

Name _____

Date _____

A Day at the Farm

Match the animal to its sound.

- | | |
|-------|-------|
| Cow | Neigh |
| Pig | Bark |
| Horse | Moo |
| Chick | Oink |
| Dog | Chirp |

Answer the following questions.

1. What is something you SEE on a farm? _____
2. What is something you HEAR on a farm? _____
3. What is something you TASTE on a farm? _____
4. What is something you TOUCH on a farm? _____
5. What is something you SMELL on a farm? _____

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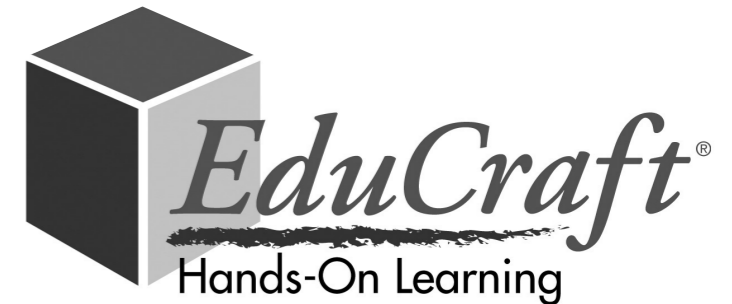
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Project Ideas • Cross Curricular
Links • Activity Sheets

Squeakin' Squawkn'™ Chicken (Pk/50)

PLEASE READ ALL INSTRUCTIONS BEFORE STARTING



YOUR KIT CONTAINS:

- Glue
- Wiggly Eyes
- Tissue Paper
- Sponge Sheet
- Plastic Cups

- Felt
- String
- Teaching Guide with Complete Instructions and Illustrations

AGE GROUP: 7 and up
PROJECT TIME: 45 minutes

YOU WILL NEED:

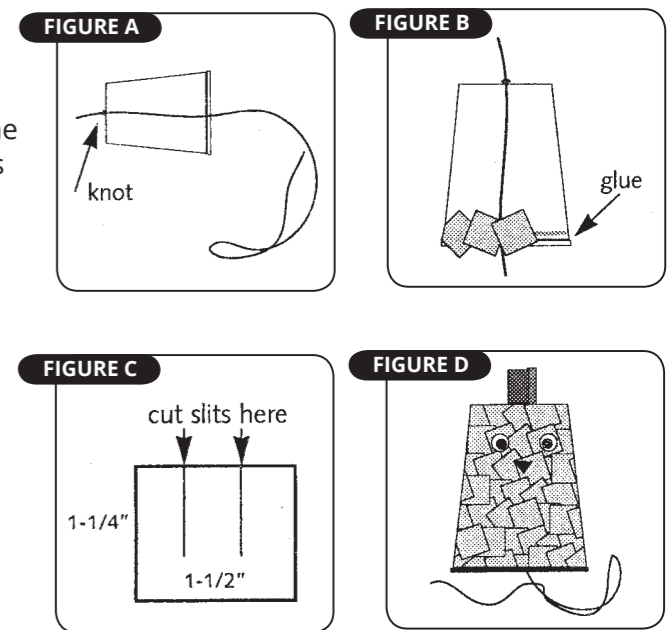
- Paper Covered Work Surface
- Scissors
- Ruler
- Paper Cutter (optional)
- Heavy Gauge Needle (optional)
- Pen

PREP INSTRUCTIONS:

1. Cut or tear tissue paper into 1" squares.
2. Cut sponge sheet into 1/2" x 1" pieces.

INSTRUCTIONS:

1. Select one plastic cup. Using a heavy gauge needle or the tip of your scissors poke a small hole in the bottom of the cup (adult supervision may be required at this step).
2. Cut a 1 yard length of string and feed it through the hole in the bottom of the cup. Pull the string until only a couple of inches hang from the bottom of the cup (see Figure A). Tie a knot so that the string does not come out of the hole.
3. Apply a thin ring of glue around the outside rim of the cup. Glue tissue squares around the cup (see Figure B).
4. Apply more glue and tissue paper until the whole cup is covered with tissue squares. Let dry.
5. Cut a piece of red felt 1-1/4" x 1-1/2". Cut two slits in the square as shown in Figure C.
6. Roll the felt into a tube so that the fringe comes out one end. Glue the roll, fringe side up, to the bottom of the cup (See Figure D). Let dry.
7. Cut a small triangle of orange felt and glue it to the cup for a beak. Glue on two wiggly eyes (see Figure D). Let dry.
8. Tie the end of the string around a piece of dampened sponge. Wrap the sponge around the string and pull down to make the squawkn' noise. Keep wrapping and pulling until you make your chicken squawk!



Teaching Activities Inside

MATH

OBJECTIVE: Students will create a chart demonstrating the popularity of farm animals.

SUGGESTED TIME FRAME: 30 Minutes

PROCEDURE: Prior to the lesson, create a chart on a large piece of paper. Write FAVORITE FARM ANIMALS as the title across the top of the chart and draw a vertical line down the left hand side of the paper and a horizontal line across the bottom of the paper. Label the horizontal line KINDS OF ANIMALS and the vertical line NUMBER OF STUDENTS. Discuss with your class the different kinds of animals that might live on a farm. Then, vote to choose the five most popular farm animals and write their names on the chart. Then have each student come up to the chart and color in a box above their favorite farm animal. Discuss the completed chart. Some questions you may want to ask include: What is the most/least popular farm animal? How many more students like "horses" than "rabbits"? How many student like "goats" and "chickens"?

		FAVORITE FARM ANIMALS				
# OF STUDENTS						
		HORSE	CHICKEN	GOAT	RABBIT	COW
		KINDS OF ANIMALS				

SCIENCE/SOCIAL STUDIES

OBJECTIVE: Students will find facts about chicken eggs and other animals' eggs.

SUGGESTED TIME FRAME: 50 Minutes

PROCEDURE: Talk with students about animals that lay eggs and write their comments on the board. Some animals you may wish to include in your discussion are chickens, doves, penguins, snails, frogs, ostriches and hummingbirds. Instruct students to work with a partner to research the egg of a specific animal. Assign an animal to each pair of students. Give each pair a piece of poster board, markers and research materials such as an encyclopedia or a non-fiction book about the animal they are researching. Tell the students to find facts about their animal's egg such as size, shape, color, contents, length of time animal is in an egg, how the egg is kept warm and how an egg is made. Have them write the name of their animal in large letters on the poster board. Then have them write the egg facts they have discovered and add illustrations. When finished, the posters can be displayed in the classroom.

ARTS

OBJECTIVE: Students will create mobiles using farm pictures.

SUGGESTED TIME FRAME: 30 Minutes

ADDITIONAL MATERIALS: Metal coat hangers, string, magazines, drawing paper, markers, tape, scissors.

PROCEDURE: Lead a group discussion about what can be seen on a farm and write students comments on the board. Encourage them to think about scenery, farm vehicles, workers, animals and crops that they might see. Explain to students that they are going to make farm mobiles and have them go through magazine and cut out farm pictures. After each student has four to five pictures, have them tape each picture to a piece of string. Then tie each piece of string to the coat hanger (straws or a branch can also be used instead of a coat hanger). Adjust the length of the strings to make the mobile level. When the mobiles are completed, hang them from the classroom ceiling.

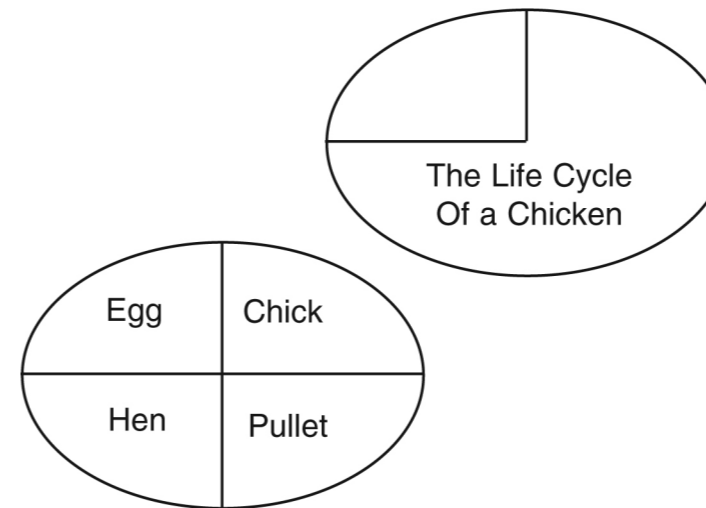
SCIENCE

OBJECTIVE: Students will illustrate and write about the life cycle of a chicken.

SUGGESTED TIME FRAME: 40 Minutes

ADDITIONAL MATERIALS: Paper plates (two per student), brads, crayons, scissors, ruler.

PROCEDURE: Discuss with students what they know about a chicken's life cycle and write their ideas on the board. Explain that an egg is formed and kept warm for twenty-one days until it hatches and a baby chick is born. A female chick is called a pullet until it is one year old and then it is called a hen. A male is called a cock or rooster. Additional information can be found in an encyclopedia or in books such as "The Life Cycle of Chickens" (1974 - Grosset Publishing). Give each student two paper plates and a ruler. Ask them to use the ruler to divide both plates into four quarters. Have them cut out one quarter of the plate. On the remaining three fourths of the plate have them write the title: THE LIFE CYCLE OF A CHICKEN. On the second plate, have them write the names used to describe the life cycle in each of the four quarters (egg, chick, pullet, and hen). After they have finished, students can draw a picture to go along with the word or write a fact that they learned related to the chicken's life cycle. Have them place the cut plate over the written, colored plate and connect in the center with a brad.



LANGUAGE ARTS

OBJECTIVE: Students will write a fictional story about SQUEAKN' SQUAWKN' CHICKEN.

SUGGESTED TIME FRAME: 40 Minutes

ADDITIONAL MATERIALS: writing paper, drawing, paper, colored pencils, crayons.

PROCEDURE: On the board, write SQUEAKIN' SQUAWKN' CHICKEN, ask students what they think of when they read those words and discuss their ideas. Announce that everyone is going to write a fictional story about a SQUEAKIN' SQUAWKN' CHICKEN. Some story suggestions could include SQUEAKIN' SQUAWKN' CHICKEN'S life on the farm of how SQUEAKIN' SQUAWKN' CHICKEN got its name. Have students outline their stories prior to writing so that a clear beginning, middle and end can be established. Upon completion, students can illustrate their stories and share them with the class.

SCIENCE

OBJECTIVE: Students will work in cooperative groups to create posters about different types of farms.

SUGGESTED TIME FRAME: 35 Minutes

ADDITIONAL MATERIALS: Poster board (one piece per group), markers.

PROCEDURE: Discuss with students different types of farms and write their comments on the board. Some types of farms include dairy, vegetable or cattle farms. List each type of farm and write what is special about that farm. After students have discussed different types of farms, divide them into small groups and assign each group a specific farm. Give each group a piece of poster board and markers and have them write their farm type on the poster board. Then have students write about and draw things they might see, hear and/or do at the farm. When finished, have them share their posters with the class.

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