THEME 8: Down on the Farm
Down on the Farm
1. **Cows in the Kitchen** *(Big Book)*

**Materials:** magazines and newspaper inserts, large sheets of drawing paper, glue, envelopes or sandwich bags

**Goal:** Create a poster showing objects you might find in a kitchen.

### DAY 1

**Finding Kitchen Objects**

Demonstrate how to cut out magazine pictures. Explain to children that they need to cut closely around each object. Provide children with a box or basket to store their envelopes for Day 1 and Day 2.

- Have children look through *Cows in the Kitchen* to get ideas for objects to find.

**English Language Learners:** Some children may be unfamiliar with the term pantry. You might explain that a pantry is a small closet in a kitchen where you can store foods or other kitchen items.

### DAY 2

Children continue to work on this project.

### DAY 3

**Creating a Poster**

Talk about some of the ways the children can arrange the objects on their poster.

- Have children arrange the objects on their poster in different ways before actually gluing the objects into place. Discuss how once an object is glued into place, it is more difficult to move.

### DAY 4

Children continue to work on this project.

### DAY 5

**Sharing Your Poster**

Have children share their poster with a partner.

- Tell children to discuss the arrangement of objects in their posters and why they arranged the objects in that way.
- Children can compare posters to see if they included any of the same objects.

**Expected Outcome**

A good poster will include:

- Kitchen objects labeled with naming words
- Labels that use phonetic spellings
- Objects arranged in a purposeful way
2. What’s Good About It?

60 MINUTES INDIVIDUAL SMALL GROUP

Materials: drawing paper, markers, crayons

Goal: Make a picture that shows what is good about being half a chicken.

Make sure children understand that Half-Chicken is make-believe. You might discuss some of Half-Chicken’s character traits and what he does in the story. Are things different for Half-Chicken because he is half an animal? What might be good about being half an animal? Have children think about these questions:

- What does Half-Chicken say and do?
- What things could he do as half a chicken that he might not be able to do as a whole chicken?
- What would be good about being half a chicken?

3. A To-Do List

60 MINUTES INDIVIDUAL SMALL GROUP

(On My Way Practice Reader)
(Science)

Materials: long strips of butcher paper, markers, crayons

Goal: Make a “to-do” list for the farmer.

If possible, provide copies of Cows in the Kitchen for each small group of children. Have children take a closer look at the pictures. Explain that a “to-do” list is a list of things that need to be done. Discuss how the farmer needs to do a lot of things around the farmhouse as a result of what the animals did while he slept.

Other Activities

- TE p. 15, On-Going Project: Challenge
- TE p. 47, Sound Words
- TE p. 59, Food-Making Steps
- Little Big Books, Cows in the Kitchen and Mouse’s Birthday
- Education Place: www.eduplace.com

Expected Outcome

A good picture will include ✔ a drawing that shows something good about being Half-Chicken ✔ a sentence that tells about the picture

Expected Outcome

A good “to-do” list will include ✔ pictures and words that show things from the story that the farmer needs to clean up or fix ✔ numbered tasks for the farmer ✔ use of phonetically spelled words

Challenge Master CH 8-2

Week 1, CH 8-2

Name

2. What’s Good About It?

What would be good about being half a chicken?

Tips:
- Choose only one idea.
- Include details in your picture.

3. A To-Do List

The farmer has a lot to clean up!

Tips:
- Number the items on the list.
- Use pictures and words.

Find things that the farmer will need to clean up or fix.
- Make a “to-do” list for the farmer.
1. Writing a List Poem  
**Goal:** Write a list poem about a farm animal.

**Choosing a Topic**
Call attention to the illustrations in *Mouse’s Birthday* and *Who Lives on the Farm?* Have children name some of the animals they see and ask them to describe the details in the illustrations that pertain to each animal.

- Help children find the resources for their poems.
- Resources could include one of this week’s books, a book from the Book Center or class library, a poster or chart in the classroom, magazines, or picture dictionaries.

**Writing the Poem**
- Review exact naming words. Explain that details help us to know more about something.
- Have children write their list poems by writing the name of the animal and then listing some of its characteristics.

**Sharing Your Poem**
Have children select a creative way to share their poem.
- Show children how to write and illustrate their poem on an overhead transparency with transparency markers.
- Show children how to create a mobile by drawing a picture of the animal and attaching it to the center of a coat hanger. They can then write the title and details on small word cards and hang them from the hanger with yarn.
2. Farm Dominoes  60 MINUTES  PAIR

Materials: Teacher’s Resource Blackline Masters 114 and 115 (rebus pictures), index cards, scissors, glue

Goal: Make a set of picture dominoes and use them to play a game with a partner.

Show children a real domino. Discuss how the domino has two ends, each with a different pattern of dots. Model how the ends are matched in a game of dominoes.

Help children do the following steps to make the domino game:

- Make a line down the center of each of nine index cards.
- Cut out the rebus pictures. Make a domino by gluing one picture to each side of an index card. Continue making dominoes until all the rebus pictures have been glued to an index card. There will be nine dominoes in all.
- Encourage children to invent new versions of the game; for example, they could match beginning sounds (cow/corn, tree/truck/tractor, hay/house/hens/horse/hoe, pigs/pen, farmer/fence, barn/ball, rooster/rake).

3. To Fan Fox (On My Way Practice Reader)  60 MINUTES  INDIVIDUAL PAIR

Materials: 1” grid paper

Goal: Create a word search and have a partner solve it.

Together, create a list of story words. Write them on a chart for children to refer to. Each child should create a list of words to include in his or her word search.

Model a strategy for finding words in a word search.

- Choose a word from the list to search for.
- Start at the top of the word search.
- Go across and look for the first letter of the word.
- Look across and down to see if the rest of the word is there.
- After the word is found, cross it off the word list.

Other Activities

- TE p. 107, Matching Words
- TE p. 117, Reading Words
- Little Big Books, Cows in the Kitchen and Mouse’s Birthday
- Education Place: www.eduplace.com
1. A Farm of Your Own

**Materials:** large sheets of white butcher paper, colored construction paper, envelopes, scissors, glue, markers, crayons

**Goal:** Design a farm.

**DAY 1**

**Drawing Pictures**

Discuss the similarities and differences in the farms children have been learning about. Ask children to brainstorm things they would like to include as they design a farm of their own.

- Suggest that children look at the pictures in nonfiction books to help them get factual ideas.
- Provide children with a place to store their pictures, such as a basket or a box. Ask children to put their name on their envelopes.

**English Language Learners:** Some children may find it helpful to work with a partner as they draw their pictures. This may help them to remember the names for things they are drawing.

**DAY 2**

Children continue to work on this project.

**DAY 3**

**Designing Your Farm**

- Children should organize their pictures before gluing them to the butcher paper. Remind children to think about the location of each picture as it is placed on the farm.
- After attaching the pictures, have children add other important details with markers.
- Remind children to label the pictures with exact naming words.

**DAY 4**

Children continue to work on this project.

**DAY 5**

**Sharing Your Farm**

Have children share their farms in small groups, one at a time. Explain to children that they can talk about the things they have included on their farm, the type of farm that it is, and why they included each of the pictured things on their farm.
2. Real and Make-Believe  

**Materials:** drawing paper, crayons  

**Goal:** Make a picture that compares real and make-believe animals.

Display *Cows in the Kitchen*, *Mouse’s Birthday*, and *The Story of Half-Chicken*, one at a time. Have children point out make-believe things the animals do in each story. Next, provide children with an example of a farm animal and some real things it does. For example, in real life, pigs roll in the mud, eat slop, live in a pigsty, and make pig noises. Have children draw pictures that show real and make-believe things different animals do.

3. Animal Sentences  

**Materials:** drawing paper, markers, and crayons  

**Goal:** Draw and tell about a picture of an animal in a place that begins with the first letter of the animal’s name.

Review some of the story sentences with children. Point out how the author used words that begin with the same sound. For each sentence, have children identify the words that begin with the same sound (cows in the kitchen, ducks in the dishes, pigs in the pantry, and hens in the hat stand).

- For each of the farm animals that children think of, brainstorm farm locations that begin with the same sound. For example, goats in the garden, mice in the meadow, or roosters on the roof. List ideas on chart paper for children to refer to as they write their sentences.

Other Activities

- TE p. 151, Sing the Story
- TE p. 171, View Books
- Little Big Books, *Cows in the Kitchen* and *Mouse’s Birthday*
- Education Place: [www.eduplace.com](http://www.eduplace.com)