



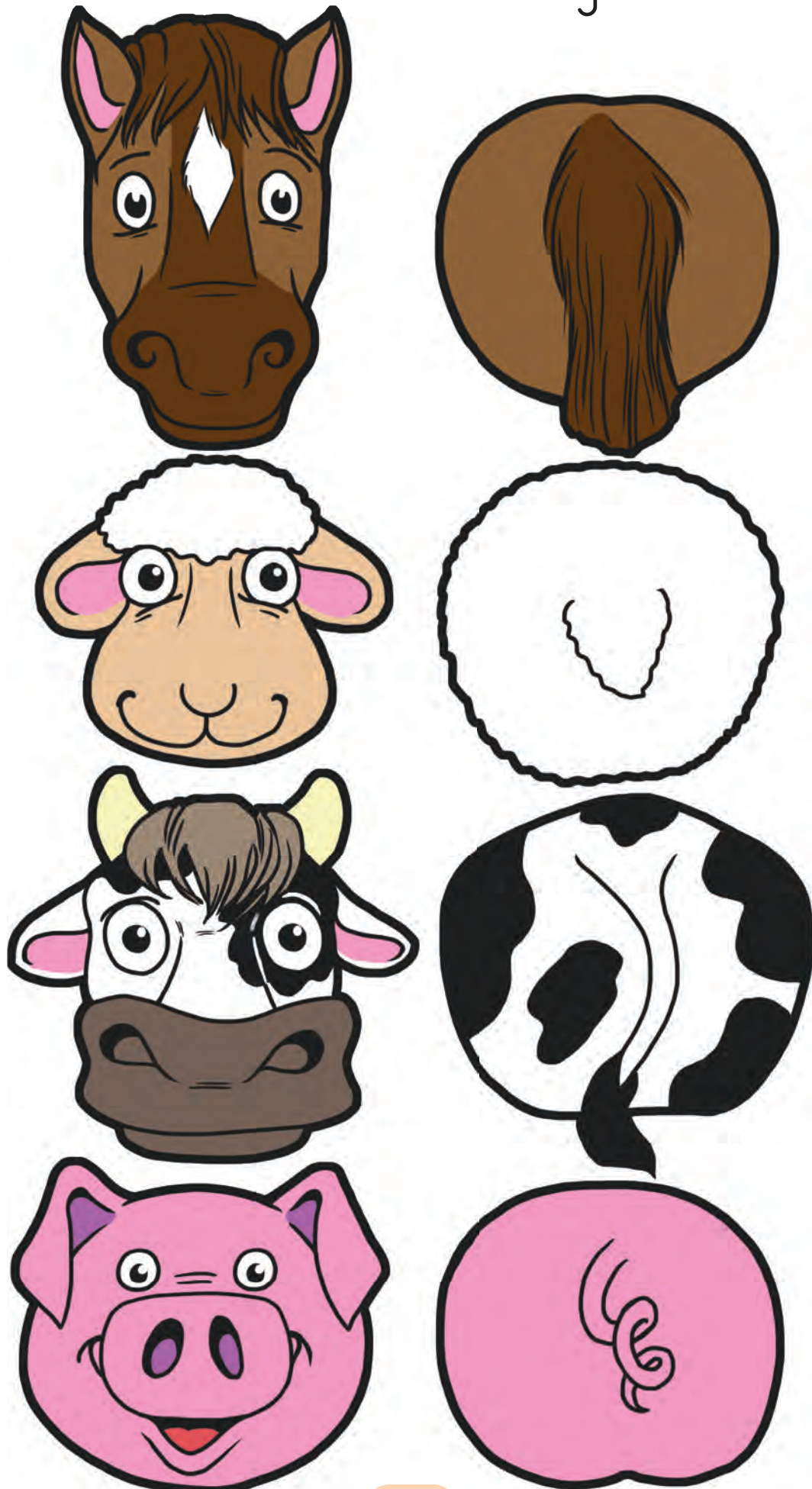
New All-In-One Pre-school Activity Booklet

FARM ANIMALS



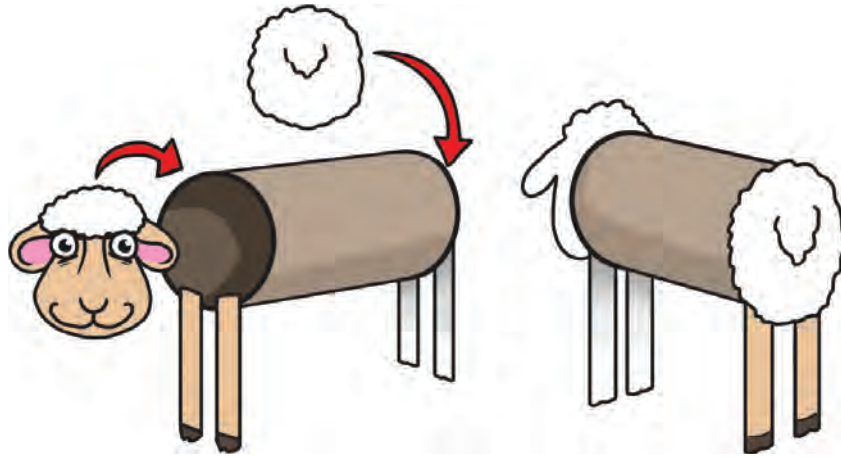
Activity 26

Construct farm animals using toilet rolls



Group 1: Tots

In this project, you will have to provide firm step-by-step guidance. Work with only two animals at a time and complete them before following the procedure with the next two. Give the little one the head portions of the first two animals (that you have cut out and pasted on cardboard in advance). Let the tot identify the heads of the two animals. Now give the tot the hindquarters of the two animals. Which hindquarters belong to which animal? Let the tot look at the colour and shape of the tail. Help the tot to paste the front and hindquarters of the two animals onto two toilet rolls with wood glue. Do the same with the next two animals. Hand out the legs/stands you have made from ice-cream sticks in advance. Apply glue to the legs and let the tot paste the animals' bodies on the legs. Now the tot has a set of farm animals to play with.



Group 2: Toddlers




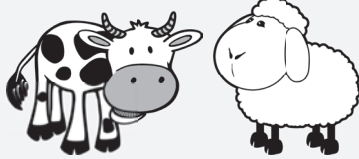
Here too, you will have to give very firm step-by-step guidance, but you may give all four head portions simultaneously. Let the toddler name the animals, then match the heads and hindquarters of the animals. Let the toddler look at the colours and shapes of the tails to help him/her. Help the toddler to paste the front and hindquarters of the four animals on four toilet rolls with wood glue. Hand out the legs/stands you have made from ice-cream sticks in advance. Show the toddler where to apply the glue and let him/her paste the farm animals' bodies on the legs. Now the toddler has his/her own set of farm animals with which to play.

Group 3: Children advancing towards Grade R

Follow the same procedure as described for group 2 (Toddlers), and you still have to provide firm step-by-step guidance. Also provide cotton wool to paste on the sheep's body, lengths of wool to serve as the horse's mane, a piece of pipe cleaner to use as a tail for the pig, and an udder you have cut out from pink paper in advance, which the child may paste to the underside of the cow. Now the child has his/her own set of farm animals with which to play.

Week 22

Topic 22: Farm animals

 Tots Group 1	 Toddlers Group 2	 Children advancing towards Grade R Group 3
<p>Friday: Babies of farm animals</p> <ul style="list-style-type: none"> • (Groups 1, 2 and 3) Cow → calf and chicken → chick. • (Groups 2 and 3) As above. Add sheep → lamb, pig → piglet and duck → duckling. • (Group 3) As above. Also add goat → kid, horse → foal and goose → gosling. <p>Cooking fun Make a biscuit piglet.</p>	<p style="text-align: center;">Farm animals</p> <div style="text-align: center;">  </div>	<p>Monday: Large farm animals</p> <ul style="list-style-type: none"> • (Groups 1, 2 and 3) Cattle. • (Groups 2 and 3) As above. Add sheep and pigs. • (Group 3) As above. Also add goats and horses. <p>Tuesday: Farm animals with feathers</p> <ul style="list-style-type: none"> • (Groups 1, 2 and 3) Chickens. • (Groups 2 and 3) As above. Add ducks. • (Group 3) As above. Also add geese and turkeys.
<p>Thursday: Where do farm animals live?</p> <ul style="list-style-type: none"> • (Groups 1, 2 and 3) Cows → shed and fowls → chicken coop/run. • (Groups 2 and 3) As above. Add sheep → sheep pen, pigs → sty and ducks → duck pond. • (Group 3) As above. Also add goats → veld, horses → stable, ducks and geese → dam and turkeys → pen. 	<p>Wednesday: What do we get from farm animals?</p> <ul style="list-style-type: none"> • (Groups 1, 2 and 3) Milk. • (Groups 2 and 3) As above. Add eggs and wool. • (Group 3) As above. Also add meat and feathers and geese are good guards. 	

Interest table for the week

Monday and Tuesday: Put up large pictures of only the animals you will discuss with the group.

Wednesday: Now add to each animal's picture examples of the products as described in the diagram. You may display real examples of meat, some boiled eggs, feathers and a feather pillow, ball of wool and a woollen hat. To these, you may add pictures of a cow being milked and sheep being sheared.

Thursday: Keep the display as it is, but add a picture of the animals' shelters to the display.

Friday: Pictures of farm animals with their babies.

Display storybooks in which farm animals are portrayed.

Important background information about the presentation of music in the pre-school

Music is more than just singing songs and the presentation should contain various components, namely

- singing.
- listening activities (or auditory discrimination).
- rhythm and movement.
- percussion.

When you page through the teaching plans presented for the first term, you will see that all these aspects have already occurred and how often they have already been practiced in play. If you have no knowledge of music, you need not fear. For these little ones, you don't have to play a musical instrument.

Here are some remarks to give you some background knowledge:

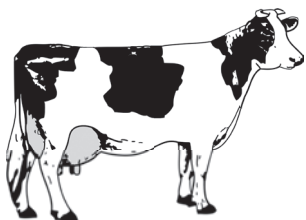
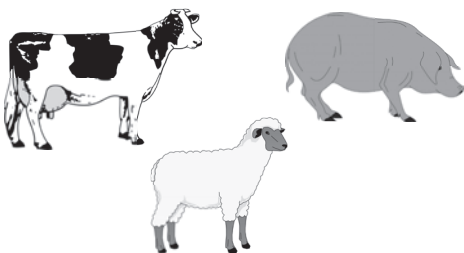
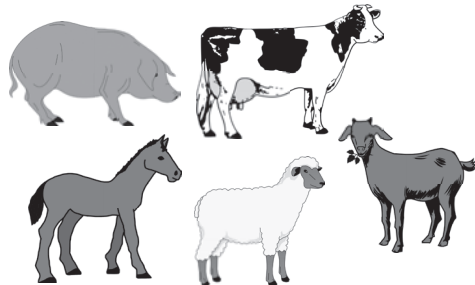
- Teaching songs should preferably take place without accompaniment.
- Make sure beforehand that you know the words and tunes of the songs you want to introduce very well.
- You always give them the initial note when a song is sung, so that they can all begin on the same note. (However, if the children begin to sing spontaneously, you should take their lead.)
- When the songs are sung, appropriate movements are strongly recommended.

In the teaching plans of the coming weeks, you will receive more hints for presenting music activities.

Day 1


Arrival and free play
Register, weather chart, birthdays and news

Guided class activity: Beginning Knowledge – Large farm animals

Tots	Toddlers	Children advancing towards Grade R
<p>In advance, find a simple picture of a cow and make five copies. <i>Example:</i></p> 	<p>In advance, find a simple picture of a cow, a sheep and a pig and make five copies of each. <i>Example:</i></p> 	<p>In advance, find a simple picture of a cow, a sheep, a pig, a goat and a horse, and make five copies of each. <i>Example:</i></p> 
<p>Show the tots a picture of a cow and say "cow". (Cattle will be too confusing when we get to milk later on.) The tots repeat the word. What sound does a cow make? (Moo!) They all "moo" and walk on the carpet like cows. Tell the tots that there are more cows on the farm. Add another picture. Count with the tots: "1 cow, 2 cows". Now put all the pictures together. Say "many cows". (The tots don't count the "many cows".) Repeat the sound a cow makes. Let two tots stand in front of the others. Count: "1 child, 2 children." Point at the rest of the tots and say, "Many children".</p>	<p>As in column 1. Then show them a picture of a sheep. Let the toddlers name the animal. What sound does this farm animal make? (Baa!) They all make the sound. Put up the sheep picture on the board. Count them with the toddlers: 1, 2, 3, 4, 5 sheep. Now do the same with the pig. What is this farm animal's name? (Pig.) What sound does it make? (Oink!) They all say "oink". Count the pigs. Now do some simple number concepts with the toddlers and ask a toddler to come and put up on the board 1/2/3 sheep/pigs/cows. Work only up to number 3. Put up a picture of one sheep on the board, and the other pictures of sheep in a bundle on the board. Let the toddlers show where there is/are "one" sheep and "many" sheep, or "few" and "many" sheep.</p>	<p>Do the activities as described in columns 1 and 2. Before you start with the exercises with number concept, you first introduce the animals prescribed for this group. Make for example the neighing or whinnying sounds of a horse or the "clip-clop" of its hooves when it trots and let the children guess what animal does this. Show the picture of the horse. They all neigh and whinny like horses. Trot through the class like horses and come back to the carpet. Discuss the role of the horse on the farm. You can ride on it and use it as a draft animal. Then show a picture of a goat and let the children make the sound of the goat. (Baa!) Now do the number operation and let the children count out up to five animals. Also work with the concepts of "many" and "few", and "just as many". <i>Example:</i> Put up many horses on the board. Count the horses: 1, 2, 3, 4, 5. Put up "just as many" sheep on the board.</p>

Circle activities

Main activity: Collage

<p>Give each tot a paper plate. It will be the sheep's body. Provide a bowl of popped popcorn and white icing and a wooden or plastic knife to spread it. In advance, cut out a black sheep's face and legs from cardboard, one set for each tot. They spread the icing on the cardboard and press the popcorn on it. The head is pasted with icing in the centre of the circle and the four black legs are pasted on at the bottom.</p>	<p>As in column 1, but the children cut out the heads of their sheep. Therefore, you provide round-tipped scissors.</p> 	<p>As in columns 1 and 2, but you hand out templates of the sheep's head for the children to trace independently with white crayon on black paper and then they cut it out.</p>
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Supplementary activity 1: Printing

<p>Provide paint in one colour and paintbrushes, as well as A4 paper and stamps. The tots paint the stamps and print them on the paper.</p>	<p>As in column 1, but this group prints with the stamps around the edge of the paper to create a frame. Inside the frame, they paint their own farm animal.</p>	<p>Do the activity as described in column 2.</p>
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Supplementary activity 2 (suitable for all groups)

<p>Provide glue in a bottle with a nozzle, white A4 paper and a mixture of mealie-meal and dry powder paint in a spice jar for every child. The children scribble or draw something with the glue and sprinkle the mixture in the spice jar on the glue as you would sprinkle salt on your food. Provide an empty shallow container such as a pan or paper plate in which they may shake off the surplus mealie-meal mixture so that only what clings to the glue is left on the paper.</p>

Guided class activity

Let the tots lie on their tummies on the lawn. They each have a ball in front of them. They roll it forward with the one hand, slide to the ball on their tummies and repeat the process. Now they sit up with the ball in front of their feet. They stay seated and kick the ball forward, crawl to the ball on their buttocks and repeat the process. Let the tots walk quickly to a target and back. Let them place one foot right in front of the other while they are walking. They jump back like frogs.

First do the activities as described in column 1. Let the toddlers then sit in a circle with legs crossed. Substitute some beanbags for the balls. They pass a beanbag from one to the next one around the circle. Do they manage this easily? Let them toss the beanbags gently to each other in the circle.

As for groups 1 and 2. Close by letting the group run in a circle like horses.

Refreshments and free play

Guided class activity

Read with the tots any very simple picture book about farm animals. Name the animals for them too and make the sounds the animals make. Encourage the tots to make the sounds too.

Show pictures of farm animals you have introduced to the group and let the toddlers name the pictures. Let the toddlers walk like cows/sheep/pigs and imitate the sounds of the animals. Swap so that you make the sound and the toddlers say the name of the animal. You may also do the male/female of the animals. *Example:* With cattle, the mommy is a "cow" and the daddy is a "bull". A daddy sheep is a "ram" and a mommy sheep is a "ewe". A daddy pig is a "boar" and a mommy pig is a "sow".

As in column 2, but add: A daddy goat is a "billy" and a mommy goat is a "nanny" and a daddy horse is a "stallion" and a mommy horse is called a "mare". Let the children make the sounds of the animals and you name the sounds for them: "bleat", "neigh", "whinny", "grunt", etc. Can they now name the sounds when you make them?

Story

Suggestion for a story:

Little Calf Is Lost

Little Calf is lost and is looking for his mommy. (Let he go from one farm animal to the next – put up pictures as you tell the story and asks each animal if that animal is his mommy.) **The animals laugh and say, "No I'm not your mommy. I am a _____. My child is a _____. Finally, the last animal says, "I know you! You are the new calf. Your mommy is the cow. I have seen her at the shed. Come, let me take you there."** (And close with the happy reunion.)

Day 2

Arrival and free play

Register, weather chart, birthdays and news

Guided class activity: Beginning Knowledge – Farm animals with feathers

Tots

Take a feather from the display board, show it to the tots and while you point at the picture of the cow, you ask, "Do cows have feathers on their body? Do sheep have feathers?" Do this with all the large farm animals even though the tots have not learnt about all those animals yesterday. Now take a picture of a child and ask the same questions. Nod so that the tots can deduce what you mean. They all say "fowl" and "feathers". Show a cockerel, as well as a hen, and teach the tots the vocabulary – "hen" and "cockerel". What sound does a cockerel make? The cockerel goes *cock-a-doodle-do* (crows) and a hen *cluck-cluck-cluck* (cluck). The tots make the sounds. Pass around some chicken feathers for the tots to touch and feel. Put up pictures of the cow, cockerel and hen on the board and let the tots name the pictures and imitate sounds of the animals.

Toddlers

Do the activities in column 1, then add ducks. For interest's sake, you may add here that you can discriminate the daddy-duck from the mommy duck by its curly tail. It is different from those of the cockerel and the hen that look totally different. What sound do ducks make? (Quack-quack!) Pass around duck feathers for the toddlers to handle. Tell them that duck feathers have special oil on them. Ducks never get soaking wet when they are swimming, because the water rolls off their backs.

Enrichment: Place about five typical chicken feathers on the carpet, as well as five pretty white duck feathers. Let the toddlers sort the feathers.

Children advancing towards Grade R

As in columns 1 and 2, and then talk about geese and turkeys. Show the pictures and repeat the names. What sound do the geese make? (They hiss: sssss.) What sound do turkeys make? (Gobble-gobble!) Pass around turkey and goose feathers for the children to touch and feel.

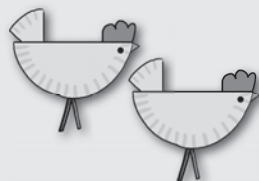
Circle activities

Main activity: Construction

Tots

Hand each tot a white paper plate, glue, a triangle cut from orange paper for the hen's beak, two kebab sticks for legs, short strips of white paper for tails and felt-tip pens. Help them to fold the plate in half. Hold it with the fold facing up. The tots paste the beak to the one end of the fold and the tail to the other end. They draw an eye on each side and paste the feet on at the bottom.

Toddlers	Children advancing towards Grade R
As in column 1, but the toddlers in this group also paste on a red comb for the hen on the folded edge, above the eye.	As in column 2, but this group could also make the cockerel. Provide an additional triangle for the cockerel's neck, and the tail feathers may be long, coloured strips of paper. Provide this group with straw with which they can build a hen's nest.



Tots	Toddlers	Children advancing towards Grade R
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Supplementary activity 1: Painting

In preparation:

1. Cut out orange duck bills for all the children.
2. Make yellow cotton wool balls too by dipping cotton wool in yellow paint. Press out the surplus paint and put them in your oven at 100°C for 30 minutes to dry.

Provide blue paint and paintbrushes, glue, sheets of A4 paper and felt-tip pens. The tots paint the bottom part of the paper blue to represent a farm dam and then paste balls of yellow cotton wool in a row on the surface of the water to represent ducklings. Paste the duck bills at the front of the balls and draw dots for eyes with a felt-tip pen.

As in column 1, but this group draws the mommy duck at the front of the row of ducklings with felt-tip pens. Then they paste on an orange bill for her too or draw one independently.

Do the activity as described in column 2.

Supplementary activity 2: Clay (suitable for all three groups)

The children all receive some salt-and-flour clay and some feathers and sticks. They roll the clay into balls and then push in the feathers and sticks to make chickens and ducks.

Guided class activity

The tots are "chickens". They put their hands in their armpits to represent wings. Set out the rope in a large square to represent the chicken run. Now give the chickens instructions. *Examples:* Walk slowly to the chicken run. Sit down in the chicken run. Walk around the chicken run. Fly quickly behind the chicken run. Peck some seeds. Then give each tot a beanbag. The beanbag is the chicken's "egg". They stand in a circle and pass a beanbag to the next one in the circle. Change the direction and pass on again. The tots push beanbags forward with their feet. The tots walk with the beanbag on their shoulders to the chicken run and back.

As in column 1, but once the "chickens" have followed the movement instructions, they are ducks too. They keep their hands in their armpits and move forward/backward on their haunches.

Hint: Bear in mind that it is much more exhausting to move in this way, so don't exhaust the toddlers with too many instructions.

When the toddlers work with the beanbags, you let them also push the bags on with their foot to the next one in the circle. For another variation, they may swipe the bag on with their hand. Then they stand on all fours in the circle and pass the beanbag under their stomachs and out to a friend standing behind them. Change direction and repeat.

As in columns 1 and 2. Then the children work in pairs standing approximately 1-1,5m apart, depending on how skillful they are. Each pair works with one beanbag. They throw the beanbags to each other, catch them and then throw them back. Close by letting them run to a target with the beanbags, put them down for partners to fetch them and bring them back again.

Refreshments and free play

Guided class activity

Sprinkle a handful of mealie-kernels on the carpet. Give each tot a small bowl and a clothes peg. They are "chickens" and the clothes pegs are their beaks. Who can peck up the most mealie-kernels with the clothes peg?

Hint: The youngest tots may simply pick up the mealie-kernels with their thumbs and index fingers – this is already a good finger exercise for them.

Afterwards, you may work with a handful of mealie-kernels and let them count out mealie-kernels (up to 3). Also revise the concepts of "few" and "many" with the mealie-kernels.

As in column 1, but these toddlers should all be able to work with the clothes pegs. Then they all are ducks and "waddle" like ducks. They learn the word "waddle". Repeat the word "waddle" as many times as possible during the day in your discussions. They may also graze like cattle/sheep and eat like pigs.

As in columns 1 and 2, but then the children walk like cattle, waddle like ducks and gallop like horses. You may do the following language enrichment too:

- When someone is very strong, we say he is "as strong as an ox".
- Can ducks keep water on their backs? No, it will run off? When someone says nasty things about you, you should not pay any attention to them. The nasty things that person has said, should run off you like water off a duck's back.

Story

Suggestion for a story:

Little Chicken walks behind his mommy on the farm. He looks at all the strange animals and sees Mommy Duck coming up with a row of yellow balls behind her. One little ball lags behind a while and Chicken runs to talk to him. "What is your name?" he asks.

The small yellow duckling answers, "My name is Hindmost because I always walk behind the others."

"Where are you going?" Chicken asks.

"Oh, we are going to swim."



Story (continued)

"No man, you will drown, my mommy warns me every day not to go near the dam because she says I will drown!"

"Oh no, Little Chicken," Hindmost says, "I'm a duckling and we can already swim when we get out of the egg. Look at my feet. We have webbed feet, and that's why we can swim so quickly and so well."

Little Chicken stands on the dam wall and watches how the ducklings swim behind their mom. He just shakes his head. He is glad he isn't a duckling, because he doesn't want to get so wet.

Day 3

Arrival and free play

Register, weather chart, birthdays and news

Guided class activity: Beginning Knowledge – What do we get from farm animals?

Tots	Toddlers	Children advancing towards Grade R
Show the picture of a cow again. Take the milk from the interest table and let every tot taste the milk you pour for them in small mugs. Practise the vocabulary "milk" and "cow". Explain that cows give us milk and that they carry the milk in a bag on the underside of their bodies. (Point at the udder in the picture of the cow.) Take a clean rubber glove of which the finger tips have small holes in them. Fill the glove partially with milk. Explain with the glove how the cow is milked. The tots hold a small mug under the "teats" and you give the tots turns to pull on the teats (fingers of the glove) so that milk can come out. They may then drink the milk, except, of course, any who might be allergic to milk (lactose intolerant). For these tots, you may repeat the process, but pour water in the glove.	As in column 1. Then show the pictures of chickens and eggs. Hens, the mommy chickens, lay an egg every day and we can eat them. They are very good for you. What does Mommy do with eggs? The toddlers talk about it. She boils, fries, bakes cakes, scrambled eggs and omelettes. Shell one of the boiled eggs and let every toddler have a small piece to taste – be careful again for there may be allergic toddlers. Show pictures of various egg dishes. Show poultry meat too without going into detail about chicken slaughter. From sheep (show sheep) we get wool for the jerseys we wear and tasty mutton. Show pictures. Put out pictures of all the animals on one side of the carpet and let the toddlers place the products of the animals at the correct pictures.	As in columns 1 and 2. Before you put out the pictures of the farm animals and their products, you first show pictures of geese and turkeys. Tell them that geese are just as good at guarding as dogs. They don't bark, but they can make a lot of noise when they notice something strange on the farm or see someone they don't know. The soft feathers under their tummies also make comfortable pillows. Turkeys provide tasty meat. Show pictures. Put out pictures of all the animals on one side of the carpet and let the children place the products of the animals at the correct picture.

Circle activities

Main activity: Drawing with milk (an exciting activity, suitable for all three groups)

Give each child an earbud, a bowl of milk and a sheet of white A4 paper. They draw a farm animal with the milk and as soon as they have finished, you place the picture on a hot plate or iron so that the milk is burnt and the picture turns brown.

Supplementary activity 1: Painting (suitable for all three groups)

Provide the children with spice jars filled with dry powder paint of various colours. Lay out a bowl of water, paintbrushes and sheets of A4 paper. They paint the paper with water, then sprinkle powder paint on in various spots and then they mix the colours by painting on them with the paintbrush. Put the paper away to be completed tomorrow.

Supplementary activity 2: Masker (suitable for all three groups)

Give every child a cardboard circle and two black ears, already cut out. The children's faces should fit in the circles. They paste the ears to the circle, then paste cotton wool balls around the circle to create a sheep mask. The sheep masks are put away to be used later today.



Guided class activity

The tots stand facing each other in pairs and roll paper balls to each other. Then make it slightly more difficult: One partner stands with legs apart and the other one rolls the ball between his/her legs to the other side. They kick the ball bit by bit to a target and bring it back. Then they each receive a simple racquet or bat. They hit paper balls to each other with these.	As in column 1, but before you let the toddlers hit the paper balls, you let them roll the balls around an empty 2l plastic cooldrink bottle too. Then they kick the balls to the bottle and see if they can kick it over with the ball. Close with the racquets/bats and paper balls.	As in columns 1 and 2, but when the children work with the cooldrink bottles, you may let them run with the plastic bottles in their hand. They try to throw the bottles in a box while they are running.
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Hint: Don't have racquets? You can easily make them by pushing a wire clothes hanger into a piece of broomstick and covering the hanger with nylon pantyhose.

Refreshments and free play

Guided class activity (Pre-Mathematics)

Give every tot three feathers. They put them down next to each other and put their finger on each feather and then count "1, 2, 3". Do some simple calculations too. *Example:* Put out two feathers. Count "1, 2". Then add another more. Count how many feathers there are now. Now they take away one feather and put it behind their back. How many feathers remain? Count out loud: "1, 2" to practise spatial concepts too. *Examples:* They put one on their head, next to them and in front of them. They put down two, one on top of the other. They put down their foot between two feathers. They receive more feathers of various colours and sort them into piles. *Example:* White feathers, black feathers and other feathers.

As in column 1, but use four feathers and not only three feathers.

This group uses five feathers. Here you may also give instructions with more than one feather. *Examples:*

- You put down one feather in front of you and one feather behind you.
- Put two feathers on your head and one feather on your leg.
- Place one feather near you. Now place one feather farther away. Place another feather the farthest of all the feathers.

Story

Suggestion for a story:

The children put on their sheep masks (see supplementary activity 2). You tell the story and the children perform the story. You are the mommy sheep. It will do well to tell the story first. Then you tell the story again, and the children perform the story.

Lambkin's Mommy Is Missing

Lambkin walks in the veld with Mommy Sheep. They are looking for food. They find sweet tender grass and eat and eat. Lambkin walks close to Mommy Sheep. Then Lambkin walks farther and farther away from his mommy as he is looking for tender grass. He completely forgets that Mommy Sheep has told him to stay with her so that he cannot get lost because the farm is very big. He sees sweet, tender grass behind a bush and he eats and eats. When his tummy is full he wants some of his mommy's tasty white milk, but where is Mommy? He cannot see her at all. He looks and looks but Mommy is gone! He looks here, he looks there. He just wants to start crying when he hears his mommy's voice as she is calling him, because every little lamb knows his mommy's voice from those of all the other ewes. He runs where he hears her and there she is standing and waiting for him while all the other ewes and lambs are already walking back to the kraal. Mommy was behind the bush the whole time and he could not see her. "Tomorrow, you must stay with me. You have seen now how big the farm is and small lambs can easily get lost," Mommy Sheep says.



Day 4

Arrival and free play
Register, weather chart, birthdays and news

Guided class activity: Beginning Knowledge – Where do farm animals live?

Tots	Toddlers	Children advancing towards Grade R
Show again with your hands together and eyes closed that you are sleeping and then you ask where the tots sleep. They will answer and probably say, "in their beds". "Where do cows and calves sleep?" Take down the picture of the cow shed so that the tots can see and say, "cow shed". Cows sleep in a shed. The children place chairs in a circle and walk in it like cows and stand to sleep because cows can stand or lie when they sleep. Show that they do not lie on their sides but on their stomachs. Where do chickens sleep? Show how the chickens sit and sleep on a perch/nest. The children climb on their chairs and pretend that they are chickens sitting and sleeping.	As in column 1. Then tell the toddlers that horses stay in a stable. Every horse is in its own room (stable) and its room has two doors – one at the top and one below it. He can look outside over the bottom door. Chickens stay in "chicken coops" or "runs". They sleep on perches or in a nest where the hens lay eggs. The cockerel wakes up very early and he crows when it is still dark to say that the sun will rise very soon. They all sit on perches like fowls (just draw a line on the carpet with chalk to represent a perch) and crow like cockerels and flap their wings.	As in columns 1 and 2. Then tell the children that sheep sleep in a sheep pen and also walk out during the day like cattle to eat food – we say they "graze". They all repeat the word. Pigs stay in "sties". They like to roll in mud to stay cool and they always stay in their sties – they eat and sleep there. Pigs don't eat grass like horses, sheep and cattle. They eat mealies and all the peels and vegetables people throw away.


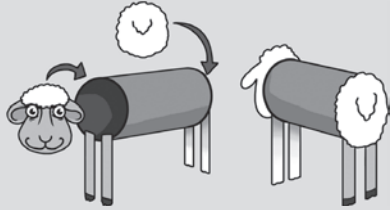
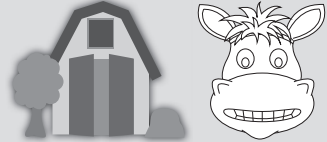
Circle activities

Main activity: Construction (refer to activity 26 in the *New All-In-One Activity Book for Pre-schoolers* on p. 46)

In preparation:

- Prepare four toilet rolls for each child.
- Cut out the fronts and hindquarters of the animals in advance.
- Cut out stands (legs) for the animals from strong cardboard or make them from ice-cream sticks.

Watch the YouTube demonstration video:
<https://www.youtube.com/watch?v=Db54kOsCV0o>

<p>In this project, you will have to provide firm step-by-step guidance. With the tots work only on two animals at a time. Complete the two animals before following the procedure with the next two animals. Give each tot the head portions of the first two animals (that you have cut out in advance). Let them identify the heads/faces of the two animals (sheep, horse, pig or cow). Now give them the hindquarters of the two animals. Which hindquarters belong to which animal? Let the tots look at the colour and shape of the tail. Help them to paste the front and hindquarters of the two animals on two toilet rolls using wood glue. Do the same with the next two animals. Hand out the legs/stands you have made in advance. Apply glue to them and let the tots paste the animals' bodies on the legs. Now they have their own set of farm animals with which they can play.</p> 	<p>You will have to give this group very firm step-by-step guidance too, but you may give all four head portions simultaneously to this group and let them name the animals. Then match the heads and hindquarters of the animals. Let the toddlers look at the colours and shapes of the tails to help them. Help them to paste the front and hindquarters of the four animals on four toilet rolls with wood glue. Hand out the legs/stands you have made in advance. Show the toddlers where to apply the glue and let them paste the farm animals' bodies on the legs. Now they have their own set of farm animals with which they can play.</p>	<p>Even for this group, you will have to provide firm guidance in column 2. For this group, you also put out cotton wool to paste on the sheep's body, lengths of wool to serve as the horse's mane, a piece of pipe cleaner they may use as a tail for the pig, and an udder you have cut out from pink paper in advance, which they may paste to the underside of the cow. Now this group also have their own set of farm animals with which to play.</p> 
Supplementary activity 1: Cutting		
<p>Provide each tot a picture of a stable and round-tipped scissors. They cut out the stable and paste it on the paper they painted yesterday in the supplementary activity with dry powder paint and water.</p>	<p>As in column 1, but toddlers cut out the stable doors on three sides and fold them so that they can open. They cut out horses' heads and paste them in.</p>	<p>As in column 2. Here is an idea for drawing a stable and horse easily. Just bear in mind that you should draw the horse so that it can indeed fit in the stable!</p> 
Supplementary activity 2: Sorting		
<p>Fill a shallow bowl with wood shavings and wind some pipe cleaners around a pencil so that they look like pig tails. Put them in the bowl of wood shavings. Provide glue too. Give every tot a large pair of tweezers and the hind part of a pig (buttocks with the two hind legs viewed from behind) on which they paste the tail they have taken from the bowl of wood shavings with the tweezers.</p>	<p>As in column 1, but give this group coloured tails and behinds and let them pick out behinds of the same colour as the tails.</p>	<p>Do the activity as described in column 2.</p>
Guided class activity		
<p>Use punch bags (potato or orange bags you have stuffed in advance with wastepaper/plastic and hung up). The tots punch them to and fro with their fists.</p> <p>Hint: You may also attach balls to ropes and let the tots hit them to and fro like this by hand.</p> <p>Lower the punch bags and let the tots kick them to and fro. Then the tots hang from the horizontal bar of the jungle gym and let go. Repeat this a few times. Close by walking with big steps like cattle to a target and then trotting with small steps like horses back to you again.</p>	<p>As in column 1, but before you do the closing activity, you put some hoops close together across the play area. The toddlers jump on both feet from one hoop to the next. They dribble the ball around the hoops too. Close with the trotting and walking activities. This group may waddle like ducks or geese too.</p>	<p>As in columns 1 and 2, but when the children have jumped on both feet from one hoop to another, you move the hoops a little farther apart. Now they jump in any way they choose from one hoop to the next. They jump around the hoops too with the biggest jumps they can. Close with the trotting, walking and waddling activities. This group may also kick up backward like small calves or lambs while they are pressing on the ground with their hands.</p>
Refreshments and free play		
Guided class activity		
<p>Sing the song, "Old Macdonald Had a Farm". Use only the cow and the duck for this group. Let the tots imitate the animals while they are singing. (Cows: <i>moo-moo</i> and ducks – <i>quack-quack</i>.) You may also divide the class into two so that the cows and the ducks sing their own parts of the song.</p>	<p>As in column 1, but this group may also sing about sheep (<i>baa-baa</i>), pigs (<i>oink-oink</i>) and ducks (<i>quack-quack</i>). Divide the toddlers into two groups who await their turns to sing.</p>	<p>As in columns 1 and 2. Then you may introduce percussion instruments and substitute them for the sounds of the animals. Let the children walk in circles too and then stop when the animal sounds are sung.</p>
Hint: Antiphonal song is a good exercise in concentration because the children must pay attention and wait to sing their own part.		

Story

Suggestion for a story:

Harry, the horse, was walking around on the farm when he stepped in a hole and hurt his leg very badly. He could not get up at all. He just lay there and groaned, "ow, ow, ow".

Nobody heard him because it hurt so much that he could only groan softly. Mommy Cow and her calf were grazing on the tender grass at the fence when little Calf stopped. He said, "Mommy, I hear someone saying 'ow, ow'". Mommy Cow listened. She turned her head to and fro as she tried to listen. She and Calf walked all along the fence and followed the sound and there they saw Harry lying on the ground. One of his legs was very swollen. He moaned and moaned because of the pain. Mommy Cow said, "Harry, we will make a plan, we can't pick you up, but we will find someone to help."

Then she began to low loudly and continuously and little Calf mooed along loudly and continuously too. The sheep heard them where they were grazing and they all bleated loudly too. In the stables, the other horses heard them and they began to neigh too. (Keep this up until you have mentioned all the farm animals you have discussed with the children.) The farmer was very proud of his farm animals that had worked together so well to help one of their friends. He loaded Harry onto the trailer and took him to the veterinary surgeon, because the animal doctor knew exactly what to do with a horse that had been hurt. After a few days, Harry again galloped all over the farm from one pen to the other and from one kraal to the other to thank his friends for their help.



Day 5

Arrival and free play
Register, weather chart, birthdays and news

Guided class activity: Beginning Knowledge – Babies of farm animals

Tots	Toddlers	Children advancing towards Grade R
Show the picture of the cow again and let the tots say the animal's name. If the cow has a baby, we call it a "calf" – let the tots repeat the word. Put out pictures of various baby animals on the carpet with a picture of a cow and a calf among them. Now point out the cow and let the tots name it. Also point out the baby animal and let them name it too. They also say what we get from cows, namely milk. Do the same with the hen, cockerel and chicken.	As in column 1, but add sheep (ram, ewe and lamb) and the pig (boar, sow and piglet) and the duck (drake, duck and duckling). Now put out the pictures of the baby animals and their parents and let the toddlers sort the babies with their parents and name them.	As in columns 1 and 2, but add the goat (billy, nanny and kid), the horse (stallion, mare and foal) and the goose (gander, goose and gosling).

Circle activity: Cooking fun – Make a biscuit piglet (suitable for all groups)

Supplies: Provide pink icing. Give each child a piece of edible playdough, any round biscuit, four chocolate chips for eyes and nostrils, as well as two triangles cut from wafer biscuits.

Method:

1. The children each roll a ball out of the play dough and press it flat to form a circle larger than the biscuit.
2. Cover the biscuit with the pink icing. Attach the biscuit in the centre of the circle of playdough.
3. Paste two chocolate chips next to each other on the biscuits for the nostrils.
4. Above the snout, the children paste the other two chocolate chips for eyes.
5. The triangles of wafers are the pig's ears.



Hint: Groups 2 and 3 may mix their own playdough.

Story: Puppet theatre

Possible story for the puppet theatre:

Sheep appears.

Sheep: Hello friends! Something awful has happened on Farmer's farm!

Cow: What do I hear, something awful? Has someone been hit by a car or is Farmer's feed for us animals finished?

Sheep: No, it's not that, it's worse.

Cow: Don't tell me one of the animals has been hurt again like old Harry, the horse?

Sheep: No, it is Henna Hen, she's just gone. Colin Cockerel has looked everywhere and he doesn't want to crow anymore because his wife is missing.

Cow: Oh dear! Then nobody will know when to get up! But where could she be?

Sheep: Farmer and his wife have looked everywhere. Cockerel doesn't know where else to look.

Cow: Friends, do you know where else we can look? (*Children answer, and then follow their suggestions.*)

Sheep: But what shall we do now? But listen. Cluck-cluck-cluck-cluck ... What does this sound like to you, friends? (*Let children make suggestions.*)

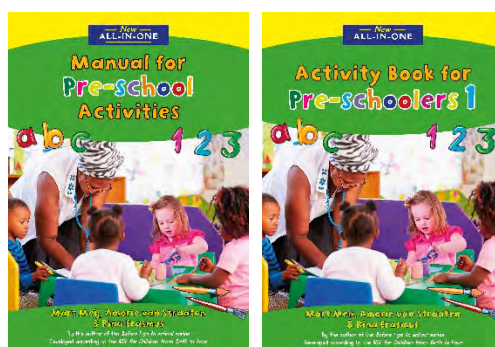
Sheep: I think you are right, it sounds to me like a mommy hen with her chicks.

Cow: Yes! Just look who's coming up here. (*You may represent the hen with chicks by using the paper plate hen made this week, with balls of cotton wool attached to a string so that it is pulled along behind her when she moves.*)

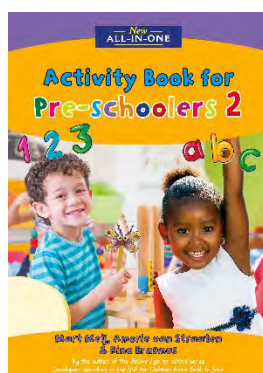
Hen: I hear you're looking for me. But I have a very important job that keeps me busy – my chicks!

Sheep: We must go and tell Colin Cockerel immediately. He will be so happy, friends, please call Colin and tell him. You may just call him, he will hear you. I will go and tell the rest of the farm animals what has happened. Bye, bye, friends!

Excerpts included this resource booklet are available in these titles:



Also available in this series:



Contact **Elana Bredell** Regional Sales Manager: Schools (Coastal regions, Free State, Northern Cape) elana.bredell@nb.co.za or **Henk Viljoen** Regional Sales Manager: Schools (Gauteng, Mpumalanga, North West, Eastern Cape, Limpopo) henk.viljoen@nb.co.za to reach your nearest bookseller or freelance agent.

Vir inligting oor u naaste boekhandelaar of vryskutagent kontak **Elana Bredell** Streeksverkoopsbestuurder: Skole (Kusstreke, Vrystaat, Noord-Kaap) elana.bredell@nb.co.za of **Henk Viljoen** Streeksverkoopbestuurder: Skole (Gauteng, Mpumalanga, Noord-wes, Oos-Kaap, Limpopo) henk.viljoen@nb.co.za.

