If the cards do not match, they must be flipped over to face down and the next child takes a turn.
6. The object of the game is to get as many matches as possible. The better the children remember where the cards are, the better chance they have at winning.

Extension

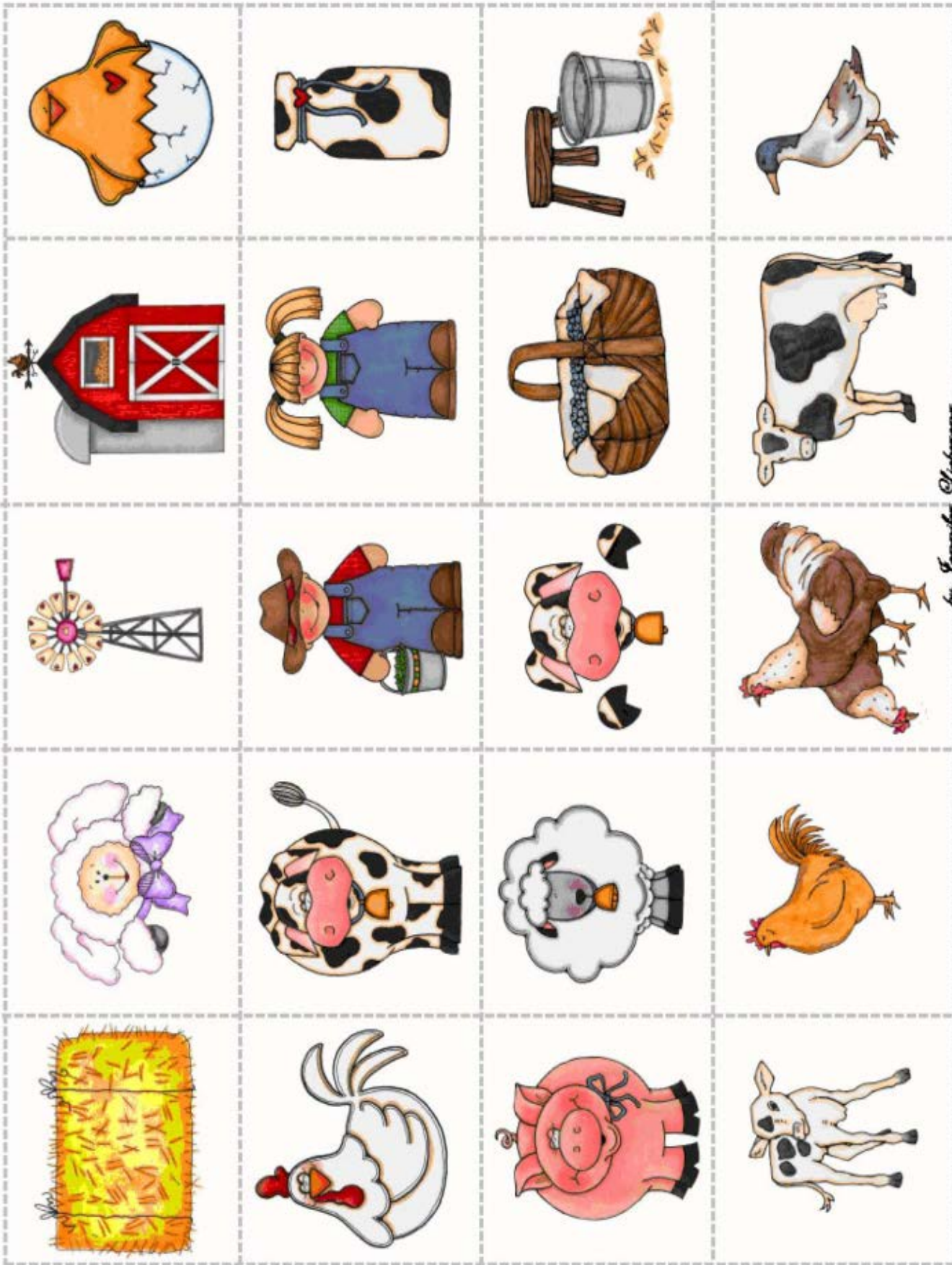
Read a book such as *Animals on the Farm*(published by Heinemann Library) or *My Trip to the Farm* by Mercer Mayer

References

Adapted from: http://kidscrafts.suite101.com/article.cfm/down_on_the_farm_memory_game



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by Jennifer Slackman



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Fishing for Numbers

Content Areas

Physical: Manipulative Skills

Social: Self-Concept, Self-Control, Interactions with Others, Problem-Solving

Emotional: Interest, Self-Concept

Cognitive: Mathematics

Cognitive: Science

Cognitive: Literacy: Print and Book Awareness

Objective

Students will:

- Create fish out of paper plates
- Interact well in a group setting
- Identify numbers or colors

Materials

- Blue butcher paper
- Paper plates
- Finger paint (different colors for fish)
- Scissors
- Book about fish, such as *Fishing* by Anne Love, Jane Drake, Pat Cupples
- Magnets
- Sticks
- String
- Number labels
- Color labels (another option)
- Googly eyes
- Glue
- Paint brushes

Background Knowledge

In Virginia, aquaculture is a growing segment of the agricultural industry. Aquaculture refers to fish farms, which are often comprised of manmade ponds. Common products of a Virginia fish farm include tilapia, prawns, and catfish. Additionally, Virginia produces saltwater species such as clams, soft-shell crabs, and oysters along the eastern coast. In understanding the communities they live in, students need to be exposed to the idea of fish in agriculture, while learning their numbers and colors.

By making this lesson into a group activity or game, students learn to take turns with one another, use proper language when discussing in group, and express ideas and feelings in a respectful manner.

Procedure

1. Before starting this lesson with the students, make sure to create a pond or lake out of the blue butcher paper and have all of your materials ready for the students.
2. Start by reading a fish book to them (preferably about raising fish on a farm). Ask questions and point out important facts as you read the book. Once done, explain to students that they are going to create a fish out of a paper plate. Have an example made for students so they understand what they are to do.



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3. Put students at the table with paint, paint brushes, water, paper plates, glue, scissors, googly eyes, and number/color labels. You may want to do this in small groups.
4. Talk with students about how important fish are to agriculture in Virginia. Talk to them about where the fish they eat comes from. Explain to them that they are going to make a fish for the pond. Have students paint their paper plates one color and place their paint brushes in the cup of water. They then put a dab of glue on a top corner and place a googly eye on the glue. Next instruct the students to cut out a mouth for their fish with the scissors and then they can glue whatever they have cut off as a tail on the back of their fish.
5. Once the students have created their fish they can pick a number (or color) to glue onto their fish. Make sure you have students use different numbers so you have a variety. The number labels with the lesson only go up to 10 but feel free to go higher if you think your students are ready.
6. Once all of the students have created their fish, set them aside to dry. Go ahead and glue magnets to the fish wherever you would like and tie string to the sticks you got outside with a magnet on the other end of the string for fishing poles. Depending on how developed your students, you could have them do this. Have them set aside to dry.
7. Once everything is dry ask the students to join you on the carpet for a *Fishing for Numbers* game. Place the fish on the pond in the middle of the carpet with the students around it in a circle. Have them take turns with fishing poles to fish for numbers (or colors). Once they reel in a number they have to say what it is, if they get it right they get to keep it, if they get it wrong they have to throw it back, the student with the most fish wins!

Extension

To make the game more difficult, have students write the numbers or colors on the chalkboard.

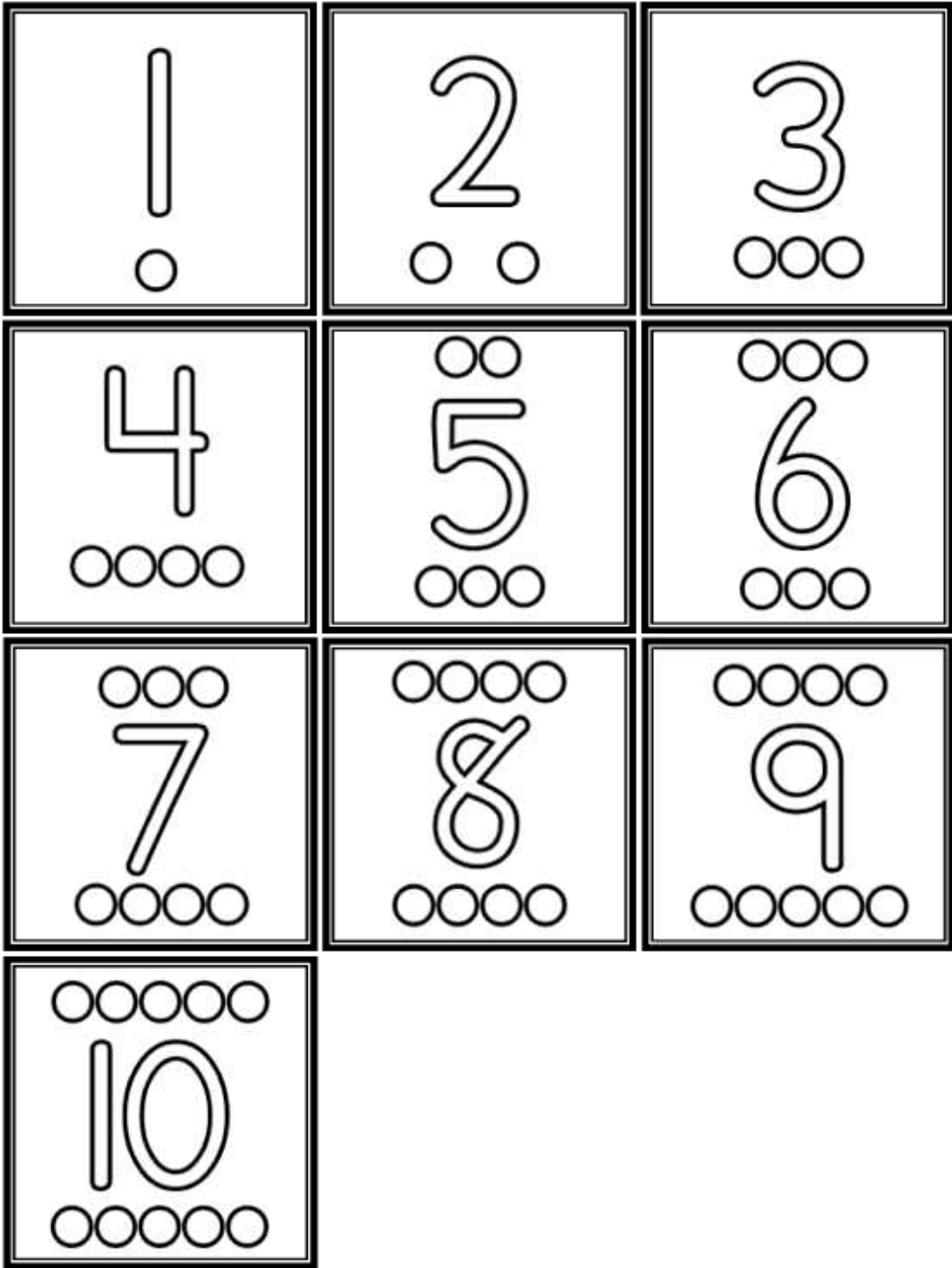
Have students pick more than one number and do some adding and subtracting.

Use colors or shapes instead of numbers.

Use Spanish words for colors, numbers, etc.



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yellow

green

blue

orange

red

purple

brown

pink

gray

tan

black

white



My Tractor Dramatic Play

Content Area

Literacy: Vocabulary

Gross Motor: Locomotor Skills

Objective

The student will

- follow directions that are given and be able to make the movements that the teacher is making.

Materials

- Read aloud story

My Tractor

My tractor is very tall. It is this tall.
Can you stretch up this high?
Stand on your tippy toes.
My tractor also has very big wheels.
The wheels are this far across.
Can you reach this wide?
And the wheels are this tall.
Can you reach that high?
My tractor is so tall that I have to climb
steps to get into it.
Can you pretend to climb into your cab at
the same time I do?
Take great big steps.
Okay, now we are in the driver's seat.
Did you notice that there is only one seat?
One seat-one rider! One seat- one rider!
Don't ride double! Don't ride double!
First, we need to fasten our seatbelt.
If we have an accident, the seat belt and
rollover protection cab will help keep us
safe.
How many of you wear a seatbelt or ride in
a car seat?
This is to keep you safe, too!
This tractor is attached to a feeder wagon.
We are going to use it to feed our cattle.
So we drive over the bunk silo and pull up
in front of it.
Drive with me.
BRRROOOOMMMMMMM!
Follow me.
We need to turn to do this.

Dramatic Action

Reach up as high as you can.

*Continue to reach but raise your heels onto
the balls of your feet.*

*Extent your arms out as wide as you can.
Reach to the approximate height of your
tractor's wheels.*

*Act as if you are climbing a ladder using
both arms and legs.*

*Make exaggerated steps up.
Sit in a chair.*

*Hold out your hand and arm displaying one
finger. Wave it back and forth.*

*Pretend to reach for the seat belt and fasten
it.*

*Get up and pretend you are driving the
tractor and make noises as if you are.*

*Use the space available and make a few
passes either up and down or around.
Mover your hands and arms as if you are
turning the steering wheel of the tractor.*



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Exaggerate the action.

Stop the tractor put it in park and turn off the key.

Climb down out of the tractor.

Now we are going to load feed into the wagon.

We do this with a front end loader that scoops the feed up and dumps it into the wagon.

Park the loader and shut it off.

Climb back up into the tractor cab and restart the engine.

Now we need to drive the wagon to feed the cattle.

The cattle are waiting for us.

Follow me.

The feeder wagon spills feed out of the side. Machinery inside the wagon helps push the feed out of the wagon really fast.

Well now, the cattle are fed.

Let's drive the tractor back to the farmyard.

It is time to climb down and unhook the feeder wagon and go have breakfast.

We need to shut off the tractor because we are taking a break.

Walk to the house.

Climb up the back stairs (4-5 stairs).

Take off your boots and put them by the door.

Take off your jacket and hat and hang them up.

We need to wash our hands with soap.

Do you know what song to sing to make sure your hands are clean?

The Alphabet song!

Dry your hands and sit down at the table.

Pretend to put the tractor in park and turn off the key.

Pretend to climb down.

Mimic the movement of the front end load with arms outstretched. Pretend to scoop up the feed twist the body and dump the feed. Make noises of a load moving and backing up.

Climb back up into the tractor cab. Start the engine by turning the key.

BRRRMMM drive around again. Make sure to include wide turns.

Hands open, fingers spread, rotate arms like a in a circle.

Drive the tractor and wagon around, stop it, shut it off and climb down. Mimic unhooking the feeder wagon.

Walk around, climb the stairs.

Mimic taking off yours boots, coat and hat.

Mimic hand washing and sing the Alphabet Song.

Pretend to dry your hands and sit back in the chair.



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Old MacDonald

Content Area

Science: Life Processes

Objective

Students will:

- Correctly match animals found on a farm with the sound they made

Materials

- Red construction paper
- White paper
- Paper bag
- Glue sticks
- Scissors
- Animal pictures, attached
- Barn template, attached

Background Knowledge

Farmers who raise animals, such as cows, chickens, turkeys, sheep, or hogs are called livestock producers. It is the farmer's job to make sure that their animals are well taken care of. Animals rely on farmers to provide them with food, water, shelter, and care to keep them healthy. In turn, people rely on farm animals for food and clothing.

All animals share the same basic needs of food and water. Some farm animals may graze on pastureland and might be provided with extra hay or silage. Silage is made when a plant such as corn or grass is cut, finely chopped, and packed tightly to store. The farmer will carefully choose the correct type and combination of grains for their animals in order to give them the best possible nutrition. Additionally, farmers provide their animals with plenty of clean water.

In addition to food and water, farmers provide their animals with shelter to protect them from severe weather and to keep them safe. Lastly, in order to keep their animals healthy, farmers will seek the help of veterinarians. Veterinarians are doctors who take care of animals and make sure they stay healthy. Some veterinarians take care of pets like dogs or cats, while others, called large animal veterinarians, specialize in the care of farm animals.

For this activity, you may choose to make one barn bag and animal set and use it during story/circle time as a group activity. Or, you may choose to have each student make their own.

Procedure

1. Use the template provided to trace the barn outline onto red construction paper (optionally, you may copy the template onto red paper). Cut out the white square for the door as well.
2. Glue the barn to the bottom of a paper bag and glue the door on top.
3. Next cut out the animal cards and place into the bag.
4. During circle time sing "Old MacDonald Had a Farm" and pull out a new animal for each verse.

Extension

Instead of singing you may also choose to pull out a different animal and have students give you



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a physical characteristic, such as body covering or number of legs.



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Peek-A-Boo Barn

Content Area

Fine motor: Manipulative Movement

Science: Life Processes

Literacy: Vocabulary

Objective

The student will be able to:

- Identify animals and their habitat

Materials

- Red, blue green, and yellow construction paper
- Magazines
- Scissors
- Glue
- Pencil

Background Knowledge

Introduce children to farm animals and where they live by making this barn craft. Use the attached barn template as a guide.

Procedure

1. Read a book about farm animals to a group of children.
2. Cut a large, red barn shape out of a piece of red construction paper. Or, Xerox the template onto plain white paper and have the children color their barn.
3. Cut several windows and doors in the barn as shown. Leave one side attached as illustrated by the dotted lines on the template (to be able to open and close windows and doors)
4. Glue a small piece of green construction paper to the full size blue construction paper to create the landscape for the barn.
5. Once all the windows and doors are cut, place barn on the landscape.
6. One at a time, gently hold open the doors and windows and trace lightly along the openings onto the construction paper below. You will use these as a guideline for the size of farm animals.
7. Go through magazines and cut out pictures of animals you would see on a farm or print pictures from a computer. Make sure pictures are small enough to fit in openings.
8. Glue the animals onto the landscape in the traced boxes.
9. Once the glue is dry, glue the barn on top of the animals, making sure they will all be peeking out of their designated window or door.
10. Optional: outline windows and door with a black marker and create a sun out of yellow construction paper.

Extension

If time is a major constraint, have children glue animals on top of the windows instead of cutting them out.

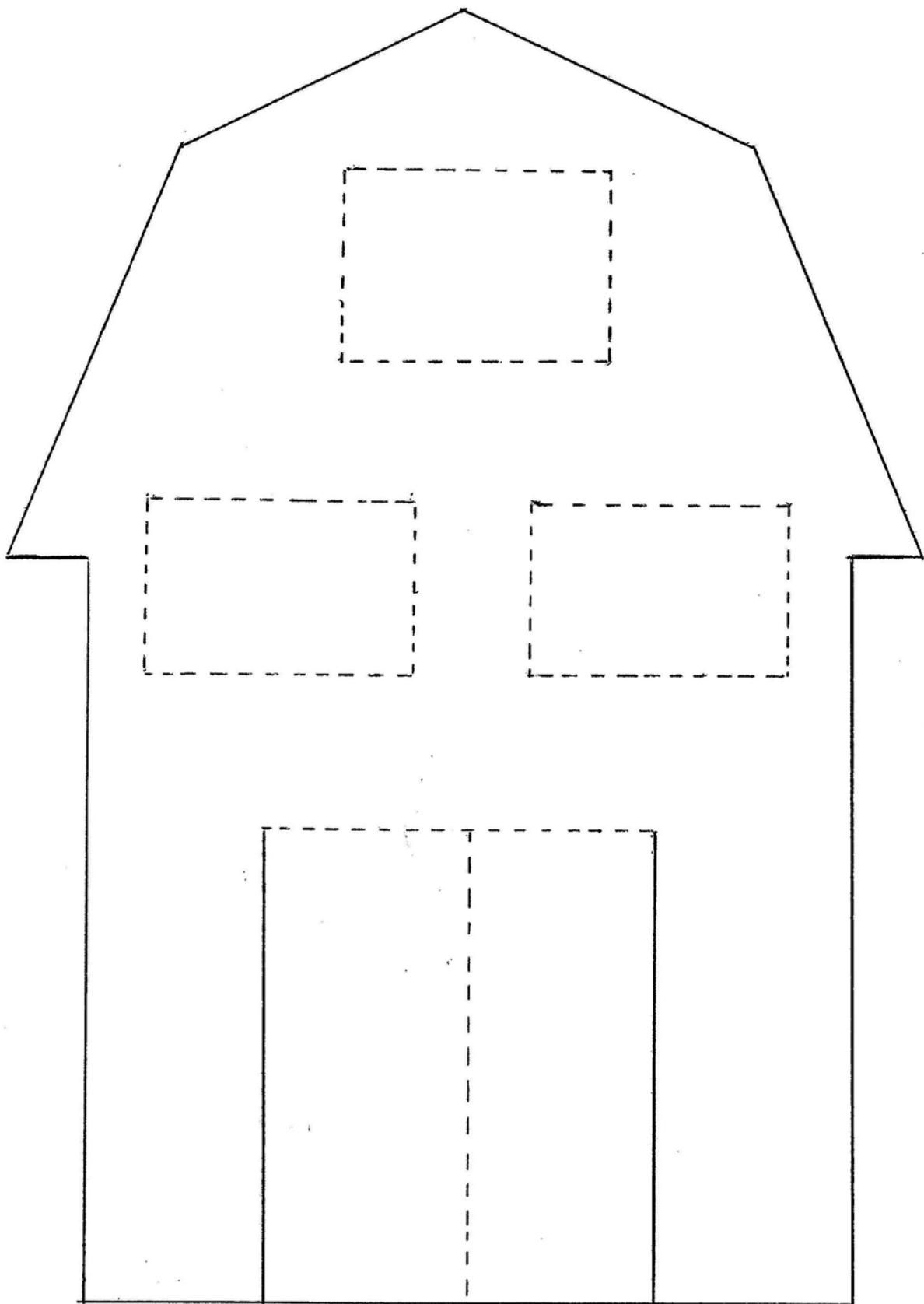
References

Adapted from: <http://familycrafts.about.com/cs/farmanimalcrafts/l/blbarnan.htm>

Read *Animals on the Farm* by Raintree Publishing or *Barn* by Debby Atwell



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Poultry Prints

Content Area

Fine Motor
Life Processes

Objective

Students will:

- Identify chickens and turkeys as animals that live on the farm
- Understand that eggs come from chickens
- Recognize written numerals

Materials

- Construction paper
- Finger paint
- Markers/crayons
- Glue
- scissors

Background Knowledge

Poultry, including the raising of chickens, turkeys and eggs, is by far Virginia's largest agricultural commodity. Virginia's poultry companies employ more than 12,000 people. A significant amount of chicken and turkey raised in Virginia is exported to foreign countries.

Procedure

1. Begin by reading a story about chickens or turkeys on the farm and ask students to identify the animals in the pictures. Discuss how chickens live on a farm and some give us eggs.
2. Give each student a piece of construction paper.
3. Trace each student's foot in the middle of the paper and cut out. This will form the body of your chicken, the heel will be the head. Glue onto another piece of paper.
4. Have students use finger paint to stamp their hands around the chicken or turkey to form feathers.
5. You can then use a marker to add eyes and a beak.

Extension

Write a number on the chicken. Have students glue the correct number of eggs below the chicken.



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Shape Chick

Content Area

Science: Life Processes

Mathematics: Shapes

Fine Motor: Manipulative Movement

Literacy: Vocabulary

Objective

The student will:

- Identify various shapes
- Utilize fine motor skills to create a shape chick

Materials

- Paper plates (white for a chicken, yellow for a chick) – 1 per student
- Construction paper triangles – 2 yellow and 2 orange per student
- White construction paper circles – 2 per student
- Orange construction paper diamond – 1 per student
- Glue

Background Knowledge

Chickens are a source of both meat and eggs. Broiler chickens, those that are bred for their meat, are Virginia's top agricultural commodity. You will find many poultry houses in the Piedmont region of Virginia as well as the Valley and Ridge. The chicken's life cycle has 3 stages – egg, chick, and adult (rooster or hen). It takes 21 days for an egg to hatch after having been laid by the hen and then 6 weeks for the chick to grow to maturity. Hens lay an egg approximately every 25 hours. Hens that are raised for their egg production are called layers.

Procedure

1. First glue the two white circles onto the paper plate as eyes.
2. Next glue the orange rectangle below for the beak.
3. Glue the yellow triangles to the sides for wings and the orange triangles to the bottom for feet.

Extension

Add "feathers" to your chicks by gluing small squares of white or yellow tissue paper to the paper plates.

Practice counting by cutting out and adding eggs to the chickens.



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Shape Tractor

Content Areas

Math: Geometry

Objective

Students will be able to:

- Identify basic shapes and manipulate to create a tractor

Materials

- White paper
- Pre-cut construction paper shapes
 - 1 rectangle, 1 square, 2 circles, and 1 triangle per student
- Glue sticks

Background Knowledge

Farmers do a lot to prepare the soil for planting and to care for the crop and harvest. One of the farmer's most helpful pieces of equipment is the tractor. Tractors come in many different sizes and have different attachments that help them accomplish various tasks, such as planting, mowing, or baling hay. Before tractors, farmers used horses or other animals to help plow and harvest the crops.

Procedure

1. Begin by reading students a book about farm tractors. Check out *Literacy Connection* for suggestions. Discuss with students how tractors help farmers on the farm. Have them act out with their arms how the circular wheels roll.
2. Review standard shapes by pointing out various shapes that can be seen in the book.
3. Give each student a piece of white paper and the pre-cut shapes, as well as a glue stick.
4. Instruct students to glue the two circles near the bottom of the page. Next, glue the rectangle on top. Then, glue the square on top of the rectangle. Lastly, glue the triangle to the front. *You may choose to model this by using a large sample of the shapes at the front of the class.*
5. Have students decorate the background with a farm scene including their favorite farm animals/crops.

Extension

Bring in objects representing the various shapes, such as old milk cartons, cereal boxes, and frozen juice containers. Have students use the objects to create tractors.



For more resources to connect children to agriculture visit AgInTheClass.org.

Thankful Turkey

Content Area

Fine motor: Manipulative Movement

Gross motor: Locomotor Skills

Literacy: Vocabulary, Oral Expression, Written Expression

Science: Life Processes

Social Studies: Citizenship

Objective

Children will express why they are thankful.

Children will learn about turkeys.

Materials

- red, orange, yellow, and brown finger paint
- markers
- paper plates (2)
- wet wipes (for clean-up)

Background Knowledge

Virginia ranks fourth nationally in turkey production. 22 million turkeys are grown in the state each year. Most of the turkeys in Virginia are raised in the Shenandoah Valley. Turkeys are grown in large houses holding thousands of birds. Farmers grow white turkeys. The brown ones we generally think of are wild turkeys.

Procedure

1. Squeeze a bit of each color of paint onto one paper plate (keep colors separate).
2. Place index finger in red paint.
3. Make an arch around the middle of the paper plate, forming the top of the turkey's tail.
4. Wipe finger off and place in orange paint.
5. Make a second arch underneath the red.
6. Repeat using the yellow.
7. Use your thumb to make a brown print in the middle for the turkey's head.
8. Use a black marker to add feet, a beak, and eyes.
9. Write things that you are thankful for around the turkey.



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What's in Your Barn?

Content Area

Science: Life Processes

Objective

Students will:

- Correctly identify animals and items that may be found in a barn

Materials

- Rectangular construction paper
- Glue sticks
- Scissors
- Old magazines and/or seed packs

Background Knowledge

The barn is a very important structure on the farm. It may house many different things, such as tools and equipment or animal feed. It may also provide various farm animals, such as horses or cows, with shelter from the weather.

Procedure

1. Give each student a piece of construction paper. Place it on their desk vertically. Take the top two corners and fold inward to create a triangle with a point on top.
2. Next, take the bottom of the paper and fold up to meet the bottom of the triangle.
3. The resulting shape will look like a barn. Have students decorate the outside of the barn.
4. On the inside of the barn, have students cut and paste pictures of things that may be found in a barn.



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