Everybody’s clucking about it.

Join Target and the Library of Michigan for the Michigan Reads! One State, One Children’s Book program. We’re inviting everyone in Michigan to share the adventures of Big Chickens.

Programming and Resource Guide
September 2007
This Programming and Resource Guide has been created for the purpose of offering up ideas and suggested activities to accompany the Michigan Reads! 2007 One State, One Children’s Book program. Since we are covering such a broad age range of children, it is important for us to stress that librarians, teachers, caregivers, and parents must make the final judgment call as to what is safe and developmentally appropriate for the child or children with whom they are working.
Library of Michigan presents… Michigan Reads!

Programming and Resource Guide

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Introduction

The Michigan Reads! 2007 book, *Big Chickens*, written by Leslie Helakoski and illustrated by Henry Cole, is a somewhat silly story of serious fun. The ways in which the chickens meet their challenges head on with perseverance and determination to problem solve are grand lessons in bravery for us all, whether young or young at heart. The use of repetition, “what ifs,” alliteration and rhyme will immediately hold the reader captive until the surprise ending turns trepidation into big smiles and sighs of relief.

Michigan Reads! is a program of the Library of Michigan, sponsored by the Library of Michigan Foundation in partnership with Target Stores. This programming and resource guide has been developed to help caregivers, librarians, and teachers provide many different types of activities to support children and their families in early childhood literacy. Remember to add your own ideas, adapt an activity to suit your needs and be creative. Many activities will involve singing and dancing with the children. This may not be in your job description, but you can do it!

**Did You Know…?**

- Children who know 8 nursery rhymes by age 4 are better readers by age 8. (*Mem Fox*)
- Children who can think clearly are often able to write well. (*Jane Healy*)
- Children do not acquire knowledge through verbal abstractions but through activities that require active learning. (*Katalin Forria*)
- Music is the instinctive language of the child and the younger the child, the more he/she requires movement. (*Zoltan Kodaly*)
- Great experiences with art deepen who we are and our sensitivity. (*Gari Stein*)
- Music is the chocolate cookie of life. (*Paul Lehman*)
- Everyone likes music because it allows us to have feelings no other thing allows us to have. (*Leonard Bernstein*)
- Music enhances literacy by giving children vocabulary ideas, enriches the learning environment and deepens the meaning of words, helps imagination to run free. (*Lilie Feierabend*)
- We can make our contribution to humanity by encouraging our people to sing. (*Weston Noble*)
- Children who are read to 3 times a week or more do much better in later development than children who are read to less than 3 times a week. (*American Library Association Early Literacy Initiative*)
- Einstein was a kinesthetic learner. 85% of people are kinesthetic learners. (*Rita & Kenneth Dunn*)
Emergent or Early Childhood Literacy

Emergent literacy is what children know about reading and writing before they can actually read or write. Young children’s emergent literacy skills are the building blocks for later reading and writing. Children learn these skills before they start school, beginning in infancy. From birth throughout the preschool years, children develop knowledge of spoken language, the sounds that form words, letters, writing and books. These are often the beginning of the abilities that children need to be able to learn to read and write in school.

Reading Relationships

According to the American Library Association, several studies point to a relationship between shared book reading and the emotional development of young children. A simple picture book can help strengthen attachment and enhance the bond between baby and caregiver.

In her book, Radical Reflections, Mem Fox also emphasizes the correlation between “learning to read and learning to love reading owing a great deal to the nature of the human relationships that occur around and through books.” Fox suggests, “If a child were experiencing difficulty in learning to read, we might discover a difficulty in the nature of the relationship between the child, the older reader, and the books they were attempting to read together.”

Fox also writes about the relationship between the child and the book. “It’s the sparks in the relationship between a child and a book that create the fire of literacy…one of the most important tasks that we have in the development of literacy is to have books available that children absolutely adore.”
**Dialogic Reading**

According to the American Library Association, how we read to young children is as important as how frequently we read to them. Through the method of dialogic reading we help children become actively involved, telling the story, as the adult becomes the listener, the questioner, the audience. Recommended for children who are talkers but not yet pre-readers, it is based on three main techniques, asking “what” questions, open-ended questions and expanding upon what the child says.

**Ready to Read**

Some of the latest media may influence adults to attempt to push a child to read too early. “Reading too early puts stress on the eyes and causes other potential damage.” Chris Brewer and Don Campbell state in their book Rhythms of Learning, that “emphasis on early acquisition of reading, writing, math and other symbol systems may actually cause children to develop awkward and inappropriate methods of understanding these symbols…if this information is given to children before their brains are ready, it may process in the wrong region of the brain.”
What Librarians Can Do

As part of story time, librarians have a unique opportunity to communicate with caregivers about their role in the early literacy development of their children by providing information and the tools to help them in this role.

- Display a variety of books/CDs.
- Give families handouts to continue activities at home and provide translations in other languages when applicable.
- Learn children’s names and use them in songs and games.
- Provide age appropriate activities keeping attention span in mind.
- Have time for adults and children to explore books together.

Communicate to parents/caregivers…
- the importance of reading to children.
- literacy skills develop before children are in school.
- that young children have short attention spans.
- to seize the moment and share activities frequently for short amounts throughout the day.
- that children have more time at home to repeat favorite activities.
- when children see caregivers reading they are more likely to become readers. (Seeing you read is very powerful!)
What Teachers Can Do

- Provide opportunities for children to develop relationships with books
- Make music and poetry a daily part of the curriculum
- Determine that activities are always age appropriate
- Send activities sheets home for families
- Have clipboards available around the room for children, even toddlers, to dictate stories and make them into individual books with children adding illustrations
- Play word games, saying one syllable of a word and having children guess the word
- Ask questions about pictures
- Help children retell stories

What Parents/Caregivers Can Do

- Make space and time to snuggle over a book
- Read to your children throughout the day
- Sometimes have conversations about the pictures i.e. what is this, what do you think they are doing
- Go to story time at the library
- Explore the library and look at all kinds of books
- Let children read to you, even if pretend
- Find everything in the house that begins with a specific sound
- Suggest children talk about the book
- Write down children’s stories to make books
- Provide art materials to illustrate books
Six Skills Needed Before Learning to Read*

1. Print Motivation
   …having an interest in and an enjoyment of books

2. Phonological Awareness
   …the ability to hear and play with smaller sounds in words; includes activities that work with rhyming words, syllables and initial sounds

3. Vocabulary
   …knowing the names of things

4. Narrative Skills
   …the ability to describe things and events and to tell stories

5. Print Awareness
   …noticing print in the environment, knowing how to handle a book and understanding how to follow the words on a page

6. Letter Knowledge
   …knowing that letters are different from each other, that the same letter can look different and that each letter has a name and is related to specific sounds

*Literacy information is used with permission from the American Library Association Early Literacy Initiative and Every Child Ready to Read.
The Role Music Plays in Promoting Early Childhood Literacy

It would be impossible to write anything about early literacy without including music and movement as a contributing factor. Music literacy starts in the womb and has a great impact on word literacy. Children are born, seemingly pre-wired for music. They enter the world ready and expecting to move. And that is how they learn. Research tells us that “rhythmic and melodic dialogue begin in the birthing room…music is meaningful to very young and motivates them to participate physically, emotionally and cognitively.” (Custedero, Lori A. (2002) The Musical Lives of Young Children: Inviting, Seeking, and Initiating (pp.4-9) Washington DC: Journal of ZERO TO THREE, Vol 23. No. 1)

Musically Speaking

- Exposure to classical music can stimulate brain development and connections responsible for many kinds of learning. *(NU Study)*
- Combining language with movement increases cognition 90%. *(Pat Wolfe)*
- Swinging, rocking, vestibular activity is related to the highest level of thinking. *(Joan Firestone)*
- What makes us move makes us think—movement builds the framework for cognition & brain development. *(Jean Blaydes-Madigan)*
- Singing & listening to nursery songs, folk songs, and jingles can extend and develop vocabulary and comprehension skills. *(Kantaylieniere Hill-Clarke & Nicole Robinson)*
- Children with a strong sense of beat are more likely to be strong readers. *(Marie Hopper)*
- Movement nourishes and stimulates the brain. *(Don Campbell)*
- Literacy learning occurs by children actively making music through singing, moving, playing instruments, improvising, composing and listening. *(Melanie M. Willmann)*
- All seven intelligences investigated by Howard Gardner are used in the playing of a singing game. *(Alan Strong & Mary Ann Nolterick)*
- When hands are activated, as in tapping or the use of rhythm instruments, there is more effective learning. *(Chris Brewer & Don Campbell)*
Music and Language Development

A recent study published by Northwestern University found that “receiving musical training early in life enhances long-term language learning and improves the mind’s ability to decipher sound.” “Any type of activity where the kid is actually engaged in music we hypothesize will support neural development and will result perhaps in better language abilities…The earlier you get the auditory influence of musical training the better the outcome.”

Moving to Learn

Children are born ready to move. That is how they learn and music stimulates the best kinds of movement. According to C. Hannaford, the part of the ear related to balance and movement, which is called the vestibular system, must be active for learning to begin. MaryAnn Harman says that, “cross lateral movement is necessary for the brain to be ready to learn to read. This happens when babies are learning to crawl and it enables the brain to cross the mid-section.

This ability is necessary for reading and writing to go from one side of the paper to the other. Tapping rhythms sticks, dancing with scarves, walking like elephants-swaying trunks and windmills all are readying the brain for reading. These activities can also help with balancing”. C. Hannaford also tells us that children who cannot stand on one foot probably can’t read and write because balance is the result of a strong vestibular system and the vestibular system is strongly related to language abilities.
Listening and Learning

Paul Madaule of the Listening Centre in Toronto tells us, “that in order to read and write well, one needs not only good control of language, but also good control of the body and both of these systems are regulated by the ear”. His book is based on the work of Alfred Tomatis who discovered that “the voice only represents what the ear can hear”. Their work has done much to help children and adults with developmental delays and disabilities that include attention deficit disorder and autism. Their interventions implement musical activities that encourage active listening skills.
Connecting with Literacy
Birth to 2nd Grade

Infants

It is never too early to start reading and singing to young children. Research shows the onset of shared reading is important and has been shown to be a strong predictor in young children’s language abilities. Hearing rhymes helps develop phonemic awareness, an important pre-reading skill. The significant caregiver is the best “teacher” to start children on the road to lifelong literacy. The physical closeness of the little one’s head to the grown-up’s heart is unmatched for establishing the critical adult-child bond.

Selecting and Reading Books

- small, cloth, vinyl, especially hardcover
- simple pictures, bold and contrasting pictures, either black and white or contrasting bright colors
- simple words or phrases
- rhythmic, nursery rhymes or short verses
- little text per picture
- use expressive narration

Simple Beginnings (suggestions)

- Alexander, Martha G. “A” you’re adorable. New York: Scholastic, [1999], c1994
- Oxenbury, Helen. All fall down. New York: Little Simon, 1999, c1987
- ----, Clap hands. New York, Little Simon, 1999
Toddlers

Toddlers are beginning to understand the difference between text and pictures and enjoy books about familiar experiences and feelings. According to the American Library Association, picture book reading provides children with many literacy skills. Toddlers are very busy exploring their universe and the word *sit* is usually not part of their vocabulary.

Selecting and Reading Books

- simple rhymes and text, predictable words and sounds to repeat and anticipate
- simple sentences about their lives
- stories about their development
- extending understandings, expanding vocabulary
- reader points out pictures and text

Books to Sing

Preschoolers

Preschoolers can focus their attention to listen to longer stories. Some are beginning to write their names. They enjoy making up stories and are ready for more creative experiences. You can start using sound effects and instrumentation to enhance their reading enjoyment and comprehension.

Preschoolers often…

• enjoy listening to and discussing storybooks.
• understand that print carries a message.
• engage in reading and writing attempts.
• identify labels and signs in their environment.
• participate in rhyming games.
• identify some letters and make some letter-sound matches.

Story Books

• Isadora, Rachel. Peekaboo morning. New York: G.P. Putnam’s Sons, c2002
• Taback, Simms. Joseph had a little overcoat. New York: Viking, 1999
Kindergarten to Second-Grade

Kindergarteners to 2nd graders are ready and willing for any adventure. They are beginning to write stories, keep journals and create plays. Opportunities for creative writing and movement are endless and should be a daily part of their literacy program.

Suggestions
- retell simple narrative stories
- use descriptive language to explain and explore
- recognize letters and letter-sound matches
- show familiarity with rhyming and beginning sounds
- begin to write letters of the alphabet

Sing and Skip
- Beaumont, Karen, David Catrow, illus. *I ain’t gonna paint no more!* Orlando, Fla.: Harcourt, c2005
More Book Suggestions for Mixed Ages

Simple Sounds
- ---- *In the tall, tall grass*. New York: H. Holt, c1991

Sing-A-Long
- Sweet, Melissa. *Fiddle-I-Fee*. Boston: Little, Brown, c2002
- ----, *Shoo Fly*. Watertown, MA: Whispering Coyote, c2000
Poetry & Rhyme

- Milne, A.A., E.H. Shepard, illus. *The world of Christopher Robin; the complete When we were very young and Now we are six*. [New York]: Dutton, [1958]

Bring out the Instruments


Stretch

- Carr, Rachel E., Don Hedin, illus. *Be a frog, a bird, or a tree; Rachel Carr’s creative yoga exercises for children*. Garden City, N.Y.: Doubleday, [1973]
Lends to Movement

• Carle, Eric. *Papa, please get the moon for me*. [U.S.A.]: Picture Book Studio USA; Natick, Mass.: Distributed by Alphabet Press, c1986
• Kalan, Robert, Byron Barton, illus.. *Jump frog jump!* New York: Greenwillow Books, c1981

Goodnight

• Buller, Jon and Susan Schade, Bernadette Pons, illus. *I love you, good night*. New York: Little Simon, 2006
• Simmons, Jane. *Go to sleep, Daisy*. Boston, MA: Little, Brown, c1999
REFERENCES AND RESOURCES

• Hannaford, Carla. *Smart moves: why learning is not all in your head.* Arlington VA: Great Ocean, c1995
• ---, *The dominance factor: how knowing your dominant eye, ear, brain, hand & foot can improve your learning.* Arlington, VA: Great Ocean Publishers, c1997

• American Library Association [www.ala.org](http://www.ala.org)
• Early Literacy Initiative and Every Child Ready to Read [www.pla.org/ala/alsc/ECRR/ECRRHomePage.htm](http://www.pla.org/ala/alsc/ECRR/ECRRHomePage.htm)
• Early Childhood Music & Movement Association [www.ecmma.org](http://www.ecmma.org)
• Gordon Institute of Music Learning [www.giml.org/home.php](http://www.giml.org/home.php)
• Zero to three: National Center for Infants, Toddlers and Families. [www.zerotothree.org/site/PageServer](http://www.zerotothree.org/site/PageServer)
• WeJoySing, Inc. [www.wejoysing.com](http://www.wejoysing.com)
• Organization of American Kodaly Educators [www.oake.org](http://www.oake.org)
• The Listening Centre: Training listening with music and voice. www.listeningcentre.com
• American Orff-Schulwerk Association: Music and movement education www.aosa.org
• Geri Stein’s Sing with Me! Sing a long and dance a long www.little-folks-music.com
Author Leslie Helakoski’s activities can be found on her web site: www.helakoskibooks.com

The following ideas are designed to further enhance the various themes developed in Big Chickens through the use of art, drama, language arts, music and movement activities.

It has been said that great experiences with art deepen who we are and our sensitivity. Drama allows children to create and develop their imaginative play as they expand their horizons while increasing their ability to learn and retain.

Katalin Forria reminded us that children do not acquire knowledge through verbal abstractions but through activities that require active learning. Lillie Feierabend says that poetry supports literacy with fluidity, expression and the play of voices.

Zoltan Kodaly told us that music is the instinctive language of the child. Remember the 3 Rs. Repeat, repeat, repeat! According to Bailey & Sprinkle when learning a new concept, it takes 1500 times before that concept becomes concrete.
Infant-Toddler Activities

NOTE: When grown-ups are not part of the group, toddlers can do music and movement activities with stuffed animals.

Art

Provide a variety of materials and jars of glue with brushes to construct open ended collages, such as recycled items, tissue paper, yarn, pom-poms, beads, sequins, felt, wallpaper, leather etc. Use feathers and seeds to emphasize chickens theme. (CAUTION: Omit the use of small items with the youngest children, as they can be choking hazards.)

Drama

• Talk about emotions from Big Chickens, children show emotions with faces & bodies

• Read Runaway Bunny and have children act out the various movements. i.e. “run away like little bunnies.....now run back to me”...
Fingerplays

THIS LITTLE COW
(touching finger or toe)
This little cow eats grass.
This little cow eats hay.
This little cow drinks water.
This cow runs away.

(rub palm/foot) But this little cow does nothing but just lies down all day.
(running fingers) We'll chase her (2) We'll chaaaaase her away.

ONE-TWO
1-2 buckle my shoe.
3-4 shut the door.
5-6 pick up sticks.
7-8 lay them straight.
9-10 a BIG FAT HEN.
Language Arts

WHO DO YOU SEE?
After the children are familiar with *Big Chickens* and while looking at the pictures, ask questions about the story such as “what animal was sneaking into the farmyard, what did the chickens do, cows, what happened when the chickens got into the boat, how do bats move?”

SNEAK LITTLE WOLF
*Tune: Skip to my Lou*
Sneak, sneak little wolf (3)
All around the farm.
Run, run little chicken (3)
Run into the woods.
Stomp little cows-pasture
Fly little bats-cave.

PUT ON YOUR LISTENING EARS!
Pre-record farm animal sounds. Place a small portable cassette player on the floor and tell the children to put on their listening ears. Let them gather close to listen to the sounds. Have a few seconds of silence before the sounds begin to peak listening. They may ask, “What is that etc”. Put your finger to your lips or cup your ear to help them understand the concept of listening and when the sounds are done, imitate and talk about them.

Lap Bounces

ONE-TWO-THREE.
1-2-3 (*name*) on my knee.
Rooster crows. Away we go. Wheeee (*change knees*) 1-2-3.

I WENT TO VISIT THE FARM
*Tune: Mulberry Bush*
I went to visit the farm one day.
I saw a cow along the way.
And what do you think I heard
Her say? (*pause*) Moo-moo-moo.
(*repeat w/ other animals & end*
*singing the melody w/bums*)

Movement (*Jumping*)

JUMPING
*Tune: Ain’t Gonna Rain No More*
“Put on your jumping shoes”
Oh, we’ll la. (*stop on 12*th* la “Did you stop?”)*(*repeat*)
Boom. (*12 stamps*)
Tee-tee. (*turn in a circle and back*)
Ch-ch. (*hands on rocking hips*)
“Turn your motors on” (*bent arms // at sides & shaking all over*) Eeerrrrr.
FOLLOWING THE CHICKEN
We’re following the chicken (3) We’re following the chicken
Wherever she may go. We’re following the chicken (3) We’re
following the chicken. We STOP
and touch our toes. We’re following the chicken (etc). We
STOP and touch our nose,

(Older children can have a turn being the leader while the other
children copy their pose.) We STOP and make a pose.

HERE WE GO
Here we go flapping, flapping, flapping. Here we go flapping
all day long. (2)
(Standing in place arms out rocking side to side)
Ha-ha this-a-way, ha-ha that-a-way. Ha-ha this-a-way, then
oh then. (Twice)
(What other movements from story i.e. jump)

ONE LITTLE BAT
Tune: 10 little Indians
1 bat, 2 bats, 3 bats a-flying... 4 bats 5 bats, 6 bats
a-flying...
7 bats, 8 bats, 9 bats a flying... 10 little bats fly all around.
Ask, “What else flies around”?

More Music and Movement Activities

NOTE: Many activities can overlap and are adaptable from one
age range to another.

RIBBONS/SCARVES
All children should have the opportunity everyday to dance
with ribbons or scarves, one for each hand. Pick pieces of
classical, jazz, big band and music from different ethnic
groups that are 2-3 minutes in length. Have the children
put on their listening ears and zip-zip-zzzzip their lips!
Establish the rule that ribbons are not to be danced on
other people.

If they tend to stand still, once they are used to the activity,
encourage them to move around the room by suggesting they
take their ribbons for a walk. Ribbons can be as simple as crepe
paper streamers or attached to shower curtain rings
or wooden dowels.

Ask individual children what their ribbons were doing and
imitate the movement.

ROCK AND ROW
This activity can be done with many songs and nursery
rhymes. An adult with one child or 2 children holding hands
face each other, sitting on the floor and gently pull back and
forth while singing.
More Infant-Toddler Activities

Fingerplays

ROUND THE HAYSTACK
‘Round and ‘round the haystack. (rub baby or dolly)
Goes the little mouse.
One step, 2 steps.
And in her little house. (gentle tickle)

HERE ARE BABY’S FINGERS
Here are (name) fingers.
Here are ____ toes.
Here is ____ belly button.
Round and round it goes.

Lap Bounces

RICKETY RIDING HORSE
Rickety rickety riding horse.
Over the hills we go.
Rickety rickety riding horse.
Giddy-up. (2) (lifting up)
(leaning back/side to side)
Whoa, whoa, whoa.

SHOE A LITTLE HORSE
Shoe a little horse. Shoe a little mare.
But let the little colt. Go bare, bare, bare.

PITTY PATTY POLT
Pitty patty polt. Shoe a little colt.
Here’s a nail. There’s a nail.
Pitty patty polt.
**Movement**

Dance with baby to Mozart rocking side-to-side, hum on baby’s cheek. Gently move baby through different planes-up/down, high/low. When grown-ups are not available toddlers can dance with stuffed animals. Chant any nursery rhyme while holding baby, under the arms, securing the back, on lap, facing grown-up. Grown-up pulls legs up & down while chanting. Toddlers can hold hands with each other while sitting & pull back and forth. *(rock & row)*

**SKIP TO MY LOU**

Lost my partner.
What’ll I do etc.
*(hold baby and bounce)*
*(toddlers tap on legs)*
Skip, skip to my lou,
*(walk around room)*
*(this stand-in-place bouncing, then walking format can be used with any song that has 2 parts)*

**BINGO**

*(walking in a circle)*
There was a farmer had a dog.
And Bingo was his name oh.
B…I…N…G…*(on each letter take 1 slow step into center of the circle, pausing before O….*
*after pause sing elongated ohhhhh while scooting backwards…repeat with infants, the adult holds the baby facing outward, walks toward a mirror instead of in a circle)*

**Lullabies**

Rocking side to side nourishes developing brains, helps children find their balance and center, so rock often while singing or humming some favorites.

**Lullaby Suggestions**

Go To Sleepy Baby-Bye
Golden Slumbers
Dance to Your Daddy
Hush Little Baby

**THIS LITTLE WIND**

*(blow on a thumb)*
This little wind blows silver rain.
This little wind drifts snow.
This little wind sings a whistle tune.
This little wind moans low.
But this little wind rocks baby birds
Tenderly to and fro.

Bye n bye. *(2)*
Stars shining number #1, #2, #3, #4, #5
Oh my.
Bye n bye *(2)*
Oh my, bye n bye
30-Minute Infant-Toddler Storytime

NOTE: Activity words & descriptions are found in Infant-Toddler Big Chickens activities and in more Infant-Toddler activities.

- Hello Song or Chant
- Here are baby’s fingers
- Round and round the haystack
- This little cow

- Rickety Riding Horse
- Shoe a little horse
- Pitty Patty Polt
- One-Two-Three

- I went to visit the farm
- Rock and Row/You are my sunshine

- Skip to my Lou
- We’re following the chicken
- Bingo

- Look at pictures from Big Chickens or using flannel board ask suggested questions from language arts section.

- Read or sing Snappy Little Farmyard
- Put on listening ears-farmyard animals

- Following the chickens
- Ribbon music/Mozart

- Provide paper sacks with handles, glue & nature materials for nature-walk collection bags.
- This little wind
- Goodbye
Preschool (3-5s) Activities

NOTE: All toddler activities are appropriate for young preschoolers

Art

- Make binoculars from toilet tissue holders. Go on a nature walk. Collect items and make a nature collage individual and group.
- Masks of animals in *Big Chickens*.
- Animal collages.
- Build 3 little pigs houses. (for ideas, see www.dltk-teach.com/rhymes/pigs
- Bat wings.
- Feather Dusters.
- Construct chicken wings. Cut large paper bag in half. Cut into oval winged shapes. Cut slot in each bag for children to put their arms through. Provide nature materials and glue for children to decorate.
- Collect an assortment of bird feathers. Examine the feathers, stroking in every direction and feeling the shaft. Prepare several colors of paint in flat tins, varying the thickness of the mixtures. Suggest that children experiment with different strokes—broad, narrow, sweeping etc.

Ideas used with permission:
Drama

- Divide children into groups and act out sections of *Big Chickens* using masks.
- Act out 3 Little Pigs.
- Draw or paint to music expressing different feelings. What color would you use to express happy, sad, scared? (etc.)
- Use pre-made animal pictures for younger children. Older children could make animal pictures. Children are divided into groups or have partners. Pictures are put on some of the children’s foreheads, so they cannot see them and the other children act like the animal for the person wearing the sign to guess what it is.

*NOTE:* for lyrics and melody to Who’s Afraid of the Big Bad Wolf see resources section

Fingerplays

**ONE-TWO**
1-2 touch my shoe.
Yellow-red touch my head.
Dippity-dips touch my lips.
Apple-pear touch my hair.
Daisy-rose touch my nose.

**CHOP-CHOP**
Chop-Chop, chippity-chop.
Cut off the bottom and
Cut off the top.
What we have left.
We'll put into the pot.
Chop-chop, chippity-chop.
*(do it in high/low/whisper/no voice)*
Language Arts

• **A HEN CAN, CAN YOU?**
  A hen can lay a brown egg. A hen can stand on 1 leg. A hen can run. A hen can walk. A hen can say, hawk, bawk, bawk.
  But do you know what a hen can’t do?
  A hen can’t________ like you.
  *(Children brainstorm for answers and act out movement.)*

• **DO YOU HAVE?**
  Attach different pictures of animals from Big Chickens, or shapes, colors, or any theme, on enough craft sticks for each child.
  *TUNE: Mary had a little lamb*
  If you have the wolf (3) If you have the wolf, please stand up. (pause)
  And sing your name. And jump for joy. And nod your head. (etc)
  And shake a friend’s hand. And please sit down.

• **PUT ON YOUR LISTENING EARS!**
  See method and suggestions from toddler section. Pre-record other sounds effects such as wind and rain, quiet and loud, knocking and doorbell, stream and ocean. Have children talk about sounds and imitate them.
  With older children add music and scarves to extend the activity.

• **WHO DO YOU SEE?**
  Adapt activity from infant-toddler without using pictures and adding some descriptive words from the text.
Movement

NOTE: Many activities can overlap and are adaptable from toddler to preschool

HERE COMES THE BAT
It goes flap. (3) (repeat)
See it turn around.
Going round and round.
Here comes the bat
It goes flap. (3)
(other animals/birds)
Here comes the cow
It goes moo, moo, moo etc.

GALLOP ALL AROUND
Gallop (5) all around. Gallop (3)
put your finger on the ground.
(repeat with toe and ask children
“What other part of our body
can we put on the ground?”)

SNEAK CHANT
We’re gonna’ sneak (2)
We’re gonna’ sneak, sneak, sneak
And STOP…shhh
(do fast/slow/loud/quiet,
leave out words)

LET’S ALL WALK
Let’s all walk ‘round the farm, ‘round the farm. (twice)
Let’s all walk ‘round the farm
Say hello and wave your arm.
Let’s all walk ‘round the farm, round the farm.
(Ask, how else could we move around the farm?)
CHICKEN DANCE
Would you like to be a chicken?
Yes, I’d like to be a chicken.
Bawk or Cluck (4) (hands like beak)
(4 open close beaks, no words)*
Can you wiggle like a chicken?
I can wiggle like a chicken.
(shaking hips) Bawk *
Can you sound like a chicken?
I can sound like a chicken. Bawk (4)
Can you fly like a chicken?
I can fly like a chicken? Bawk (4)

• Sing bum-bum or la-la or dee-dum or flying while flying around to the melody.

• It is recommended to keep it slow and only use faster version with older children.

• To hear the melody and find instructions for the traditional version go to the site http://whydidthechickencrosstheroad.com/the-chicken-dance.htm

• Another version with different text can be found www.kiddyhouse.com/farm/chicken/chickensong.html
 Songs

ROW ROW YOUR BOAT
(partners sit facing and holding hands)
Row your boat gently down the stream etc.
Rock your boat (side to side)
Tip your boat (all the way over)
Space needed

WHEN COWS GET UP IN THE MORNING
(puppets or big pictures on wooden paint stirrers)
When cows get up in the morning
They always say good day.
(repeat or children sing back)
Moo (4) that is what they say, they say.
(repeat or children sing back)
(repeat with chickens or other animals)

THE COWS ARE LOST
(looking)
So are the sheep.
I think I’ll lie down
(sit with hands at ear, tilting head to floor)
And go to sleep.
PAUSE
(tapping) Wake up, you
sleepy head and go and find
the cattle. Wake up you sleepy
head and go and find the sheep. (repeat all)

GRANDMA’S FARM
(use puppets or big pictures)
We’re on our way (2)
On our way to Grandma’s farm
(repeat)

Down on grandma’s farm,
There is a little cow (2)
The cow makes a sound like this
Mooooo (2)
(repeat with other animals)
(end with) We’re on our way (2)
On our way to Grandma’s farm (twice)
More Preschool Activities

Fingerplays

NEST IS A HOUSE
A nest is a house for a robin. (cup hands)
A hive is a house for a bee. (2 fists touching)
A hole is a house for a bunny. (2 hands form a hole)
And a home is a house for me. (triangle hands over head-touch chest)

WAY UP IN THE SKY
Way up in the sky. (flapping) The little birds fly.
While down in the nest. The little birds rest. (head tilts to hands at ear)

With a wing on the left and a wing on the right.
The sweet little birds, sleep all through the night.

The bright sun comes up. The dew falls away.
Good morning, good morning. (open-close beaks)
The little birds say. (repeat)

HERE’S A LITTLE BUNNY
Here’s a little bunny (2 fingers bent over) with ears so funny.
And here’s her hole in the ground. (other hand thumb to fingers)

When a noise she hears, she perks up her ears (lift up bent fingers)
And jumps in the hole in the ground (ears in hole)

Children can also do this with a grown-up or partner. One child makes bunny ears and the other makes the hole. It can also be chanted in a deep voice with big bunny ears over the head and a big hole made with arms.
Classical Music Active Listening Activities Preschool to 2nd Grade

When providing listening activities to recorded music, spend some time becoming familiar with the piece. Practice, practice, practice before doing it with the children. Young children, even toddlers, can listen to 2-3 minutes of music when they are actively engaged.

- ENTRANCE THE QUEEN OF SHEBA/HANDEL

Children walk around the room when they hear a lot of instruments. When the music changes to just a few instruments they STOP and put their hands on their heads. Older children can be divided up into 2 groups. One group stands very still/frozen while the other group walks waving a scarf to the music.

When the music changes to a few instruments the walking group freezes and individually stopping in front of a standing person.

When the music changes again, the standing group changes places with the walking group, taking the scarves.

- FOSSILS/CARNIVAL OF THE ANIMALS/ST. SEANS

The xylophone in this piece represents fossils/dinosaurs. When we hear it we take our dinosaur feet for a walk on our own bodies and on the floor. During the other sections we move our arms freely as the music suggests.

The xylophone section weaves in and out of the piece to repeat the walk.

- SURPRISE SYMPHONY # 94/HAYDN

Explain to children that patrons attending Haydn’s concerts often fell asleep. So in order to wake them up, he wrote this symphony that is very quiet in the beginning, but every so often there is a grand loud part.

Using scarves (or streamers) children tiptoe around the room.

On the very loud sound, throw the scarves up in the air.

Cue the children right before the loud sound, some get scared.

As the music gets more lyrical wave the scarves.

- WILLIAM TELL OVERTURE/ROSSINNI

Tell the children they will be very busy.

The music will be very easy to follow.

Sitting down...holding reins, ride horses… look to see who is coming…wave scarves….play violins… ends with waving scarves…
45-Minute Program for Preschoolers (3-5s)

NOTE: Words & descriptions of activities are found in preschool Big Chickens activities, more preschool & classical music activities.

- Hello song or chant
- Nest is a house
- Way up in the sky
- Here’s a little bunny
- Here comes the bat
- Sneak little wolf
- Here we go flapping
- Following the chicken
- Construct chicken wings
- Read Big Chickens
  Ask questions about who do you see?
- Let’s all walk
- Chicken Dance
- Put on your listening ears/sound effects
- Do you have?
- Carnival of the Animals-Fossils
- Row, rock, tip your boat
- Ribbon-Scarf Music/Waltz of Flowers
- This little wind
- Goodbye
Kindergarten to 2nd Grade Activities

Art

• Construct masks and sets for Peter and the Wolf. See movement section for further exploration.
• Wolf, pig masks and house for 3 little pigs. www.dltk-teach.com/rhymes/pigs/
• Construct chicken coops.
• Masks and costumes for Carnival of the Animals.
• Draw faces showing different emotions from Big Chickens

NOTE: For ideas for Peter and The Wolf and Carnival of The Animals search the web under “carnival of the animals masks”

Drama

• CARNIVAL OF THE ANIMALS
  Act out animals from Carnival of the Animals by Camille Saint-Saens

• PETER AND THE WOLF
  This classic musical story by Sergei Prokofiev has specific musical selections for Peter, the duck, the cat and the bird. Pre-record the different themes and 4 children (or pairs) can take turns moving to their theme while the rest are the audience is sometimes just watching and other times adding instrument accompaniment.

• THREE LITTLE PIGS
  After constructing masks and houses children can act out the story.
  To hear the melody and see the lyrics of “Who’s afraid of the big bad wolf,” see http://www.niehs.nih.gov/kids/musicchiled.htm

• WHO AM I?
  Pantomime emotions from Big Chickens for other children to guess.
Language Arts Movement and Singing Games

• ANIMAL HOPSCOTCH...
  Children work in groups. Each group has a series of 5-10 big animal cards—2 of each animal. One person makes a horizontal or vertical pattern on the floor and jumps on the card chanting the pattern.

  When the leader gets to the end the rest of the children join the leader, one by one. The last person becomes the new leader and makes a new pattern to go back the other way. Example pattern…bat, pig, pig, chicken, wolf.

• DO YOU SEE WHAT I SEE?
  Show pictures from the Big Chickens or pictures from other books that have a lot of detail and ask the children to sing about what they see.

• BEE BEE BUMBLE BEE* …
  Worker bees stand in a circle with one hand out. The queen bee has a bee puppet and walks around the circle tapping the children’s hands while reciting,

  Bee, bee bumblebee, tapped a wolf upon his knee, tapped a pig upon her snout and I declare if you ain’t out.

  The person who gets tapped on “out” runs and gets a pair of rhythm sticks, comes back to her/his place, starts tapping while chant continues.

  Last one out is new queen bee. In large group, do more than one circle.

* Used by permission, Jo Kirk, WeJoySing, Inc, 2007
1. Children form 2 lines facing each other…  
   *(tapping legs)* The Grand Old Duke of York, he had 10,000 men. 
   *(head couple joins hands-slides up and back)* He marched them up to the top of the hill… and marched them down again. 
   *(group stands in place with hands moving to words)* When you’re up, you’re up and when you’re down you’re down and when you’re only halfway up, you’re neither up nor down. 

2. *(head couple walks around on the outside of their own line, everyone following to the other end)* 
   Heads form an arc with their hands, while everyone comes under the arc to have a new head couple. 

A hunting we will go (2) We’ll catch a fox and put it in a box and say it isn’t so. *(repeat all)* 

• ON THE MOUNTAIN 
  *(circle game-one person is in the center)* 
  On the mountain stands a lady/gentleman. 
  Who she/he is, we do not know. 

All she/he wants is gold and silver, all she wants are ice cream cones. 
So jump out____ and jump in ______. 
*(repeat)* 

• WALKING AND TALKING… 
Take a walk in the classroom, library, woods, or city to look for hidden letters and shapes. Non-writers can have adults help trace or write down. Older children can trace, draw or tell stories about what they saw.
Poetry and Rhyme

- **NAME THAT WORD...**
  Pick different words from Big Chickens and make lists of rhyming words.

- **HOW MANY MOOS ?**
  The Cow by Jack Prelutsky
  Read just for listening enjoyment. Once the children are familiar with the poem they can decide how many times they hear the word moo or chooses, or chew or muses. Writers can write the word as many times as they hear it.
  
  The cow mainly moos as she chooses to moo
  and she chooses to moo as she chooses.
  She furthermore chews as she chooses to chew
  and she chooses to chew as she muses.
  If she chooses to moo she may moo to amuse
  or may moo just to moo as she chooses.
  If she chooses to chew she may moo as she chews
  or may chew just to chew as she muses.

- **I MOO BECAUSE...Cow Poemstart by Jack Prelutsky**
  I am a cow, and so I moo, For mooing is what cows all do.
  I moo because___________.
  
  Non-readers can fill in the blank by saying a word and act it out if applicable. Writers can write and illustrate a story about why they moo. Substitute other animals.

- **MOO by Alice Schertle**
  No matter the time, the place, or season, with no excuse,
  for no known reason, in the middle of a meadow
  a cow says “Moo!”
  Then all the other cows say it, too.
  What does moo mean, anyway? What, exactly,
  are they trying to say?
  No matter what else
  they’re thinking of doing,
  if they’re cows they’re probably thinking of mooing.
FLY BUMBLE BEE
Children fly around the room buzzing.
The adult calls out an instruction, i.e. elbow to knee, children find a partner.
Repeat with new instructions always finding a new partner.

1-1-1
(tapping rhythm sticks ... when learning song ... pause after each phrase)
Oh, when you're 1-1-1 (pause)
Tap on your drum-drum-drum.

And when you're 2-2-2
Tap on your shoe-shoe-shoe.

Oh when you're 3-3-3
Tap on your knee-knee-knee.

And when you're 4-4-4
Tap on the floor-floor-floor.

Oh, when you're 5-5-5
You do the jive-jive-jive.
(jive by rowing alternating arms back & forth)

And when you're 6-6-6
Put down your sticks
WALKING AND TAPPING
Put paper plates evenly spaced in a circle, one for each child. With a large group do 2 or 3 circles.

The adult taps a drum for 4 beats while the children walk around the circle. When the drum stops after 4 beats, each child stops at a plate and says a given pattern tee-tee-tah (2 times) while tapping their legs to the rhythm.

The children will tap their legs 3 times. (Adults, think, quick-quick slow to understand the rhythm.)

Continue several times.

On another day tap the drum for 8 beats have children repeat same pattern. As children get familiar with the activity the adult creates different patterns, and the older children can also contribute ideas. i.e. tah-tah-tee-tee-tah

WHEN I WAS ONE
(sit/stand very close)
(tapping)
When I was one
I had some fun
On the day I went to sea.

I jumped (arms up)
aboard a pirate ship (cover one eye)
And the captain (salute) said to me,

Oh you go this way
(pointing with thumb lean to one side)
That way (lean to other side) forward, backwards

Over the deep blue sea (make wave with hands)

When I was 2 etc.
(ask the older children for words to rhyme with the numbers)
GREEN GRASS GREW ALL AROUND
Verse: Oh in the woods (echo) There was a tree (echo) (arms like tree)
The prettiest little tree (echo) that you ever did see. (echo)

CHORUS
Oh, the tree was in the hole (arms make hole)
and the hole was in the ground (hands wave down)
And the green grass grew all around, all around (dancing fingers around)
and the green grass grew all around.
Verse: And on that tree, there was a branch (one arm up) the prettiest little branch that you ever did see. CHORUS
Verse: On that branch, there was a nest (cups hands).CHORUS
Verse: On that nest, there was an egg (fist in palm) CHORUS
Verse: In that egg, there was a bird (make beak) CHORUS
Verse: On that bird, there was a wing (flap arms) CHORUS
Verse: On that wing, there was a feather (blow hand) CHORUS
Verse: On that feather, there was a bug…CHORUS (end at any point by slowing down the chorus)

This song can also be done with a song chart.
Used with permission:
45-Minute Program for Kindergarten to 2nd Grade

NOTE: Activity words & descriptions are found in K-2nd grade Big Chickens activities, preschool & more K-2nd grade movement & singing games.

- Hello
- Here’s a little bunny with partners
- 1-1-1
- Construct masks for 3 little pigs
- Read Big Chickens
  Who am I? Do you see what I see?
- We’re following the chicken
- Bee bee bumble bee
- Walking and talking
- Name that word
- Animal hopscotch
- Cows are lost
- Put on listening ears
  William Tell Overture
- Act out 3 little pigs
- Ribbon-Scarf Music/Strauss, Blue Danube
- On the mountain
- Goodbye
1. Do you think the Big Chickens have ever left home before?
2. The Big Chickens were afraid of many things in the story. Would you be scared of any of those things? (Water, Ditch, Cows, Cave, Bats, Wolf)
3. What do the Big Chickens think is going to happen to them when they reach the (ditch, water, cows, cave)? What really happens?
4. What helps the Big Chickens not to feel scared? What helps you feel better when you’re scared?
5. The Big Chickens change at the end of the story. How do you think they changed?
6. Do you think that real chickens could scare off a real wolf?
7. Was there a pattern in this story? Can you tell me something about it?
8. What was the sequence of events in the story? What did the chickens do first? Next? Last?
9. Can you think of some rhyming words that were used in this story?
10. Can you think of some action words that were used in this story?
11. Would the book have been as good without the pictures?
12. How would you describe the pictures? (Big/small, colorful/dark, fun/serious?)
13. How would you describe the Big Chickens? (Color, clothing, personalities)
14. What kind of “medium” did the artist use?
15. Do you think that the Big Chickens had fun on their adventure?
1. Song Chart for Green Grass Grew All Around
2. Picture Chart for Green Grass
3. A-MAZE-ing Animals: Lead the turtle to the pond maze
4. Farm Animal Crossword
5. Baby Animals Word Search
6. Match the Animal Memory Game
Green Grass Grew All Around

Oh in the woods there was a tree
The prettiest little tree that you ever did see

Oh, the tree was in the hole and the hole was in the ground, and the green grass grew all around, all around. And the green grass grew all around.

And on that tree, there was a nest
The prettiest little nest that you ever did see
Oh, the nest was on the tree and the...

And on that limb, there was a nest
The prettiest little nest that you ever did see
Oh, the nest was on the limb, and the...

And on that branch, there was an egg
And on that nest, there was a bird
And in that egg, there was a chick
And on that bird, there was a wing
And on that feather, there was a feather
The words to the song are:

**The Green Grass Grew All Around**
(Traditional tune; Author unknown)

**Verse 1:**
Oh in the woods (Oh in the woods)  
There was a tree (There was a tree)  
The prettiest little tree (The prettiest little tree)  
That you ever did see. (That you ever did see.)

**Chorus:**
Oh the tree was in a hole and the hole was in the ground  
And the green grass grew all around, all around  
And the green grass grew all around.

**Verse 2:**
And on that tree (And on that tree)  
There was a limb (There was a limb)  
The prettiest little limb (The prettiest little limb)  
That you ever did see. (That you ever did see.)

**Chorus:**
The limb was on the tree and the tree was in a hole  
And the hole was in the ground  
And the green grass grew all around, all around  
And the green grass grew all around.

**Verse 3:**
Branch on the limb
3. A-MAZE-ing Animals: Lead the turtle to the pond maze

A-MAZE-ing Animals

Lead the turtle to the pond.
FARM ANIMAL CROSSWORD

CAT
CHICKEN
COW
DOG
DONKEY
DUCK
GOAT
GOOSE
HORSE
PIG
SHEEP

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5. Baby Animals Word Search

BABY ANIMALS

PUPPY  VGPACALF
KITTEN  BKYPUPPO
FOAL    OITTGTRA
CALF    TTXUKML
JOEY    YTLEGIPM
CUB     EELOPDAT
KID     ONECYLFDQ
PIGLET  JKCIHCB
CHICK   (c) 2001 The Kids Domain - www.kidsdomain.com - free for non-profit use
TADPOLE

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6. Match the Animal Memory Game

To Play:

Color your cards and cut them out on the bold black lines. Scatter your cards face down and mix them up. No peeking! When playing with a friend, the youngest player goes first. Each player gets one turn whether they get a match or not. Turn up two cards. If you match the correct word and picture, place the matching cards face up in a pile until the game is finished. Time for the next turn. If the two cards don’t match, turn them face down. Next turn! The game is over when all cards have been matched. Have Fun!
If You Loved Reading *Big Chickens* by Leslie Helakoski, You’ll Love These Books Too...


- Bunting, Eve, Jeff Mack, illus. *Hurry! Hurry!* Orlando: Harcourt, c2007. All the animals of the barnyard community hurry to greet their newest member, who is just pecking his way out of an egg.


- Cronin, Doreen, Betsy Lewin, illus. *Click, clack, moo: cows that type.* New York: Simon & Schuster Books for Young Readers, c2000. When Farmer Brown’s cows find a typewriter in the barn they start making demands, and go on strike when the farmer refuses to give them what they want.


All the farm animals are where they should be, clucking and mucking, mooing and cooing, except for the missing goose.


Hattie, a big black hen, discovers a fox in the bushes, which causes varying reactions in the other barnyard animals.


The little red hen finds none of her lazy friends willing to help her plant, harvest, or grind wheat into flour, but all are eager to eat the cake she makes from it.


When the barnyard animals catch the flu, their moos, baas, and oinks turn to sneezes, sniffles, and snorts. It’s up to Farmer to cure them with his special soup.


Six days a week the chickens help the Greenstalk family and their animals recover from mishaps that occur on the farm, but they need one day to rest.


Although unaware that a fox is after her as she takes a walk around the farmyard, Rosie the hen still manages to lead him into one accident after another.


When the animals start eating the farmer’s apples, the farmer is worried that there won’t be any left for him.


At the end of the day, while Farmer Joe gets ready for bed, his animals tune their instruments to perform in a big concert as a rock band called Punk Farm.


While his brothers and sisters nestle close to their mother hen, a little chick struts off on his own to make some new friends in the farmyard.


Olvina, a chicken in more ways than one, overcomes her fear of swimming with help from her friend Hailey, a penguin, while on vacation in Hawaii.
A girl names all the animals she likes on her farm, from Jack the dog to the pig and her piglets.

A cow that oinks and a pig that moos are ridiculed by the other barnyard animals until each teaches the other a new sound.

In this deadpan spoof of famous TV and movie cops and robbers, Ducktective Web and his partner are hot on the trail of someone who has pilfered a peck of purple, almost-pickled peppers. They need just the facts to lead them to the culprit.

It’s mud season, but there’s more than mud in the middle of the road. There are pigs that won’t budge, hens that won’t scatter, sheep that won’t shuffle, and bulls that won’t charge. That won’t do. For a car to get through, somebody’s gotta shoo! But who?

This very simple rhyming alphabet book takes on a subject dear to the author’s heart--goats! Lovable, frisky animals prance through the pages, wreaking havoc and charming young children.

Soon after the chickens tire of their feed and decide to make tortilla chips and salsa, all the other animals on Nuthatcher Farm start to crave southwestern cuisine.

One day, Duck decides to try to riding a bike. As he rides past all the farm animals, everyone has different thoughts about Duck’s idea. Each animal’s thoughts, in expressions from boredom to envy, are perfectly illustrated.

A group of sheep have misadventures while riding in a jeep.

With a twist on the familiar nursery song, Old MacDonald is building a surprise miniature toy farm for the baby animals. Saw, drill, chisel, file, screwdriver, and paintbrush are operated by cat, goat, chicken, pig, cow, and dog.

Minerva Louise, a snow-loving chicken, mistakes a pair of mittens for two hats to keep both ends warm.

Five chicks peck in the farmyard in search of breakfast, stumbling upon the most unusual snacks like a butterfly and a trout. Fortunately Mama Hen is there to point them in the right direction in this bright, simple, and fun counting story.


When a kind and hardworking duck nearly collapses from overwork, while taking care of a farm because the owner is too lazy to do so, the rest of the animals get together and chase the farmer out of town.


Farmer Dale is hauling a load of hay into town when, one by one, he meets some bossy barnyard animals looking for a lift. The kindly farmer lets them all squeeze in, but when his truck breaks down, they must work together to get moving.


When Piglet’s beloved father chases her away after she plays too rough, all of the barnyard animals try to make her feel better, but Piglet is still afraid that her father no longer loves her.

*Suggested book list compiled by
Angela Semifero from the Marshall District Library and Nichole Welz from the Capital Area District Library.*
Michigan Reads! Web Site: www.michigan.gov/michiganreads

For further assistance with activities listed in this Guide, contact Gari Stein at Garistein@aol.com or 734-741-1510

Activity, Craft and Game Resources

- www.canteach.ca/links/linkwritepoetry.html
  www.canteach.ca/links/linksongs.html
- www.dltk-teach.com/rhymes/index.htm
  www.dltk-teach.com/books/index.htm
  www.dltk-teach.com/rhymes/littlechick/ppoem.asp
  www.dltk-teach.com/rhymes/pigs/
- www.edu-cyberpg.com/Music/rhythmsyllables.html
- www.first-school.ws/theme/animals.htm
- www.kidsdomain.com/craft/_animal.html
- www.kidsdomain.com/craft/_bingo.html?trnstl=1
- www.kiddyhouse.com/farm/chicken/chickensong.html
- www.little-folks-music.com
- www.preschooleducation.com/dfarm.shtml
- www.niehs.nih.gov/kids/musicchild.htm
Publications

- Frank, Marjorie. *I can make a rainbow: things to create and do, for children and their grown up friends.* Nashville, Tenn: Incentive Publications, 1976

- Kostelnik, Marjorie J., ed. and Donna Howe [et al.] *Teaching Young Children Using Themes.* Glenview, IL: Good Year Books, c1991


**Titles on music CD, performed by Gari Stein**

2. Sneak Little Wolf 14. This Little Wind 27. Here’s a Little Bunny
4. I Went to Visit the Farm 16. Do You Have 29. On the Mountain
5. Jumping 17. Here Comes the Bat 30. 1-1-1
6. Following the Leader 18. Gallop all Around 31. When I was One
7. Here We Go 19. Sneak Chant 32. Green Grass Grew All Around
8. One Little Bat 20. Let’s All Walk Melody samples from books to sing...
10. Here are Baby’s Fingers 22. When Cows Get Up 34. From Head to Toe
11. Rickety Riding Horse 23. The Cows are Lost 35. I Went Walking
13. A Nest is a House 25. Time for Bed

Recorded by Gari Stein of Music For Little Folks at World Class Tapes-Ann Arbor Michigan
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