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Souvenir Barn Basket *(cont.)*

Animals

Materials

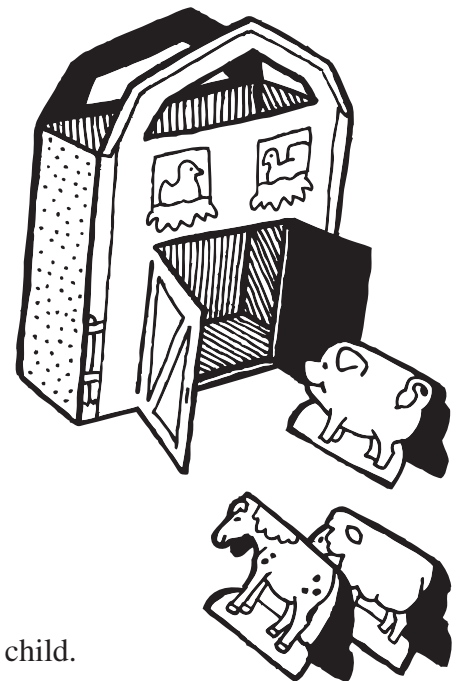
- Animal Patterns on pages 41–43 for each child, or color versions, folded farm animals.pdf on the CD
- heavy paper or cardstock
- markers or crayons
- cotton balls, scrap paper (optional)

Teacher Preparation

1. Copy the Animal Patterns onto heavy paper for each child to color or make color copies.
2. Cut out the Animal Patterns.
3. Flatten the animal pieces so the children can refold them.

Procedure

1. Fold each animal on the dashed line.
2. Add details to each side of an animal using the materials provided.
3. Try using markers or scrap paper to add spots and udders to the cow and a tail for each animal. Use cotton balls for the sheep's wool and a goatee for the goat.



Souvenir Barn Basket Assembly

Materials

- Barn (see directions on page 38) for each child
- Animals (see directions above) for each child
- School-Home Connection Ticket on page 43 for each child

Teacher Preparation

1. Copy the School-Home Connection Ticket for each child.
2. Gather the completed Barn and Farm Animals projects for each child.

Procedure

1. Place the School-Home Connection Ticket in the barn basket.
2. Walk each animal into the barn.
3. Have children take home the Souvenir Barn Basket to share with family and friends.

School-Home Connection

Making the Barn Basket provides each child with a souvenir of the farm unit to take home to share what he or she has learned. By sending home this handmade souvenir, along with a copy of the School-Home Connection Ticket, each child will be encouraged to discuss what he or she has learned during the unit. Parents can use the prompts on the ticket as a springboard for discussions, songs, stories, and other activities from the farm unit.

Teacher Note: Don't forget to have an official passport stamping at the end of the farm journey.

“The Little Black Crow”



Crow: Who will help plant this pumpkin seed?



Scarecrow: Not I, I'm going to rest indeed!



Squirrel: Not I, I'm burying what I need.



Bat: Not I, I'm flying with great speed.



Crow: Who will help water the pumpkin sprout?



Scarecrow: Not I, I'm going to stand and pout.



Squirrel: Not I, I'm scurrying all about.



Bat: Not I, I'm taking a different route.



Crow: Who will help pick it off the vine?



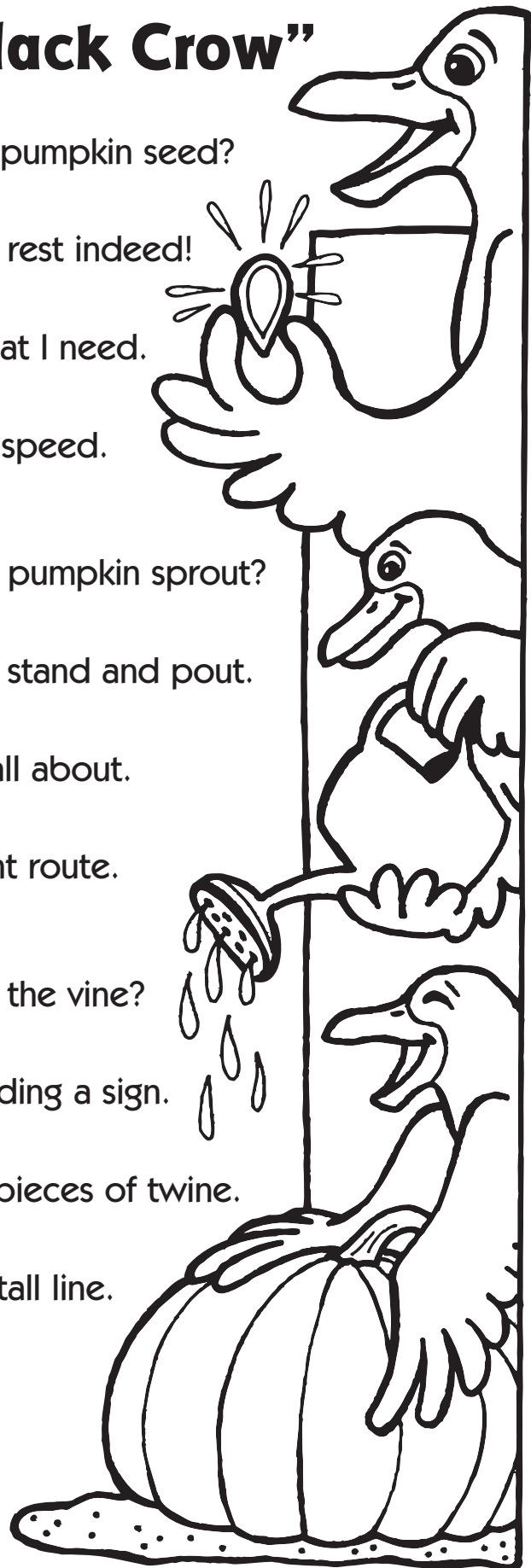
Scarecrow: Not I, I'm busy holding a sign.



Squirrel: Not I, I'm gathering pieces of twine.



Bat: Not I, I'm hanging from a tall line.



“The Little Black Crow”



Crow: Who will help plant this pumpkin seed?



Scarecrow: Not I, I’m going to rest indeed!



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Crow: Who will help water the pumpkin sprout?



Scarecrow: Not I, I’m going to stand and pout.



Squirrel: Not I, I’m scurrying all about.



Bat: Not I, I’m taking a different route.



Crow: Who will help pick it off the vine?



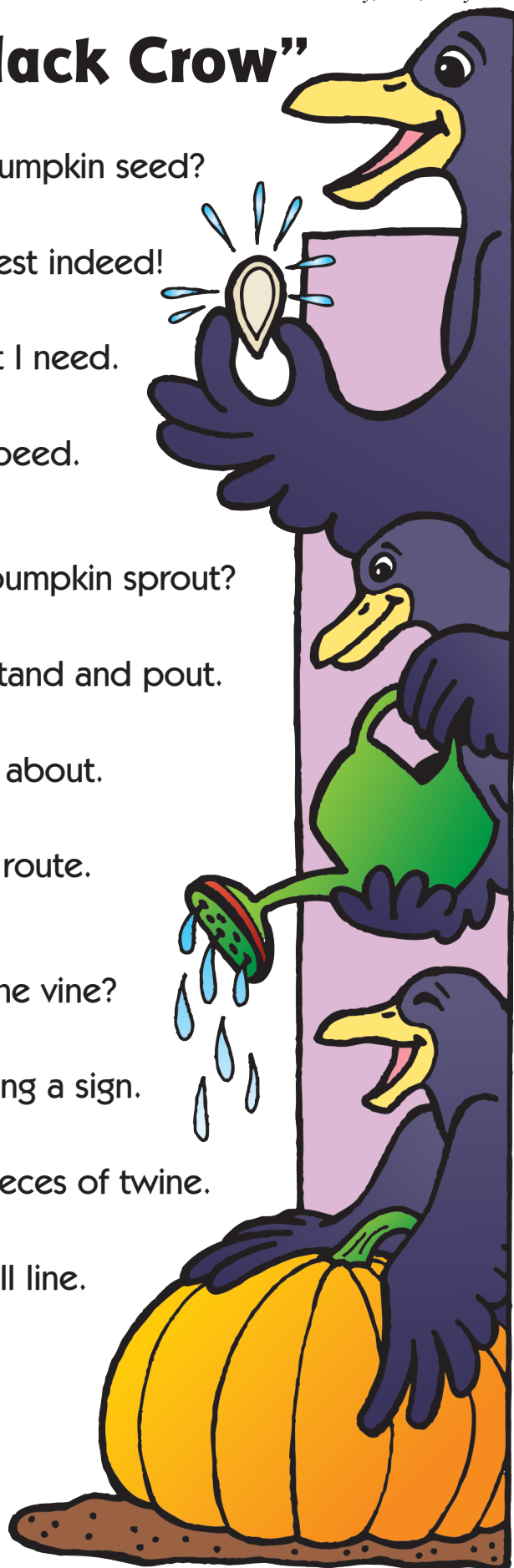
Scarecrow: Not I, I’m busy holding a sign.



Squirrel: Not I, I’m gathering pieces of twine.



Bat: Not I, I’m hanging from a tall line.



"The Little Black Crow" Cards (cont.)



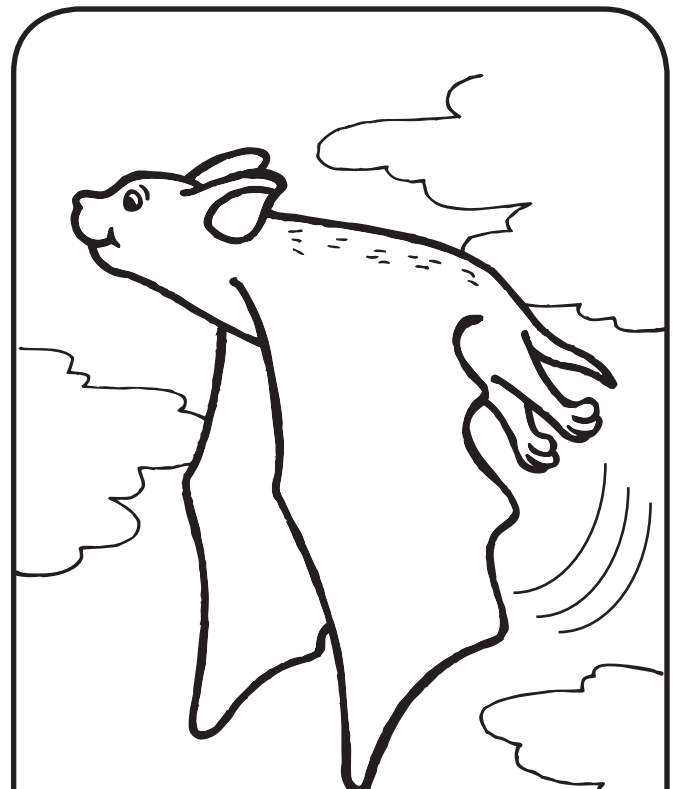
Crow watering a sprout



Scarecrow pouting



Squirrel scurrying



Bat changing direction

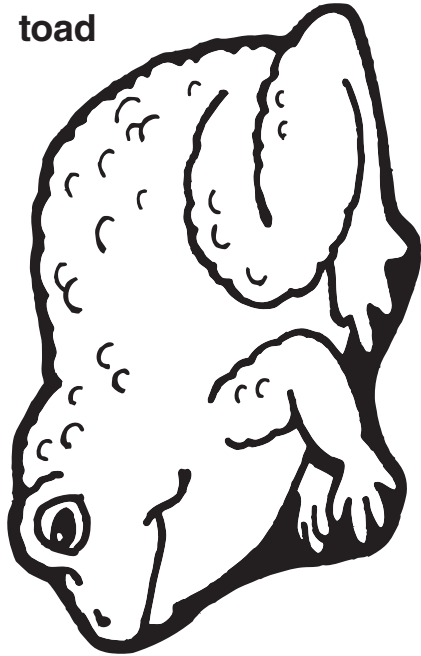
"The Little Black Crow" Cards (cont.)



Pond Patterns (cont.)

Near the Pond

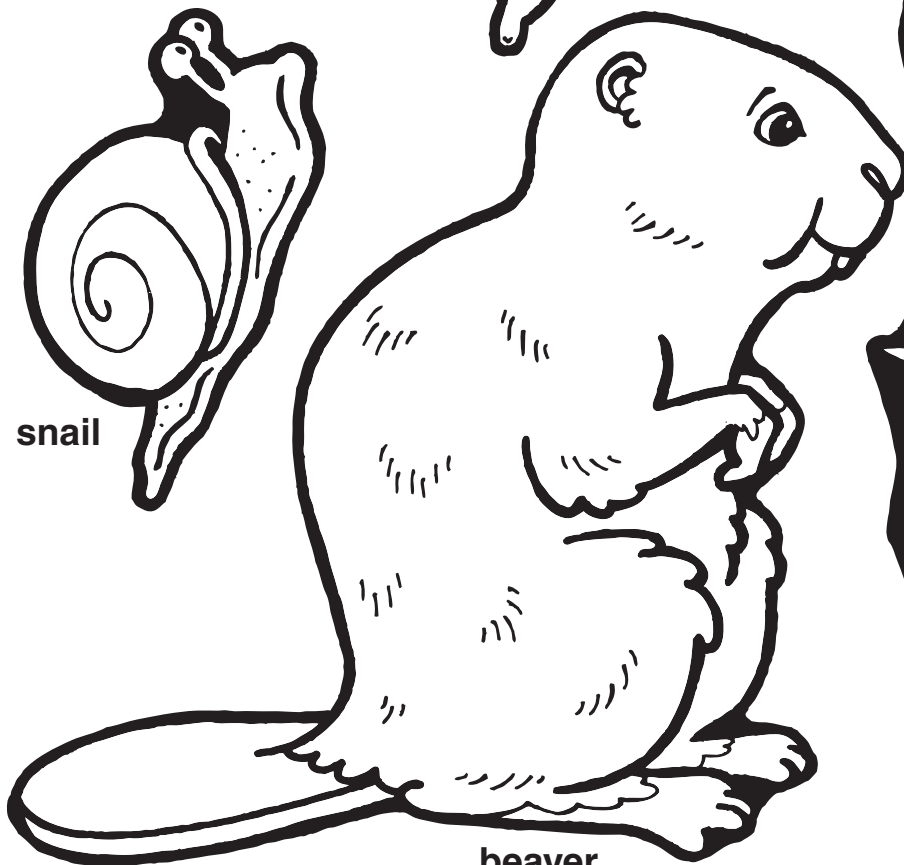
toad



shrew



snail



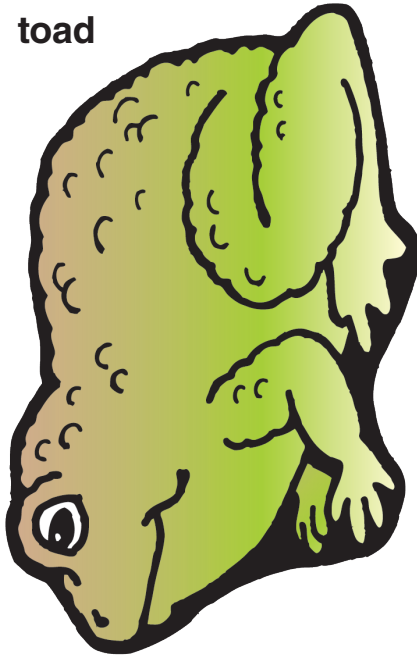
beaver

cattails

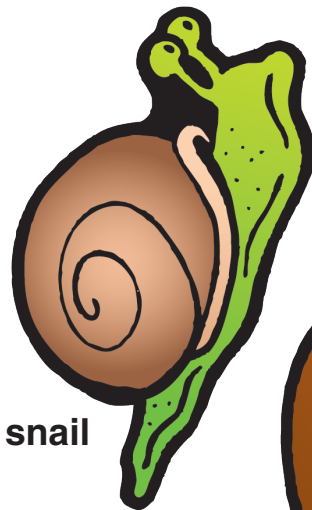
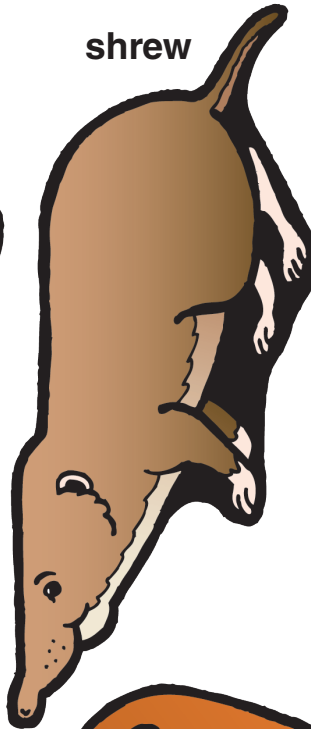
Pond Patterns

Near the Pond

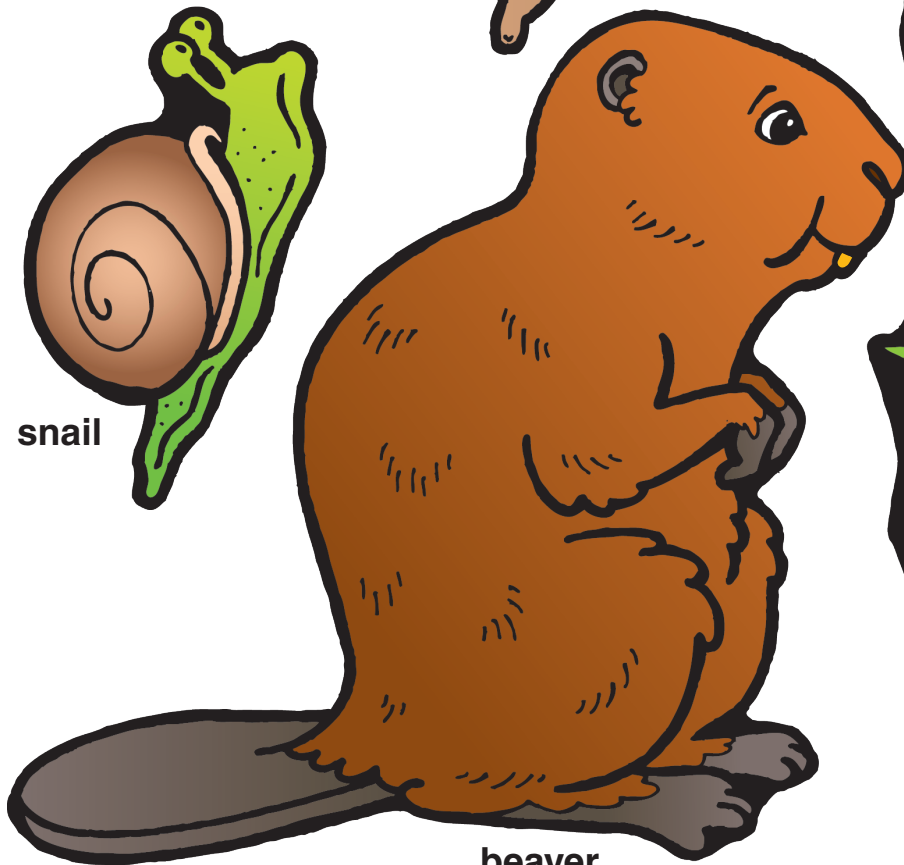
toad



shrew



snail



beaver



cattails

“Five Little Seashells”

Readiness Standards

Gross Motor

- uses stick puppets to participate in activity

Math

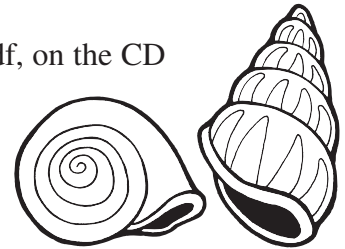
- counts backward
- one-to-one correspondence

Listening

- listens for a variety of purposes
- acts out familiar rhymes

Materials

- Seashell Patterns on page 194 or the color versions, seashell patterns.pdf, on the CD
- “Five Little Seashells” poem (below)
- craft sticks and tape

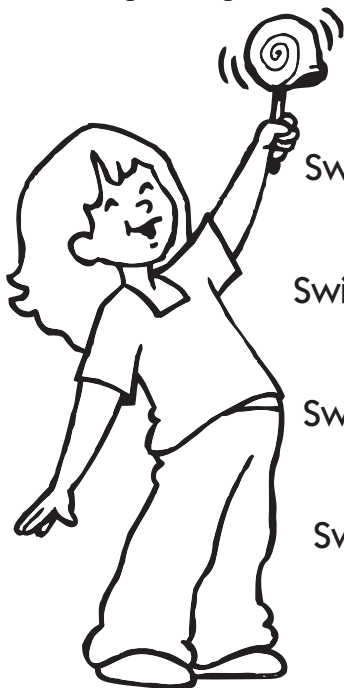


Teacher Preparation

1. Copy, color, and cut out the Seashell Patterns or make color copies.
2. Using tape, attach each seashell pattern to a craft stick to make a set of seashell stick puppets.

Procedure

1. Say the rhyme “Five Little Seashells” a few times to get the rhythm going.
2. Give each of five children one seashell stick puppet to hold. Have them stand up and hold the puppets so that they are visible to all the children.
3. Encourage the group to help recite the poem as the children with the seashell stick puppets perform the corresponding actions.
4. When each seashell is taken by the waves, a child will sit down with his or her seashell puppet. Continue in this manner until all the seashells have disappeared!
5. Repeat steps 2–4 so that each child has a turn to hold a seashell stick puppet.



“Five Little Seashells”

Five little seashells lying on the shore.

(Five children stand up, each holding up a seashell.)

Swish went the waves, and then there were four.

(One child sits down with seashell.)

Four little seashells cozy as can be.

Swish went the waves, and then there were three.

(One child sits down with seashell.)

Three little seashells all pearly new.

Swish went the waves, and then there were two.

(One child sits down with seashell.)

Two little seashells sleeping in the sun.

Swish went the waves, and then there was one.

(One child sits down with seashell.)

One little seashell left all alone,

Whispered, “Shhhhh,” as I took it home.

(The remaining child sits down with a seashell.)

