

## #6.5 - Farm Animals: Chickens, Ducks, and Geese

### Before You Begin

- Review Introduction and Preparation for the Focus Area – Animals in Our World.
- Refer to Developing Weekly Activity Plans for Adventures for Toddlers for information on how to develop your plans.

### Big Ideas

Here are some big ideas about farm animals that you can help toddlers explore:

- Chickens, ducks and geese live on a farm.
- Chickens, ducks and geese have feathers.
- Chickens, ducks and geese are small animals.

### Materials to Collect and Make

#### **Featured Books**

*Five Little Ducks* illustrated by Ivan Bates  
*Rosie's Walk* by Pat Hutchins (+BB)  
*Spots, Feathers, and Curly Tails* by Nancy Tafuri

Mother Goose Books

**Key:** (BB) – Available in Board Book only  
(+BB) – Also available in Board Book

**Teacher Note:** See the **Book List** section for additional books that can be used if some of the featured books are unavailable and as supplemental books to read with children.

#### **Additional Materials**

- Pictures of ducks, geese, chickens
- Animals in a bottle
- Clean sand
- Animal stick puppets
- Rubber ducks (5 or more)
- Small animals
- Lazy Susan
- Clear and sturdy plastic bottles (Gatorade®, whipping cream, and single serve juice)
- Surprise Farm
- Animals pictures
- Animal sounds poster
- Craft feathers, scoops, containers

## Book List

### Featured Books

*Five Little Ducks* illustrated by Ivan Bates

*Rosie's Walk* by Pat Hutchins (+BB)

*Spots, Feathers, and Curly Tails* by Nancy Tafuri

### Additional Books

*Ask Mr. Bear* by Marjorie Flack

*Big Red Barn* by Margaret Wise Brown, illustrated by Felicia Bond

*Brown Bear, Brown Bear, What Do You See?* by Bill Martin, Jr., illustrated by Eric Carle (also available in Spanish)

*Five Little Ducks* illustrated by Raffi, illustrated by Jose Aruego and Ariane Dewey

*Have You Seen My Duckling?* By Nancy Tafuri

*In the Rain with Baby Duck* by Amy Hest, illustrated by Jill Barton

*The Little Red Hen* by Paul Galdone

*Old Macdonald had a Farm* illustrated by Pam Adams

*This is the Farmer* by Nancy Tafuri

*Time for Bed* by Mem Fox, illustrated by Jane Dyer

*Where Is My Baby* by Harriet Ziefert, illustrated by Simms Taback

## Reading Books with Toddlers

**Teacher Note:** Review the section in **Curriculum Tips and Techniques** on *Reading Books with Children*, for suggestions on how to use books with children.

### Learning Goals:

**LD1.1 Understands and responds to language (in child's home language)** (*language and vocabulary comprehension*)

**EL1.1 Shows interest in literacy experiences** (*engagement in literacy experiences*)

**EL1.2 Engages in read-alouds and conversations about books and stories** (*engagement with books and stories, story comprehension*)

**Book:** *Five Little Ducks* illustrated by Ivan Bates (YT & OT)

### First Reading of *Five Little Ducks*

- Begin to sing "Five Little Ducks" as you go to the book area.
- Show the cover and state the title.
- Invite the children to help find the five little ducks on the cover.
- Read or sing the story with the children.
- Follow up the reading by showing the pages and involving children in naming the animals the ducks meet: beaver, cow, bird, crab, rabbit.
- Call attention to the sad mother duck when no ducks come waddling back and the happy mother duck when the five ducks come waddling back.
- Invite children to locate the five ducks on the page where the five little ducks come waddling back.

**Teacher Note:** *The words and music to "Five Little Ducks" can be found on the last page of the book.*

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### Second Reading of *Five Little Ducks*

- Take five rubber ducks to the book area as you sing "Five Little Ducks." Keep ducks out of sight of the children.
- Sing or read the story with the children.
- Follow up the reading of the story by bringing out the five ducks and placing them on the floor in front of you.
- Read the story again, removing a duck as the story progresses and then returning all of them at the end of the story.
- Involve children in counting the ducks: 1, 2, 3, 4, 5.
- Explain to the children that the ducks will be available for them to play with in the water table and/or in the block area.

### Additional Learning Goal:

**MT1.1 Demonstrates number sense and an understanding of quantity** (*connection of number, numeral and quantity*)

**Teacher Note:** *If you have five or fewer children in the group, invite them to play with the ducks in the book area.*

**Book:** *Rosie's Walk* by Pat Hutchins

**First Reading of *Rosie's Walk* (OT)**

- Invite children to join you to hear a story about a hen named Rosie and a fox who is trying to catch her.
- Show the cover, state the title, and invite children to locate the hen and the fox.
- Begin to read the story, taking time to involve children in discussing what is happening in the illustrations.
- Invite children to pay special attention to the fox and what they think the fox is doing.
- Call attention to details in the story; details such as the rake on the ground and what happens when the fox steps on the rake.
- Continue reading the story and interpreting the illustrations.
- Ask children if they think the fox will follow Rosie again.

**Second Reading of *Rosie's Walk***

- Invite children to join you to hear the story about a hen named Rosie and a fox who is trying to catch her.
- Show the cover and state the title.
- Involve children in the story as you did during the **First Reading**.
- Follow up the reading by showing the illustrations and inviting children to help tell the story.

**Book:** *Spots, Feathers, and Curly Tails* by Nancy Tafuri

**First Reading of *Spots, Feathers, and Curly Tails* (YT & OT)**

- Begin to sing verses from "Old Macdonald Had a Farm" that include a couple of the animals in the book.
- Show children who join you the cover of the book, state the title and invite children to discuss the animals they see on the cover.
- Begin to read the story and encourage the children to answer the questions that are posed in the book; questions such as "What has spots?"
- Accept all answers and say, "Let's turn the page and see what has spots." If children said a cow has spots, say, "You are right. A cow has spots."
- Continue reading the story and involving children in predicting the animals that will appear on the next page.
- Invite children to show you the special characteristics of each animal. Assist them as needed.
- Follow up the reading by inviting children to name the animals on the last page as you point to them.

**Teacher Note:** Consider asking **Younger Toddlers** to "Show me the cows" rather than naming them as you involve them in the follow up to the reading.

**Second Reading of *Spots, Feathers, and Curly Tails***

- Invite children to join you in reading a book about animals with spots, feathers and curly tails.
- Show cover and state the title of the book.
- Read the story with the children, following the same procedures as in the **First Reading**.
- Follow up the reading by showing the pages and reading the text with the questions.
- Show the next page with the full view of each animal and read the first part of the sentence and invite children to complete it. For example, read, "A cow has \_\_\_\_\_."

**Teacher Note:** Consider involving **Older Toddlers** in the **Surprise Farm Animals Pictures Experience** (page 7) as a follow up to the **Second Reading** of the story.

## Language, Literacy and Cognitive Materials and Activities

**LD1.1 Understands and responds to language (in child's home language)** (*vocabulary and language comprehension*)

**EL1.1 Shows interest in literacy experiences**

**EL2.1 Notices and manipulates the sounds of language** (*rhyme*)

### Downy Duck

One day I saw a downy duck  
With feathers on his back.  
I said, "Good morning, downy duck,"  
And he said "Quack, quack, quack."

### Quacking Ducks

|  |   |
|--|---|
| Five little ducks went out to play,<br>Over the hills and far away.<br>Mama Duck said, "Quack, quack, quack, quack!"   | (Hold up five fingers)<br>(Make fingers run away)<br>(Make quacking motions with thumb & 4 fingers) |
| Four little ducks came running back.   | (Four fingers run back)   |
| Four little ducks went out to play,<br>Over the hills and far away<br>Mama Duck said "Quack, quack, quack, quack!"<br>Three little ducks came running back.  | (Repeat motions with appropriate number of fingers)   |
| Three little ducks went out to play,<br>Over the hills and far away.<br>Mama Duck said, "Quack, quack, quack, quack!"<br>Two little ducks came running back. |   |
| Two little ducks went out to play,<br>Over the hills and far away.<br>Mama Duck said, "Quack, quack, quack, quack!"<br>One little duck came running back.    |   |
| One little duck went out to play,<br>Over the hills and far away.<br>Mama Duck said "Quack, quack, quack, quack!"<br>No little ducks came running back.      | (Shake head, No.)   |
| No little ducks went out to play,<br>Over the hills and far away.<br>Daddy Duck said, "Quack, quack, quack, quack!"  | (Strong emphasis on "Quack, quack, quack, quack!")  |
| Five little ducks came running back.   | (Hold up five fingers)  |

### Six Little Ducks

Six little ducks that I once knew. (hold up 6 fingers)  
Fat ones, skinny ones, fair ones too. (hands apart, then close together)  
But the one little duck with the feather on his back, (hand behind back)  
He led the others with a quack, quack, quack. (hands together, then move fingers apart like a duck's bill)

Down to the river they would go  
Wobble, wobble, wibble, wooble, to and fro. (wibble, wobble like ducks)  
But the one little duck with the feather on his back, (hands behind back)  
He led the others with a quack, quack, quack. (hands together, then move fingers apart like duck's bill)

| <b>All Around the Farm</b><br><i>(Sing to tune of The Wheels on the Bus)</i>                  |   |
|---|---|
| The roosters on the farm go cock-a-doodle do,<br>Cock-a-doodle do,<br>Cock-a-doodle do.       | The chicks on the farm go peep, peep, peep,<br>Peep, peep, peep,<br>Peep, peep, peep.         |
| The roosters on the farm go cock-a-doodle do,<br>All around the farm.                         | The chicks on the farm go peep, peep, peep,<br>All around the farm.                           |
| The hen on the farm goes cluck, cluck, cluck,<br>Cluck, cluck, cluck,<br>Cluck, cluck, cluck. | The ducks on the farm go quack, quack, quack,<br>Quack, quack, quack,<br>Quack, quack, quack. |
| The hen on the farm goes cluck, cluck, cluck,<br>All around the farm.                         | The ducks on the farm go quack, quack, quack,<br>All around the farm.                         |
|   | The geese on the farm go honk, honk, honk,<br>Honk, honk, honk,<br>Honk, honk, honk.          |
|   | The geese on the farm go honk, honk, honk,<br>All around the farm.                            |

#### Learning Goals:

**CD3.2 Engages in symbolic and abstract thinking** (*symbolic representation*)

**LD1.1 Understands and responds to language (in child's home language)** (*vocabulary and language comprehension, follows directions*)

#### Planned Activity: Animal Sounds Poster (YT & OT)

**Materials:** Farm Animal See & Say, pictures of farm animals, poster board, glue

#### How to begin:

- Locate pictures of the farm animals that are featured in the See & Say toy.
- Glue the animal pictures to the poster board and laminate or cover with clear self-adhesive paper.
- Sit at a table with the toy and the Animal Sounds poster. Invite a child to join you in this experience.
- Create an animal sound and invite the child to point to the animal on the board and name the animal.
- Continue this experience as long as the child seems interested.
- Invite other children to share this experience with you.

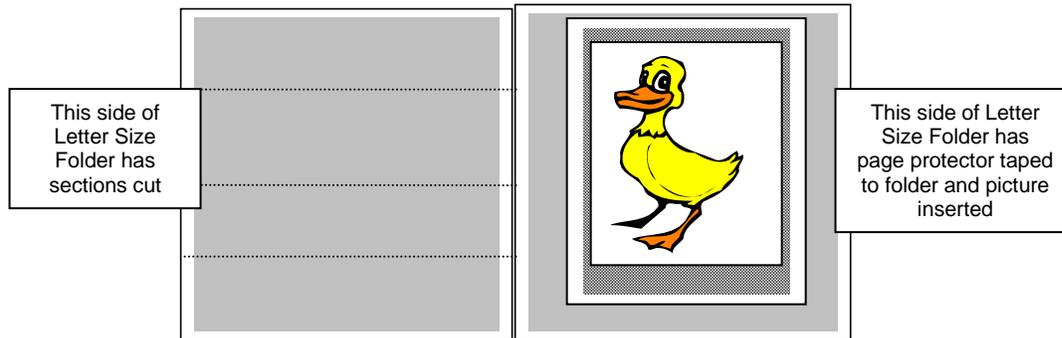
**Teacher Note:** *For Younger Toddlers* you may have to say the name of the animal and invite the child to point to the animal on the board and join you in making animal sounds.

**Learning Goals:**

**CD3.1 Uses reasoning and planning ahead to solve problems and reach goals** (*problem solving*)

**CD2.4 Holds and manipulates information in memory** (*short-term and working memory, long-term memory*)

**Planned Activity: Surprise Farm Animal Pictures (OT)**



**Materials:** letter-size folder, clear plastic page protector, pictures of farm animals with which children are familiar (cow, horse, pig, sheep, goat, chicken, duck, goose)

**How to begin:**

- Tape the back of a clear plastic page protector to the inside of the folder.
- Cut the cover of the folder into strips that are 2" to 3" wide. Cut from the edge of the cover to the center fold.
- Insert an 8 ½ x 11 inch picture into the page protector and close the folder.
- Invite one or two children to join you in looking at the "surprise" picture.
- Fold back one strip at a time to reveal a part of the picture and invite children to predict what it is.
- Continue folding back one strip at a time until the entire picture is revealed. If children have not figured out what the picture is, say "Surprise!" as you fold back the last strip.

**Extensions:**

- Allow all children who are interested a turn with this experience.
- Change out the pictures in the plastic page protector to keep children interested.

**Teacher Note:** *When you invite a child to join you in an activity, make sure the child is not actively engaged in something of interest.*

**Learning Goals:**

**CD3.1 Uses reasoning and planning ahead to solve problems and reach goals** (*problem solving*)

**CD3.2 Engages in symbolic and abstract thinking** (*symbolic representation*)

**PH2.1 Demonstrates fine-motor strength, control, and coordination** (*hand-eye coordination*)

**LD1.1 Understands and responds to language (in child's home language)** (*vocabulary and language comprehension, follows directions*)

**Planned Activity: Animal Silhouettes (OT)**

**Materials:** color pictures of farm animals (side views), black construction paper, poster board, glue, clear self-adhesive paper

**How to begin:**

- Cut out pictures of animals. Trace around each of them on black construction paper and cut out the shapes (silhouettes).
- Use glue to adhere the black animal shapes to the poster board.
- Laminate or cover the poster board with clear self-adhesive paper.
- Laminate or cover each of the individual animal pictures with clear self-adhesive paper.
- Place the poster and the animals on a low table.
- Provide time for a toddler who selects the activity to explore the materials. Observe the child's behavior.
- Introduce the activity if the child does not seem to understand the purpose of the activity. For example, say, "Nicholas, match the shapes. Find the shape on the board that looks like this horse. Put the horse on the horse shape."
- Provide clues about the animal; clues such as "This animal has four legs and a long tail. Look for a shape with four legs and a long tail.
- Make positive comments when a child makes a match. "Nicholas, you did it. You matched the horse."
- Invite children to name the animals as they match them to the silhouettes and encourage them to talk about the animals.

**Learning Goals:**

**CD3.1 Uses reasoning and planning ahead to solve problems and reach goals** (*problem solving*)

**CD3.2 Engages in symbolic and abstract thinking** (*symbolic representation*)

**LD1.1 Understands and responds to language (in child's home language)** (*vocabulary and language comprehension, follows directions*)

**Planned Activity: Peek-a-boo Guess Who? (YT & OT)**

**Materials:** pictures of farm animals, clear self-adhesive paper, magnetic tape, magnetic board or metal cookie sheet

**How to begin:**

- Cut out farm animals and laminate or cover with clear self-adhesive paper for durability. Place a strip of magnetic tape on the back of each animal.
- Show the animals to the children and involve them in naming them. Point out some special features of the animals.
- Attach the animals to the back of a magnetic board or metal cookie sheet.
- Begin to sing "Old Macdonald had a Farm" with the children.
- Slowly expose part of the animal from behind the board as you sing "...and on that farm he had a \_\_\_\_\_."
- Encourage the children to identify the animal as soon as they can.
- Place the animal on the front of the board once it is identified.
- Repeat the process until all of the animals are on the front of the board.

**Extension:**

- Point to one of the animals after they have all been placed on the board and invite children to join you in making the sound of that animal.
- Read the book, *Spots, Feathers and Curly Tails*, by Nancy Tafuri before involving children in this experience.

**Learning Goals:****CD3.2 Engages in symbolic and abstract thinking** (*symbolic representation*)**LD1.1 Understands and responds to language (in child's home language)** (*vocabulary and language comprehension, follows directions*)**Planned Activity: Farm Animal Cube (YT & OT)****Materials:** empty cube shaped tissue box, newspaper pages, colored paper, self-adhesive paper, farm animals  
(See Attachment: [Farm Animal Cube](#))**How to begin:**

- Make a Farm Animal Cube as follows:
  - Carefully fill an empty cube shaped tissue box with crumpled newspapers. Use several sheets because this will make your cube more durable.
  - Cover the cube with self-adhesive paper.
  - Glue a different farm animal picture on each side of the cube.
- Invite a child to toss the cube and name the animal that shows on the top of the cube.
- Continue with each child having a turn to toss the cube.

**Extension:**

- Invite children to join you in making the sound of each animal that shows on the top of the cube.

**Teacher Notes:**

- *If you do not think that children can toss the cube, you toss it, and ask a child to say the name of the animal.*
- *Choose the animals you think your children will be most interested in or make two different cubes with the patterns provided.*

**Learning Goal:****LD1.1 Understands and responds to language (in child's home language)** (*vocabulary and language comprehension, follows directions*)**Planned Activity: Farm Animals – Lazy Susan (YT & OT)****Materials:** plastic Lazy Susan spice rack, clear self-adhesive paper, five or six pictures of farm animals (horse, cow, pig, sheep, chicken, duck)**How to begin:**

- Cut out a circle of paper that will fit inside the Lazy Susan.
- Use tape on the back of the animal pictures to secure them to the outer edges of the circle. Space the pictures so there is equal distance between them.
- Cut out a circle of clear self-adhesive paper and place over the picture for durability.
- Use tape on back of the circle to secure it to the Lazy Susan.
- Place the Lazy Susan in front of a **Younger Toddler** and invite the child to experiment with it.
- Show the child how to turn it around if he does not discover this on his own.
- When the Lazy Susan stops turning, point to the picture appearing upright and say to the **Younger Toddler** "Can you show me the duck?" For the **Older Toddler**, ask, "Can you tell me the name of this animal?"
- Repeat this activity so that the toddler can identify all of the pictures.

**Extension:**

- Invite children to make the noise of the various animals.

## Self, Social and Emotional Activities

### Learning Goals:

**SE3.1 Shows awareness of self as unique individual** (*sense of identity*)

**LD1.1 Understands and responds to language (in child's home language)** (*vocabulary and language comprehension*)

### Planned Activity: Farm Animal Stick Puppets (YT &OT)

**Materials:** pictures of farm animals (duck, hen, rooster, goose, cow, horse, sheep, goat, pig), craft sticks, laminate or clear self-adhesive paper, glue or tape

### How to begin:

- Cut out pictures of farm animals and laminate or cover them with clear self-adhesive paper.
- Attach each picture to a craft stick with either glue or tape.
- Store the animal puppets in a container.
- Begin to sing the song, "Mary had a little lamb."
- Invite each child to select an animal puppet and join you in singing a song.
- Sing "Mary had a little lamb, substituting a child's name for "Mary" and singing about the animal that child is holding.
- Invite each child to hold up his or her animal puppet as you sing his or her name.

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| <p style="text-align: center;">Evan had a quacking duck,<br/>Quacking duck, quacking duck.<br/>Evan had a quacking duck.<br/>Quack! Quack! Quack!</p> <p style="text-align: center;">Will had a honking goose,<br/>Honking goose, honking goose.<br/>Will had a honking goose.<br/>Honk! Honk! Honk!</p> <p style="text-align: center;">Maria had a squealing pig,<br/>Squealing pig, squealing pig.<br/>Maria had a squealing pig.<br/>Squeal! Squeal! Squeal!</p> <p style="text-align: center;">Amy had a clucking hen,<br/>Clucking hen, clucking hen.<br/>Amy had a clucking hen.<br/>Cluck! Cluck! Cluck!</p> <p style="text-align: center;">Zach had a crowing rooster,<br/>Crowing rooster, crowing rooster.<br/>Zach had a crowing rooster.<br/>Cock-a-doodle-do.</p> | <p style="text-align: center;">Benji had a neighing horse,<br/>Neighing horse, neighing horse.<br/>Benji had a neighing horse.<br/>Neigh! Neigh! Neigh!</p> <p style="text-align: center;">Rachel had a mooing cow,<br/>Mooing cow, mooing cow.<br/>Rachel had a mooing cow.<br/>Moo! Moo! Moo!</p> <p style="text-align: center;">Chad had a baaing sheep,<br/>Baaing sheep, baaing sheep.<br/>Chad had a baaing sheep.<br/>Baa! Baa! Baa!</p> <p style="text-align: center;">Sammy had a bleating goat,<br/>Bleating goat, bleating goat.<br/>Sammy had a bleating goat.<br/>Maa! Maa! Maa!</p> |
|--|---|

### Extension:

- Sing old Macdonald Had a Farm, substituting the children's names for Old Macdonald.

|   |   |
|---|---|
| <p style="text-align: center;">Our boy Evan had a farm,<br/>Ee   Ee   O!<br/>And on this farm Evan had a duck,<br/>Ee   Ee   O!</p> | <p style="text-align: center;">With a quack, quack here<br/>And a quack, quack there.<br/>Here a quack, there a quack,<br/>Everywhere a quack, quack.<br/>Our boy Evan had a farm,<br/>Ee   Ee   O!</p> |
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## Sensory and Art Materials and Activities

### Learning Goals:

**CD1.1 Shows curiosity and a willingness to try new things** (*exploration and investigation*)

**PH2.2 Adjusts grasp and coordinates movements to use tools** (*variety of tools*)

**ST3.1 Demonstrates knowledge of the characteristics of living things, the earth's environment, and physical objects and materials** (*physical objects and materials*)

### Planned Activity: Feel the Feathers (YT & OT)

**Materials:** craft feathers, container for feathers, scoops, containers such as butter tubs

### How to begin:

- Place the feathers in a container and set scoops and small containers on the table next to the tub of feathers.
- Observe a child playing with the feathers. Say, "Feel how soft the feathers are." Ask, "Where do you think these feathers came from?" "Can you scoop some of the feathers into the cup?"
- Make comments such as, "You put lots of feathers in that cup."

### Learning Goals:

**CD1.1 Shows curiosity and a willingness to try new things** (*exploration and investigation*)

**CD3.1 Uses reasoning and planning ahead to solve problems and reach goals** (*problem solving*)

### Planned Activity: Farm Animals in a Bottle (YT & OT)

**Materials:** clear and sturdy plastic bottles (Gatorade®, whipping cream and single serve juice), small farm animals, clean sand, Superglue®, strong tape

### How to begin:

- Place two or three small farm animals inside two or three bottles.
- Add clean sand to fill the bottles half full.
- Superglue the caps on securely and cover with strong clear tape.
- Place the bottles on a low shelf or on a table.
- Observe toddlers as they interact with the bottles. Do they shake them? Do they name the animals in the bottle? Do they show you the bottle?
- Join children as they interact with the bottles. Pick up one of the bottles, look at it and say, "I see a pig in this bottle. Raul, what animal can you see in this bottle?"
- Involve children in naming the animals in the bottles.

**Safety Note:** *Make sure caps are securely glued on the bottles. Make a daily check of the bottles to make sure caps remain secured.*

**Learning Goals:**

**CD1.1 Shows curiosity and a willingness to try new things** (*exploration and investigation*)

**LD1.1 Understands and responds to language (in child's home language)** (*vocabulary and language comprehension*)

**MT1.1 Demonstrates number sense and an understanding of quantity** (*connection of number, numeral and quantity*)

**Planned Activity: Floating Ducks (YT & OT)**

**Materials:** water tub, towel, five rubber ducks

**How to begin:**

- Plan this activity after you have read the book, *Five Little Ducks*, with the children
- Place two to three inches of water in a container such as a dishpan.
- Place a towel on a low table and set the container on the table.
- Place five rubber ducks next to the container.
- Observe a child to see what she does with the ducks. Does she put them in the water? Does she talk about the ducks?
- Join the child, show her the book, *Five Little Ducks*, and say, "Adrienne, I see that you have five little ducks, just like in this story we read."
- Invite Adrienne to count the ducks with you.

**Extension:**

- Place two or three small butter tubs on the table beside the water container.
- Observe children. Do they place the tubs in the water? Do they place the ducks in the containers? Make comments such as, "Adrienne, your duck is in a boat. The boat is floating in the water. Can you put two ducks in the boat?"

**Teacher Note:** *Children should always wash their hands before and after playing in the water tub. Water should be emptied when play is ended and the tub sanitized.*

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**Learning Goals:**

**PH2.2 Adjusts grasp and coordinates movements to use tools** (*variety of tools*)

**LD1.1 Understands and responds to language (in child's home language)** (*vocabulary and language comprehension, follows directions*)

**CA2.1 Explores, manipulates, creates, and responds to a variety of art media** (*exploration of art*)

**Planned Activity: Animal Prints (OT)**

**Materials:** animal cookie cutters such as dogs, cats, horses, cows, pigs, sheep, goats, chickens, ducks and geese, recycled pie tins, paper towels, washable tempera paint, and large sheets of paper

**How to begin:**

- Place moist paper towels in a pie tin. Pour tempera paint on the towel.
- Invite children to use the cookie cutters to make prints on their paper.
- Support children in this process by encouraging them to "Press the dog stamp into the paint, and then press it on the paper."
- Comment on what is happening. "Kathleen, you made a dog on your paper."
- Allow children to use the cookie cutters and stampers as long as they remain interested in the experience.

**Teacher Note:** *Provide paint aprons, shirts or smocks to protect the clothing of the children.*

## Food / Nutrition Activities

### Learning Goals:

**SE3.2 Demonstrates competence and confidence** (*self-confidence*)

**PH2.2 Adjusts grasp and coordinates movements to use tools** (*utensils*)

**PH3.1 Demonstrates interest in engaging in healthy eating habits and making nutritious food choices**  
(*exploration of food experiences*)

### Planned Activity: Chicken Salad (OT)

**Materials:** chicken in a can/pouch, sweet pickle relish, mayonnaise, boiled & chopped eggs, small bowls, spoons, napkins, one per child, and measuring spoons

### How to begin:

- Gather all of the materials needed for this activity and place on a tray.
- Give each child a small bowl, spoon and napkin.
- Help each child take 2 tablespoons of chicken, 1 tablespoon of chopped boiled egg, 1 teaspoon of sweet pickle relish and ½ teaspoon of mayonnaise and put in small bowl.
- Invite children to mix all of the ingredients in their bowl.
- Provide wheat crackers and milk for a healthy snack.

### Teacher Notes:

- *Allow the children to do as much of this food experience as possible.*
- *Caregivers and children should always wash their hands before participating in a food experience.*
- *Check for food allergies before offering new foods to children.*

## Movement, Music and Gross Motor Activities

### Learning Goals:

**PH1.1 Demonstrates locomotor skills** (*traveling*)

**LD1.1 Understands and responds to language (in child's home language)** (*vocabulary and language comprehension, follows directions*)

### Planned Activity: Animal Moves

**Materials:** none

### How to begin:

- Provide space where children can move freely without bumping into each other.
- Begin to waddle like a duck and say, "I'm waddling like a duck? Can you waddle like a duck?"
- Begin to walk (lift your feet up high as you walk) like Rosie? Say, "I'm walking like Rosie, the hen. I'm lifting my feet up high as I walk. Can you walk like Rosie the hen?"
- Begin to walk like a goose (thrust your head forward as you take a step). Say, "I'm walking like a goose. Watch my head as I walk. Can you walk like a goose?"

### Extension:

- Invite children to high step, waddle and thrust their heads to music.

**Learning Goals:**

**PH3.3 Engages in a variety of developmentally appropriate physical activities** (*participation in physical activity*)

**CA1.1 Explores through listening, singing, creating, and moving to music** (*exploration of music and movement*)

**Planned Activity: Barn Dance (YT & OT)**

**Materials:** CD with barn dance, hoe down, or country swing tune such as “Turkey in the Straw”

**How to begin:**

- Begin to play the music and move to the rhythm in an area that allows for safe movement by the children in the group.
- Invite children to join you as you move to the music together.

### Transition Times

**Learning Goal:**

**CD2.2 Shows flexibility in adjusting thinking and behavior to different contexts** (*adjusting behavior to match context*)

**Name the Animal**

- Toss the Farm Animal Cube (See Attachment: [Farm Animal Cube](#)) and invite a child to name the animal on the top of the cube.
- Transition that child to the next experience.
- Continue with each child until all children have transitioned to the next experience.

**Extension:**

- Invite children to make the noise of the various animals.

**Teacher Note:** *Adapt other finger plays previously listed as transitions to move children from one activity or place to another.*

### Family Connection and Engagement

- Invite families to teach you the names of some farm animals in their home language.
- Send home a list of some of the books about animals on the farm. Suggest that families visit their local library and check out one or more of the books.
- Suggest that families read the books with their child and encourage their child to name the animals and make the animal sounds.
- Invite families who live on a farm to bring in pictures of their barn and animals to share with the children.
- Suggest that families visit a local pond or lake with their children where there are migrating ducks and geese.