



# I WENT WALKING

Written by Sue Williams  
Illustrated by Julie Vivas

Join a little girl who goes walking down on the farm and meet all of the friendly animals who decide to tag along.



## READING CIRCLE

Round up your young ones for reading circle with this lively song sung to the tune of "For He's a Jolly Good Fellow!"

A little girl went walking.  
A little girl went walking.  
A little girl went walking  
To see what she could see!

And oh, what did she see?  
And oh, what did she see?

A cat, a horse, and a red cow;  
A duck, a pig, and a yellow dog—  
She saw a lot of farm animals,  
And that's what she did see!

*(Repeat until all the children have joined the circle.)*

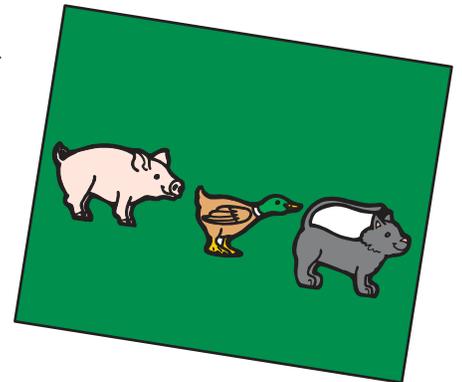
Once your students have gathered in a circle, read aloud *I Went Walking*.

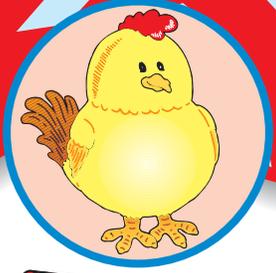


## LEARNING LINKS

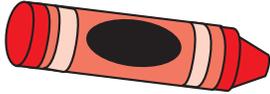
### —Math

The tagalong animals in this tale provide a perfect opportunity for your youngsters to work on sequencing skills. Before you read, copy the farm animal patterns on page 5. Color the animals as described in the story; then prepare all of the animals (omitting the lamb) for the flannelboard. After reading the book, ask your students to name the animals in the story. Place each animal figure on the flannelboard as it is named. Next, ask a volunteer to find the animal that is the first one to tag along after the girl in the story. Have the child place the black cat on the right side of the board and say, "I see a black cat looking at me!" Continue to ask volunteers to help rearrange the animals on the board from right to left, following the sequence in the story. To extend the activity, use the animal lineup to teach your youngsters the concept of *first* and *last* and to help them review counting from one to six.



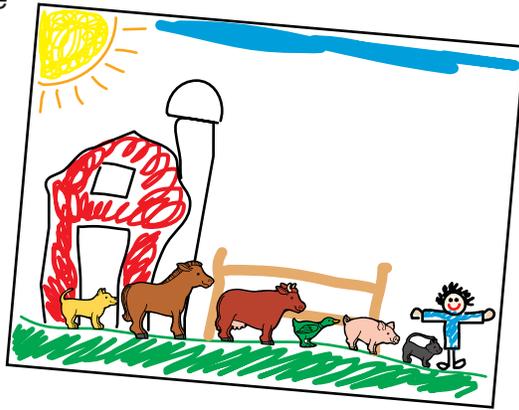


# Theme: FARM ANIMALS



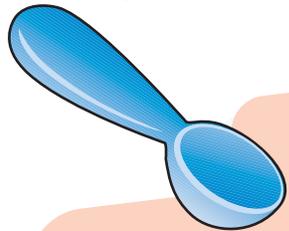
## ART SMARTS

After being introduced to the animals in the story, your youngsters will be ready for some expressive yet orderly artwork. Prior to the activity, mask the lamb pattern on page 5; then reproduce the page onto white paper for each child. Set the pages aside for later use. To begin the project, invite each child to draw and color a farm scene on a large sheet of white construction paper. Encourage the child to include a drawing of himself very close to the right edge of his paper. Next, give each child a copy of the pattern page so that he can color each animal to match its description in the story. Direct each child to cut out the animals and glue them to his farm scene in sequential order, placing the first animal (the cat) directly to the left of his self-portrait. When each child has completed this artistic story synopsis, encourage him to take his project home and use it to help retell the story to his family.



## PURPOSEFUL PLAY

Transform your block center into a miniature farm to give your little ones opportunities for hands-on retellings of the tale. Place a miniature plastic cat, horse, cow, duck, pig, and dog in the center. As an alternative, make stand-up cardboard figures from the farm animal patterns on page 5. Include several toy people figures, extra farm animals, and any other toy farm accessories that you might have. You can also include several sheets of green, brown, and blue craft foam for youngsters to use for farm field and pond props. Once your center is well stocked with farm supplies, invite pairs of students to use the center together. Encourage each pair of youngsters to use the animal and people figures to retell the story through dramatic play. Later, invite youngsters to create their own farm story scenarios with the props in the center.



## STORYBOOK CAFÉ

Turn ordinary peanut butter and jelly sandwiches into farm-themed treats for snacktime!

### Supplies:

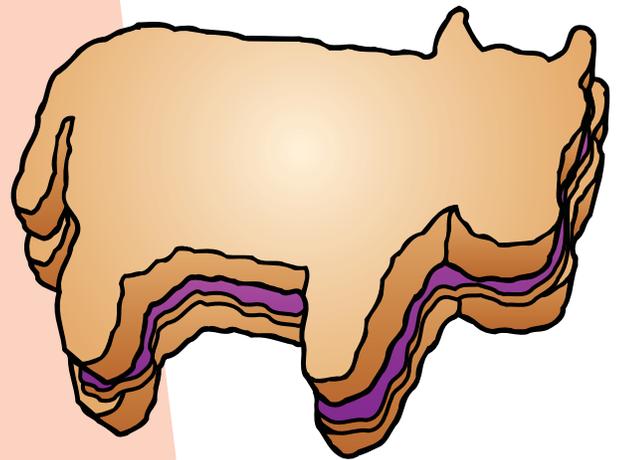
- paper plates
- plastic knives
- large farm animal cookie cutters

### Ingredients:

- 2 slices of wheat bread for each child
- peanut butter
- low-sugar jam

### To make one farm animal sandwich:

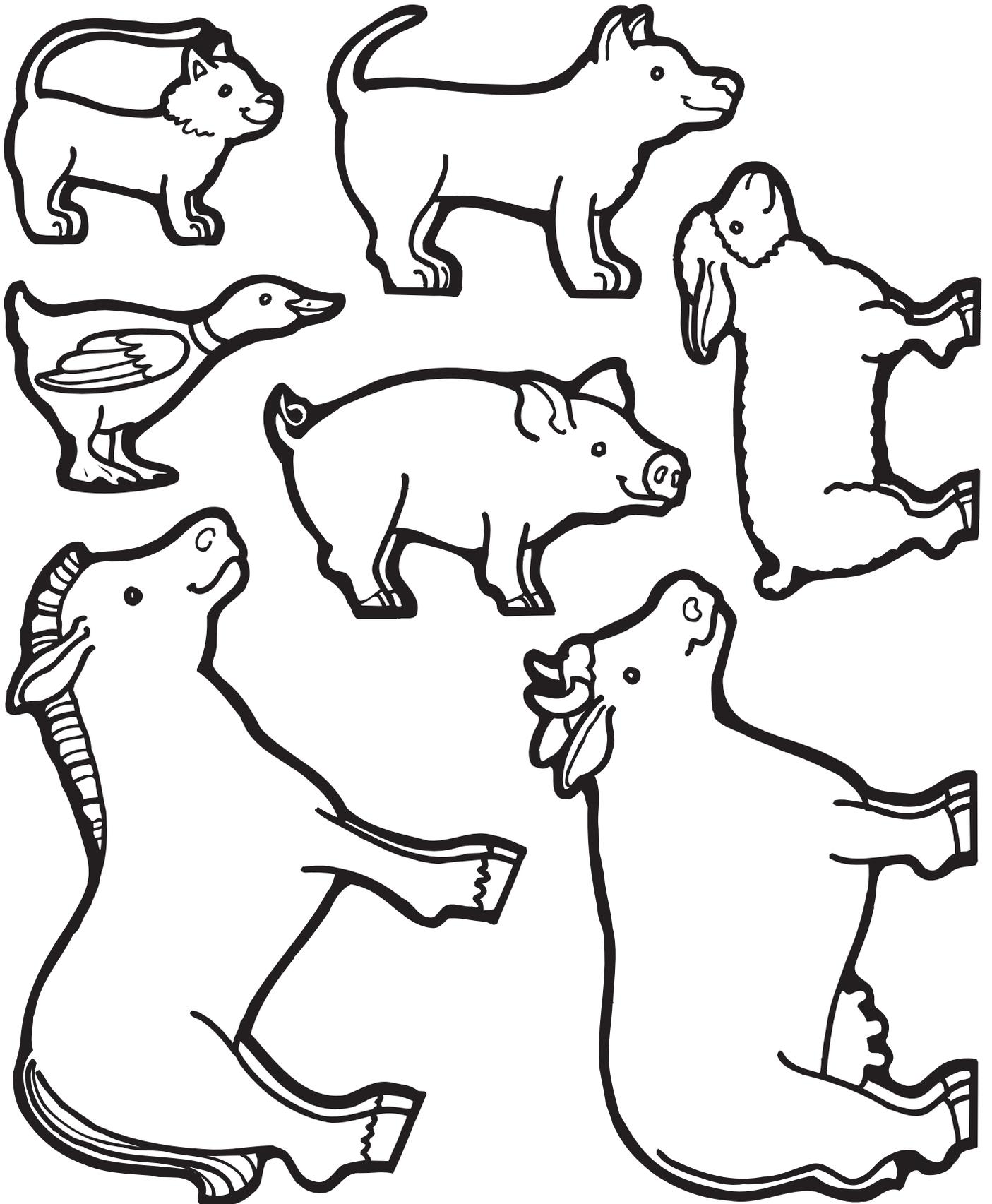
1. Make a peanut butter and jelly sandwich on a plate.
2. Use a cookie cutter to cut a farm animal shape from the sandwich.
3. Tear the sandwich scraps into small pieces; arrange the scraps on the plate to look like food for the farm animal!



# Theme: FARM ANIMALS

## Farm Animal Patterns

Use with "Learning Links" on page 3, "Art Smarts" on page 4, and "Learning Links" on page 6.  
If desired, use with "Purposeful Play" on page 4 and "Learning Links" on page 13.





# Theme: FARM ANIMALS

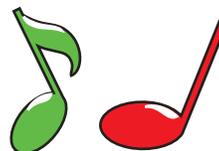
## ONE WINDY WEDNESDAY

Written by Phyllis Root  
Illustrated by Helen Craig

*On one wild and windy day, the voices of the farm animals blow away! Luckily, a resourceful little girl is there to help return each voice to its proper animal owner.*



### READING CIRCLE



Sing this silly song to the tune of “In and Out the Window,” and your little ones will come to the reading circle with a *whoosh!*

I wonder where a [moo] goes.  
I wonder where a [moo] goes.  
I wonder where a [moo] goes  
When the wind blows it away.

Let’s find out where a [moo] goes.  
Let’s find out where a [moo] goes.  
Let’s find out where a [moo] goes  
When the wind blows it away!

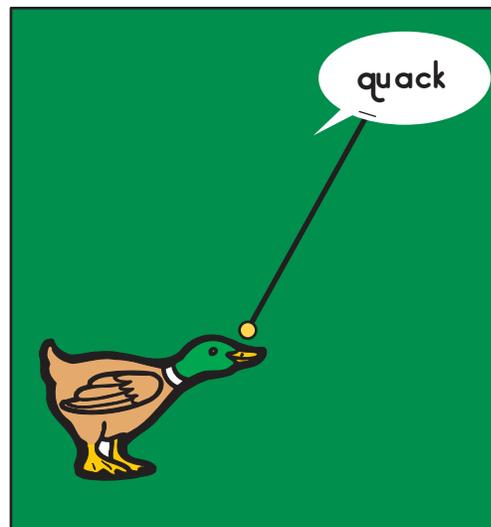
*(Repeat the song several times, substituting a different animal sound from the story until each youngster has joined the reading circle.)*

Once your youngsters have gravitated to your story gathering, read aloud *One Windy Wednesday*.

## LEARNING LINKS

### —Language Arts

*One Windy Wednesday* is just the kind of silly story that little ones love to hear again and again. And because the text is so simple and fun to recite, you may find that your youngsters are working to read it on their own. To help your students along the road to reading, invite them to take part in a vocabulary activity that focuses on the animal sounds in the story. Prior to reading the story, duplicate the animal patterns on page 5 (omitting the horse) and prepare them for use on the flannelboard. Next, cut six small speech balloons from white construction paper. Write one animal sound from the story on each speech balloon; then staple a piece of string to each one. To begin the activity, place all of the animals on the flannelboard as you read the first page of the story. Display a matching speech balloon above each animal. Continue reading the story, rearranging the speech balloons to reflect the animal sound mix-ups on each page. At the end of the story, ask your youngsters to predict just where the little dog’s sounds may have been blown by the wind. Later, display the animal figures on a small flannelboard in a center. Store the speech balloons in a box next to the flannelboard. Encourage each child who uses the center to read each speech balloon and match it to its animal owner!





## ART SMARTS

What kind of art complements such a blustery tale? A simple fingerpainting project that's a breeze for even the youngest student to do! Before you begin the art activity, review with your students the pages in the book that illustrate windy weather. Have them study these illustrations; then ask your youngsters to tell you what the artist has done to the sky to show that the wind is blowing. Next, give each child a 9" x 12" sheet of fingerpainting paper and some light blue fingerpaint. Encourage each child to spread the fingerpaint out on her paper and then use her fingertips to make sweeping strokes through the paint to create a windblown effect. Have each child sprinkle a bit of clear glitter over the wet paint on her paper to give her windy scene a bit of sunny sparkle. When each child's windy work of art is dry, invite her to use it in the activity below.

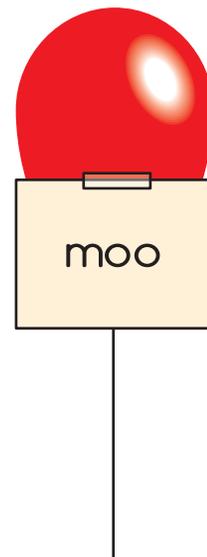


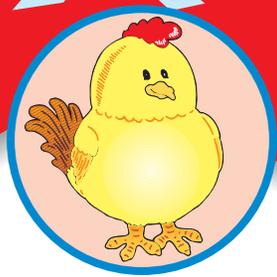
## EXTENSION—WINDY DAY BOOK

Use your youngsters' wonderful windblown paint creations to put together a class book about what the wind can blow on a blustery day. To begin, ask your youngsters to brainstorm a list of objects that can be blown by the wind. Refer to the first page in *One Windy Wednesday* and point out the hat, smoke, bird, clothes, and trees to get the brainstorming process started. Write all of the windblown objects that your youngsters name on chart paper; then ask each child to choose one object from the list to draw and color on a piece of paper. Direct each child to cut out his drawing and glue it to the center of the paper that he fingerpainted in the "Art Smarts" activity. Next, write "One windy Wednesday the wind blew a [child's object]" at the bottom of each child's paper to reinforce language from the story. Later, bind your youngsters' pages together between construction paper covers to create a class book titled "Our Windy Wednesday."

## PURPOSEFUL PLAY

Flighty, floating speech balloons are an important part of this mix-and-match tale. Invite your youngsters to play a game with vocabulary-labeled helium balloons to reinforce this buoyant story theme. Before the activity, collect a class set of helium-filled balloons, and tie a floor-to-ceiling length of string to each balloon. Next, make a class set of word cards. Write one animal sound from the story on each card; then tape a word card to each balloon. Release the balloons over an open area in your classroom. To play the game, play lively music and direct your youngsters to walk around the space beneath the balloons. Turn off the music; then have each child grab a balloon string. Have each child use the string to pull his balloon down to eye level so that he can read the animal sound on the card; then give each child a chance to make the animal sound. To complete the round, ask each child to release his balloon. Play several rounds of the game so that all of your students have a chance to read several word cards and make several silly animal sounds!





# Theme: FARM ANIMALS

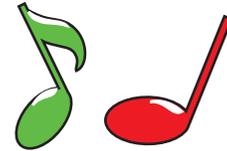
## BARNYARD BANTER

Written & Illustrated by Denise Fleming

Animal sounds abound in this dazzling display of boisterous barnyard animals down on the farm.



### READING CIRCLE



Make an announcement, loud and clear, that reading circle time is here with a lively song sung to the tune of "Take Me Out to the Ball Game."

Let's go down to the barnyard.  
 Let's go out to the farm!  
 We'll hear the animals loud and clear.  
 The hens and roosters will give us a cheer!  
 We'll hear hee-haw-haw from the donkeys.  
 The cows will say moo, moo, moo!  
 Come and hear some animal sounds  
 As I read to you!

*(Repeat the song until all the children have joined the circle.)*

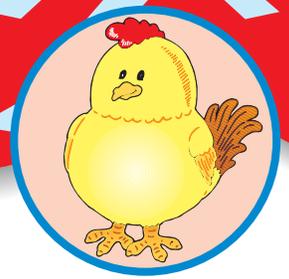
Once your young ones have gathered round, read aloud *Barnyard Banter*.

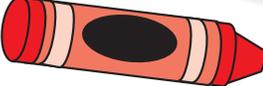
## LEARNING LINKS

### —Science

This barnyard tale stars lots of frolicsome farm critters that are full of spirited sounds. After reading the story aloud, ask your youngsters to name all of the animals in the story as you list the names on chart paper. Have your students classify the animal characters in the story by dividing the list into two groups. Ask volunteers to circle the names of the birds with a red marker and to circle the names of the other animals, including the crickets, with a blue marker. Next, review the story with your youngsters as you turn their focus to the actual sounds that each animal makes. Return to your list, pointing to each name as all of your youngsters make the animal's matching sound as it is described in the story. To wrap up the activity, divide the class into two groups, assigning one of the farm critter sets to each group of youngsters. Point to a bird name on the list; then prompt the bird group to chime in with the proper sound effect. Point to one of the other animal names next, prompting the other animal group to make their matching animal sound. When your youngsters have vocalized for every critter on the list, give students the opportunity to switch groups; then work through the list once more.

°	°
cows	donkeys
roosters	crows
hens	crickets
pigs	frogs
kittens	goose
pigeons	
mice	
peacocks	



 **ART SMARTS**

It's hard to take your eyes off a tale with illustrations as bright and lively as those in this snappy storybook. When your youngsters make these splatter-painted projects, they'll be involved in the first step of creating a similar bright and lively work of art of their own. To set up a center for splatter-painting, you will need a large box with sides at least 18 inches high; one 9" x 12" piece of yellow construction paper for each child; containers of brown, orange, and red paint; and a brush for each color. To begin, ask a child to put on a paint shirt and join you at the center. Direct the child to write her name on the back of her paper; then have her place the paper in the bottom of the large box. Next, ask the child to



dip the tip of a brush into her choice of paint and then hold the brush a few inches above the paper inside the box. Have her carefully flick the brush toward the paper to create a splattered effect. Encourage the child to continue the process with the remaining colors of paint. Set each child's project aside to dry before going on to the next activity.

**EXTENSION** —

**BARNYARD EMBELLISHMENTS**

Now that each little artist has splatter-painted a barnyard background, provide some materials for him to transform his paper into a farmyard collage. Encourage each child to glue small bits of straw, raffia, and torn paper to his splattered background to mimic the story illustrations. Provide birdseed to be glued on as well. Ask each child to draw and color a small version of a farm animal from the story, cut it out, and then glue it to his collage. Staple a sentence strip to the bottom of each child's artwork. Personalize each child's project by writing a sentence on his strip. Use the format shown, programming each child's sentence with the name of the animal in his collage, its location in the story, and the sound that it makes.

 **PURPOSEFUL PLAY** 

The animal sounds in the story make it just the thing for getting your youngsters involved in a choral reading of the tale. Before you reread the story and invite your youngsters to chime in, cut a class supply of one-inch paper squares. Draw a small butterfly on one of the squares; then place all of the squares in a bag. Invite your students to return to the reading circle, telling them that they will help you read the story this time. Tell your students that you want them to read the animal sounds in the story together. Let them know that since the goose doesn't surprise us with its sound until the very end, someone in the group will secretly get to be the goose. Tell your students that each one of them will draw a paper square from the bag. The child who draws the square marked with the butterfly will be the secret goose and will be the only one to make the goose's sound when it appears in the story. Read *Barnyard Banter*, prompting the class to chime in with the animal sound that is written on each page. When you come to the final page of the tale, it will be time for the mystery goose to "honk, honk, honk" the final sound of the story!



The **rooster** in the **barnyard** says **cock-a-doodle-doo!**